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## **The Effects of Capacity Building Efforts on the Junior and Senior Staff of Public Universities in Ghana: The Case of University of Mines and Technology, Tarkwa, Ghana**

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### **Abstract:**

*The purpose of this quantitative study is to examine capacity building efforts for junior and senior staff of public universities in Ghana. This paper highlights the significance of capacity building efforts at University settings and how it helps in improving the individual employee as well as the employer.*

*Adopting a cross-sectional research design, the study relied largely on survey research method because of the varied job descriptions of respondents who were sampled for this study. Primary data gathered from the administration of questionnaire was processed using the Statistical Package for Social Sciences (SPSS) version 21. Data analysis techniques employed in this study included mean and standard deviation comparatives, bivariate analysis, frequencies and one-way ANOVA analysis.*

*Through this paper, it has been established that capacity building efforts contribute to employee satisfaction, organisational efficiency, employee competency, and changes in behaviour among the junior and senior staff of University of Mines and Technology. This paper will be helpful for the management of universities to enhance the potential of their employees so as to create a competitive advantage in this dynamic and competitive global educational environment.*

**Keywords:** *Capacity building, staff training and development, organisational development*

### **1. Problem Statement**

It is widely acknowledged that workforce training is the cornerstone in most organisations' human resource development systems (Nordhaug, 1989). Human resource development contributes to gains in competitive advantage (Schuler & MacMillan, 1984) with some suggesting that improvements in productivity and organisational performance have become the most dominant argument for justifying training (Scott & Meyer, 1991). As advanced by Manuh, Gariba & Budu (2007), universities nourish social, political and economic transformation through its essential activities in research, intellectual leadership and the impartation of high-level knowledge to successive generations through its researchers and lecturers. To keep up to date with the pace of the technological and knowledge induced academic environment, various staff development programmes are organised for these academic staff to acquire the appropriate and relevant knowledge, attitude and skill set to effectively accomplish their assigned tasks. However, because of the varied services such as security, estate and municipal services, administrative as well as student residential services that complement academic work, universities employ other staff categories (Junior and Senior) who are skilled professionals to render such services. In most public universities in Ghana these staff categories constitute the highest staff categories.

Addae-Mensah (2000, p 41-2) opined that though educational expenditures occupy a sizeable share of Ghana's budget very little is spent on human capital investment especially capacity building. Though literature on staff development in universities suggest a positive relationship between staff training and job performance they tend to focus on the academic staff but not the junior and senior staff categories which constitute the majority percentage of a university's workforce. This poses two queries which require a scientific inquiry. First, whether the same relationship established between staff training and job performance of the academic staff can be found among the junior and senior staff categories. Second, whether there are other effects of capacity building efforts apart from enhancing job performance as established among the academic staff.

## 2. Review of Literature

### 2.1. Nature of Capacity Building

United Nations Development Programme (UNDP) defines capacity development as building on and harnessing indigenous capacity instead of replacing indigenous capacity. It is about promoting learning, boosting empowerment, building social capital, creating enabling environments, integrating cultures, and orientating personal and societal behaviour. For individuals, capacity may relate to leadership, advocacy skills, training/speaking abilities, technical skills, organising skills, and other areas of personal and professional effectiveness (Whittle, Colgan & Rafferty 2012).

Stated differently, the International Atomic Energy Agency (IAEA) recognizes the significance of capacity building being integrative by defining capacity building to mean a systematic and integrated approach that includes education and training, human resource development, knowledge management and knowledge networks to develop and continuously improve the governmental, organisational and individual competencies and capabilities for achieving a desired outcome.

### 2.2. Components of Organisational Capacity Building

Potter and Brough (2004) advance that the components of organisational capacity building include structural capacity, systems capacity, role capacity, supervisory capacity, support service capacity, workload capacity, facility capacity, personal capacity, and performance capacity which are fundamental analytical measures for assessing an organisation's capacity. These capacities have been shown in figure 1 with its complementary inputs to build capacity.

