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**EFFECTS OF TRAINING AND
MOTIVATION ON EMPLOYEE JOB
PERFORMANCE:
A CASE STUDY OF UNIVERSITY OF EDUCATION
WINNEBA, KUMASI**

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Organisaatioiden on mahdollista saavuttaa tavoitteensa, kun ne käyttävät tehokkaasti resurssejaan kuten henkilöstöä, koneita, materiaaleja ja rahaa. Näistä henkilöstö on kaikkein tärkein, koska he käyttävät yrityksen muita resursseja realisoitakseen yrityksen asettamat tavoitteet. Näin ollen tämän opinnäytetyön tarkoitus oli tutkia koulutuksen ja motivaation vaikutusta työntekijöiden suoriutumiseen yliopistokontekstissa. Edelleen, tutkimuksen tavoitteina oli arvioida koulutuksen vaikutusta työntekijöiden motivaatioon, tunnistaa koulutuksen ja työntekijöiden suoriutumisen yhteys ja tunnistaa motivaation vaikutuksia koulutuksen ja työntekijöiden suoritusten välillä.

Tutkimuksen hypoteesien testaamiseksi aineistoa kerättiin 77 luennoitsijalta Internet-kyselyllä. Tulokset paljastavat, että työntekijöiden säännöllinen koulutus nostaa heidän motivaatiotaan osoittaen vahvaa sitoutumista työhön. Koulutuksen ja motivaation välillä on selkeä yhteys korkeakoulutuksen instituutioissa. Tutkimus paljasti myös, että koulutuksen ja työntekijöiden suoritusten välillä on huomattava tilastollisesti positiivinen yhteys. Lisäksi tutkimuksessa löydettiin motivaation täydellinen siirtyminen koulutuksen ja työntekijöiden suoritusten välisessä suhteessa.

Lopulta tutkimuksen tulokset paljastavat, että työntekijöiden koulutus lisää heidän motivaatiotaan ja itsevarmuuttaan suoriutua töistään täydellisesti. Tulosten pohjalta tehtiin joitakin suosituksia suoraan luennoitsijoiden työn pääasioihin keskittyvän koulutuksen järjestämisen aikaansaamiseksi, jotta he motivoituisivat muuttamaan koulutuksesta saamansa tiedot ja taidot suoraan tehokkaaksi ja paremmaksi suoriutumiseksi työssä.

Asiasanat: koulutus, motivaatio, työntekijöiden suoriutuminen, luennoitsija

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ABSTRACT

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Organizations are able to achieve their objectives when they effectively and efficiently utilize its resources like men, machines, materials and money. Among all these, human resources are the most important, because they use the other assets of the organization to realize the goals and objectives set by the organization. Therefore, the purpose of this thesis was to explore the impact of training and motivations on employees' performance in the context of a public university environment. Hence, the research objectives are to assess the influence of training on employees' work motivation, to identify the relationship between training and employees' job performance and to identify the mediating effects of motivation on the relationship between training and employees' job performance.

To test the study's hypotheses, data was collected from a sample of 77 lecturers through online survey questionnaire. Regression results reveal that regular training of employees boost their motivation to show great commitment to the work. That is to say, there is a significant relationship between training and motivation of lecturers in higher educational institutions. The study also revealed that there is a significant statistical positive relationship between training and employees' work performance. Furthermore, the study discovered full mediation of motivation in the relationship between training and employee performance.

Finally, the findings of the study revealed that training of employees will first boost their motivation and confidence to perform their work perfectly. Based on the findings, some recommendations were made to the effect that, the type of training that should be organized for the lecturers should be directly related to the core work of the lecturers in order to motivate them to transfer the skills and knowledge acquired during the training into effective and improved work performance.

Keywords Training, Motivation, Employee Performance, Lecturers.

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INTRODUCTION

This chapter proposes a research that adds to the existing knowledge on how training and motivation affect employees' job performance in higher educational environment. In this research, it will specifically investigate the effects of training and motivation on employees' job performance. This chapter is the introduction of the study. The introduction of the study is made up of the background of the study, statement of the problem, purpose of the study, research questions, significant of the study, limitation of the study, delimitation of the study and organization of the study and finished with the summary of the chapter.

1.1 Background of the study

All business organizations are established to achieve a certain kind of objectives, be it profit maximization or social objectives. The organizations are able to achieve these objectives when they effectively and efficiently utilize the resources like men, machines, materials and money. Among all these resources human resources is the most important because they use the other assets of the organization to realize the goals and objectives of the organization. Human resources is regarded as the key asset of every organization and businesses need to invest in that asset to ensure their survival and growth. This means taking steps to assess and manage to enhance and develop the inherent capacities of employees- their contributions, potential and capabilities- by providing learning and continuous development opportunities. Managing the human resources to get the best out of them has become the greatest goal of every efficient and high performing organizations. This is because the overall achievement or failure of every firm is highly dependent on the performance of the employees. An organization can maximize their profit and grow with employees who are highly trained and motivated to give highest level of performance to the organization. Many strategies have been implemented to increase the productivity of employees, such as job and organization design, public relations, staffing, motivation, rewards and training & development. However,

among these, **training and motivation** are the most significant factors that influence employees to perform at their very best (Raja, Furqan & Muhammad, 2011). Training is a systematic restructuring of behaviour, attitude and skills through learning, education, instruction and planned experience. Training is designed to change or improve the behaviour of employees in the work place so as to stimulate efficiency. By offering the training opportunities, employers help employees develop their own competitive advantage, Jackson (2008).

According to Silberman and Phillips (2006), there is the need for managers as well as policy makers to recognise the importance of investing in manpower training for the sake of motivating and improving employees' performance thereby, helping the industries to achieve its ultimate goal of survival and growth. According to Raja, Furqan and Muhammad (2011: P. 7), training is the most important factor that increases the efficiency and the effectiveness of both employees and the organization in the business world today. Elnaga and Imran (2013) emphasised that employees need effective and regular training to develop the required knowledge, skills and abilities to perform well on the job and influence their motivation and commitment. Similarly, Falola et al (2014) posit that for any organisation to achieve its stated goals and objective in this competitive world, adequate and relevance training of staff cannot be over-emphasized.

Sharma and Shirsath (2014) added that training contributes greatly to employee's motivation and improved performance. Abbah (2014) argues that an effective organization is the one that effectively motivates its employees to achieve its goals at various levels in an organization. Sahinidis and Bouris (2008) notes that directly the role of training programs is seen as a measure of improving employee capabilities and organizational capabilities i.e. when the organization invests in improving the knowledge and skills of its employees, the investment is returned in the form of more productive and effective employees. While indirectly they highlight that training can lead to high levels of motivation and commitment by the employees, who actually see the opportunity they are given hence the appreciation of the investment their organization is making in them and is shown in their hard

work and their contentment in being a member of such an organization. Motivation is very important from an organizational point of view because it transforms human resources into action (Saeed & Asghar, 2012). They continue to say that this improves the efficiency level of the employees and it leads to achieving organizational goals. Motivation will lead to responsible and efficient employees' performance (Azar and Shafiqhi, 2013). Asim (2013) summarises that employees in any sector are the real assets of the organization and if they are motivated, they perform their duties with full honour and dedication, they become fully loyal with it and are hence considered as a human capital of the organisation. Kiruja and Mukuru (2013) state that employee performance is a function of ability and motivation, where ability is comprised of the skills, training and resources required for performing a task and motivation is described as an inner force that drives individual to act towards something. Saeed and Asghar (2012) hold that employee performance principally depends upon many factors like performance appraisals, employee motivation, employee satisfaction, compensation, job security, organizational structure and others.

Recently there has been large strand of the empirical studies in the literature that examine the link between employee training and motivation and employees' performance based on various organizations including banks, and private sector organisations in different countries with no or less attention focused on university employees (Awangetal., 2010; Tahir & Sajjad, 2013; Bataineh, 2014; Dabale, 2014; Nan, 2014; Afsanaetal., 2016; Athar & Shah, 2015; Ugbombheetal., 2016). Also, many of these studies predominately cover the advanced nations and leave out developing countries like Ghana (see, Ubeda-Garceetal., 2012). The scarcity of the research on this issue in Ghana creates a noticeable research gap which needs to be filled. Therefore, this research is conducted to explore the effects of training and motivation on employees' performance with a case study of University of Education Winneba, Kumasi.

1.2 Statement of the problem

Recent studies have shown that organizations invest in employee training with the expectation that training will enable employees to perform better and more efficiently, thus improving the organization's productivity (Çetin & Askun, 2018; Ohueri, Enegbuma, Wong, Kuok & Kenley, 2018; Tariq & Ding, 2018; Panagoitopoulous & Karamikola, 2017). According to Falola et al (2014) training and development is indispensable strategic tool for enhancing employee performance. Organisations believe that when employees are given the needed skills and knowledge to perform their work and are highly motivated, they will be able to work effectively and efficiently to achieve the goals and objectives of the organization. The review of published and unpublished literature on the effects training and motivation on employees' performance presented in chapter two revealed that most of the empirical studies on training and motivation and employees' performance have been conducted in organisations within the private sector and other institutions in the public sector rather than higher education institutions such universities (Çetin & Askun, 2018; Ohueri, Enegbuma, Wong, Kuok & Kenley, 2018). However, a few empirical studies on training transfer have been undertaken in the public sector / government organisations (Tariq & Ding, 2018; Panagoitopoulous & Karamikola, 2017) while no study, to the knowledge of the researcher, has investigated this issue in the context of higher education's institutions in Ghana. The literature review further revealed that there is a dearth of literature on the training and motivation. Moreover, the review of empirical literature showed that there is a need for developing a conceptual model that integrates training and motivation as significant determinants of employees' job performance because past research has not used all of the above predictors of employee performance in a single model and empirically tested it in higher education institutions in the developing countries such as Ghana. These limitations constitute important research gaps in the training and motivation and employees' performance literature. Therefore, researchers have recommended that further studies should be done by future researchers to develop a better understanding of the relationships among training, motivation, and employee work performance

(Burke & Hutchins, 2007; Pineda, 2010; Tharenou et al., 2007). To address this gap, the current study explores the relationships among training, motivation and employees' job performance with a case study of University of Education Winneba, Kumasi.

1.3 Aim and Objectives of the study

The purpose of the study was to explore the impact of training and motivations on employees' performance in the context of public university environment.

Specifically, the study seeks to achieve the following objectives:

1. To assess the influence of training on employees' work motivation.
2. To identify the relationship between training and employees' job performance.
3. To identify the mediating effects of motivation on the relationship between training and employees' job performance.

1.4 Research Questions

The present empirical study was conducted to answer the following research questions.

1. How does training programs influence employees' work motivation?
2. What is the direct relationship between training and employees' job performance?
3. What is the mediating role of motivation in the relationship between training and employees' job performance?

1.5 Significance of the Study

The study would enable management of University of Education Winneba, Kumasi to better appreciate the relationship between manpower training and development and the challenges associated with staff performance. Again, the findings of the study would also bring to light to the management of University of Education

Winneba why it is important to train teaching staff regularly. Besides, the research would establish the effects of training and motivation on job performance in the context of university environment. The findings of this study would help many service organizations to know the need for the adoption of manpower training and development in their respective organizations. Theoretically, the study would add to the existing literature on the impact of training on motivation and employees' performance. Finally, the findings and recommendations of the study would serve as rich reference material for future researchers who would like to explore more in the study area.

1.6 Limitations of the Study

The following were the challenges the researcher encountered. The sample size of the study is limited to only some selected staffs of University of Education Winneba, Kumasi and as a result of that the findings of the study cannot be generalized. Though the respondents of the questionnaire were assured of confidentiality, but some of them still felt reluctant in providing adequate responses to some of the items on the questionnaire for the fear of being victimized by the information they would provide. Another limitation of the study is that the data collection instrument used could not gather certain information because it did not give room to the respondents to express themselves.

1.7 Delimitations of the Study

This research was carried out on the effects of training on motivation and employees' work performance with the reference of University of Education Winneba, Kumasi (UEWK). Also, the data was collected from only the teaching staff of UEWK. Finally, the study was restricted to the three specific objectives stated under the main purpose of the study.

1.8 Organisation of the Study

The Study is organized into five chapters. Chapter one talks about the introduction of the study which is made up of the background of the study, statement of the problem, purpose of the study, research questions, significance of the study, limitations and delimitations of the study and the organization of the study.

Chapter two deals with the review of related literature overview of theories of motivation, types of motivation, training, types of training, employee job performance, the influence of training on employees' work motivation, the relationship between training and employees' job performance and the mediating effects of extrinsic motivation on the relationship between training and employees' job performance.

Chapter three presents the methodology of the study. This chapter gives details on how the research will be conducted; it will include issues such as research philosophy, research approach, research strategy, population and sampling, data collection instrument, source of data, ethical consideration and data analysis.

Chapter four is the results of the study. It will consist of the presentation, analysis and discussion of data collected. Chapter five which is the last chapter of the study dealt with summary, conclusion and recommendation on the outcome of the study.

Summary

This chapter has introduced the research background, the problem statement and has established the research gap. Also, the chapter of the study has clearly and specifically stated the research objectives that would be guiding the study and research questions the study seeks to answer throughout the subsequent chapters. The following chapter will present a detailed literature review on the key variables of the study and predicted hypotheses and finally proposed conceptual framework of the study.

