CATHOLIC UNIVERSTI COLLEGE OF GHANA

THE EFFECT OF TRAINING AND DEVELOPMENT ON EMPLOYEE

PERFORMANCE: A CASE STUDY OF PRODUCE BUYINING

COMPANY LIMITED (PBC) SUNYANI

CHARLOTTE ADARKWA

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PERFORMANCE: A CASE STUDY OF PRODUCE BUYINING

COMPANY LIMITED (PBC) SUNYANI

BY

CHARLOTTE ADARKWA

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature …………….…………Date ……………..…………

Name: Charlotte Adarkwa

Supervisor's Declaration

I hereby declare that, the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the Catholic University of Ghana.

Supervisor's Signature ……………………Date ……………………………

Name: Dr Vida Korang

ABSTRACT

The purpose of this study was to assess workers' knowledge and attitudes toward the digitization of operations of the Produce Buying Company Ltd (PBC) of Sunyani with a focus on the Bono Region. The amount, and quality of training carried out varies from institution to institution due to factors such as the degree of external change and also the extent to which the institution supports the idea of internal career development. Simple random sampling was used to select staff for the study. A questionnaire was used to collect primary data from staff of the institution. An interview was held with the head of human resources of Produce Buying Company, Sunyani. The study assessed the training process of Produce Buying Company, Sunyani and whether it has improved the performance of staff. The results showed that Produce Buying Company, Sunyani has both on-the-job and off-the-job training programmes and employees are well informed about training in the organization. Every employee, no matter their educational background or level within the institution had benefited from a training programme. However, the findings revealed that training practices and methods at Produce Buying Company are not handled systematically and comprehensively. For the organization to be able to meet the challenges of change as well as productivity there is the need to introduce other forms of training that can equally equip staff to perform better. This study recommends among other things, which involved training to equip staff to perform better on the job. The firm is also advised to ensure that training program is evaluated to ensure its compatibility with changes at the Company.

KEYWORDS

Training

Development

Employee Performance

Human Resource Development

Organizational effectiveness

ACKNOWLEDGEMENT

DEDICATION

To my Uncle

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INTRODUCTION

As the world becomes a global village due to emergence of new advanced technologies, organizations and its management are forced to recon with these changes so as to survive, grow and have profitable operations. Increased instances of globalization and the search for high returns and competitiveness, has pushed organizations to seek a means of attracting, retaining skilled, committed and motivated workforce (Sung & Choi, 2014). As the world becomes a global village due to emergence of new advanced technologies, organizations and its management are forced to recon with these changes so as to survive, grow and have profitable operations. Increased instances of globalization and the search for high returns and competitiveness, has pushed organizations to seek a means of attracting, retaining skilled, committed and motivated workforce (Sung & Choi, 2014).

Training and Development is very crucial in organizations because new employees are continuously recruited to fill positions left vacant or the newly created positions and they must therefore be trained to work in the specific organizational context. As such Training and Development activities increase the productivity at an individual level and also serves as a motivation method to improve performance (Sung & Choi, 2014). The main purpose of Training and Development is to eliminate performance discrepancies whether current or anticipated so that the employees are equipped with relevant skills to perform their job tasks. Kiruja and Mukuru (2018) mentions that Training is particularly important for purposes of improving performance both at individual or

organizational level and especially in organizations that report a decline in performance levels.

Background to the Study

The concept of Training and Development exists in history; it is very old as human life is concerned. Training and Development is a learning experience which seeks a relatively permanent change in the individual that will improve his ability to perform his duties creditably in a job field. Training and Development is a very important aspect of human resources management which must be embarked upon either proactively to meet any change brought about in the course of time (Aguinis 2009). Rationale behind it is to web the job and the job-holder together to achieve the organizational objectives.

In an ever growing competitive world, where organizations are always at competition with one another in terms of production of the goods and services. Therefore an organization which combines its strategy and Training is regarded as having a good business sense. Recruiting, retaining, Training the right and talented people give an organization a competitive edge over its competitors; this is what human resource management is about (Wilson, 1999).

Wilson (1999), states that a range of organizational change has contributed to providing circumstances making the development of Human Resource Management (HRM) both pertinent and possible. He further indicated that the provision of good and quality goods and services to customers of an organization has necessitated that the employees give out their best and that the organization can rely on their commitment. If employees are to experience flexibility and effectiveness on the job, they need to acquire and develop knowledge and skills, and if they are to believe that they are valued by the

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organization they work for, then they need to see visible signs of management's commitment to their training and career needs. (Wilson, 1999).

In so doing, managers need to pay special attention to all the core functions of human resource management as this plays an important role in different organizational, social and economically related areas among others that are influential to the attainment of the organizational goals and thus organizations successful continuation in the market. This study, therefore, goes on to discuss one of the core functions of human resource which is training, employee performance, and how the earlier affects the latter.

The quality of the human resource of an organization is essential to its success. Thus, every organization must seek to improve the quality of its workforce. One way of achieving this is through training. The importance of Training and Development can only be appreciated with a clear understanding of its direct impact on employee performance. An improvement in employee performance also leads to an improvement in the organizations performance. (Garavan et al, 2001).