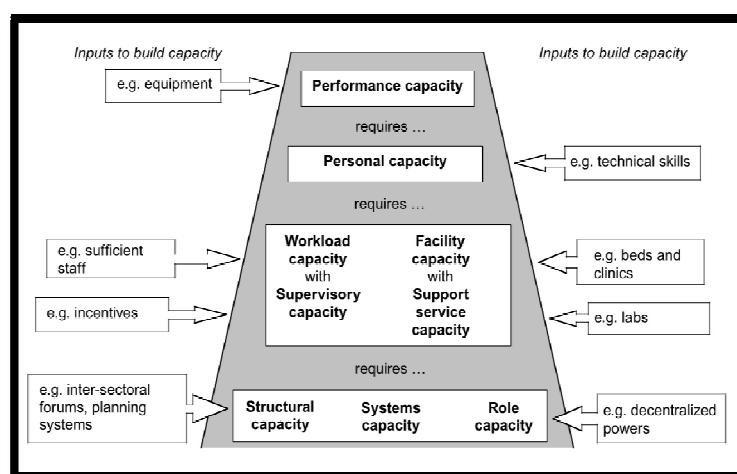


Figure 1: Components of Organisational Capacity Building

### 2.3. The Effects of Staff Capacity Building on Job Performance

Capacity building programmes are effective only to the extent that the skills and behaviour learned can actually be transferred to the job. For instance, training is likely to impact positively on job performance when the employee is involved from the planning stage. However, there are other factors that contribute to effectiveness and performance. For instance, an environment that enables employees to apply knowledge, skills and abilities in ways that support the mission and goals of the organisation is a key factor.

Effective job performance requires other human resource management/development strategies such as reward, promotion, salary increase, and other motivation strategies to engineer staff interest for improved job performance (Dawo, Simatwa and Okwatch 2012).

Several authors in the reviewed literature however have established that effective staff training and development programmes contribute to improved job performance and higher productivity. Onyia and Aniogbolu (2011) undertook a study on the effects of training and retraining of library workers on their job performance at Delta State Polytechnic Library, Nigeria. The findings show that staff training and development provided by the organisation had contributed to a large extent to staff performance on the job. The results of studies of several authors including Abba and Dawha (2009); Harvey and Sayers (2009) and Dasgupta and Satpathi (2006) in libraries have established that continuous educational programmes enabled employees to acquire the knowledge that help them to cope with the tasks of providing better information services to support teaching and learning. The findings of these studies show that continuing education helps library staff to build and update previously acquired knowledge, skills and attributes and this contributes to better job performance, job satisfaction, decreased turn over and further job advancement.

Cobblah (2015) indicated that a similar study conducted by Osei (1996: 31-36) at the University of Science and Technology (UST), Ghana reveals that since 1951 staff development programmes have benefited UST library in the following ways: first empowering staff to deal with modern technologies, new trends and current developments and broadening staff knowledge and experiences thus made staff more skillful and effective in the performance of their job.

### 2.4. Challenges Facing Capacity Building Programmes

Existing literature in universities indicates that the challenges of training and development in most organisations include inadequate funding, lack of training and development policies, lack of an effective training needs assessment to

inform the training needed, failure to evaluate training programmes, and weak linkage between training providers and industry (Eze 2012). Inadequate staffing is also a major challenge as organizations are unable to release some staff to participate in capacity building programmes. Other challenges indicate time constraints and the inability of staff that have undergone training to fulfill the higher organizational expectations.

Cobblah (2015) writing on resolving the challenges of capacity building programmes indicates that training needs should be conducted to provide the requisite training needs of staff to enable them perform their duties effectively.

### 3. Objectives

The main objective of this study is to examine and improve capacity building efforts among the senior and junior staff of University of Mines and Technology.

#### 3.1. The specific objectives of this study are;

- To describe capacity building efforts in University of Mines and Technology;
- To assess the effects of capacity building on the senior and junior staff;

### 4. Overview of University of Mines and Technology (UMaT)

The University of Mines and Technology (UMaT) started as the Tarkwa Technical Institute (TTI) on 3<sup>rd</sup> November, 1952 but was officially commissioned by the Government of Ghana for the training of mining technicians and other middle level manpower for the country's mining and related industries. Becoming a full-fledged university on 12<sup>th</sup> November, 2004 through Act 677 UMaT offers degree, diploma and certificate programmes in mining, petroleum and technology related fields.

Table 1 indicates the statistics on student population and staff population for University of Mines and Technology. The breakdown of the staff in terms of staff categories has been provided.

| SN | Item                 | Number |
|----|----------------------|--------|
| 1  | Student Population   | 2159   |
| 2  | Total Senior Members | 117    |
| 3  | Total Junior Staff   | 175    |
| 4  | Total Senior Staff   | 145    |

Table 1: Basic Statistics (UMaT)

Source: UMaT, 8<sup>th</sup> Congregation Basic Statistics, 2016

The University of Mines and Technology's Staff Development Policy (2015) acknowledges the need to 'support and encourage the development of its staff, and recognizes that staff development can play a critical role in building the capability of its workforce'. According to the Policy, 'the University is committed to providing training to ensure that the needs of the University, as defined in the University's Strategic Plan are met'.