2. MOTIVATION AND TRAINING THEORIES

The purpose of the study was to explore the impact of training and motivations on employees' performance in the context of public university environment. Chapter two deals with review of the related literature of the study. The chapter has been divided into the following sub-headings; theories of motivation, motivation, types of motivation, training, types of training, employee job performance, the influence of training on employees' work motivation, the relationship between training and employees' job performance and the mediating effects of extrinsic motivation on the relationship between training and employees' job performance.

2.1 Motivation Theories

A theory is a set of statements or principles devised to explain a group of facts or phenomena, especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about natural phenomena. Motivation theory examines the process of motivation. It explains why employees behave in a certain way in terms of their efforts and the directions they take. Several theorists, including Abraham Maslow, Frederick Herzberg, David McClelland, and Clayton Alderfer, have propounded theories on motivation. Theories reviewed in this study include Herzberg's Two-factor theory, Alder's ERG theory, Maslow's Need theory, Vroom's Expectancy theory, and Mac Gregory's theory X and Y.

2.1.1 Abraham Maslow's Hierarchy of Need Theory

According Abraham Maslow human needs are in the form of a hierarchy, ascending from the lowest to the highest, and when one set of needs is satisfied, it ceases to be a motivator (Armstrong, 2006). The needs ranked in a hierarchical order from lowest to highest according to Maslow are; Physiological needs, Safety needs, Love needs, Esteem needs and Self-Actualization Needs. These needs are arranged from the lower needs to the higher needs. An individual moves up the hierarchy, when a need is substantially realized (Shah and Shah, 2007).

2.1.1.1 Physiological Needs

Physiological needs are also called basic needs or biological needs. According to Anyim (2012), physiological needs are the basic needs of individual. These are important needs for sustaining the human life. The key examples of physiological needs are food, water, shelter, sleep, medicine and education etc. Maslow was of an opinion that until these needs were satisfied to a degree to maintain life, no other motivating factors can work. Chintaloo and Mahadeo (2013), physiological needs basically are satisfied the basic need of human. Maslow emphasised that until a person fulfils the basic or physiological or biological needs, he does not move up the next level.

2.1.1.2 Security or Safety Needs

Security and safety needs are protection against physical danger and emotional harm, and the fear of losing a job, property, food or shelter. Once physiological needs are met, one's attention turns to safety and security needs in order to be free from the threat of physical and emotional harm. Such needs might be fulfilled by, living in a safe area, medical insurance, job security and financial reserves (Locke and Latham, 2007).

2.1.1.3 Social Needs

According to Hayes (2009), if a person has the first two levels of needs well gratified, the emergence of social needs (sense of belongingness and love) becomes the next objective. At this stage in life, a person hunger for the affection of others and would want to be placed in a group or family. According to Mullins (2005), Social needs are those related to interaction with other people and include friendship, belonging to a group, giving and receiving love. To Abraham Maslow, human beings are social beings, as a result of that they need to belong and be accepted by others. People try to satisfy their need for affection, acceptance and friendship. Once a person has met the lower level physiological and safety needs,

higher level motivators awaken. The next levels of higher needs people seek to satisfy are social needs.

2.1.1.4 Esteem Needs

According to Maslow, once individuals satisfy their social needs, they tend to the need of power, prestige, status and self-confidence (Shah and Shah, 2007). This includes both internal esteem factors like self-respect, autonomy and achievements and external esteem factors such as status, recognition and attention. After a person feels that they "belong" to a group, the urge to attain a degree of importance emerges. Esteem needs can be categorized as external motivators and internal motivators. Internally motivating esteem needs are those such as self-esteem, accomplishment, and self-respect. External esteem needs are those such as reputation and recognition (Locke and Latham, 2007).

2.1.1.5 Need for Self-Actualization

Maslow regards this as the highest need in his hierarchy. It is the drive to become what one is capable of becoming; including growth, achievement of one's potential and self-fulfillment (Shah and Shah, 2007). According to Hitt (2009), at self-actualization level, individual differences are dominant as the emergence of these needs rest upon some prior satisfaction of the previous four. Self-actualized persons tend to have motivators such as truth, justice, wisdom and meaning. Self-actualized persons have frequent occurrences of peak experiences, which are energized moments of profound happiness and harmony. According to Maslow, only a small percentage (10%) of the population reaches the level of self-actualization (Mullins, 2005).

Figure 1 below illustrates the hierarchical needs of mankind as put together by Abraham Maslow.

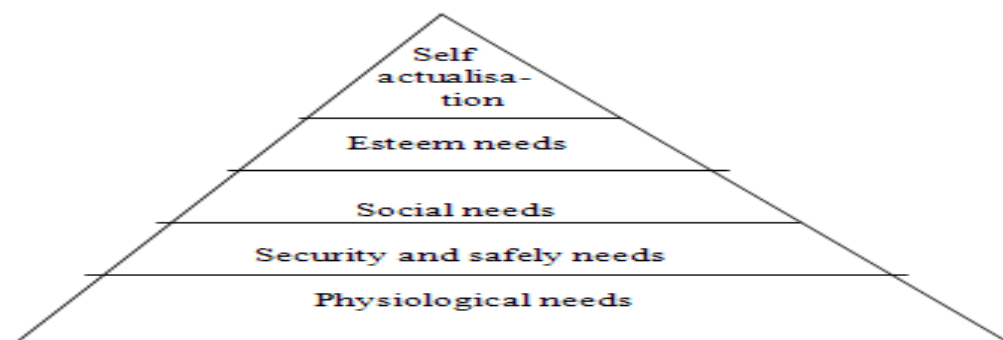


Figure 1. Abraham Maslow’s Hierarchy of Needs (Gachuru 2009).

2.1.2 Clayton Alderfer’s ERG Theory

Clayton Alderfer's ERG (Existence, Relatedness, and Growth) theory is built upon Maslow's hierarchy of needs theory. ERG theory that was developed by Clayton Alderfer, is a modification of Abraham Maslow’s five hierarchy of needs. According to Alderfer the basic human needs must be grouped into three categories - Existence, Relatedness, and Growth instead of five that are arranged hierarchically (Omollo, 2015). The theory's name is based on the first letter of each need. According to Omollo (2015), Alderfer defines the ERG he as; Existence, Relatedness, and Growth. He defined “Existence needs” as all basic material existence requirements and it’s equivalent to Maslow’s physiological and safety needs. He referred to the “Relatedness needs” as the quest of people to maintain interpersonal relationship with other people-family members, colleagues, bosses, and subordinates. Alderfer further explains the relatedness need by saying people satisfy this need by sharing thoughts and feelings. He equates this need to Maslow’s social/love need and the external component of his esteem need. Finally, to the “Growth needs”: He said it is something that drives a person to be creative or have

an impact on their environment thus, the desire for personal development. Clayton Alderfer opined that this level of needs can be catered for by engaging in challenges that demands that someone uses his skills or require that someone initiates new things. He also equates the growth needs to the Maslow's esteem need and self-actualization need. Alderfer believes that human needs should be arranged hierarchically but vary in degrees and strength (Omollo, 2015).

2.1.3 Fredrick Herzberg's Two Factor Theory

Fredrick Herzberg is a psychologist who propounded the two-factor theory after discovering some factors that lead to extreme satisfaction (motivators) and extreme dissatisfaction (hygiene) in employees when he investigated into "what people want from their jobs" in 1966 (NetMBA.com, 2010). Herzberg (1966) cited in NetMBA.com (2010), factors that lead to satisfaction such as achievement, recognition, responsibility, the work itself, advancement and growth are also called intrinsic factors, whereas those that lead to dissatisfaction, when not present, such as company policy and administration, supervision, interpersonal relations, and working conditions are called extrinsic factors.

According to Gachuru (2009), the "Hygiene factors" are also called the job content factors and include salary, job security, working conditions, organizational policies, and technical quality of supervision. Although these factors do not motivate employees, they can cause dissatisfaction if they are missing. Something as simple as adding music to the office place or implementing a no-smoking policy can make people less dissatisfied with these aspects of their work. The "Motivators" are called Satisfiers and include responsibility, achievement, growth opportunities, and feelings of recognition, and are the key to job satisfaction and motivation. For example, managers can find out what people really do in their jobs and make improvements, thus increasing job satisfaction and performance (Gachuru, 2009). Herzberg argued that there are two distinct human needs portrayed, namely as physiological needs that can be fulfilled by money, for example, to purchase food and shelter, and the psychological need to achieve and grow, and this need is fulfilled by activities that cause one to grow (NetMBA.com, 2010).

2.1.4 McClelland's Theory of Needs

According to Fisher (2009), David McClelland emphasised that humans are motivated by three types of motivating needs; need for power, need for affiliation and need for achievement. McClelland also did not arrange his motivating needs in hierarchical orders as Maslow. Employees are influenced by all three of these needs but are usually strongly motivated by one of the three types. Basically, people for high need for power are inclined towards influence and control. Employees who are primarily motivated by power will perform better when given opportunities for control and influence over others and often have outspoken personalities (Fisher, 2009). According to Gachuru (2009), need for power is the desire to cause others to behave in a way that they would not have behaved otherwise. They are demanding in nature, forceful in manners and ambitious in life. They can be motivated to perform if they are given key positions or power positions (Cole 2006). According to Cole (2006), people who are social in nature are those who have need for affiliation and they try to affiliate themselves with individuals and groups. They are driven by love and faith. They like to build a friendly environment around themselves. Social recognition and affiliation with others provide them motivation. According to Gachuru (2009), need for affiliation is the desire for friendly, close interpersonal relationships and conflict avoidance. Employees who have need for achievement are driven by the challenge of success and the fear of failure (Cole 2006). Their need for achievement is moderate and they set for themselves moderately difficult tasks. They are analytical in nature and take calculated risks. Such people are motivated to perform when they see at least some chances of success. According to Gachuru (2009), need for achievement is the drive to excel. High achievers distinguish themselves from others by their desires to do things better. These individuals are strongly motivated by job situations with personal responsibility, feedback, and an intermediate degree of risk (Gachuru, 2009). McClelland observed that with the progress in hierarchy the need for power and

achievement increased rather than Affiliation. He also observed that people who were at the top, later ceased to be motivated by these drives (Cole, 2006).

2.1.5 Victor Vroom's Expectancy Theory

Victor Vroom's Expectancy Theory which was propounded in 1964 seems to be the most widely accepted explanations of motivation. This theory is commonly known as expectancy theory. According to Cole (2006), Expectancy theory says that an employee can be motivated to perform better when there is a belief that the better performance will lead to good performance appraisal and that this shall result into realization of personal goal in the form of some reward. The theory argues that the strength of a tendency to act in a specific way depends on the strength of an expectation that the act will be followed by a given outcome; and on the attractiveness of that outcome to the individual to make this simple. The Expectancy theory focuses on three things namely; efforts and performance relationship, performance and reward relationship and rewards and personal goal relationship (Cole, 2006).

2.1.6 Douglas McGregor's Theory X and Y

Theory 'X' and 'Y' are set of assumptions about behaviour. McGregor stated in his 1960 book titled "The Human side of Enterprise", that people inside the organization can be managed in two ways. The first is basically negative, which falls under the category X and the other is basically positive, which falls under the category Y (Appiah, 2011). Theory X regards employees as inherently lazy, require coercion and control, they hate work to the extent that they avoid it; they have no ambition, take no initiative and avoid taking any responsibility; all they want is security, and to get them to do any work, they must be rewarded, intimidated and punished (Gachuru, 2009). Managers have to constantly police such employees, because they cannot be trusted and refused to cooperate. This makes the atmosphere in working environment an oppressive and frustrating, for both the manager and the employees. This makes it an impossibility for any achievement or any creative work. This is the so-called 'stick and carrot' philosophy of management. According

to Cole (2006), an organization that run on Theory X lines tends to be authoritarian in nature, the word “authoritarian” suggests such ideas as the “power to enforce obedience” and the “right to command.”

According to Appiah (2011), the theory 'Y' employees are in sharp contrast to theory 'X' employees. McGregor believed that these employees want to learn, and work is their natural activity to the extent that they develop self-discipline and self-development. These employees accept and seek responsibilities, exercise imagination and ingenuity at work. They see their reward not so much in cash payments as in the freedom to do difficult and challenging work by themselves (Gachuru, 2009). All that the managers do is to 'dovetail' the human wish for self-development into the organizations need for maximum productive efficiency. After viewing the way in which the manager dealt with employees, McGregor concluded that a manager's view of the nature of human beings is based on a certain grouping of assumptions and that he or she tends to mould his or her behaviour towards subordinates according to these assumptions (Appiah, 2011). Theory Y organizations are described as “participative”, where the aims of the organization and the individuals in it are integrated; individuals can achieve their own goals best by directing their efforts towards the success of the organization Cole (2006).

2.2 Concept of Motivation

Motivation is one of the important elements organizations need to attain achievement of its goals and objectives (Chintallo & Mahadeo, 2013). Motivation is one of the most important concepts in human management and very vital for managers who direct the growth of their subordinates towards worthwhile goals (Adnan, 2005). According to Mullins (2005) effectively motivating employees is one of the key functions of a manager. Generally, motivation has been defined as an internal or external state that drives and directs behaviour towards a specific goal (Asiedu, 2017). Armstrong defines motivation as a goal-oriented behavior. This means that people are motivated when a specific course of action will lead them to

achieve the objective. This can be a professional promotion, salary increase, etc. (Armstrong 2007, p. 211, cited in Łukasik, 2017).