The core strength of any organization comes from its employees. Leads to a solid foundation laid for the organization's future. The employee depends on the managers, and the organization depends on all of them (Employees and Managers) for its success. It is generally believed that, for organizations to maintain a competitive advantage they must focus on enhancing performance through a process of continual learning.

In the cocoa sector, human resources, skills and expertise are crucial assets that drive productivity and performance.

Most institutions are facing increased competition due to globalization, changes in technology, political and economic environments and therefore prompting these institutions to train their employees as one of the ways to prepare them to adjust to the increases above and thus enhance their performance (McGrew,A. 2007), It is important to not ignore the prevailing evidence on growth of knowledge in the business corporate world in the last decade. This growth has not only been brought about by improvement in technology nor a combination of factors of production but increased efforts towards development of the institution human resources. (O'Sullivan, A).

Question that may arise instances is why human resource development and training are important. Bearing in mind that human resources are the intellectual property of the firm, employees prove to be a good source of gaining competitive advantage (Houger, 2006). Trainings the one way of developing institutional intellectual property through building employees competencies in order to succeed. Institutions have to obtain and utilize human resources effectively.

The questions then are: Does Produce Buying Company Ltd offers the appropriate training to staff to help achieve its objectives? Are these done timely and comprehensively? The on the job training prompted the researcher to assess the training methods of Produce Buying Company Ltd, and how training affect staff performance.

In spite of the large number of researches on the relationship between training and employee performance, there appears to be a gap, concerning the study of effect of training on employee performance. The University of Energy and Natural Resources (UENR) was established by an Act of Parliament, Act

830, 2011 on December 31, 2011. The University is a public funded national institution which seeks to provide leadership and management of energy and natural resources and be a centre of excellence in these critical areas. This mandate is achievable through a frame work of employee knowledge empowerment to handle the dynamic situations on the ground.

Statement of the Problem

Training and Development is a learning experience which seeks a relatively permanent change in the individual that will improve his ability to perform his job well. Training and Development is very important at every work environment because it improve employees\staff performance and satisfaction (Bruce H Charnov, 2000). Every institution needs to have well trained and experience employees to perform their duties efficiently. The study specifically, looks at the effect of training on staff performance at Produce Buying Company, Sunyani. The training given to employees keep staff highly motivated as new skills and knowledge gained help reduce boredom and keeps the employees right on their toes as they know they are valuable enough for the employer to invest in their training. Some of the challenges in training are lack of engagement, the costs involve and improving learning effectiveness. Every employee no matter their educational background or level within the sector had benefited from a training program. Training is a learning experience which seeks a relatively permanent change in the individual that will improve his ability to perform his duties creditably in a job field. Training is a very important aspect of human resources management which must be embarked upon either proactively to meet any change brought about in the course of time (Aguinis. 2009). Rationale behind it is to web the job and the job-holder together to

achieve the organizational objectives. This research is about investigating the role that Cocoa managers play in the planning and implementing in-service training including training needs assessment, selection of participants, support for staff to attend training, evaluation immediately after the training and on the job training for the staff of the Produce Buying Company in the Sunyani municipality of the Brong-Ahafo region of Ghana and come out with the necessary recommendations to the appropriate stakeholders.

Purpose of the Study

The main purpose for this study was to assess workers' knowledge and attitudes toward the effect of training on employee performance in Produce Buying Company Ltd (PBC) with the focus on regional office.

Research Objectives

The main objective of the study is to examine the effect of employee training and development on performance among staffs and also to provide recommendations for training in PBC Ltd, specifically:

i. To examine the training and development mechanisms available for staff of the Produce Buying Company Ltd

ii. To assess how often training is conducted for staff in PBC Ltd.

iii. To explore the effect of training and development on employee's performance.

iv. To provide recommendations for employee training and development in the PBC Ltd

Research Questions

The main research question is "to what extent is job performance influenced by training and development among staff of the Produce Buying Company"?

    i.   What training and development Produce Buying Company mechanisms are available for staff of the?

    ii.   How often is training conducted for staff in the Produce Buying Company?

    iii. What is the effect of training and development on employee's performance at Produce Buying Company?

    iv. What recommendations can be provided for further staff training in the Produce Buying Company?Significance of the study

Significance of the Study

The research will not only add to works that have been done in this area, but also provoke further research into the training and development of staff and its resultant effect on the achievement of the object of the PBC Ltd.

The researcher is motivated by the idea that the produce buying company should be able to ensure that the efforts of every staff be geared towards achieving the mission and vision statements of the PBC Ltd. Therefore, there is the need to reveal whether the PBC Ltd has staff that are oriented to work, understand their jobs and are constantly given training to collectively contribute to the success of the PBC.

The study will benefit the management of PBC by helping them formulate policy in order to develop programs that will positively affect employee performance. The PBC Ltd will also be able to plan and design how

to employ well-trained employees to be able to achieve their goals and meet their objectives. It will also help to identify the training need, the best training method and how to evaluate employees and the training system at large. The need for the improvement in employees' skill is emphasized by management in other PBC Ltd, therefore the findings of this study will be a reference for many PBC Ltd and policy makers. The recommendations will also provide solution to ensure that training mechanisms in the PBC Ltd are improved.

