

Effect of Training and Development on Examination Invigilators' Work Performance at University of Cape Coast, Ghana

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Abstract

The purpose of the study was to examine the effect of training and development (T&D) on the work performance of invigilators of University of Cape Coast (UCC), Ghana. The study adopted the descriptive design. The study used the census method to capture all the 57 invigilators (both assistant invigilators and invigilation attendants) of the institution. College registrars, faculty and departmental examination officers, and chief invigilators were also captured to appraise invigilators who were assigned to their respective supervision jurisdiction. However, 49 respondents were those that returned completed questionnaires as expected, which was used for the analysis. Questionnaire and work performance appraisal form were the instruments used. The pre-test results of the instruments generated a Cronbach alpha reliability co-efficient of 0.825 and 0.791 respectively. The data were analysed using Pearson product moment correlation and multiple regression analysis. The results of the study indicated that T&D programmes by themselves do not contribute much to invigilators' work performance in the institution unless invigilators are satisfied with the programme and are able to intensify their effort to transfer what they have acquired from T&D programmes onto their work. It is, therefore, recommended that management of the university should pay particular attention to maximise trainees' satisfaction and effort to transfer learnt skills onto their workplace in order to enhance their work performance. This can be achieved by using effective supervision and motivation strategies.

Keywords: Training and Development (T&D) Programme; Satisfaction with T&D, Effort in Transferring Learning Skills; Work Performance

Introduction

Globally, the training and development (T&D) of employees in an organisation, both private and public, are crucial to the success of that organisation. T&D help in improving the performance levels of employees in such organisations. Employee-training is seen as the process of acquiring specific skills and knowledge for higher performance in an organisation (Armstrong, 2006). An organisation can only perform and compete favourably with other organisations when it has a formidable human resource base. Any organisation can buy the best of technology or equipment to facilitate its operations but only few organisations can hire, train and retain high quality human resource (Waheed, 2011).

Virtually, all sections of the Ghanaian economy require high calibre personnel in various professional and specialised fields, such as manufacturing, agricultural and the service sectors like education. To achieve this, there is the need for institutions to train and develop its staff in order to achieve optimum performance. Especially those that are assigned to perform certain specific tasks like examination invigilation in our universities. This explains why the University of Cape Coast (UCC), Ghana in recent times has established full-fledged unit to co-ordinate T&D of its employees. The examination unit of the university has been assigned to co-ordinate the T&D of invigilators annually with the hope of improving the work performance of invigilators and examination activities as a whole.

Motivation of the Study

The Ministry of Finance and Economic Planning [MoFEP] (2012) posits that large number of public and private organisations devotes a percentage of their annual budgetary allocation to the T&D of their staff, which UCC is not an exception. Success in any organisation depends largely on capital, physical and human resources. Among these resources, human resource is seen as pivot because it manipulates other resources for a desirable end-product (Khairul & Kamariah, 2012). All activities of any organisation are planned and executed by persons who make up that institution. Plant and machinery as well as sophisticated equipment and software, to mention but a few, are said to be unproductive until there is human effort (Alkalha, Al-Zu'bi, Al-Dmour, Alshurideh & Masa'deh, 2012), especially in the case of examination activities.

The quality of examination invigilators at UCC and in any other university is considered the most important factor that determines the level of success or future of that university's examination. T&D are some of the most important functions management of UCC uses to develop the abilities of its invigilators and the university as a whole. This shows that the benefit derivable from invigilators' T&D is enormous that no consideration of investment in the university would seem to be complete without making a substantial allowance for T&D invigilators (Khairul & Kamariah, 2012). This is why UCC and many other universities through training and proper deployment after training seek to secure their examination standards and future in the light of the constantly changing environment and the totality of examination activities.

UCC as an institution have put in place a number of T&D programmes for all categories of invigilators (college registrars, faculty and departmental examination officers, chief

invigilators, assistant invigilators and invigilation attendants) since October 1, 1971, when the UCC attained the status of a full and independent university. These programmes are put in place to ensure the continuous training of invigilators. However, there are still some gaps in the university's T&D requirements with regard to its invigilators when compare with current standards in invigilation. This include announcement of time and other issues, regularity and punctuality of invigilators, poor supervision, movement in examination rooms, submission of completed scripts, going in and out of examination centres/rooms, and distribution of examination scripts. These gaps motivated the researcher to examine the effect that current T&D programmes on examination have on the work performance of invigilators of UCC, Ghana.