Denhardt et al. (2008) defines motivation as an inner state which influences individuals to behave in a particular manner to accomplish specific goals and purposes. According Sedarmayanti (2012), motivation is the willingness to expend a high level of effort toward organizational goals is conditioned by the effort's ability to meet individual needs. Rockson (2007) also defined motivation as the inner drive that energizes an individual to do something.

According to Asiedu (2017) employees' motivation could be driven by external forces (i.e. extrinsic) or internal forces (intrinsic). Asiedu (2017) further revealed that motivation has positive impact on employees' commitment, performance, morale on the job, satisfaction and timely service delivery. According to Edirisoorivaa (2014), employee' performance is directly influenced by intrinsic motivations. Because when employees are motivated intrinsically, they come to know their performance and work hard to gain appreciation. According to Abraham Maslow in Hasibuan (2011) dimensions of work motivation is divided into five, namely Physiological, Security, Social Choice, Esteem Needs and Self Actualization. According to Tho and Trang (2015) motivation helps individuals establish and improve the quality of cognitive engagement, leading to success.

Motivation is the process in which employees are inspired with valuable rewards, bonus etc. for achieving specific goals (Chaudhary & Sharma, 2012). According to Huczynski and Buchanan (2007) argued that "Motivation is a blend of goals towards which people behaviour is focused; the process through which those goals are pursued and achieved, and the social factors involved". Bratton et al. (2007), motivation is a cognitive decision-making process that influences the persistence and direction of goal directed behaviour. Motivation is psychological forces within a person that determines the course of that his behaviour in an organisation (George and Jones, 2008).

2.2.1 Types of motivation

According to Yang (2008), motivation consists of both extrinsic and intrinsic motivation; where the former involves financial rewards (salary, bonus etc) and the later includes non-financial rewards like recognition, security, title, promotion, appreciation, praise, decision making involvement, flexible working hours, workplace comfort ability, feedback, work design, social rights etc. Employees' motivation could be driven by external forces (i.e. extrinsic) or internal forces (intrinsic) (Asiedu, 2017).

2.2.1.1 Intrinsic Motivation

Intrinsic motivation is driven by an interest or enjoyment in the task itself and exists within the individual rather than relying on any external pressure (Adjei, Odoom & Opoku, 2016). According to Herzberg (1959) cited in Otto (2018), the measurement on work motivation involves the intrinsic motivation which consists of: (1) progress, (2) recognition, (3) responsibility, and extrinsic motivation which consists of: (4) supervision, (5) salary, (6) company policy and (7) work condition. Intrinsic motivation is defined as “the doing of an activity for its inherent satisfactions rather than for some separable consequence” as well as “doing something because it is inherently interesting or enjoyable” (Ryan & Deci, 2000b cited in Kim, 2018). Intrinsic motivations include fun, enjoyment, interest, novelty, aesthetic value, and challenge as opposed to external pressures or monetary rewards.

According to Asad and Dainty (2005), employees are largely motivated by intrinsic factors and that it is these factors which contribute to their retention. Kuvaas (2006), the more intrinsic satisfaction employees derive from their job, the more intrinsically motivated they are. Intrinsic motivation is a type of motivation that emanates from job design, employee's desire to achieve success, working conditions, work environment etc. Office design also impacts on performance environmental factors are source of motivation by employees as pointed out by Amina and Shehla (2009). This means that when work is systematically and logically arranged, it motivates employees to stay with the organisation for a longer

period of time and even till retirement. Smrita et al. (2010) found that the development of good culture in the organization affects employees' level of motivation. According to Huges (2007), an inefficient working condition which include comfort issues like poor ventilation, seating, lightning and noise can cause anxiety and decrease employees' motivation and output. Bakotic and Babic (2013) also posit that employees prefer to work in working environment that is less risky. The researcher can confidently conclude that employees perform at their best whenever they are motivated intrinsically.

2.2.1.2 Extrinsic Motivation

Extrinsic motivation is driven by pay, bonuses, fringe benefits, transportation facility, medical facility, health and life insurance and benefits like vacation with pay (Saira, Madiha, Sumaira and Anam (2014). According to Ryan and Deci (2000) cited in Kim (2018), extrinsic motivation, on the other hand, refers to “doing something because it leads to a separable outcome”. Extrinsic motivation, in contrast, is typically defined as the desire to perform an activity with the intention to attain positive consequences such as an incentive or to avoid negative consequences such as a punishment (Deci & Ryan, 2000). Extrinsic motivation is the kind of motivation that comes from outside of the employee. Extrinsic motivation is the tangible rewards such as salary and fringe benefits, security, promotion, contract of service, the work environment and conditions of service. According to Malhotra (2007), extrinsic motivation represents organisational rewards such as pay, bonuses, security, formal recognitions and awards and fringe benefits including travel.

2.3 Concept of Training

Manpower Training describes the formal, ongoing efforts organizations make to improve the performance and self-fulfilment of their employees through a variety of educational methods and programmes. In the modern workplace, these efforts

have taken on a broad range of applications from instruction in highly specific job skills to long-term professional development. In recent years, training has emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies. More and more companies of all sizes have embraced "continual learning" and other aspects of training and development as a means of promoting employee growth and acquiring a highly skilled work force. Training is becoming the most popular human resource development interventions (Afsar, Rehman, Qureshi, & Shahjehan, 2010). Although employee training could be a challenging task for many leaders, organizations are investing more than \$126 billion a year on employee training and development (Jehanzeb & Bashir, 2013).

There is no universal definition for training. Researchers and scholars have defined training in different ways from different perspectives and context. Training is a function within Human Resources management used to fulfill the gaps between current and expected performance (Elnaga & Imran, 2013; Nassazi, 2013). According to Robbins and DeCenzo (1998), manpower training has traditionally been defined as the process by which individuals change their skills, knowledge, attitudes, and/or behaviour. In this context, training involves designing and supporting learning activities that result in a desired level of performance. Training refers to the methods used to develop skills in the employees required to perform the job (Dessler, 2008 cited in Hassan, 2017).

According to Armstrong, 2009, training is the process through which learning formally and systematically modifies behaviour through education, instruction, development and planned experience. According to Sahoo and Mishra (2017), training is as an activity designed to help in changing employees' work behavior. According to Ghosh, Prasad Joshi, Satyawadi, Mukherjee and Ranjan (2011), the aim of training is to improve employee knowledge, skills and work behaviours to be utilised in their work as a tool to enhance employee performance and provides a benefit to organisation. Kochmańska (2016) also defined training as a complex

process properly organized to improve the qualifications of employees, acquiring new skills and broadening employees' knowledge.

According to Silin et al. (2014), employee training is conducted to broaden the knowledge and skills about occupied position. According to Harrison (2005), Manpower training and development is concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings to give up their best towards the achievement of the organizational goal. Training is planned and systematic activities which are focused on enhancing the level of skills, knowledge, and competency (Nassazi, 2013). Effective trainings convey relevant and useful information that inform employees and develop skills and behaviours that can be transferred back to the workplace (Amponsah, 2000). Training is defined as a practice through which human capital regarding the job is provided (Blanchard & Thacker, 2013). Training can be offered as skill development for individuals and groups. In general, trainings involve presentation and learning of content as a means for enhancing skill development and improving workplace behaviours. Humphrey (2013) argued that the current expansion of the global economy and the fast-changing technology and innovation necessitate organizations to constantly train their employees.

2.3.1 Training Methods

Employees who are not trained correctly cost the company more money in the long run (Poulston, 2008). Shamim (2013) grouped training methods based on off- and on-the-job delivery using the Hilton in Cyprus as a case.

2.3.1.1 On-The-Job Training Methods

According to Poczowski (2007, p. 320-324) cited in Łukasik (2017) on-the-job training methods includes mentoring, coaching, job rotation, apprenticeship, job instructional training, consultant with supervisor. On-the-job is provided to individuals while performing their work with the same working venues; for examples, job rotations, job transfers, coaching, and mentoring (Nassazi, 2013).

Coaching and mentoring are focused on developing particular skills for the task and performance expectations in the workplace; in addition to enhancing mutually beneficial relationships (Nassazi, 2013). Job rotation and transfers is focused on moving individuals from one responsibility to another one or moving them to from one country to another one in order to acquire knowledge about diverse operations (Nassazi, 2013).

2.3.1.2 Off-The-Job Training Methods

Off-the-job involves taking individuals away from their workplace, so they can concentrate on the training; for examples, conferences and role playing (Nassazi, 2013). Off-the job methods included: lectures, computer-based methods, and games and simulations (Shamim, 2013). Conferences include presentations from the same or diverse topics to a group of individuals; however, it may not guarantee the full understanding of the topics at hand (Nassazi, 2013).

2.3.2 Importance of Training

According to Kulkarni (2013), training plays a vital role in every organization. One major area of the Human Resource Management function of particular relevance to the effective use of human resources is manpower training and development. In recent times people argue for the importance of manpower training and development as a major influence on the success of an organization. Employees are a crucial, but expensive resource. For organizations to accomplish its aim of economic growth and effective performance, it is important to recognise the contributions of manpower training of employees to the aims and goals of the organizations. The importance of manpower training and development as a central role of management has been recognized.

According to Adu-Brobbey (2015) effective training and development begins with the overall strategy and objectives of the small business. The entire training process should be planned in advance with specific company goals in mind. In developing a training strategy, it may be helpful to assess the company's customers and

competitors, strengths and weaknesses, and any relevant industry or societal trends. The next step is to use this information to identify where training is needed by the organization as a whole or by individual employees. It may also be helpful to conduct an internal audit to find general areas that might benefit from training, or to complete a skills inventory to determine the types of skills employees possess and the types they may need in the future.

The outmost important aim of training is to facilitate employees to be dominant and master the knowledge, skills and behaviours emphasised in training programmes. An expected outcome is that employees are capable to apply all new skill and knowledge in their current employment activities. Training serves to improve the performance of employees, which, in turn, provides a competitive edge to the organisation (Ghosh et al., 2011). According to Rowden and Conine (2005), trained employees are more able to satisfy the customers and (Tsai et al., 2007), employees who learn as a result of training program shows a greater level of job satisfaction along with superior performance.

According to Bradley (2011), employee training should enable employees to perform well in their work, as well as lessen frustration and over anxiety created due to unfamiliar work hassle.

According to Elnaga and Imran (2013), employee training assists individuals in decreasing their anxiety or frustration encountered in the workplace. According to Bapna, Langer, Mehra, Gopal and Gupta (2013), employee training is a vital component of Human Resources planning activities, because it not only maximizes the returns of individuals, but it may also attract better talent to the organization. Training develops self-efficacy and results in superior performance on job (Svenja, 2007 cited in Elnaga & Imran, 2013), by replacing the traditional weak practices by efficient and effective work-related practices (Kathiravan, Devadason & Zakkeer, 2006 cited in Elnaga & Imran, 2013).

Nassazi (2013) comes to conclusion that training; (a) increases employees' morale, confidence, and motivations. (b) It lowers production costs because individuals are able to reduce waste. (c) It promotes a sense of security which in turn reduces turnover and absenteeism. (d) It increases employees' involvement in the change process by providing the competencies necessary to adjust to new and challenging

situations. (e) It opens the doors for recognition, higher pay, and promotion. (f) It helps the organization in improving the availability and quality of its staff. Effective training is beneficial for the firm in variety of ways, such as, it plays a vital role in building and maintaining capabilities, both on individual and organisational level, and thus participates in the process of organisational change (Vallelet al., 2000).

Training programs not only develops employees but also help an organization to make best use of their humane resources in favour of gaining competitive advantage (Elnaga & Imran, 2013). Training refers to a planned intervention aimed at enhancing the elements of individual job performance” (Chiaburu & Tekleab, 2005). It is all about improving the skills that seems to be necessary for the achievement of organizational goals. Training programs, may also help the workforce to decrease their anxiety or frustration, originated by the work on job (Chenet al., 2004 cited in Elnaga & Imran, 2013). Employee training has individual benefits of attracting new staff and retaining existing ones as well as pushing the abilities of employees to higher stages from their current situation (Mubashar and Muhammad, 2011).

According to Robbins and DeCenzo (1998) benefits of training and development both for employer and employees are strategic in nature and hence much broader. In order to meet the current and future challenges of our business, training and development assumes a wide range of learning actions, ranging from training of the employees for their present tasks and more so, knowledge sharing to improve the business horizon and customer’s service. It also focuses on their career development, thus expanding individual, group and organizational effectiveness.

A comprehensive training and development program help in deliberating on the knowledge, skills and attitudes necessary to achieve organizational goals and also to create competitive advantage, Peteraf (1993). Training is therefore necessary to enhance the knowledge, skills and attitude of employees. It will also make it easier for employees to acquire further knowledge based on the foundation gained from the training and further effect changes in other co-workers.

Amponsah (2013) opined that in order to sustain performance in an organization, there is the need for manpower training in empowering the workforce to be creative and innovative. Training of employees will aid in the productivity, profitability or

survival of businesses in the present competitive business environment. Training is therefore the key element in successful wealth creation. Adu-Brobbe (2015), identified the following as the importance of training and development programs to both employees and organisations;

Training fosters the rate of proficiency. Through formal training, employees can reach acceptable levels of performance much quicker than they will otherwise do. This applies mostly to new employees who are taken through activities that help them to shorten their learning time. When one studies on the job, there may be too much distractions.

Training ensures increase in productivity: Training enables employees to improve upon their standards of performance through the use of new knowledge and skills and this invariably brings about high productivity.