### 5. Methodology

The study was a quantitative deductive type. Field survey strategy was applied with the primary data. This design was chosen because the survey method is efficient in measuring many variables without substantially increasing time and cost. A conceptual framework was developed and accordingly, frequency and effectiveness of capacity building efforts worked as independent variables whilst organisational growth and professionally developed staff was treated as the dependent variables. The cross-sectional study collected data within the period from October to November in 2017. Senior and junior staff of the University of Mines and Technology, Tarkwa were the population of the study in which 60 staff became the sample for the study. The sample was selected using purposive and convenience sampling technique. A total of 80 questionnaires were administered in the university out of which 72 returned, and 60 usable questionnaires were considered for the analysis. Response rate was 90 (%) percent, which was considered adequate. In order to achieve the aim of the research, researcher administrated a questionnaire which was both close and open ended. The twenty-eight (28) questions in the questionnaire were in two sections: Section A consisted of personal data of the respondents which included questions on gender, age, years of service, work department and qualification. In addition, a range of scalar questions was included in Section B to assess both independent and dependent variables. Section B was made up of questions which were designed to reveal the effects of capacity building on both the university and its staff. This was accomplished by asking staff to indicate the degree to which they agreed with the statements in the questionnaire. The face validity was ensured at the beginning by distributing the questionnaire among three higher education professionals at the University of Mines and Technology, and content validity was ensured across the literature review.

### 6. Results, Findings & Discussions

The goal of this study was to answer the research question by describing the capacity building efforts as well as examining the effects of capacity building efforts on the junior and senior staff of University of Mines and Technology.

### 6.1. Frequency of Capacity Building Interventions

| Capacity Building Activity |            | Output |  |
|----------------------------|------------|--------|--|
| Yes                        | Count      | 7      |  |
|                            | % of Total | 11.67% |  |
| No                         | Count      | 53     |  |
|                            | % of Total | 88.33% |  |
| Total                      | Count      | 60     |  |
|                            | Percent    | 100%   |  |

Table 2: Frequency of Capacity Building Activity

The data from the field study as indicated in Table 2 was interested in finding out the frequency of capacity building in workers' units of work. Whereas seven (7) respondents representing 11.67% of the total sample indicated that capacity building was frequent in their work units, fifty-three (53) respondents representing 88.33% showed that capacity building activities were not frequent in their work units. Thus, this study found out that capacity building activities were not frequent among the junior and senior staff in most of the work units of the University.

### 6.2. Availability of Capacity Building Policy

The field data as presented in Table3 below was interested in investigating whether employees were aware their employer had a policy guiding capacity building for all staff. Nine (9) respondents representing 15% of the total sample indicated that the University had a policy that guided capacity building for all staff whereas twenty-nine (29) respondents representing 48.33% indicated that the University did not have a capacity building policy for all staff. Twenty-two (22) respondents representing 36.67% also indicated that they were not aware whether the University had a capacity building policy or not. This shows that the University's Staff Development Policy and capacity building activities were not well known to all staff especially the junior and senior staff category.

| Availability of capacity building policy |            | Output |  |
|------------------------------------------|------------|--------|--|
| Yes                                      | Count      | 9      |  |
|                                          | % of Total | 15%    |  |
| No                                       | Count      | 29     |  |
|                                          | % of Total | 48.33% |  |
| Not aware                                | Count      | 22     |  |
|                                          | % of Total | 36.67% |  |
| Total                                    | Count      | 60     |  |
|                                          | % of Total | 100%   |  |

Table 3: Availability of Capacity Building Policy for All Staff

### 6.3. Capacity Building and Staff Promotion

The data shown in Table 4 was interested in investigating whether or not capacity building activities were organised for staff prior to their promotion. Thirty-five (35) respondents representing 58.33% indicated that capacity building activities were not organized for staff prior to their promotion whilst twenty-five (25) respondents representing 41.67% of the total sample indicated that they were not aware whether or not capacity building activities were organised for staff prior to their promotion. Thus, this study found out that the University did not have a clearly specified capacity building activities for staff prior to their promotion.