Delimitations

The produce buying company has lots of branches in the Bono Region. The main Regional office is in Sunyani. Sunyani is surrounded by the forested Southern Ashanti uplands. The city of Sunyani rose as an outpost camp for elephant hunters during the 19th century; its name derives from the Akan word for elephant, Osono; Sunyani became an important hub for the distribution of cocoa and staple foods such as maize and yams. Sunyani is growing rapidly and has effectively engulfed the suburbs of fiapre and Abesim, amongst others. The economy of Sunyani is predominantly agrarian with approximately 48% of the population engaged in agriculture production.

The delimitation of the study is choosing the main office (Sunyani) as the area for the study although the PBC has lots branches. Proximity of the study area to the researcher is a contributory factor.

The is barely PBC Ltd 37 years after its establishment in Ghana. Therefore, findings of the study can be used to generalize or reflect the happenings in other Public cocoa industry in Ghana who have been in existence for more than four decades. Again, the uniqueness of respondents in the

Company may affect their responses and hence may be different from others in different Cocoa industry.

Limitations

Time factor was a major limitation, whether or not the researcher will have access to all staff to administer the research tools since administering was done mostly during working hours. The researcher also had to explain to some respondent what is required in the questionnaire. Following up on respondents to collect questionnaire feedback for the necessary required data for analysis as well as meeting with supervisor for consultations.

Another limitation was that respondents were sometimes not willing to give information in the name of confidentiality. Due to this problem, an introductory letter was sent before hand and a follow-up study made. The researcher had to emphasize that the information obtained from the questionnaires would be treated with strict confidentiality and for academic purpose.

Definition of Terms

i.   **Training** technically relates to job specific skills and involves change in attitude, skills or knowledge of a person with the resultant improvement in the behaviour for effective performance at work.

ii. **Job Training**; is a method of preparing an employee to perform a task by providing them with information about the task, a demonstration of its performance, an opportunity for the employee to imitate the demonstration and subsequent feedback. It provides the employee with facility to gain technical knowledge and to learn new skills to do specific jobs.

iii. **Employee learning** explains the process of acquiring knowledge through curiosity to learn. It is a mind-set of people who has anxiety to get information. Employee learning will increase the abilities and competency of the employee (Dixon 1999). The abilities and competencies are helpful in employee performance and productivity.

iv. **Employee performance** is defined as the job-related activities expected of a worker and how well those activities were executed. The outcome or contribution of employeesto make them attain goals.

v. **Organizational Effectiveness** refers to the achievement of overall organizational goals (Tsui, Schoonhoven, Meyer, Lau, & Milkovich, 2004). Employee development leads to employee performance. Individual performance of an employee will lead to the organizational effectiveness.

vi. **Human resource development** is the integration of individual, career and organization development roles in order to achieve maximum productivity, quality, opportunity and fulfillment of organizations members as they work to accomplish the goals of the organization (Pace, Smith & Mills 1991)

vii. **Development** relates to opportunities created to help employees grow. It is more of long term or futuristic in nature as opposed to training, which focus on the current job. It also is not limited to the job avenues in the current organization but may focus on other development aspects also.

viii. **Organization** is a social unit of people that is structured and managed to meet a need or pursue collective goals. All organizations have a

management structure that determines relationships between the different activities and members, and subdivides and assigns roles, responsibilities, and authority to carry out different tasks. Organizations are open systems; they affect and are affected by their environment.

Organization of the Study

The work was organized as follows: Chapter One comprises the introduction and problem statement which is the major reason for the research, sets out the methodological considerations and presents the study objectives. It also gives an overview which guides the reader on what to expect in the chapter.

Chapter Two reviews literature, theoretical and conceptual frameworks related to the study. This includes discussion on the concept of job training, performance, effects of training and significance of training and how often training should be conducted and the process among others.

Chapter Three discusses the research method which would look at the research design, population, sampling method, research instruments, and data collection techniques.

Chapter Four analyzes the data collected from the self-administered questionnaires and interviews while Chapter Five presents the summary of the findings, conclusions, recommendations including suggestions for future research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter examines previous literature related to the relationship between training and development, and employee performance among the staff of the Produce buying Company ltd. It reviews the past studies that help the researcher to understand and identify the problem being studied more appropriately. The objective of the literature review is to evaluate previous research undertaken in this field.

Theoretical Review

Strategic Human Resource Development cited in Armstrong (2002), is the identification of needed skills and active management of learning for the range future, in relation to explicit corporate and business strategy. A later definition was provided by Walton (1999) as defined by Armstrong, (2002), as: Strategic Human Resource introducing, elimination, modifying directing and guiding processes in such a way that all individuals and teams are equipped with the skills, knowledge and competencies they require to undertake current and future taste required by the organization. It is clear that the fundamental aim of Strategic Human Resource Development is to enhance human resource capability of the organization, proactive management of people and it requires thinking ahead, and planning ways for the hospital to better meet the needs of its employees, and the employees to better meet the needs of the institution. Thus training becomes very important strategic human resource development.

Human capital theory

This theory is important in explaining the importance of marketable skills among workers which is held in form of capital that workers make a number of investments. It was developed in 1961 by Shultz to explain how training and education, need to be treated as investment in the person receiving it because it becomes part of the person receiving it. It is concerned with the extend of stock of knowledge possessed by a worker which distinguishes their performance from those of others. It focuses on the skills, knowledge and capabilities possessed by workers in a given organization as advanced by Garrick (1999) who further stated that people are worth investing in as a form of capital.