Training helps the formation of right attitudes: Employees are encouraged to develop the right attitudes towards quality of performance in the organization as well as their own responsibility as team members.

Training helps to meet Manpower Needs: Where the labour force is short of skilled personnel, recruiting and training “green labour” (unskilled for specific jobs) helps to meet the manpower needs of the organization.

Benefits to the employee: Training increases the market value of employees and therefore has the effect of increasing the earning power of employees because of the competence and skills acquired. This becomes obviously useful in providing greater job security. Training also helps to qualify employees for promotion to more responsible positions and satisfies their instincts for status and self-actualization or fulfilment.

2.4 Employees’ Performance

Employees are the bedrock of every business and to be successful as a business requires the commitment and sacrifice of employees. Every organisation drives its success and profitability on the quality work performance of its employees. Performance of employees in any organization is vital, not only for the growth of

the organization, but also for the growth of individual employees (Meyer and Peng 2006). Employee performance involves quality and quantity of output, presence at work, accommodative and helpful nature and timeliness of output. Performance can be defined as the way in which someone does a job, judged by its effectiveness (Encarta, 2009). According to Yang (2008), performance of individual cannot be verified. He asserts that organizations can use direct bonuses and rewards based on individual performance if employee performance is noticeable (Yang, 2008).

Employee performance is defined as a variable having multiple dimensions and distinct components and elements according to the job (McCloy et al., 1994 cited in Qatmeemalmarhoon, Mohdnoor, Abdalla, & Musbah, 2017). According to Aliya et al. (2015), employee performance is defined as the way to perform the job tasks according to the prescribed job description. Performance is the art to complete the task within the defined boundaries. Afshanetal (2012) also defined employees' performance as the attainment of specific tasks by employees of an organization (through the effort applied by employees within such organization) and it is measured against the predetermined or identified standards of accuracy, completeness, cost and speed set by the organization.

Employee performance is defined as the outcome of individuals with respect to process, results, relevance, and success (Nassazi, 2013). Pahos, and Galanaki, (2018) employee performance is one of the most important variables in the study of HRM and organizational behavior. According Mangkunegara (2011) the dimensions of employee performance is divided into five, namely the quality of According to McConnell (2003), employee or job performance is the achievement and contribution of an individual in practical and quantifiable terms. According to Darsana (2013) employee performance consists of several indicators, namely: 1) work based on company standards, results of work, targets and timely; 2) work can be completed; 3) high attendance; 4) mutual help and respect among employees; 5) concerned with job security; 6) conveying the risks of peer co-workers' mistakes and performing the assigned tasks, and 7) demonstrating creativity with new ideas.

2.5 Influence of Training on Employees' Work Motivation

A recent empirical study conducted by Motlokoa, Sekantsi and Monyolo (2018) on the impact of training on employees' performance a case of banking sector in Lesotho revealed that training not only increases employees' performance but also positively affects employees' motivation. Similar to the recent findings of Motlokoa, Sekantsi and Monyolo (2018), Łukasik (2017) conducted research on "the impact of training on employees' motivation in SMES industry" using a survey of 54 employees in various SME companies and the analysis showed existence of a strong linkage between internal training in the surveyed companies and the motivation of employees to the work.

Katou, (2017) conducted a quantitative research on "How does human resource management influence organisational performance? An integrative approach-based analysis" in Greece. The analysis was based on a sample of 996 Greek employees working in 108 private organisations and the statistical method employed is structural equation modelling with bootstrapping estimation. The results indicate that HRM content is more positively related to employees' motivation.

Similarly, Momanyi, Adoyo, Mwangi and Mokua (2016) conducted a cross-sectional study utilizing a self-administered questionnaire, targeting 237 health workers and 21 health managers to investigate "Value of training on motivation among health workers in Narok County, Kenya". The researchers concluded that there is a significant statistical positive relationship between training and employees' motivation to work (p -value = 0.013). The findings further revealed that a significant 191 (98.5%) indicated that on-job training was relevant to their tasks and that it motivated 192 (99.0%) of them to perform better due to coining skills to motivation.

Güllü (2016) agrees with Momanyi, Adoyo, Mwangi and Mokua (2016) on the fact that there is positive relationship between the training and development programs and employee's motivation. The results of their study show that training and development programs have positive impact on motivation of employees in banking sector. Results of the study conclude that banks having good training and development programs for employees can enhance the motivation of employees.

A study conducted in the Ghanaian context demonstrated that training of teaching staff in Ghanaian Higher Education Institutions is significantly and positively related to employees' motivation to work (Kwapong, Opoku & Donyina, 2015). Subari and Riady (2015) also investigated on influence of Training, Competence and Motivation on Employee Performance, Moderated by Internal Communications in Indonesia. This applied explanatory research used the hypothetical-deductive method and structural equation model (SEM) supported by LISREL analysis. This study was conducted by taking the employee population with a sample of 197 employees that distributed in 12 PDAM in East Java. The results of the study indicated that employee training has a statistically significant positive effect on employees' motivation. The overall results from Vasudevan (2014)'s research work revealed that training commitment, training needs assessment, training contents and delivery approaches, and training evaluation positively and significantly influence the employee's work commitment, job satisfaction and job performance.

On the contrary, Shahzadi, Javed, Pirzada, Nasreen and Khanam (2014) conclude in their study "Impact of Employee Motivation on Employee Performance" that employee perceived training effectiveness has a negative relationship with motivation. Adesola et al. (2013) conducted a study on the relationship between staff training and job satisfaction among Nigerian Banks Employees and found that training has positive significant relationship with employees' job satisfaction and motivation to work. Training of staff enhances employees' job satisfaction (Sajuyigbe and Amusat, 2012). The obtained results of a study done by Göllü and Kayi (2010) on impact of personal development trainings on employee motivation in Turkish Pharmaceutical Sector show that there is a strong positive relation between personal development trainings and employee motivation. The authors conclude that there is a strong statistically significant positive relationship between employees' training and employees' motivation to work. Based on the above literature reviewed, the following hypothesis is predicted;

H1: There is a statistical positive relationship between training and motivation.

2.6 Relationship between Training and Employees' Job Performance

Most of the recently previous studies in the literature provide evidence of the positive association between these two variables. They show that effective and regular training of employees enhances the performance of employees (See, Sasidaran, 2018; Motlokoa, Sekantsi & Monyolo, 2018; Ohuero, Enegbuma, Wong, Kuok & Kenley, 2018; Jayasinghe & Fernando, 2017; Hassan, 2017; Setyawaty, Kartini, Sulaeman & Joelyati, 2017; Ibrahim, Boerhannoeddin & Bakare, 2017; etc.).

According to Hajjar and Alkhanaizi (2018), training is an essential element to increase competence and productivity of employees so as to keep the business going. The results of a recent study conducted by Sasidaran (2018) on Private Organization in Sri Lanka revealed that there is a highly significant positive association between training and employees' performance. Motlokoa, Sekantsi and Monyolo (2018) empirical study on the impact of training on employees' performance: the case of banking sector in Lesotho yielded similar results. The study revealed that training increases employees' performance. Ohuero, Enegbuma, Wong, Kuok and Kenley (2018) support Sasidaran (2018) and Motlokoa, Sekantsi and Monyolo (2018) recent findings by also concluding in their study "Labour productivity motivation framework for Iskandar Malaysia" that employee training is one of the significant factors that positively affects employees work performance.

In the same vein, Jayasinghe and Fernando (2017) found that continuous training and development positively influence labour productivity. Hassan (2017) agrees with Jayasinghe and Fernando (2017) on the influence of employee training on employee performance by indicating that training has a positive impact on employees' performance. Similarly, Setyawaty, Kartini, Sulaeman and Joelyati (2017) concluded in their study conducted using 239 employees of ground handling companies at hub airports in the Java Island of Indonesia that employees' training significantly and positively influences employee performance. Ibrahim, Boerhannoeddin and Bakare (2017) also found that training methodology significantly predict employee performance. Katou, (2017) conducted a

quantitative research on "How does human resource management influence organisational performance? An integrative approach-based analysis" in Greece. The analysis was based on a sample of 996 Greek employees working in 108 private organisations and the statistical method employed is structural equation modelling with bootstrapping estimation. The findings of the study showed that human resource management practices such training has direct relationship with employee performance.

Also, Raza and Afridi (2017) did a quantitative research to investigate the "Impact of Training on Employees Performance and Job Satisfaction: An Empirical Study of Plastic Industry of Hayatabad Industrial Estate" using total of 184 middle and lower managers were selected for the study through proportionate stratification sampling technique. The results of study found that employee's training has a major significant impact on employee performance and job satisfaction. In comparison, Newton (2016) argued that lack of training leads to poor performance, inefficiencies and ultimately it decreases profitability and productivity. In support of these recent findings, Fejoh and Faniran (2016) findings show that in-service training had significant relative effects on workers' optimal job productivity.

Obaid, Alias and Isa (2016) researched on "Role of Training Transfer and Post-Training on Job Performance in Middle Eastern Countries: Case of Palestine" using 300 academic staffs from different universities in Palestine taken as a sample and found the positive significant association of supervisor support training transfer and job performance. In addition, Tanoli (2016) found in his study titled "Impact of Training and Mentoring on Employee Performance – Empirical analysis of Public and Private Universities' staff members of Islamabad" that employees' training has positive and significant impact on employee performance. Achi and Sleilati (2016) also researched on "The effect of coaching on employee performance in the human resource management field: the case of the Lebanese banking sector" and the findings of this research disclosed that coaching which is one of on-the-job training methods has a positive impact on employee performance.

Omran (2016) examined the effect of training strategies on employees' performance in the Libyan Construction Industry. A total of 400 designed structured questionnaires were distributed randomly to employees such as managers, heads of departments, technicians and workers in the selected companies. Of these, 243 questionnaires were duly completed and returned, yielding a response rate of 60.8%. The results showed that there were significant relationships between all dimensions of training strategies and employee performance. Training from the point of view of the trainers was found to have strong relationship with employee performance ($r=0.620$, $p<0.01$).

In African context, Bett (2015), conducted a similar study in six branches of Kenya Commercial Bank in the North Rift Region and research findings indicate that indeed training has an impact on their performance. The study concluded that training is highly influence employee performance and thus recommends that KCB and any other financial institution should focus more on training and career development in enhancing their employee performance and reduce the employee turnover. Similarly, Kwapong, Opoku and Donyina (2015) also conducted a study on the effect of motivation on the performance of teaching staff in Ghanaian Polytechnics: the moderating role of education and research experience in the Ghana and the findings show that training of teaching staff in Ghanaian Higher Education Institutions is significantly and positively related to employees' motivation to work.

In support of these findings, the analysis of Hafeez and Akbar (2015) also shows that there is a positive significant relationship between training and employee work performance and the results reveal that the more the employee gets training, the more efficient their level of performance would be. Undisputedly, Imran and Tanveer (2015) concludes their study "Impact of training & development on employees' performance in banks of Pakistan" that manpower training and development has a positive impact on employee performance. The main reason of training employees is to develop knowledge and skills of employees as per the requirements of the job and eliminate performance problems (Surbhi, 2015).

Chatzoglou (2014) emphasized that employee performance is shaped by training program materials, application of training materials. Kiweewa and Asimwe (2014) studied the effect of training on employees' performance at Uganda communication commission (UCC) using data for as ample of 80 out of 108 respondents drawn through self-administered questionnaires. The results showed that training increases the performance of employees particularly when issues related to needs assessments, training methods and evaluations are carefully handled. The findings of Elnaga and Imran (2013) comes with a similar conclusion that training plays vital role in the building of competencies of new as well as current employees to perform their job in an effective way.

Moreover, the result of the study of Sultana, et.al. (2012), conducted in telecom sector of Pakistan, states the R^2 as .501 which means that 50.1% of variation in employee performance is brought by training programs. Further, the T-value was 8.58 that explains training is good predictor of employee performance. In Ghanaian context, Afful-Broni (2012) emphasized that training and exposure to research work are other basic measures instituted by HEIs to maximise the performance of teaching staff. Khan (2012) used a sample of 100 employees from Habib Bank and Federal Urdu University of Arts Science and Technology Islamabad in Pakistan to study the effects of training and motivation on employees' performance. The study used a structured questionnaire for data collection and analysed such data using Pearson correlation and regression analysis. The results of the study showed that training positively affect the performance of employees.

Employees should be empowered with skills necessary to handle their tasks. Such skills should empower employees with the necessary expertise or abilities to skillfully handle specific tasks (Viscal, 2011). Similarly, Munjuri, (2011), revealed that training plays a positive role in increasing employee's performance. The result of Farooq. M, & Aslam. M. K (2011) study depicts the positive correlation between training and employee performance as $r=.233$. Thus, we can predict from this finding that it is not possible for the firm to gain higher returns without best utilization of its human resource, and it can only happen when firm is able to meet

its employee's job-related needs in timely fashion. Training is the only ways of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals. Therefore, the following hypothesis is predicted;

H2: There is a statistical positive relationship between training and job performance.