| Organisation of capacity building activity |            | Output |  |
|--------------------------------------------|------------|--------|--|
| Yes                                        | Count      | 0      |  |
|                                            | % of Total | 0.0%   |  |
| No                                         | Count      | 35     |  |
|                                            | % of Total | 58.33% |  |
| Not aware                                  | Count      | 25     |  |
|                                            | % of Total | 41.67% |  |
| Total                                      | Count      | 60     |  |
|                                            | % of Total | 100%   |  |

Table 4: Conduct of Capacity Building Intervention Prior to Staff Promotion

#### 6.3.1. Bivariate and Regression Analysis on the Effects of Capacity Building

The bivariate analysis indicated that there existed significantly, strong positive correlations among the variables of CMW, CSC, CCD, CNH, COE and CCW with the least correlation coefficient being 0.673 at the significant level of 0.000. The variables of CJP, CEC, CET and CES also had positive correlations among themselves. However, they had weak correlation coefficients and some had insignificant correlation coefficients.

| (Constant)                                                                | B     | Beta  | t      | Sig. |
|---------------------------------------------------------------------------|-------|-------|--------|------|
|                                                                           | 1.012 |       |        |      |
| Capacity building enhances job performance (CJP)                          | .007  | .043  | .352   | .725 |
| Capacity building enhances staff's commitment (CSC)                       | -.040 | -.253 | -1.757 | .081 |
| Capacity building indicates employer's concern about staff (CEC)          | .067  | .400  | 2.704  | .008 |
| Capacity building ensures organisational efficiency (COE)                 | .010  | .057  | .370   | .712 |
| Capacity building ensures that there are always competent workforce (CCW) | -.012 | -.070 | -.504  | .615 |
| Capacity building reduces employee turnover rate (CET)                    | .021  | .133  | 1.339  | .182 |

Table 5: Regression Analysis on the Organisational Dimension of the Effects of Capacity Building

From the organisational perspective the multiple regression analysis on the effects of capacity building yielded  $PCB = 1.012 + 0.007CJP - 0.4CSC + 0.67CEC + 0.01COE - 0.12CCW + 0.21CET$ . However, apart from the variable CEC (with a significance level of  $0.008 < 0.05$ ) all the other factors were insignificant.

|                                                                     | N  | Mean | SD    | F      | Sig. |
|---------------------------------------------------------------------|----|------|-------|--------|------|
| Capacity building enhances job performance                          | 60 | 7.48 | 3.089 | 6.425  | .002 |
| Capacity building motivates staff to put in their best at work      | 60 | 7.37 | 3.262 | 5.217  | .006 |
| Capacity building enhances staff's commitment                       | 60 | 7.13 | 3.347 | 5.906  | .003 |
| Capacity building enhances career development                       | 60 | 7.77 | 3.072 | 5.538  | .005 |
| Capacity building corrects negative work habits and behaviours      | 60 | 7.57 | 2.788 | 9.024  | .000 |
| Capacity building indicates employer's concern about staff          | 60 | 7.93 | 2.699 | 16.272 | .000 |
| Capacity building ensures organisational efficiency                 | 60 | 7.90 | 2.851 | 8.928  | .000 |
| Capacity building ensures that there are always competent workforce | 60 | 8.20 | 2.679 | 11.828 | .000 |
| Capacity building reduces employee turnover rate                    | 60 | 6.47 | 3.301 | 4.349  | .014 |
| Capacity building ensures employee satisfaction                     | 60 | 9.07 | 2.111 | 3.209  | .043 |

Table 6: Mean and ANOVA on the Effects of Capacity Building

### 6.3.2. Discussions on Capacity Building and Employee Satisfaction

From the mean and standard deviation comparatives in Table 6, it was found out that most respondents indicated that capacity building ensures employee satisfaction (mean 9.07, S.D 2.111). Thus, most of the respondents indicated that capacity building influences an employee's satisfaction at work since that construct received the highest mean. This study agrees with literature on the relationship between capacity building (training) and employee satisfaction. Persaud (2010) settled that training plays a vital role in the satisfaction of employees and reduces their turnover intention drastically. Elfred (2010) emphasized that organisational training brings greater impact towards employee's job satisfaction and the most common variable used to measure employee job satisfaction is training. Further credence is given by Picho (2014) per his research who found a positive relationship between employee training and development and job satisfaction though the nature of the relationship was weak.