Purpose of the Study

The main purpose of this investigation is to examine the effect of T&D on examination invigilators' work performance at UCC, Ghana. Specifically, the study sought to examine the relationship among the variables and the effect of T&D on invigilators' work performance at UCC.

Significance of the Study

From a practical standpoint, the study would be useful for examining the strengths and challenges of invigilators and staff T&D and their work performance at UCC, Ghana. Both public and private universities in the country and beyond might use this information to become more competitive by improving the work performance level of their examination invigilators through T&D. The present study may enable management of UCC to devise appropriate training methodologies that would be relevant to improve invigilators work performance. The study can serve as a guide to the design and implementation of effective T&D programmes for UCC and other institutions in the service sector. Lastly, the study will contribute to knowledge, particularly in the field of human resource development and human resource management in general.

Delimitation

A single study cannot cover an entire spectrum of a problem, such as employee training, development and work performance. Hence, it is prudent to concentrate on an aspect of the problem. This is why the effect of T&D on the work performance of invigilators of UCC has been chosen. The study was further delimited to the views of college registrars, faculty and departmental examination officers, chief invigilators, assistant invigilators and invigilating attendance of UCC in the 2016/2017 academic year.

Literature Review

Training and feedback are the true compliments of giving a better shape to invigilators' work performance. Training tries to overcome the gaps between invigilators and major contents of their working environment (Hodges, 2002). It may be in the form of learning from seniors, receiving satisfaction, co-operation from peers and respect from subordinates. It enables invigilators to actively participate in providing supportive suggestion on their behalf

and conveying it to management for their betterment and the organisation as well (Cole, 2005). This shows that institutions that are working with the notion of continuous progress in their staff work and performance, should arrange such programmes that can polish the staff abilities and can develop their competencies which are required at the workplace (Houger, 2006). Training does not only mentally develop the invigilator but also prepares him/her to make better his/her health in order to be with active mind and more productive thought for the university.

Improving invigilators' satisfaction in what they do through appropriate T&D will also assist in pushing their performance to an improved and effective level and increasing their momentum on their own behalf (Sun, Aryee & Law, 2007). This is also achievable through adding it to the contents of training programme. Training targets of the removal of weak and negative aspects in organisational results and tends towards the improvement of traditional practices which add very little in approaching the defined targets (Stanley, 2012). The facts presented so far regarding the impact of training, suggest that invigilators who have received effective T&D will be able to increase the quality of the task they perform which will ultimately shape their performance into an improved form (Armstrong, 2006).

The conceptual model for this study took into consideration possible factors from the literature and observations to derive the dependent, independent and mediating variables. The dependent variable was invigilators' work performance and the T&D programme of the UCC constituted the independent variable. Invigilators' satisfaction and effort in transferring learnt skills were treated as moderators and it is believed to ignite the potency of the independent variable on the dependent variable. The conceptual model is illustrated in Figure 1.