This theory is one of the important theories in about economics that explain the importance of developing employee skills so as to make them more productive. The t heory argues that investments are made in human resources development with the aim of improving their productivity. Improved productivity leads to improved earnings as the employers would always want to recognize well performing employees bearing unique and exceptional skills in whatever they are engaged to do (Nafukho, Hairston & Brooks, 2004). The definition of human capital was extended by Becker (1993) to include the diversity of knowledge possessed, depth of information, depth and suitability of ideas, skills diversity and flexibility, and health of individual workers. Unlike Schultz (1961) who limited the coverage of capital in workers, Becker (1993) includes health dimensions to human capital because unhealthy worker is likely to be less productive. The coverage of human capital has grown since then to encompass the combined intelligence, skills and expertise of workers, workers'

performance, and their potential in the organisation (Ployhart & Moliterno, 2011). It is these distinctive employee dimensions that provide distinctive character to an organization which if well utilized could lead to achievement of sustainable competitive advantage. The outcome of human capital is manifested through employee productivity job performance (Ployhart, Nyberg, Reilly & Maltarich, 2014).

This theory has been successfully applied by Ngugi (2014) in examining the perceived relationship between training and development in employee performance using the case of produce buying company ltd. The study explains how well developed and equipped human resource can provide exemplary performance which can enable quality service delivery and overall customer satisfaction. It is noted that each job in an organization calls for unique skills and expertise. Availing the right skills and expertise at the right time and in the right position provides and organization with a sustainable competitive advantage.

Training attempts to close the gap by bringing employees up to, but not beyond, the desired standard or competence. The widespread investment in human capital creates in the labor-force that is skill-base. The relevancy of this theory to this study is that formulation of training programs at the work place equips employees with vital skill and knowledge which enables them to be vital assets that help sustainability of an organization. Thus, the theory is relevant in this study in explaining the value of training employees of an organization in an effort to improve their performance.

Social learning theory

Social learning theory was founded by Albert Bandura who integrated two theories; cognitive learning theory- learning is influenced by psychological factors and behavioral learning theory where learning is a factor of responses to the environmental stimuli. Social Learning Theories (including imitation/environmental modeling processes) are the primary focus of attention. The social learning theory emphasizes that people learn by observing other persons (models) whom they believe are credible and knowledgeable. This theory also recognizes that behavior which is reinforced or rewarded tends to be repeated. Bandura emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others (Bandura, 1977). Most human behavior is learned through modeling and from observing others, gives one an idea of how new behaviors are performed.

The social learning theory (Bandura, 1977) suggests that an individual's behavior is a result of an interaction among situations, persons, and consequence components of the environment. Social learning theory suggests that an employee enters an organization with individual traits and characteristics that may change or adapt depending on the work environment. The employee's motivations, behaviors and the environment all have an impact on how the employee acts. Particular to performance appraisal, individual employees develop attitudes about the performance appraisal process based on their own motivations as well as their work environment.

Therefore, in an effort for Produce Buying Company limited to improve the performance of its employees, they need to understand the effect of social structure and its impact in training and development programs. The social

setting may encourage learning through creating mentorship and partnership, working in teams and sufficient time for socialization where more experienced employees pass on the information in them to newer employees. This theory further expands on value of training and learning in improving employee performance in organizations.

Goal setting theory

In the late 1960s, Edwin Locke proposed that the intentions to work towards a goal are a major source of work motivation. Goals tell an employee what needs to be done and how much effort needs to be expended. Goal setting theory supports the value of goals because specific goals increase performance (Robbins, Judge & Campbell 2010). Difficult goals, when accepted, results into higher performance than do easy goals: and that feedback leads to higher performance than non-feedback. According to Pride, Hughes and Kapoor (2010), goals should be very specific, moderately difficult and employees should be committed to achieve these goals. Rewards should be tied in together with the goals so as to enhance performance at the work place. Specific goals produce a high level of output than generalized goals, this is because the specificity of goals itself acts as an internal stimulus. If factors such as acceptance of goals are held constant, we can also state that the more difficult goals are, the high the level of performance. According to Robbins, Judge and Campbell (2010) once a hard task is accepted, the employee is expected to exert a high level of effort to achieve it. They further indicated that people do better when they get feedback on how well they are progressing towards their goals because feedback helps to identify discrepancies between what they have done and what they may do; feedback therefore is a guide to behavior. Self-generated

feedback, for which employees are able to monitor their own progress has been shown to be a more powerful motivator than externally generated feedback.

Companies that want to further their mission, do so by setting realistic goals which is accompanied by training its employees (Aguinis, 2009). According to Aguinis the purpose of setting goals is to formalize statements about which the organization hopes to achieve, he further asserts that setting goals provides more specific information regarding how the mission was implemented. Goals can be a source of motivation since it provides employees with tangible targets for which to strive (Aguinis, 2009). This theory is relevant in this study since produce buying can set its goals and model the training content to zero.

Empirical Review

Training and development in the public sector has been approved by various researchers as a very important functioning in improving work performance of the employees and eventually to the organization as a whole. A study conducted in Scotland UK on 150 organizations to investigate the main issues of the current Human Resource performance, revealed that 89% of the organizations surveyed ranked employee training and development as the most important in the performance management. The study suggested that the Human Resource personnel widely regarded the process of the performance appraisal as one of the main instruments for identifying training and development needs at the individual level.