### 6.3.3. Discussions on Capacity Building and Workforce Competency

Closely linked to employee satisfaction is the construct of competency. Respondents indicated that capacity building relates to the level of competency of workforce. From the mean and standard deviation comparatives in table 6, it was found out that most respondents indicated that capacity building ensures a competent workforce (mean 8.20, S.D 2.679). Literature which supports this finding includes Joyce (2015) who indicates that training can improve staff's skills, ability, potential creativity and knowledge. In making a justification for the significance of training in skills (competency) development in Sub-Saharan Africa, Johanson & Avril (2004) indicated that 'globalisation and competition require higher

skills and productivity among workers, both in modern companies and in the micro and small enterprises that support them. Companies have been downsizing and outsourcing in response to liberalised trade regimes and lowered import tariffs. However, having fewer employees has not meant less training'. Thus, training is needed in enhancing a competent workforce. Wright & Geroy (2001) note that employee competencies change through effective training programs.

#### 6.3.4. Discussions on Capacity Building and Employer's Concern on Employee Welfare

The findings from the study indicate that capacity building efforts show that an employer is concerned about employees with a mean 7.93, and standard deviation of 2.699. Waititu, F., Kihara, P. & Senaji, T. (2017) from their findings, concluded that training and development; occupational health; succession plans; employee referral scheme and remuneration policies constitute the five variables of employee welfare programmes. It was found out that employee welfare has an effect on employee performance at Kenya Railways Corporation. Further, Nawaz (2019) highlighted the significance of training as a component of employee welfare.

#### 6.3.5. Discussion on Capacity Building and Organisational Efficiency

From the mean and standard deviation comparatives in Table 6, most respondents indicated that capacity building ensures organisational efficiency (mean 7.90 S. D 2.851). Literature indicates that the gain of successful training can be found on two levels, both on the personal and the organisational. For the individual, more competence may give increased responsibility, more interesting work, higher salary and a future career. The organisation will be less vulnerable, have increased efficiency and higher productivity. When the staff has the right skills, it will be easier to get the job done (UN, 2013). Without development an organisation atrophies into inefficiency and finally disintegrates. Thus, organisations must find ways to bring human energies and system dynamics together so that the organisation may continually renew itself—its members, its style, its structure, etc. This requires deliberate, conscious attention to developmental process (Jossey-Bass, 1998).

#### 6.3.6. Discussions on Capacity Building and Employee Turnover

From the mean and standard deviation comparatives in Table 6, most respondents indicated that capacity building reduces employee turnover rate (mean 6.47, SD 3.301). Empirical evidence already examined the direct relationship between training and turnover intentions. Mincer (1988) found a positive and significant relationship between training and staying in the firm, and Benson (2006) found a negative relationship between on-the-job training and turnover intentions. So based on these studies there will be a negative relationship between training and turnover intentions. On the other hand, Levine (1993) found that there is no negative significant effect between on-the-job training and turnover intentions in the US and Japan. Egan et al. (2004) found a weak significant and negative effect between the learning culture and turnover intentions. Thus, though this study was not a correlational study, it agrees that capacity building (training) influences decisions on employee turnover.

#### 6.3.7. Discussions on Capacity Building and Job Performance

From the mean and standard deviation comparatives in Table 6, it was found out that most respondents indicated that capacity building enhance job performance (mean 7.48, S.D 3.089).

Wright & Geroy (2001) note that employee competencies change through effective training programs. It therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organisational performance. The branch of earlier research on training and employee performance has discovered interesting findings regarding this relationship. Training has been proven to generate performance improvement related benefits for the employee as well as for the organisation by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Appiah 2010; Harrison 2000; Guest 1997). Swart et al. (2005) elaborated on training as a means of dealing with skill deficits and performance gaps as a way of improving employee performance. According to them, bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance. They further elaborated the concept by stating that training facilitates an organisation to recognise that its workers are not performing well and a thus their knowledge, skills and attitudes need to be checked according to the firm's needs. This makes employees to possess a certain amount of knowledge related to different jobs. However, it is important to note that this is not enough and employees need to constantly adapt to new requirements of job performance. In other words, organisations need to have continuous policies of training and retaining of employees and thus not to wait for occurrences of skill and performance gaps.