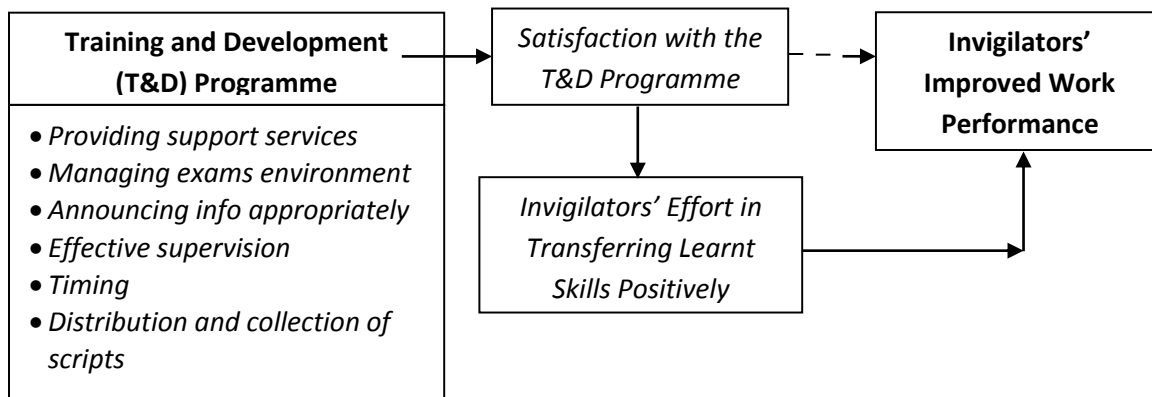


Figure 1: Model on the Effect of T&D on Invigilators' Work Performance

Source: Author's construct, 2017

The study delimited T&D programmes into six facets: providing support services, managing exams environment, announcing info appropriately, effective supervision, timing, and distribution and collection of scripts. The general argument of the study is that T&D programmes that are exposed to invigilators do influence the invigilators' work performance, but this influence is assumed to be more potent and strong when invigilators are satisfied with

the programme and are able to exhibit some level of effort in transferring the learnt skills obtained from the training to the job situation. That is, invigilators who are satisfied with the T&D programme are likely to exhibit some level of effort in transferring what they have learnt to their day-to-day work schedule, which will in turn boost their work performance significantly.

Methodology

The study focused on the perspective of key respondents who are involved in the examination process of UCC with regard to invigilation. Since the study entailed a survey of respondents' views on the issues, situations and processes, the descriptive survey design was deemed the most appropriate research design. Descriptive research design involves systematic gathering of data about subjects (individuals and collectivities) in order to test hypotheses or answer research questions concerning the current status of the subject of the study (Ary, Jacobs, Razavieh & Sorensen, 2006).

Current records available to the researchers show that the population for the study was 57 invigilators (UCC, 2016). Also, college registrars, faculty and departmental examination officers, and chief invigilators (invigilation assistants and invigilation attendants) were also considered. Due to the small number of invigilators, the census method was deemed appropriate and feasible. The census again was necessary since assistant invigilator and invigilation attendants of UCC were from different colleges, faculties, departments and units, and are quite different from each other. According to Malhotra and Birks (2007), it is always appropriate to use the census method in such studies since the population is small and variable, any sample the study drawn would not be representative of the population from which it is drawn.

Data Collection Instruments

Questionnaire and performance appraisal form were the data collection instruments used in the study. The questionnaire was made up of five sections: A, B, C, and D. Section 'A' of the questionnaire dealt with the demographic information of invigilators. Sections B, C, and D contained statements on T&D programme, invigilators' satisfaction, and effort in transferring training to workplace. The appraisal form contained only one section which focused on invigilators' work performance as a consequence of training intervention.

Validity and Reliability of the Instrument

To enhance the validity of the instruments, both the questionnaire and the performance appraisal form were made available to experts in the area of human resource development and other senior members of the university in charge of examination activities to review and comment with the view of establishing content validity. In finding the reliability of the instruments, they were pre-tested in November 2016, on a sample of 37 at the University of Education, Winneba (UEW) to refine it. Invigilators of UEW were selected because they share similar characteristics as those in UCC. UEW was also selected due to its closeness and easy accessibility to the researcher. The Cronbach alpha of the questionnaire and the performance

appraisal form generated were 0.825 and 0.791 respectively, which were deemed appropriate (Pallant, 2010).

Data Collection Procedure

Prior to the administration of the instruments, the researcher sought permission from the management of the unit in charge of examination and invigilation in the UCC. The instruments were self-administered. In order not to disturb the working hours of respondents, the researcher met with all the selected heads in each unit to further explain the purpose of the study, to enable them release the research participants to take part in the study. The assistant invigilators and invigilating attendants answered the questionnaire while the performance appraisal form was filled by the assigned chief invigilators and faculty/ departmental examination officers. After completing a questionnaire, assistant invigilators and invigilating attendants were directed to give the filled questionnaire to their assigned supervisors (chief invigilators and faculty/ departmental examination officers). It took the researcher a month and four days in administering the instruments. On the whole, out of the 57 respondents visited, 49 provided completed data which resulted in 86% response rate.