Gamage and Imbulana (2013) examined training and development and performance of employees in the Sri Lankan telecommunication industry. Based on 226 employees, the correlation tests showed that training and

development propelled employees to increase production in the telecommunication company. In the same vein, training and development affected employees' punctuality, absenteeism and satisfaction.

Dabale, Jagero and Nyauchi (2014) also examined the relationship between training and employee performance in the Mutare City Council in Zimbabwe. They used 132 employees and the linear multiple regression tests showed that training enhanced employees' performance in terms of employees' knowledge, skills, ability and competencies. Moreover, training reduced learning time of employees starting new jobs, employees on transfer or those on promotion. In general, the results indicated that training enhanced organizational performance. Also, Sultana, Irum, Ahmed and Mehmood (2012) investigated the impact of training on employee performance in five telecommunication companies in Pakistan. Having used 360 employees for the study, the results of the descriptive statistics, revealed that training improved employees' skills and competencies. Training also enabled employees to adapt to changes regarding technological innovation, market competition, and organizational structuring in the telecommunication industry.

A study conducted by Frey, Carl and Gary, (2000), on the effects of training and development on employee performance, suggested there is a strong positive relationship between both management development and employee training and development programs, and organization performance in Russian team-based subsidiaries of the Western corporations. That implies that, both management and employee development were significantly related with firm performance. He further suggested that, a focus on employee development,

including employments security, is likely to be shared by employees in terms of high level of organizational commitment.

Although there exist various positive literature and empirical studies on employee training and development, but most of them are for the private sector and companies with which are profit oriented. Hence, I can argue that more research is needed for better understanding on how employee training and development programs affect the performance of employees and improves organizational effectiveness for the benefits of the public sector organizations. Therefore, this study attempts to address the gaps in the literature by exploring the employee training and development of senior staff at the University of Energy and Natural Resources and attempts to highlight some of the issues which impacts its value to both the employee and the organization.

Conceptual Framework

Well trained employees are key to a business' success. It has been shown that the most successful and productive employees are those who have received extensive training and development. These groups of employees can be described as the "cream of the crop" that often has the strongest stake in an organization's future.

With the three variables which are training, development and its effect on performance, it is possible to develop a basic concept for the study that summarizes the nature of training, the training and development process, training and development techniques and their subsequent influence on performance. It captures the training technique as orientation, job rotation, coaching and understudy. Development techniques are captured as workshop and conferences with lectures and seminars, demonstrations and case study.

In this framework performance variables are classified as Knowledge, motivation, innovation, job satisfaction and organizational effectiveness. The training and development process that determines the methods and techniques adopted are classified as establishment of training and development policy, determining training and development needs, developing training and development objectives and plan and the development of training and development methods. Through the impact of these methods, training and development then influences performance. This conceptual framework thus produces a basis for focusing a specific training, development and performance variables for this study.

Independent Variable   Dependent Variable

Training Needs Assessment
- Needs identification process
- Approval for Training
- Extent of Support on Training

Training Methods
- Apprenticeship
- Off the job Training
- On the job Training
- Classroom training (Conferences case studies, lectures, Town halls Games

Employee Performance
- Efficiency
- Accuracy
- Creativity
- Level of knowledge possessed

Training Content
- Scope of training
- Training competency

Figure 1: Conceptual framework

Source: Author's construct (2020)

Overview of Training and Development

One of the most important areas of the human resource function is training and development for the effective use of human resources. Training is considered as the means of upgrading or developing the knowledge, skills and behaviours of employees to enhance their effective and efficient functioning on their job. Ivancevich (2010) sees training as an attempt to improve current or future performance of an employee.

Training is the process of upgrading the information and knowledge that recipients have on specific topics, events, operations and activities. Training is done to develop skills and pass over new operational knowledge, bringing about attitudinal and behavioral changes leading to improved capability of the trainees to handle their duties and work assignments effectively and efficiently (Kulkarni, 2013). Similarly, according to Obi-Anike and Ekwe (2014) while assessing the impact that training and development has on organizational effectiveness in the Nigerian public sector, revealing that training is seen as equipping employees with knowledge and skills to enable the group of trainees achieve the set strategic objectives and goals. Achievement of goals is made possible through the development of appropriate knowledge, skills and attitude of the employees. The appropriate training can convert any employee into an effective manager through passing on information that can equip them with the competency to manage all organizational activities.

In an effort to improve the performance of the entire organization as well as individual performance, organizations must assess the job requirements versus the skills and knowledge of employees. Bridging the gap between the job

requirement and inherent skills and knowledge is possible through training programs that respond to the needs.