2.7 Mediating Effects of Motivation on the Relationship between Training and Employees' Job Performance

Research on the mediating effect of motivation on the relationship between training and employees' performance has shown that employee motivation influence linkage between training and employees' job performance. There are, however, a growing body of research that suggests mediation effect of motivation in the relationship between training and employee work performance (see, Çetin & Askun, 2018; Ohueri, Enegbuma, Wong, Kuok & Kenley, 2018; Tariq & Ding, 2018; Panagoitopoulous & Karamikola, 2017; Katou, 2017; Ocen, Kasekende, & Angundaru, 2017; Momanyi, Adoyo, Mwangi & Mookua, 2017; Anthony, 2015; Madukoma, Akpa & Okafor, 2014; Dermol & Cater, 2013; Ali & Bahron, 2013; Azar & Shafighi, 2013; Sajuyigbe & Amusat, 2012; Ahmed, 2012; Joo et al., 2010). Çetin and Askun (2018) conducted a study on the effect of occupational self-efficacy on work performance through intrinsic work motivation using 76 employees from diverse organizations operating in an organized industrial region in Turkey and the results of multilevel analyses confirmed that intrinsic motivation serves as a partial mediator in this relationship. Similarly, Ohueri, Enegbuma, Wong, Kuok and Kenley (2018) revealed training and development among the major significant motivation strategies and factors that positively influence employees' job performance. This means motivation serves as a mediation factor in the relationship between employee training and employees' work performance. In another study conducted Tariq and Ding, (2018) "Why am I still doing this job? The examination of family motivation on employees' work behaviors under abusive

supervision", the authors found that intrinsic motivation acts as a mediator between abusive supervision and employees' work performance.

According to Panagiotopoulos and Karamikola (2017) training can have positive indirect influence and effective on employees' job performance through employee motivation. Katou, (2017) also revealed in his quantitative research on "How does human resource management influence organisational performance? An integrative approach-based analysis" conducted in Greece that human resource management practices such training indirectly and significantly influence employees' work performance. This means that employee training influence employees' work performance through motivation. When employees are trained, they become highly motivated and satisfied to perform their jobs better than they used to perform.

In a study conducted by Ocen, Kasekende, and Angundaru (2017) on "the role of training in building employee commitment: the mediating effect of job satisfaction", the results revealed a partial type of mediation because the correlation between training (independent variable) and employee commitment (dependent variable) was decreased from 0.507*** to 0.271*** by inclusion of job satisfaction (mediating variable). This is an indication that employees' motivation in this instance job satisfaction mediates the relationship between employee training and their commitment to higher work performance.

Momanyi, Adoyo, Mwangi and Mokuia (2017) conducted a cross-sectional study utilizing a self-administered questionnaire, targeting 237 health workers and 21 health managers to investigate "Value of training on motivation among health workers in Narok County, Kenya". The results of the study showed that a significant 191 (98.5%) indicated that on-job training was relevant to their tasks and that it motivated 192 (99.0%) of them to perform better due to coining skills to motivation. Training significantly predicted general motivation (p-value = 0.013), job satisfaction (p-value = .001), intrinsic job satisfaction (p-value = .001). These findings revealed that there is a mediation effect of employee motivation on the relationship between employee training and employees' job performance.

In support of these recent findings on the mediating effect of motivation in the relationship training and employees' performance a study conducted by Madukoma, Akpa and Okafor (2014) in Nigeria also revealed that there is

statistically significant positive indirect linkage between training and employees' work performance. The result of the study showed that training motivates library personnel in University of Lagos to do their jobs. In turn, this enhances their performance on the job. The authors therefore, recommended that regular training should be given to university employees, as this would result in increased productivity, availability of skilled workforce and personal growth. The findings of Anthony (2015) agrees with the findings of Madukoma, Akpa and Okafor (2014) on the fact that motivation mediates the relationship between training and employees' performance. The findings also show showed that not only does the workplace productivity decline from the changes in a training program, but employee motivation is altered as well.

Similarly, Dermol and Cater (2013) concludes that training was indirectly related to employee work performance through encouraging cognitive (motivation). This means that employees' motivation mediates the relationship between training and employee job performance. Ali and Bahron (2013) also supported the findings of Dermol and Cater (2013) and other recent studies on the mediation role of motivation in training-employees' performance relationship. The authors also concluded in their study "Is motivation a mediating factor between job design and job performance?" that motivation is a factor mediator between job design and employees' performance.

Employee performance is actually influenced by motivation because if employees are motivated then they will do work with more effort and by which performance will ultimately improve (Azar and Shafighi, 2013). Training of staff enhances employees' job satisfaction (Sajuyigbe and Amusat, 2012). Ahmed (2012), opined that when employees are highly motivated and satisfied, they will do more work to ultimately satisfy their organisation's customers. A study by Joo et al. (2010) had also demonstrated a partial mediating role of intrinsic motivation in the relationship between core self-evaluations and in-role job performance. Based on the literature reviewed the study predicts that;

H3: Motivation mediates the relationship between training and employees' job performance.

2.7 Research Hypotheses

Based on the literature reviewed, the following hypotheses and conceptual framework are proposed:

Framework

The figure 2 below represent the research hypothesis conducted to determine the result of the work.

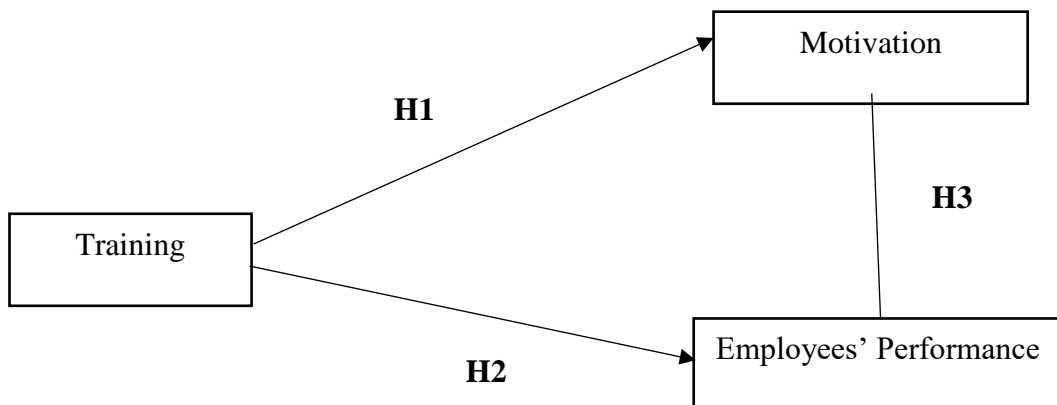


Figure 2. Linkage between training, motivation and employees' performance.

H1: There is a statistical positive relationship between training and motivation.

H2: There is a statistical positive relationship between training and job performance.

H3: Motivation mediates the relationship between training and employees' job performance.

Conclusion

The chapter two focused on the review of the related literature to the study. The key concepts such as theories of motivation, training, motivation and employees' performance were reviewed. Also, this chapter provide a detail empirical review on the relationship between training, motivation and employees' performance. However, the following chapter will outline the research design and methodology and data collection instruments and data analysis strategies use for the study.

3. METHODOLOGY

The purpose of the study was to explore the impact of training and motivation on employees' performance in the context of public university environment. This chapter is the methodology of the study. It consists of the research design, population and sampling, data collection instruments, data collection procedures and Data Analysis.

3.1 Research Philosophy

According to Saunders et al. (2016), research philosophy is bear crucial assumptions which is a guideline of how the researcher view the world. According to Saunders et al. (2016), research has layers as onion and research philosophy is the first layer. The authors termed research process as research onion. According to the research onion by Saunders et al. (2016), there are four different philosophies which are positivism, realism, interpretivism, and pragmatism. Considering the aim of this study that is the influence of training, motivation on employees' performance, therefore, the research philosophy for this research was the positivism philosophy. Positivism is associated with predetermined and highly structured data collection techniques, as it is observable and measureable facts (Saunders et al., 2016).

3.2 Research Approach

According to Saunders et al. (2016) the second layer of the research onion is the research approach, in which there are two types of approach. The approaches are inductive and deductive. Taking into consideration the main objective of this study, the study uses a deductive approach. The deductive approach is the basis of the research to test a theory by analysing the hypotheses. The deductive approach requires the research to be consistent with a positivism philosophy (Sekaran and Bougie, 2013).

3.3 Research Choices

The third layer is the research methodological choices, which is the issue of quantitative, qualitative or mixed method. The differentiation between quantitative (deductive) and qualitative (inductive) is numeric data and non-numeric data. According to Saunders et al. (2016) quantitative is used for data collection such as questionnaire that generates numerical data, while qualitative such as interviews generates non-numerical data. Quantitative research is used to test theories by investigating the relations between the researcher's variables (Cresswell, 2014). The paradigm of this research is method quantitative, as it aims to explore the relationship between training, motivation and employees' performance.

3.4 Research Strategy

The fourth layer of the research process is the strategies, which includes experiment, survey, case study, ethnography, narrative inquiry, grounded theory, action research, and archival research (Saunders et al., 2016). The research strategy is helping to meet the objectives and to answer the research questions of the study (Sekaran & Bougie, 2013). In this study, a survey research will be used. Using a survey strategy, the data are collected through quantitative data which can be analysed using descriptive and inferential statistics (Saunders et al., 2016). The survey is a system for collecting information from or about people to describe, compare, or explain their knowledge, attitudes, and behaviour (Fink, 2003, cited in Sekaran & Bougie, 2013).

3.5 Population of the Study

The population of the study is the teaching staff of the University of Education Winneba, Kumasi. The population of this study consisted of all members of the University Teachers Association of Ghana (UTAG) of University of Education Winneba, Kumasi Campus (UEWK). Available statistics show that the total membership of UTAG-UEWK is 96 (UEW, 2018).

3.6 Sample and Sampling Technique

The sampling frame for any probability sample is a complete list of all the cases in the population from which the sample is drawn (Saunders, Lewis, & Thornhill, 2007). A sample is a smaller and more accessible sub-set of the population that adequately represents the overall group, thus enabling one to give an accurate (within acceptable limits) picture of the population as a whole, with respect to the particular aspects of interest of the study. Collecting data from the entire population would be impracticable, thus all research questions must be collected by selecting a sample (Saunders et al., 2016). When using questionnaires, it is important to do sampling as it saves time, the tight deadlines makes this an important matter, and the group of people will be more manageable with fewer people involved. Yamane (1967) provides a simplified formula to calculate sample sizes. This formula was used to calculate the sample sizes for the study. A 95% confidence level and $P = .5$ are assumed.

$$n = \frac{N}{1+N(0.05)^2}$$

Where n is the sample size, N is the population size of 96 lecturers, and e is the level of precision which is 0.05. When this formula is applied to the above population, a sample size of 77 lecturers were sample.

$$n = \frac{96}{1+96(0.05)^2} = 77 \text{ lecturers.}$$

By using Yamane's formula of sample size with an error of 5% and with a confidence coefficient of 95% (Yamane, 1967), the calculation from a population of 96 came up of 77 lecturers from UTAG-UEWK chapter.

This sample size represented about 80% of the entire population. The sample size was determined based on the sample determination formula of Yamane (1967).

The sample techniques used for the study are purposive sampling and simple random sampling techniques. Purposive sampling technique was used to select the University of Education Winneba, Kumasi UTAG members for the study. Creswell (2014) stated that, in purposive sampling, researchers intentionally select

individuals and sites to learn or understand a phenomenon. By non-probability method, the purposive sampling method was used to select UTAG-UEWK since it was deemed the most appropriate technique of getting respondents who are intellectuals and have deep insight of the subject matter (Sarantakos, 2016). Cohen, Manion and Morrison (2003) also assert that purposive sampling enables researchers to handpick the cases to be included in the sample on the basis of their judgment and typicality. Also, the school was purposively chosen because the researcher is an alumni there which will make it very easy to access information. Simple random sampling technique was used for selecting the participants for the study. The simple random sampling technique which provides participants with equal opportunity to be randomly selected was used to select the UTAG-UEWK members for the study.

3.7 Source of Data

The data are collected from two main sources namely primary and secondary sources. Primary data is collected specially for the undertaken research project (Saunders et al., 2016). In this study all the primary data would be collected through online survey questionnaires. Secondary data is data that has already been collected for some other purpose than the researcher's study, however it can be further analysed to provide additional or different knowledge, interpretations or conclusions. All the secondary data are derived from the literature review.

3.8 Data Collection Instrument

The method for collecting data is online survey questionnaires which will be distributed to the pre-defined sample size. Questionnaires tend to be descriptive or explanatory research. In this explanatory research, researcher is able to examine and explain relationships between the variables, and in particular cause and effect relationships (Saunders et al., 2016). Sommer & Sommer (2001) suggested that a questionnaire is a series of written questions on a topic about which the subject's opinions are sought. They preceded that, it can be self-administered, that is when people answer a questionnaire they have received in the mail or at the same event.

Amedahe (2002), questionnaire administration involves sending or presenting the questionnaire to prospective respondents and following it up which involves two main ways, through mail-mail questionnaire and personally delivered questionnaire to the respondents. According to Kerlpgger (1973), questionnaire is widely used for data collection in educational research because it is effective for securing factual information about practices and conditions, and for enquiring into the opinions and attitudes of the subjects. It was also observed by Saratakos (1998) that if questionnaire is used for collecting data for research, data offered by respondents are of limited interference on the part of the researcher. In this way, the survey will get respondents on the spot and get random selection of UTAG-UEWK members. All the items were constructed based on a thorough review of literature related to the topic. Respondents were also required to express their degree of agreement-disagreement with statements on a 5-point Likert type scale.