Data Analysis

The data collected were first grouped for editing. After the editing, they were coded using numerical values for the data view of the Predictive Analytic Software (PASW) Version 18.0. Test Analytics for Surveys (TAFS), a tool of PASW, was used for coding and analysing the data. Inferential statistics such as Pearson product moment correlation and multiple regression analysis were used in analysing the data.

Results and Discussion

The rationale for the first specific objective of the study was to examine the relationship between invigilators’ T&D and their work performance. Pearson Product Moment correlation was used to analyse the data. The multiple items used to elicit data on the major variables were pooled together using average or mean responses to form each main variable with the help of the PASW Version 18.0. The results are presented in Table 1.

Table 1: Association between T&D Programme and Invigilators’ Work Performance

Variables	Mean	Standard Deviation	Invigilators’ work Performance	Sig.
T&D programme	3.586	0.411	0.382**	0.000
Invigilators’ satisfaction	4.102	0.439	0.612**	0.000
Invigilators’ work performance	4.323	0.447	1	

Source: Field Data, 2017 **p<0.01 (N = 49)

As contained in Table 1, invigilators perceived the T&D programme of the university (Mean = 3.586, Std. Dev. = 0.411) and their work performance (Mean = 4.323, Std. Dev. = 0.447) in positive terms. Also, invigilators perceived their satisfaction with the institution’s T&D programme positively. With regard to the relationship between the variables, the views of invigilators on T&D programme (r = 0.382, p = 0.000) and their satisfaction with the programme

($r = 0.612$, $p = 0.000$) were statistically significant and positively correlated with invigilators' work performance at 0.01 significant level. The association between the variables were strong. This means, if invigilators perceived T&D programme positively, they would in turn increase their work performance in the same direction strongly. Similarly, invigilators who are satisfied with the T&D programme more likely to have higher work performance. This finding supports the assertion of Armstrong (2006) who avers that employees who have received effective T&D programmes from their supervisors will be able to increase the quality of the task they perform which will ultimately shape their performance into an improved form or work output.

The second specific objective examined the contribution of T&D programme on invigilators' work performance at UCC, Ghana. The rationale was to find out whether invigilators' perception of T&D programmes will directly or indirectly predict their work performance. The multiple regression analysis was used to analyse the data. The results are presented in Table 2.

Table 2: Contribution of T&D Programme on Invigilators' Work Performance

Variables (Model One)	Unstandardised Co-efficients		Standardised Co-efficients		
	B	Std. Error	Beta	t-value	Sig.
(Constant)	3.344	0.156		21.485	0.000
T&D programme	0.122	0.229	0.102	0.531	0.057
R	0.275				
R Square	0.137				
Adjusted R Square	0.101				
Variables (Model Two)	Unstandardised Co-efficients		Standardised Co-efficients		
	B	Std. Error	Beta (β)	t-value	Sig.
(Constant)	2.043	0.319		6.396	0.000
T&D programme	0.222	0.054	0.242**	4.115	0.000
Invigilators' satisfaction	0.234	0.047	0.289**	4.983	0.000
R	0.611				
R Square	0.373				
Adjusted R Square	0.351				
Variables (Model Three)	Unstandardised Co-efficients		Standardised Co-efficients		
	B	Std. Error	Beta	t-value	Sig.
(Constant)	2.075	0.132		15.719	0.000
T&D programme	0.301	0.029	0.299**	10.379	0.000
Invigilators' satisfaction	0.223	0.057	0.237**	3.901	0.000
Effort in transferring learnt skills	0.613	0.033	0.511**	18.575	0.000
R	0.873				
R Square	0.697				
Adjusted R Square	0.673				

Source: Field Data, 2017 ** $p < 0.01$ (N = 49)

Dependent variable: Invigilator' work performance

The results in Table 2 show that in the first model, the T&D programme variable was entered as independent variable with invigilators' work performance operating as dependent variable. The results as shown in Table 2 indicate that the standardised beta co-efficient for T&D programme was not statistically significant ($\beta = 0.102$ (0.229), $p = 0.057$). This means that T&D programme alone is not statistically significant predictor of invigilators' work performance in UCC.