Hafeez and Akbar (2015) while focusing on employee training and their performance with the case of pharmaceutical companies in Pakistan, noted that training of employees according to the knowledge gap exhibited in organization results in increasing their productivity through better job performance, efficient use of human resources and available resources, meeting the set goals and objectives, reduced cost due to less labor turnover, reduced errors, reduced accidents and absenteeism, more capable, and mobile work force and retention of the existing staff. The study further revealed that since employees are a major asset to the organization, the management of the pharmaceutical companies must understand the importance of spending income on training them so as to create competitiveness. Trained employees showcase the value in terms of demonstrating team work, communication skill, customer service, interpersonal relationship and reduced absenteeism while the development areas include job-satisfaction, employee motivation, new technologies, efficiencies in process and innovation in strategies as its levers. Sultana (2013) stated that it is evident that the more employees get relevant training, the efficient they become in their productivity and performance. In a study conducted by Meyer, Srinivas, Lal and Topolnytsky (2017) on employee commitment and support for an organizational change, 60% of the sampled employees admitted that, impact of training on their work performance was excellent. They indicated also that, training content was relevant to achieving their personal needs, goals and self-development. It further indicated that a large number (60%) of the sampled employees admitted that impact of training on their work performance was

excellent. The study also revealed the training content was relevant to achieving their personal needs, goals and self-development. Guest (1987) argues that policies are necessary to ensure that employee performance is evaluated, which in turn ensures that the appropriate training and development take place. With the help of the performance appraisal reports and findings, the organization can be able to identify development needs. However, individuals themselves can help to indicate the areas requiring improvement as a result of the issues raised in the performance appraisal process and their career path needs.

In an investigative study on training and development impact on performance of employees, Kum, Cowden and Karodia (2014) revealing that the management in organizations should approve training programs and content to ensure that the employees learn new formats of working. The approved training content and programs would address the needs and bridge the gap resulting in high employee competencies, highly effective staffs, low operating cost and higher overall productivity. Such training and development can only improve the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job-related work efficiently and achieve firm objectives in a competitive manner. Further still, dissatisfaction complaints, absenteeism0 and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities.

Onyango and Wanyoike (2014) on the effects of training on employee performance, showed that health workers in Siaya County exhibited low job satisfaction and 5motivation which greatly affected their performance. The county set to change this trend by using training programs and their support was seen through funding the training programs while recommending the training to all health workers. This decision was reached due to the notion that training had a positive impact on the employee performance and their productivity levels. In essence, training is only effective in influencing employee performance when the fundamental aspects of process classification, assessing trainee needs, selecting an appropriate training methods and delivery modes. According to Asfaw, Argaw and Bayissa, (2015) on the training and development impact on the effectiveness of employee performance, sharing that training is effective only when the top leadership and organizational management give the project its support in terms of budgetary allocation, creating time for trainees to be taught either on the job or off-the-job and give it a go-ahead nod.

Understanding training

Training and development play an important role in the effectiveness of organizations and to the experiences of people work. Training has implications for productivity, health and safety at work and personal development, therefore organisations use training to enhance the capabilities of their staff. Most organizations are cognizant of this requirement and invest effort and other resources in training and development.

According to Cole, (2002), training is a learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. Investment in training and development is regarded as

good management practice to maintain appropriate expertise on the job now and that training enhances the knowledge, skills and attitude of employees and this make it easier for employees to acquire further knowledge based on the foundation gained from the training and future effect changes in other co-workers (Cole, 2002).

Again, training according to Dessler (2008) is the process of teaching or giving new employees the basic skills they need to perform their jobs. Training is an educational process through which people can learn new information, re-learn and reinforce existing knowledge and skills and more importantly have time to think and consider what new options can help them improve their effectiveness at work. Effective training convey relevant and useful information that inform participants and develop skills and behaviors that can be transferred back to the workplace. Training indicates good management and failure to do so become a loss for the manager, telling and showing your employees what to do and how to do it guarantees success and high productivity identifies goals and objectives as well as the skills and knowledge needed to achieve them. According to McGhee et al, (1996) learning takes place when the behavior of people changes based on experiences. Therefore one evaluate if learning has effectively taken place by comparing and contrasting a person's behavior and after.

Training can be offered as skill development for individuals and groups and this involves leaning of content as a means for enhancing skill development and improving workplace behaviors.

Training is intertwined as, they are both used to define continual enhancement of employees in order to reach organizational goals.

Importance of training

Training is important and an imperative tool for the organization to revamp the performance of all the personnel for organizational growth and success. It is beneficial to both employers and employees of an organization. An employee will become more efficient and productive if he is trained well. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development.

Training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information they need to perform those jobs. The general benefits received from employee training are: increased job satisfaction and morale, increased motivation, increased efficiencies in processes, resulting in financial gain, increased capacity to adopt new technologies and methods, increased innovation in strategies and products and reduced employee turnover.

Training presents a prime opportunity to expand the knowledge base of all employees, but many employers find the development opportunities expensive. Despite the potential drawbacks, training and development provides both the company as a whole and the individual employees with benefits that make the cost and time a worthwhile investment.

i. Addressing Weaknesses: Most employees have some weaknesses in their workplace skills. A training program allows you to strengthen those skills that each employee needs to improve. A development program brings all employees to a higher level so they all have similar skills and knowledge. This helps reduce any weak links within the company who rely heavily on others to complete basic work tasks.