#### 6.3.8. Discussions on Capacity Building and Motivation

From the mean and standard deviation comparatives in Table 6, most respondents indicated that capacity building enhances employee motivation (mean 7.37, S.D 3.262). Other empirical evidence available indicates that workers who are well trained, who feel challenged, who have the opportunity to fulfill their goals will exhibit highly motivated efforts on their job. They will be absent less frequently, they will be less inclined to change jobs, and, most importantly, they will give good results. Motivation is the key. It is thus a tool that motivates employees to perform better on job. The desire to learn is a character trait and therefore varies according to the personality of the individual trainee. Other studies found out that, internal training can be perceived as a motivation for personnel development, which directly leads to organisational development. It creates atmosphere where people can grow, be a part of society and at the same time keep

their individuality. It promotes learning culture, helps employees challenge themselves, gain recognition, solve-problems by making decisions, stimulates enthusiasm and increases workplace skills.

#### 6.3.9. Discussion on Capacity Building and Commitment

From the mean and standard deviation comparatives in Table 6, it was found out that capacity building enhances employee commitment (mean 7.13, SD 3.347). According to an earlier study by Mincer (1988), the results indicated a positive and significant relationship between training and staying in the firm. In a similar study conducted by Benson (2006), the results also revealed that training significantly and positively influences employee commitment. Based on reciprocity theory, Cropanzano and Mitchell (2005) advanced that training creates committed employees. Relating to the different types of commitment, training impacts on the affective commitment positively because employees want to create work experience and competencies. It also positively influences normative commitment because training emphasizes the feeling to reciprocate. However, on the other hand, training influences continuance commitment negatively because training leads to better skilled employees who are probably less afraid of the costs associated with leaving the firm (Verhees, 2012). Bulut and Culha's (2010) study on the impact of training on employee commitment found that all the dimensions of training positively affected employee commitment.

#### 6.3.10. Discussions on Capacity Building and Career Development

Career development is about providing opportunities for employees to grow personally and professionally (Horwitz et al., 2003). It means that employees are able to be promoted and go to higher levels within their organisations. Career development is considered as one of the human resource practices that help in retention of staff. Many studies mentioned it as one of the main retention strategies (George, 2015). From the mean and standard deviation comparatives in Table 6, it was found out that capacity building enhances career development (mean 7.77, S.D 3.072).

In this regard, employees are expected to learn new skills and knowledge to improve themselves and the work they do. It is important to them to feel that they are learning, growing and remaining competitive comparing to their industry peers. Thus, organisations that provide continuous training and skills upgrading programs can maintain their competitive advantage and at the same time are more likely to satisfy and retain their valuable employees because they will like to grow their career with their employers.

#### 6.3.11. Discussions on Capacity Building and Changes In Behavior

From the mean and standard deviation comparatives in Table 6, most respondents indicated that capacity building corrects negative work habits (mean 7.57, S.D 2.788).

Arbuthnott (2009) emphasizes the need for successful interventions that can change values, attitudes and behaviours, to be directed at decision makers however, she identifies that changes of intention, by themselves, are a variable and fragile mechanism for behaviour change, mediated by a range of non-attitudinal factors and most particularly contextual factors. She does however make clear that any such efforts need to be not only pedagogically sound, to the extent of succeeding in changing attitudes and values, but they need to be contextually embedded in 'institutional infrastructures, regulations, and incentives' that can amplify and empower the otherwise weak effects of intentions on behaviour. Though this finding suggests that capacity building is a medium through which behavior of junior and senior staff of universities could be corrected, available literature recommend the recipient of such capacity building interventions to be decision makers.

### **7. Limitations**

The first is the issue of generalizability of the data. The study is based on cross-sectional data obtained at the same time, which makes causal interpretations not possible.

Secondly, the studied sample contains only sixty (60) useful respondents drawn from two categories of staff within one university. As such, the findings may not apply to other staff categories within that same university.

### **8. Implications for Future Research**

More research is necessary to confirm or reject the significance of capacity building efforts in university settings. It is suggested that further research should be conducted to explore the factors that could mediate the relationship between capacity building efforts and organisational dimensions (like organisational efficiency) which were insignificant. Further research is needed in order to give practical recommendations to firms.

### **9. Conclusions**

The importance of capacity building efforts in the corporate world has been highlighted in previous literature. The purpose of this study was to examine the effects of capacity building on employees especially junior and senior staff in the University of Mines and Technology, Tarkwa, Ghana.

The findings reported in this study suggest that capacity building has an impact on the junior and senior staff employees of the University. This result is broadly consistent with management literature on training and development.

It is suggested that further research should be conducted to explore the factors that could mediate the relationship between capacity building efforts and the insignificant organisational factors.

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