3.9 Measurement Development/Measures

Multi-item scales were used to measure each of the constructs in the study. All the constructs were measured on a 5-point Likert Scale. All the constructs and measures are valid and reliable because they have been used and tested by past scholars in the study area (see, Çetin & Aşkun, 2018; Tariq & Ding, 2018; Kuvaas, Buch, Weibel, Dysvik and Nerstad, 2017; Zumrah, 2015; Curry *et al.*, 2010). The scales have been presented in tabular form in Table 1.

Table 1. Measurement Development table.

Construct	Item	Questions
Job Performance	JP1	I am fulfilling the organizational rules and procedures
	JP2	Reports submitted by me are reliable and trustworthy
	JP3	I produce a high quality of work outcomes
	JP4	I am strict about doing the job right the first time
	JP5	My work performance always meets the expectations of the supervisor
	JP6	I make significant contributions to the overall performance of our work unit
Training	TN1	As a result of the training, I substantially increased my knowledge on the topic
	TN2	As a result of the training, I have developed new skills.
	TN3	The training has affected some of my attitudes concerning this topic area.
	TN4	As a result of the training, I have better conceptualization of what I already do on the job.
Motivation	MT1	Why do you do your work? Because I derive much pleasure from learning new things
	MT2	The tasks that I do at work are enjoyable and very exciting
	MT3	Sometimes I become so inspired by my job that I almost forget everything else around me
	MT4	It is important for me to have an external incentive to strive for in order to do a good job
	MT5	If I am supposed to put in extra effort in my job, I need to get extra pay

	MT6	External incentives such as bonuses and provisions are essential for how well I perform my job
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3.10 Data Analysis

The data that was gathered through the primary source through questionnaire were analysed by the means of the SPSS program version 21. The data analysis has three objectives: getting the feel for the data, testing the goodness of the data, and testing the hypotheses developed for the research (Sekaran and Bougie, 2013). Descriptive statistics was used to get the feel for the data through summaries of the detailed data in order to make it easier to understand for both researcher and reader. The data collected is the examination of the respondents feel for the relationship of the values. Therefore, the data was inserted in frequency tables to analyse the relationship of these values as a categorical data. Reliability statistics is also used to test the consistency and stability based on Cronbach's alpha which is a reliability measurement that indicates how well the items in a set is positively correlated to another (Sekaran and Bougie, 2013).

Inferential statistics is also used to test the hypotheses that was developed and to answer the research questions (Sekaran and Bougie, 2016). Both correlation and multiple regression analysis was used for the purpose of finding the relationship training, motivation and employees' job performance. The correlation analysis is to measure the relationship between variables, while multiple regression analysis is to measure the relationship between the dependent variables and the independent variable. Therefore, these methods were used as this study wants to explore the impact of three independent variables on the dependent variable.

3.11 Ethical Consideration

According to Saunders et al. (2016) ethical consideration of research is the standards of behaviour that guide the researchers conduct in relation to the rights of those who are subjects of the study or affected by it. The ethical considerations the

researcher considered were autonomy, anonymity, and confidentiality along with the assurance that no manipulation of the data would be passed forward by the researcher of the accumulated data received by the respondents.

4. RESULTS OF THE STUDY

The purpose of the study was to explore the impact of training and motivations on employees' performance in the context of public university environment. This chapter is used to analyse the data collected from the respondents. The chapter contains respondents' demographic profiles, descriptive statistics, reliability measures, Correlational analysis and multiple regression analysis of the hypotheses of the study. The variables investigated in this study training (independent variable), motivation (mediator) and employee performance (dependent variable). The analyses are in three parts. The first part involved demographic profile of respondents while the second and third parts involved preliminary analysis and test of hypotheses in the study.

4.1 Demographic Profile of Respondents

The demographic profile describes the various relevant features the researcher collected about the respondents and are categorized as; gender, age, education, department and the number years they have been working with the University of Education Winneba, Kumasi (UEWK). The findings on demographic profile of the respondents are presented in table 2 and figure 1.

Table 2. Demographic Profile of Respondents.

Variables	Category	Frequency	Percentage (%)
Gender	Male	56	72.7
	Female	21	27.3
Age	30-34 years	14	18.2
	35-40 years	28	36.3
	Above 40 years	35	45.5
Education	Masters	35	45.5
	PHD	42	54.5
State of employment	Permanent Lecturer	56	72.7
	Part-Time Lecturer	21	27.3
How long have you been lecturing in UEW/UEWK	1-5 years	63	81.8
	6-10 years	7	9.1
	More than 10 years	7	9.1

Gender status of the respondents describes their sex in terms of male and female. Table 2 shows that 72.7% of the respondents (lecturers) who participated in the study are males while the remaining 27.3% are female. This means that majority of UEWK lecturers are men.

The age group of the respondents describes the age range of the lecturers at the time of the study. The table shows that 18.2% and 36.3% of the respondents respectively indicated that their ages range from 30-34 years and 35-40 years. Also, the majority 35 respondents representing 45.5% of the total respondents of the study revealed that they are older than 40 years. This results show that above 40 years' age group is the significant age group of the study.

Also, table 2 revealed that a significant 54.5% respondents of the total respondents are PhD holders. The remaining 45.5% of the total respondents have masters degree as their higher level of education. This is because the minimum education qualification to lecture in higher educational institutions in Ghana is master's degree. The level of education of the respondents is an indication that their

responses to the questionnaire is the true reflection of what is going on in the university in terms of training and motivation of employees and their performance. On the state of employment and how long the respondents have been lecturing in the university, the study revealed that 72.7% of the total respondents are lecturers who are employed on a permanent basis. On the other hand, the remaining 27.3% of the respondents indicates that they part-time lecturers. This results also shows that the results of the study are credible and true reflection of the impact of training on motivation and employee performance. The analysis of the length of service of the lecturers revealed that 81.8% of the lecturers sampled for the study have been lecturing in the university for 1-5 years. 9.1% and 9.1% of the respondents respectively have been lecturing in the university for 6-10 years and for more than 10 years.

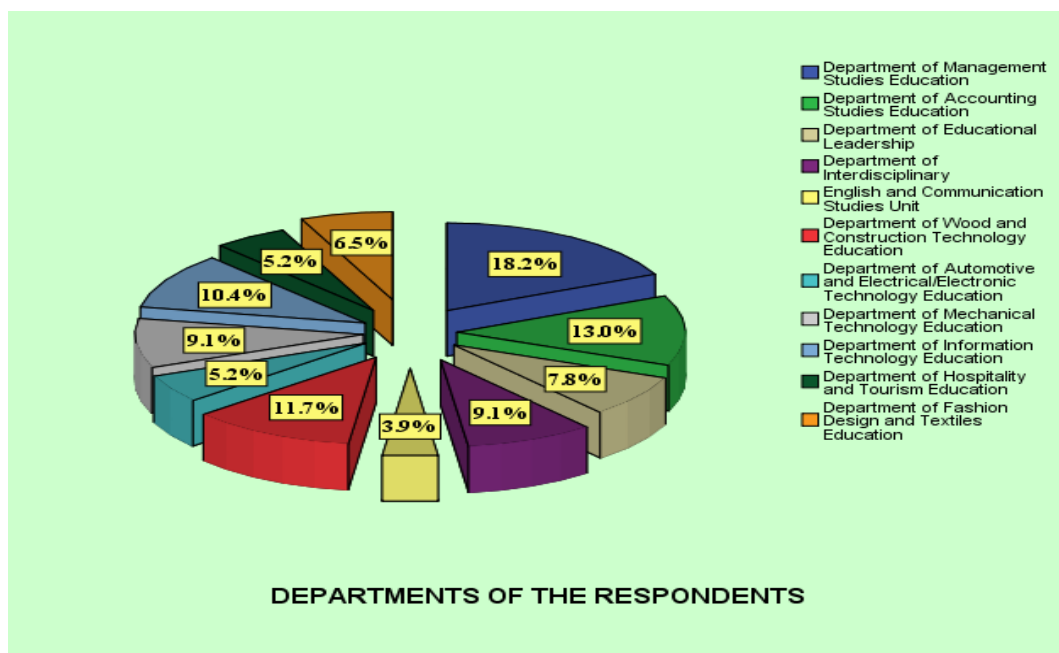


Figure 3. Departments of the Respondents.

On the departments, all the sampled lecturers belong to the University of Education Winneba – Kumasi; figure 3 revealed that a significant 18.2% of the lecturers work with the Department of Management Studies Education, 13% work with the Department of Accounting Studies Education, 7.8% work with the Department of Educational Leadership, and 9.1% work with Department of Interdisciplinary.

Figure 3 also revealed that 3.9%, 11.7% and 5.2% of the respondents respectively work with the English and Communication Studies Unit, the Department of Wood and Construction Technology Education and the Department of Automotive and Electrical Technology Education. Again, figure 3 shows that 9.1% and 10.4% of the respondents belongs to the Department of Mechanical Technology Education and Department of Information Technology Education respectively. Lastly, 5.2% and 6.5% of the lecturers revealed that they respectively work with the Department of Hospitality and Tourism Education and Department of Fashion, Design and Textile Education. This result of the study shows that the data was collected from all spectra of the university.

4.2 How often UEWK Lecturers are Trained

The survey also gathers information on how often the respondents sampled for the study are trained and figure 4 shows the findings.

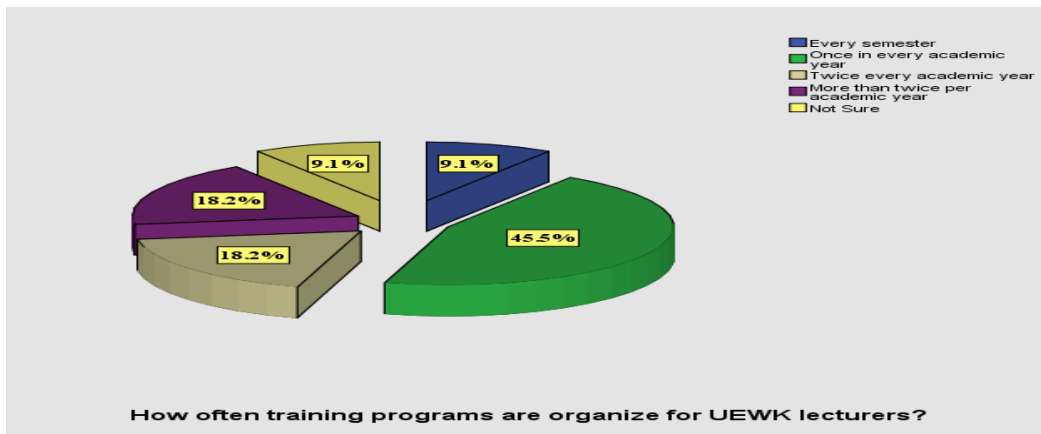


Figure 4. How often are Training Programs Organized for UEWK Lecturers?

When the respondents were quizzed on how often they are trained by the university, 45.5% of the total respondents said that they are trained once every academic year, 9.1% of them said they are trained every semester. Also, 18.2% and 18. % of the lecturers indicated that the university train them twice every academic year and more than twice every academic year respectively. On the contrary, 9.1% of the respondents revealed that they are not sure as to how many times the university organize training for the lecturers.

4.3 Respondents Participation in Training Programs at the University

Figure 5 revealed that all the respondents who took part of the study have participated in one or more training activities and programs organized by the university for the lecturers.



Figure 5. Participation of Lecturers in Training Programs.

4.4 Type of Training

This section of the study revealed the type of training activity or program the respondents participated in it. The respondents were allowed to select as many type of training activity or program they ever participated. Table 3 indicates that the type of training the most lecturers participated in it is competency base training.

Table 3. Type of Training the Respondents Participated.

	Responses		Percent of Cases	
	N	Percent		
TYPE OF TRAINING ^a	Research and publication	35	22.7%	45.5%
	Training on the use of OSIS	35	22.7%	45.5%
	Use of ICT in teaching	35	22.7%	45.5%
	Competency base training	42	27.3%	54.5%
	Teaching methodologies	7	4.6%	9.1%
Total	154	100.0%	200.0%	

a. Dichotomy group tabulated at value 1.

From table 3, it can be seen that 22.7% and 4.6% of the respondents sampled for the study indicated that they respectively participated in the training on the use of ICT in teaching and teaching methodologies. Also, 22.7%, and 27.3% of the respondents respectively said they participated in research and publication training and competency base training. Lastly, the results presented in the table 3 revealed that the remaining 22.7% of the lecturers participated in the training on the use of OSIS.

4.5 Preliminary Regression Analysis

The preliminary regression analysis discussed the descriptive statistics, reliability, skewness, kurtosis analysis and correlations among the independents and dependent variables.

4.5.1 Descriptive Statistics and Skewness and Kurtosis of the Variables in the Study

This section of the study analysed and discussed the descriptive statistics, skewness and kurtosis analysis among the independent and dependent variables.

Table 4. Summary of Descriptive Statistics and Skewness and Kurtosis of the Variables in the Study.

Descriptive Statistics									
Variables	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
TRN	77	8.00	20.00	15.6364	3.24811	-.857	.274	.665	.541
MTV	77	16.00	30.00	21.4545	4.21322	.545	.274	-.731	.541
EMPF	77	8.00	30.00	23.9091	5.70130	-1.822	.274	2.002	.541

Note: TRN = Training, MTV = Motivation and EMPF = Employee Performance.