Providing the necessary training creates an overall knowledgeable staff with employees who can take over for one another as needed, work on teams or work independently without constant help and supervision from others.

ii. Improved Employee Performance: An employee who receives the necessary training is better able to perform her job. She becomes more aware of safety practices and proper procedures for basic tasks. The training may also build the employee's confidence because she has a stronger understanding of the industry and the responsibilities of her job. This confidence may push her to perform even better and think of new ideas that help her excel. Continuous training also keeps your employees on the cutting edge of industry developments. Employees who are competent and on top of changing industry standards help your company hold a position as a leader and strong competitor within the industry.

iii. Consistency: A structured training and development program ensures that employees have a consistent experience and background knowledge. The consistency is particularly relevant for the company's basic policies and procedures. All employees need to be aware of the expectations and procedures within the company. This includes safety, discrimination and administrative tasks. Putting all employees through regular training in these areas ensures that all staff members at least have exposure to the information.

iv. Employee Satisfaction: Employees with access to training and development programs have the advantage over employees in other companies who are left to seek out training opportunities on their own.

The investment in training that a company makes shows the employees they are valued. The training creates a supportive workplace. Employees may gain access to training they wouldn't have otherwise known about or sought out themselves. Employees who feel appreciated and challenged through training opportunities may feel more satisfaction toward their jobs.

v. Enhances company reputation and profile: Having a strong and successful training strategy helps to develop your employer brand and make your company a prime consideration for graduates and midcareer changes. Training also makes a company more attractive to potential new recruits who seek to improve their skills and the opportunities associated with those new skills. Training can be of any kind relevant to the work or responsibilities of the individual, and can be delivered by any appropriate method. Training and development interventions therefore must aim at providing employees with the required technical, managerial and personality competencies for them to achieve and sustain a high level of performance.

Career development

Career Development is defined by Kerka (1998) as an organized approach used to achieve employee goals with focus on the business needs of the organization. This shows that it is a process that strives to build the capacity of employee to achieve sustain new desired state that benefits the organization.it therefore examines the current environment of the organization, the present the state, and helps people on a team, in a department, to identify effective strategies for improving performance.

In some situations, there may be nothing "wrong" at the present time; the group or manager may simply be seeking ways to continue to develop and enhance existing relationships and performance. However in other situations, there may be an identifiable issue or problem that needs to be addressed. Training can be used as a proactive means for developing skills and expertise and can also be an effective tool in addressing any knowledge or performance gaps among staff.

Education, training

According to (Martin, 2005), education and development assume that some form of learning takes place within the individual. In other words, the individual is affected in one way or other as a result of the training process. Thus education implies change due to acquisition of new skills. it is important to first differentiate education from training. Education is mainly theory based. It teaches a person to think. It does not teach a person what to do in particular situations, but it gives the person tools to figure out what to do in any situation (Martin, 2005). Training on the other hand is more specific. It attempts to give a person skills needed to perform in a particular situation or complete certain tasks (Martin, 2005). Training according to Dessler (2008) is the process of teaching or giving new employees the basic skills they need to perform their jobs. This distinction makes it very important that training address the particular tasks that an employee must do. It must be closely tied into work situations and tasks. A development program brings all employees to a higher level so they all have similar skills and knowledge.

Training process

According to Armstrong (1996), expressing an understanding of training emphasizes that training should be developed and operated within an organization by appreciating learning theories and approaches if the training is to be well understood. Therefore training in an organization must have a systematic approach and here the organization does an assessment of its objectives and strategies. This is done by asking the following questions; what business are we in? At what level of quality do we wish to provide this product or service? Where do we want to be in the future? It is only after answering these related questions that the organization must assess the strengths and weaknesses of its human resources through job evaluation.

Training and development objectives

Armstrong (1996) argues that training needs analysis should cover problems to be solved, as well as future demands based on whether the organization must acquire new skills or knowledge or must improve existing objectives. He further noted that, once training objectives are assessed, training and development objectives must be established and that without clearly set objectives, it is not possible to design a training and development program and , after it has been implemented there will be no way of measuring its effectiveness. Goals must be tangible, verifiable, and measureable. (Harold Kerzner, 2013).

The main objectives of staff training and development are to improve the qualities of the trainee, formulation of objectives for different needs and ways of achieving it. The training objective is very important because it determines the designed and content of the training programmes. Contents of

the training remain the same no matter the type of training involved. It is to increase personnel efficiency, professional growth, smooth and more effective organization's operations.

Argyris (1971) contends that an organization's effectiveness is dependent on its ability to accomplish the following objectives:

1. To achieve goals

2. To maintain itself internationally

3. To adapt to its environment

Further to this contention, (Bass & Vaughan 1966) identified three other factors which could necessitate training activity as quoted by Monappa & Saiyadain (2008):

1. To keep pace with advanced industrialization for the organization's survival.

2. To train and retrain from the shop floor to the top executive (development) because of expansion in numbers of employees and layers of hierarchical levels and variety of complex organization structures and control mechanisms.

3. Training inhuman relations has become necessary for tackling human problems for peaceful industrial relations.

These two writers give a very clear indication of human resource development (HRD) personnel, what the aims and objectives of training and development by organizations ought to be; that is to say, for organizational training and development not to be waste of resources by the organizations, it must seek to achieve the above mentioned five (5) objectives and probably some more depending on the environmental and business situation of the organization

concerned. For these very reasons Produce Buying Company Ltd needs a systematic and planned training and development programmes at all levels.