In the second model, the first mediating variable which was invigilators' satisfaction was entered into the equation, and the beta co-efficient of T&D programme increased and also became statistically significant at 0.01 significant levels. The T&D programme beta co-efficient increased from 0.102 to 0.242. Invigilators' satisfaction ($\beta = 0.289$ (0.047), $p = 0.000$) with the T&D programme was statistically significant when it was entered in the first model to form the second model. The R Square value increased from 0.137 to 0.373 with an adjusted R Square of 0.351. This means that T&D programme and invigilators' satisfaction with the programme were able to contribute or explain 37.3% of the variances in invigilators' work performance.

In the third model, as presented in Table 2, the second mediating variable which was invigilators' effort in transferring learnt skills was entered into the equation. The theory here is that T&D programmes in themselves do not necessarily contribute to invigilators' work performance directly, and that they do so indirectly through invigilators' satisfaction and their effort in transferring training. When the invigilators' effort in transferring training variable was entered into the second model, the beta co-efficient of T&D programme increased and was still significant at 0.01 significant level. Effort in transferring learnt skills ($\beta = 0.511$ (0.033), $p = 0.000$) was also significant when it was entered. Effort in transferring learnt skills alone contributed 51.1% to invigilators' work performance.

What the resultant shrinkage, increments and significance mean is that T&D programmes do not directly influence invigilators' work performance in UCC. They do so only when invigilators are satisfied with the programme and also are able to transfer what they have imbibed as a result of T&D programmes. In other words, they do so when invigilators' satisfaction with the programme and their effort in transferring learnt skills are present.

In addition, it is important to observe that the unique proportional contribution of the three variables, that is, T&D programme, invigilators' satisfaction and their effort in transferring learnt skills, to the dependent variable was 0.697 with an adjusted R^2 of 0.673. This means that T&D programmes of the institution, invigilators' satisfaction and their effort in transferring learnt skills were able to contribute about 70% of the variances in invigilators' work performance. It therefore, means that besides these three main variables identified, other variables not yet in the model have a chance of contributing or predicting about 30% percent to invigilators' work performance in UCC, Ghana.

The finding suggests that T&D programmes without invigilators' satisfaction in the programme and their effort in transferring learnt skills will not lead to significant improvement in invigilators' work performance. The findings are in line with the comments of most researchers (Alkalha et al., 2012; Cole, 2005; Khairul & Kamariah, 2012) that staff satisfaction in

T&D programmes and their effort in transferring training are relevant to staff work performance. It answers the questions: employees have been trained and developed, then what? What is the effect of T&D on the performance of employees? The main objective of training is to transfer the newly acquired knowledge, skills and abilities onto the workplace. This can be done meaningfully when the staff are satisfied with the programme, all things being equal.

Conclusions

It can be concluded that invigilators view on T&D programmes of the institution relate strongly and positively to their work performance. However, T&D programmes do not directly influence invigilators' work performance in the UCC, Ghana. They do so only when invigilators are satisfied with the programme and are able to transfer what they have imbibed as a result of T&D programmes to the job situation. It is clear that there is marginal effect of T&D programmes on invigilators' work performance unless and until invigilators are satisfied with the programme and are able to transfer what they have learned from T&D onto the work environment.

Therefore, satisfaction with the programme and effort in transferring training is very important in every organisation. At any rate, what is the essence of training and developing invigilators without affording them the opportunity to be satisfied with it and also transfer the knowledge, skills and abilities that they have acquired into practice. The analogy is like a manufacturer acquiring a new production plant without being satisfied with it and also without intending to use it now or in the near future. Management of institutions, both public and private, should not and cannot just train for training sake. Greater effort should and must be made to create and sustain an enabling condition that will accept, facilitate and encourage continuous transfer of T&D capabilities onto the work environment. The training cycle can only be deemed complete if trainees are satisfied and there was optimum effort on the part of trainees to transfer the knowledge, skills and abilities acquired to the job situation.

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