The assumptions underlying multivariate analysis (e.g. regression analysis) requires that some preliminary analyses are to be conducted to assess the fit between variable distributions and their reliability and acceptability in this kind of statistical analysis. In order to determine the fit of these variables, test of normality of the constructs; training, motivation and employee performance was conducted. Normality of a variable is established when skewness and kurtosis values fall within the acceptable values for psychometric purposes such as ± 2 (Gravetter & Wallnau, 2014). George & Mallery (2010) assert that the values for asymmetry and kurtosis between -2 and +2 are considered acceptable in order to prove normal univariate distribution. The normality test conducted shows that all the variables are normally distributed. All the variables in this study are normally distributed based on the assumption by George & Mallery (2010) and Gravetter & Wallnau (2014).

The descriptive statistics of the variables in this study were also conducted using the standard deviation to determine how spread out the data are from the mean. A good rule of thumb for a normal distribution is that approximately 68% of the values fall within one standard deviation of the mean, 95% of the values fall within two standard deviations, and 99.7% of the values fall within three standard deviations (Gravetter & Wallnau, 2014). However, the results of the study indicate that approximately 99 percent of the responses on training, motivation and employee performance falls between -3 and +3 or less +6 standard deviations of the mean. These findings revealed that data used for the analysis is not widely spread out from the mean.

4.5.2 Reliability Analysis

The reliability analysis of the variables in this study was performed. According to Loewenthal (2004), George and Mallery (2003) and Hair, Black, Babin and Anderson (2006), scales with reliability values within the threshold of 0.6 are acceptable for statistical analysis. All the scales used in this analysis yielded acceptable reliability coefficients (i.e. alpha values) because none of them were below the threshold of 0.6. As reported in Table 5, all calculated values were above the recommended levels suggested in prior studies (Anderson & Gerbing, 1988; George & Mallery, 2003; Loewenthal, 2004; Hair, Black, Babin, & Anderson, 2006). Also, the reliability analyses result of the questionnaire administered is reasonably reliable and it's in line with the George and Mallery (2003) rule of thumb. George and Mallery (2003) provide the following rules of thumb: " $\geq .9$ – Excellent, $\geq .8$ – Good, $\geq .7$ – Acceptable, $\geq .6$ – Questionable, $\geq .5$ – Poor, and $\leq .5$ – Unacceptable.

Regarding indicator reliability, construct to items loading are above the recommended threshold of 0.70, except for some few items that are between 0.6 and 0.7, which is a range also considered acceptable for exploratory research (Hair [et al., 2013](#)). Also, the composite reliability (CR) and Cronbach's Alpha of all the constructs are larger than acceptable criteria of 0.70 (George & Mallery, 2003). Convergent validity was assessed by examining whether the Average Variance

Extracted (AVE) were above the acceptance criteria of 0.5. The results of the tests indicate that all the AVEs are larger than the shared variances between all pairs of factors in the model. The lowest value is 0.60 which is more than the acceptable criteria. These results indicate a satisfactory level of discriminant validity (Fornell & Larcker, 1981).

Table 5. Reliability Analysis.

Construct	Indicator	Loading	Composite reliability	Cronbach's Alpha	AVE ¹
TRAINING	TRN1	0.95	0.96	0.97	0.85
	TRN2	0.89			
	TRN3	0.95			
	TRN4	0.89			
MOTIVATION	MTV1	0.75	0.89	0.75	0.60
	MTV2	0.75			
	MTV3	0.74			
	MTV4	0.64			
	MTV5	0.84			
	MTV6	0.84			
EMPLOYEE PERFORMANCE	EMPF1	0.92	0.97	0.97	0.83
	EMPF2	0.92			
	EMPF3	0.92			
	EMPF4	0.92			
	EMPF5	0.88			
	EMPF6	0.90			

4.5.3 Correlational Analysis of the Independent Variables, Mediator and Dependent Variable in the Study

A Zero-order correlation analysis was performed to test the relationship between independent variables and dependent variable using Pearson correlation. Correlation among variables was analysed in line with the assumption that at least there should be a relationship between the independent variable (Training), mediator (Motivation) and dependent variable (Employee Performance) before multiple regression analysis was performed. Below is a summary of the inter-correlation among the variables in the study.

Table 6. Correlation among Independent Variable, Mediator and Dependent Variable in the Study.

		Correlations		
		TRAINING	MOTIVATION	EMPLOYEE PERFORMANCE
TRAINING	Pearson Correlation	1	.537**	.799**
	Sig. (2-tailed)		.000	.000
	N	77	77	77
MOTIVATION	Pearson Correlation	.537**	1	.332**
	Sig. (2-tailed)	.000		.003
	N	77	77	77
EMPLOYEE PERFORMANCE	Pearson Correlation	.799**	.332**	1
	Sig. (2-tailed)	.000	.003	
	N	77	77	77

** . Correlation is significant at the 0.01 level (2-tailed).

Table 6 shows inter-correlation matrix of training, motivation and employee performance. The results showed initial support for all the first two hypothesis (*H1 and H2*). Training was found to be related positively and statistically significant with lecturers' motivation to work ($r = .537, p < .01$). Also, training related statistically positive and significant with employees or lecturers work performance ($r = .799, p < .01$). Finally, motivation related statistically significant and positively with employee performance ($r = .332, p < .01$). The above results indicate that there is a positive and statistically significant relationship between employee training and motivation and employee performance. This means that the results of the study confirmed and support all the first two predicted hypotheses.

4.6 Multiple Regression Analysis of the Relationship between the Independent Variable, Mediating Variable and Dependent Variable in the Study

In order to test for the third and final hypothesis (*H3*) a linear and multiple regression analysis was done to validate the mediating role of motivation in the relationship between training and employee performance.

4.6.1 Linear Regression Analysis of the Relationship Between Training and Employee Performance

Linear regression analysis was performed on employee training and employee performance before the performance was regressed on both training and motivation.

Table 7. Model Summary.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.799 ^a	.638	.634	3.45147

a. Predictors: (Constant), TRAINING

The R value represents the linear correlation coefficient of the variables while R^2 value indicates how much of the total variation in the dependent variable (employee performance) can be explained by the independent variables (training). Table 7 revealed that correlation of the independent variable against the dependent variable is 0.799 with R square of 0.638. The adjusted R^2 is 0.634 and this indicates that 63% variance in University of Education Winneba, Kumasi Campus Lecturers' work performance can be predicted from training but the remaining 37% of the total variation in their job performance is unexplained because it may be predicted by unknown factors.

Table 8. ANOVA.

ANOVA ^a						
Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	1576.914	1	1576.914	132.373	.000 ^b
	Residual	893.450	75	11.913		
	Total	2470.364	76			

a. Dependent Variable: EMPLOYEE PERFORMANCE

b. Predictors: (Constant), TRAINING

The ANOVA table tests whether the overall regression model is a good fit for the data. The table shows that the independent variable (training) statistically significantly predict the dependent variable (lecturers work performance), $F = 132.373$, $p < .000$ (i.e., the regression model is a good fit of the data). This indicates that training given to lecturers predicts their work performance.

Table 9. Coefficient.

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	1.981	1.946		1.018	.312
	TRAINING	1.402	.122	.799	11.505	.000

a. Dependent Variable: EMPLOYEE PERFORMANCE

The Beta value in the table is used to determine how important and dominant training is in explaining the variance in lecturers' work performance. The result presented in table 8 indicates that training exerted the strongest influence on lecturers' work performance with the higher p-value, ($r=.799$), which is significant at the ($p=.000$) level.

4.6.2 Linear Regression Analysis of the Relationship Between Training and Motivation

This section presents the results of the linear regression analysis on employee training and employee motivation before the performance was regressed on both training and motivation.

Table 10. Model Summary.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.537 ^a	.289	.279	3.57725

a. Predictors: (Constant), TRAINING

The R value represents the linear correlation coefficient of the variables while R² value indicates how much of the total variation in the dependent variable (employee motivation) can be explained by the independent variables (training). Table 10 revealed that correlation of the independent variable against the dependent variable is 0.537 with R square of 0.289. The adjusted R² is 0.279 and this indicates that 28% variance in the lecturers' motivation can be predicted from training but the remaining 72% of the total variation in their motivation is unexplained because it may be predicted by other factors.

Table 11. ANOVA.

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	389.335	1	389.335	30.425	.000 ^b
	Residual	959.756	75	12.797		
	Total	1349.091	76			

a. Dependent Variable: MOTIVATION

b. Predictors: (Constant), TRAINING

The ANOVA table tests whether the overall regression model is a good fit for the data. The table shows that the training of lecturers statistically significantly boosts their motivation to do their work, $F = 30.425$, $p < .000$. This indicates that the regression model of the relationship between training and motivation is a good fit of the data and the study. This indicates that training given to lecturers boost their motivation and morale to perform their job.

Table 12. Coefficient.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.559	2.017		5.235	.000
	TRAINING	.697	.126	.537	5.516	.000

a. Dependent Variable: MOTIVATION

The result presented in table 12 shows how important the independent variable (training) is in explaining the variance in employees' motivation. The Beta value

indicates that training exerted the moderate influence on lecturers' work motivation with a p-value, ($r=.537$), which is significant at the ($p=.000$) level.

4.6.3 Multiple Regression Analysis of the Mediating Role of Motivation Relationship Between Training and Employee Performance

This section of the study analysed and discussed the mediating effect of motivation in the relationship between training and employee performance. The Tables below show the results of the multiple regression analysis of training, motivation and employee performance.

Table 13. Model Summary.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.799 ^a	.638	.634	3.45147
2	.807 ^b	.652	.642	3.40965

a. Predictors: (Constant), TRAINING

b. Predictors: (Constant), TRAINING, MOTIVATION

The R value jumped to 0.807 and the R^2 value also jumped to 0.642 when multiple regression analysis performed to show the indirect relationship between training and lecturers' performance. This indicates how much of the total variation in the dependent variable (lecturers' performance) can be explained by the independent variables (training) through motivation. Table 13 shows that correlation of the independent variable against the dependent variable through the mediator is 0.873 with R square of 0.652. The adjusted R^2 is 0.642 and this indicates that 64% variance in the lecturers' work performance can be predicted from training through

motivation. That means that training increases the motivation of lecturers to give better performance on their jobs.

Table 14. ANOVA.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1576.914	1	1576.914	132.373	.000 ^b
	Residual	893.450	75	11.913		
	Total	2470.364	76			
2	Regression	1610.062	2	805.031	69.246	.000 ^c
	Residual	860.301	74	11.626		
	Total	2470.364	76			

a. Dependent Variable: EMPLOYEE PERFORMANCE

b. Predictors: (Constant), TRAINING

c. Predictors: (Constant), TRAINING, MOTIVATION

Table 14 shows that the ANOVA for the multiple regression with two predictors (training and motivation) is statistically significant ($p < .000$). This shows that the training of lecturers statistically significantly improves their work performance through improved motivation, $F = 69.246$, $p < .000$. This indicates that the training motivates employees to work better.

Table 15. Summary of Mediation (Multiple) Regression Analysis for the effect of Motivation on Training and Lecturers Performance.

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	1.981	1.946		1.018	.312
	TRAINING	1.402	.122	.799	11.505	.000
2	(Constant)	3.943	2.246		1.755	.083
	TRAINING	-.186	.110	-.137	-1.689	.096
	MOTIVATION	1.532	.143	.873	10.730	.000

a. Dependent Variable: EMPLOYEE PERFORMANCE

Table 15 shows the results of the mediating role of motivation in the relationship between training and lecturers' performance. The dependent variable was regressed on both the independent and mediator variables and the result was significant ($\beta = .873, p < .000$). The multiple regression analysis results show the original predictor (training) of lecturer's work performance is no longer significant ($\beta = -.137, p < .096$) when performance was regressed on it and motivation (mediator) at the same time. The result produced small Beta value ($\beta = -.137$) and large significant value which is higher than the recommended 0.05 significant value. However, the β value for motivation which is the mediator is significantly huge ($\beta = .873$, and at a significant value of ($p < .000$) which is far below 0.05. The results indicate that there are full mediation effects of motivation in the relationship between training

and employee performance. This results also proof that motivation is the mediator in the relationship between training and employee motivation.

Summary

This chapter presented the results of the study. The study confirmed all the three hypotheses (*H1, H2 and H3*) predicted in the study. The results show that there is a positive relationship between and training and motivation and employee performance. However, the next chapter of the study focused on discussion of the findings of the study and summary and conclusion and recommendations and suggestions for further studies.

5. DISCUSSIONS

The purpose of the study was to explore the impact of training and motivation on employees' performance in the context of public university environment. This chapter presents a discussion of the findings of the study presented in the previous chapter. The discussion is based on the three objectives mentioned in chapter one.

5.1 Summary of the Study

The purpose of the study was to explore the impact of training and motivations on employees' performance in the context of public university environment. The objectives of the study were to assess the influence of training on employees' work motivation, to identify the relationship between training and employees' job performance and to identify the mediating effects of extrinsic motivation on the relationship between training and employees' job performance. University of Education Winneba Kumasi lecturers were considered as the target population of the study. A sample size of seventy-seven (77) lecturers (UTAG members) were selected from the target population by using purposive sampling technique. Creswell (2014) stated that, in purposive sampling, researchers intentionally select individuals and sites to learn or understand a phenomenon. By non-probability method, the purposive sampling method was used to select UTAG-UEWK since it was deemed the most appropriate technique of getting respondents who are intellectuals and have deep insight of the subject matter (Sarantakos, 2016). Primary data was collected using a well-structured online survey questionnaire. The data was statistically analysed using the Statistical Product for Service Solution (SPSS) computer software v24, both descriptive and regression analysis tables based on frequency and percentage distribution and figures were used for the representation of the data analysed. Reliability statistics is also used to test the consistency and stability based on Cronbach's alpha, factor loading, composite reliability and average variance extended. Finally, multiple regression analysis was performed to test the three hypotheses of the study.

5.2 Findings on Descriptive Analysis

On gender, the study revealed that the majority (72.7%) of the university lecturers are males. There are more male lecturers in the University of Education than female lecturers. Again, on age groups of the respondents the findings of the study revealed that a significant majority, 35 respondents, representing 45.5% of the total respondents of the study, revealed that they are older than 40 years. This result shows that the above 40 years' age group is the significant age group of the study. 18.2% and 36.3% of the respondents respectively indicated that their ages range from 30-34 years and 35-40 years. Also, a significant 54.5% of the total respondents are PHD holders. The remaining 45.5% of the total respondents have a master's degree as their higher level of education. This is because the minimum education qualification to lecture in higher educational institutions in Ghana is a master's degree.

On the state of employment and how long the respondents have been lecturing in the university, the study revealed that 72.7% of the total respondents are lecturers who are employed on a permanent basis while the remaining 27.3% are part-time lecturers. The study revealed that 81.8% of the lecturers sampled for the study have been lecturing in the university for 1-5 years. 9.1% and 9.1% of the respondents respectively have been lecturing in the university for 6-10 years and for more than 10 years. Furthermore, 45.5% of the total respondents indicate that they are trained once every academic year, 9.1% of them said they are trained every semester. Also, 18.2% and 18.2% of the lecturers indicated that the university trains them twice every academic year and more than twice every academic year respectively.

On the contrary, 9.1% of the respondents revealed that they are not sure as to how many times the university organizes training for the lecturers. On the type of training respondents participated in, 22.7% and 4.6% of the respondents sampled for the study indicated that they respectively participated in the training on the use of ICT in teaching and teaching methodologies. Also, 22.7%, and 27.3% of the respondents respectively said they participated in research and publication training and competency base training. Lastly, the results presented in table 3 revealed that the remaining 22.7% of the lecturers participated in the training on the use of OSIS.

On the departments the sampled lecturers belong in the University of Education Winneba – Kumasi, it was revealed that a significant 18.2% of the lecturers with the Department of Management Studies Education, followed by Department of Accounting Studies Education (13%), Department of Wood and Construction Technology Education (11.7%) and Department of Information Technology Education (10.4%).

5.3 Discussion of Major Findings

This section presents the discussion on the relationship between training and employee performance, the relationship between training and motivation and the mediating role motivation in the relationship between training and motivation.

5.3.1 The Relationship between Training and Employee Motivation

The study hypothesized (*H1*) that there will be a significant relationship between training and employee motivation and the results of the study confirmed and supported the prediction made in the chapter one. The findings of the study disclosed that there is a statistically significant and positive relationship between training and UEWK lecturers' motivation to work. The regression results indicated that training was found to relate significantly to motivation ($r = .537, p < .01$). This means that when the university organize training programs for the lecturers it motivates them to work better on their respective work. The reason is that they will be much more confident to perform their jobs since they now have the needed work knowledge and skills to perform their work. This finding of the study is consistent with the following study's findings.

Kwapong, Opoku and Donyina (2015) demonstrated that training of teaching staff in Ghanaian Higher Education Institutions is significantly and positively related to employees' motivation to work. A recent empirical study conducted by Motlokoa, Sekantsi and Monyolo (2018) on the impact of training on employees' performance a case of banking sector in Lesotho revealed that training not only increases employees' performance but also positively affects employees' motivation.

Łukasik (2017) also revealed existence of a strong linkage between internal training in the surveyed companies and the motivation of employees to the work. The results of Katou (2017) also indicate that HRM content such as employee training and development is more positively related to employees' motivation. In support of these findings and the present study Momanyi, Adoyo, Mwangi and Mokuu (2016) concluded that there is a significant statistical positive relationship between training and employees' motivation to work (p -value = 0.013). Güllü (2016) agrees with Momanyi, Adoyo, Mwangi and Mokuu (2016) on the fact that there is positive relationship between the training and development programs and employee's motivation. The results of their study show that training and development programs have positive impact on motivation of employees. Subari and Riady (2015) emphasize that employee training has a statistically significant positive effect on employees' motivation.

5.3.2 The Relationship between Training and Employee Performance

Consistently to the expectation in this study, the prediction that training is related positively to employee performance was supported by the finding in the present study. The study found a significant positive relationship between training and UEWK lecturers' work performance. The result of the regression analysis revealed that training was found to relate significantly to employee performance ($r = .799$, $p < .01$). This result is reliable because the more employees are trained on how to perform their jobs effectively and efficiently the more effective and efficient, they become, and this increase their work performance and improve the standard of their work. The finding was consistent and in support of following recent past studies; Sasidaran, 2018; Motlokoa, Sekantsi & Monyolo, 2018; Ohueri, Enegbuma, Wong, Kuok & Kenley, 2018; Jayasinghe & Fernando, 2017; Hassan, 2017; Setyawaty, Kartini, Sulaeman & Joelyati, 2017; Ibrahim, Boerhannoeddin & Bakare, 2017 and Raza and Afridi (2017).

The results of Sasidaran (2018) and Motlokoa, Sekantsi and Monyolo (2018) revealed that there is a highly significant positive association between training and employees' performance. In support their findings, Ohueri, Enegbuma, Wong,

Kuok and Kenley (2018) found that employee training is one of the significant factors that positively affects employees work performance. Similarly, the results of Jayasinghe and Fernando (2017), Hassan (2017) and Setyawaty, Kartini, Sulaeman and Joelyati (2017) also found that continuous training and development positively influence labour productivity. Ibrahim, Boerhannoeddin and Bakare (2017) also added that training methodology significantly predict employee performance. Finally, Raza and Afridi (2017) concluded that employee's training has a major significant impact on employee performance and job satisfaction.

5.3.3 The Mediating Role Motivation in the Relationship Between Training and Motivation

Multiple regression analysis was also performed to test whether motivation mediates the linkage between training and employee work performance. The multiple regression result revealed statistically significant and positive relationship between training (independent variable), motivation (mediator) and employee performance (dependent) ($\beta = .873, p < .000$). However, the results show that the relationship between the independent variable (training) and lecturers work performance is no longer significant ($\beta = -.137, p < .096$) when performance was regressed on both training and motivation (mediator) at the same time. The result produced small Beta value ($\beta = -.137$) and large significant value which is higher than the recommended 0.05 significant value. Also, the β value for motivation which is the mediator hugely increased from ($\beta = .332, p < .01$) to ($\beta = .873, p < .01$). The results indicate that there are full mediation effects of motivation in the relationship between training and employee performance. This results also proof that motivation is the mediator in the relationship between training and employee motivation. The result is consistent with the following past studies (see, Çetin & Askun, 2018; Ohueri, Enegbuma, Wong, Kuok & Kenley, 2018; Tariq & Ding, 2018; Panagoitopoulous & Karamikola, 2017; Katou, 2017; Ocen, Kasekende, & Angundaru, 2017; Momanyi, Adoyo, Mwangi & Mokuu, 2017).

Çetin and Askun (2018) confirmed that intrinsic motivation serves as a mediator in this relationship between training and employee performance. Similarly, Ohueri,

Enegbuma, Wong, Kuok and Kenley (2018) revealed training and development among the major significant motivation strategies and factors that positively influence employees' job performance. In support, Tariq and Ding, (2018) found that intrinsic motivation acts as a mediator between abusive supervision and employees' work performance. According to Panagoitopoulous and Karamikola (2017) training can have positive indirect influence and effective on employees' job performance through employee motivation. The findings of Momanyi, Adoyo, Mwangi and Mokuu (2017) are also in agreement with the present study and recent past studies that motivation mediates the linkage between training and employee performance. Their results revealed that there is a mediation effect of employee motivation on the relationship between employee training and employees' job performance.

5.4 Conclusions

The purpose of the study was to explore the impact of training and motivations on employees' performance in the context of public university environment. The findings of the study revealed that regular training of employee boost their motivation to show great commitment to the work. That is there is a significant relationship between training and motivation of lecturers in higher education institutions. Secondly, the study revealed that there is a significant statistical positive relationship between training and employee work performance. This is because training will equip and empower employees to perform their jobs better. Finally, the study discovered full mediation of motivation in the relationship between training and employee performance. The findings of the study revealed that training of employees will first boost their motivation and confidence to perform their work perfectly.

5.5 Recommendations

- ❖ The results discovered that 81.8% of the lecturers of UEWK have been in the university for just 1-5 years. This means that some of them may still lack the needed skills and techniques to teach at the higher educational institutions and therefore it is recommended that more training and development activities and programs should be organized for them.
- ❖ Also, when the lecturers were quizzed on how often they are trained by the university, a significant majority, 45.5% of them, indicated that they are trained once every academic year which is not is enough especially in a time where there is constant change. Therefore, it is recommended that the university should introduce more training activities in the university working environment.
- ❖ The results also revealed that only 4.6% of the lecturers participated in training that focused on teaching methodologies and however, it is recommended the university should put the necessary measures in place to motivate all the teaching staff to participate in training that involves teaching methodologies since it is one of the types of training that directly links to the lecturers core jobs.
- ❖ Finally, since training does not directly improve employee work performance without motivation. It is recommended that the type of training that should be organized for the lecturers should be interesting and directly related to the core work of the lecturers in order to motivate them to transfer the skills and knowledge acquired during the training into effective and improved work performance.

5.6 Future Research

This study strictly focused on the investigation of the impact of training on University of Education Winneba Kumasi lecturers' motivation and performance and however, it is therefore suggested that future studies should expand the study area to cover all public and universities in Ghana. This study was restricted to only

the teaching staff and however, it is therefore suggested that future studies should be extended to cover non-teaching staff of the all public universities. Again, only 77 online survey responses were used for the analysis of the study. However, future study should cover large sample size. It was further suggested that the conceptual framework developed should be empirically tested in a large-scale survey across different sectors and industries.

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APPENDIX 1
EFFECTS OF TRAINING AND MOTIVATION ON
EMPLOYEE JOB PERFORMANCE:

A STUDY OF UNIVERSITY OF EDUCATION WINNEBA, KUMASI

Dear respondent,

This questionnaire is to design to elicit information on ‘effects of training and motivation on employee job performance’. The study is purely academic and the data you provide will be used only for scientific research. I commit myself to uphold all research ethics which include among others, assuring confidentiality and anonymity in handling your responses. Your responses will be used only for this research and nowhere else.

Your kind cooperation in this research is very much appreciated and the research team sincerely hopes that you find the study of interest to you.

Yours faithfully,

Isaac Twumasi

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Required*

Instructions

Please answer ALL the questions.

Q1. Gender: *

- Female
- Male

Q2. Age: *

- 24-29
- 30-35
- 36-40
- Above 40

Q3. Education Level: *

- Master's Degree
- PHD
- Professor
- Associate Professor

Q4. Which Department are you? *

- Department of Management Studies Education
- Department of Accounting Studies Education
- Department of Educational Leadership
- Department of Interdisciplinary
- English and Communication Studies Unit
- Department of Wood and Construction Technology Education
- Department of Automotive and Electrical/ Electronic Technology Education
- Department of Mechanical Technology Education
- Department of Information Technology Education
- Department of Hospitality and Tourism Education
- Department of Fashion Design and Textiles Education

Q5. What is your state of employment? *

- Permanent Lecturer

- Part-Time Lecturer

Q6. How long have you been lecturing in UEW/UEWK*?

- Less than 1 Year
- 1-5 years
- 6-10 years
- More than 10 years

Q7. How often training programs are organize for UEWK lectures? *

- Every semester
- Once in every academic year
- Twice every academic year
- More than twice per academic year
- Not sure

Q8. Have you participated in any of the training programs? *

- Yes
- No

Q9. If yes, what type of training were you trained? *

- Research and publication
- Training on the use of OSIS
- Use of ICT in teaching
- Competency base training
- Teaching methodologies
- Other:

Instructions

- a. Please indicate your agreement or disagreement to the following statements on training, motivation and employee job performance.
- b. Please mark an answer which you think best represent your stand by using the following scale:

- 1- Strongly disagree
- 2- Disagree
- 3- Neither disagree nor agree
- 4- Agree
- 5- Strongly agree

Job Performance

1. I am fulfilling the organizational rules and procedures*

	1	2	3	4	5	
strongly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly
disagree					agree	

2. Reports submitted by me are reliable and trustworthy*

	1	2	3	4	5	
strongly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly
disagree					agree	

3. I produce a high quality of work outcomes*

1	2	3	4	5
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	1	2	3	4	5	
strongly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly
disagree						agree

8. As a result of the training, I have developed new skills. *

	1	2	3	4	5	
strongly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly
disagree						agree

9. The training has affected some of my attitudes concerning this topic area. *

	1	2	3	4	5	
strongly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly
disagree						agree

10. As a result of the training, I have better conceptualization of what I already do on the job. *

	1	2	3	4	5	
strongly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly
disagree						agree

Motivation

11. I derive much pleasure from learning new things on the job *

1	2	3	4	5
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16. External incentives such as bonuses and provisions are essential for how well I perform my job *

	1	2	3	4	5	
strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly agree