Determining training needs

Training needs analysis answers the questions, who if there is, needs training? What training should be given? There is therefore the need for any organization to identify the training needs of the organization. The need for training are identified in accordance with a well-organized procedure looking at the training needs from the organizational and employee perspective. United State (Department Air Force, 1977).

Organization justifies its training expenditure on the basis of organizational, needs and analysis. This Cole (2002) noted helps assess the level of growth and identify problems in order to determine the required training programs. Also in identifying the training needs from the employee's perspective, the organization can measure the performances of individual employees. This is measured by analyzing the efficiency of the individual employees against the required standards set by the organization through frequent performance appraisals.

Again training needs are identified through assessing the difference in the organization expected and actual results. Feedback from customers and stakeholders all can help identify training needs.

Training need arises where there is the need to improve or adapt or adjust to changes and solve problems in order to improve on both employee and organization performance. The purpose of a training needs identification program therefore is to identify the gap that exist between the required and the actual competencies expected of organizations and employees so as to

determine the kinds of training that can help bridge the gap (Asare-Bediako, 2002).

Aims and objectives of training and development

Training and Development objects and planning moves together as the planning that is made is dependent upon the objective of the training. This makes the training programme effective.

The main objectives of staff training and development are to improve the qualities of the trainee, formulation of objectives for different needs and ways of achieving it. The training objective is very important because it determines the designed and content of the training programmes. Contents of the training remain the same no matter the type of training involved. It is to increase personnel efficiency, professional growth, and smooth and more effective organization's operations.

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Organization and the employees to know the motive for which they undergo training. It can, therefore be concluded with training programs will not be more effective unless the purpose for which it was administered is known. Therefore in planning training, involves develop a training plan, designing a training lesson, selecting the trainer and prepare the trainer (Zaccarelli, 1997).

The training plan serves as the guidelines for both the training and the trainee to follow in order to successfully implement the program. It covers the individuals involved in the training, the person that will administer the program, the required resources and the content to be followed, once the plan for the program has been outlined then the training lesson is designed. (Zaccarelli, 1997).

The training lesson is developed to help the participants focus on the segments developed and also set out the time frame for each segment. After this,

a competent trainer is hired to undertake the training. The trainer should be able to communicate and transfer knowledge effectively,

For effective implementation of the plan, trainer must be able to communicate and transfer the skills and knowledge effectively so that the needed impact is realized. Thus the trainer should be well prepared to take on the task in order to achieve the desired results. . (Zaccarelli, 1997).

Designing training and development program

Every training and development program must address certain vital issues. A training program is successful if the objectives are achieved. Zaccarelli (1997) outlines the process of planning training such as

    i.   Participants

   ii.   Training.

  iii.   Methods

  iv.   Techniques

Some researchers, may conduct training program to include (

    i.   immediate supervisor

   ii.   Co-workers, as in buddy systems

  iii.   outside consultants,

Training and development policy

Policies are formulated to provide guides to action and to set limits to decision making; what should be done in certain circumstances and how particular requirements and issues must be dealt with, Armstrong & Stephens (2005). Policies are therefore set up in such areas as marketing, finance, operations as well as human resource. In human resource, there could be policies on training and development, recruitment and selection and salary

administration and compensation; just to mention a few. Such organizational policies (human resource policies) are either formally expressed in manuals or informally as having grown from customs and traditional practices over the years. However, to avoid ambiguity, it is very important that all major policy statements are formally expressed in manuals. This makes it possible and easier for managers, supervisors, union/association executives to familiarize themselves with relevant policies and how they should be interpreted. Again, there is the need for senior management to communicate policies if they have not been written. The intended time taken that could be used on more pressing issues and the confusion that comes with oral traditions could be avoided with a formally expressed policy in a manual.

It is the position of the researcher that, since employees come and go, while management and leadership of unions / associations also changes, there would be the strong need for policies to be more formally expressed in manuals form to avoid misinterpretation and to encourage consistency and fairness.

A policy document usually starts with a statement of broad objectives of management and its philosophy for the establishment of a mutuality of interest with its employees for great cooperation. Mullins (2007), lists the following as the essential components of a training and development policy.

1. The view that continuous training (and retraining of employees) is the norm.

2. The assumption that training will be a life – long process (may be as long as an employee remains in the employment of the organization).

3. Recognition of the need to update existing skills, replace redundant skills and train for new skills.

4. The need for multi-skilling to cope with change. (In today's work labour market multi-skilling is the new paradigm shift for would be employees). This is because with the increase in the cost of doing business while profit are declining, management of business are working to cut cost in the numbers of hired employees. While policy formulation is an exercise meant for the attainment of organization's goals, it also serves the concurrently as a statement of the organization's corporate philosophy.

For these reasons, every organization including Produce Buying Company Ltd would as of necessity need a policy on its human resource management including training policy. This would enable supervisors, Head of Departments to know what to do in circumstances of the non-performance of their team members, whether to recommend them for training or otherwise. Again, this system when it is practice throughout the organization would lead to the accruing of the benefit of management by policies such as (a) control (b) consistency (c) uniformity and (d) fairness.

Training policy in an organization like Produce Buying Company Ltd would indicate to employee's management's commitment to training and development as it is expresses rules and procedures which govern and influence the scope of training and development. Training policies of organizations further highlight the following to its members:

i. The organization's approach to the training functions and provides guidance for the design and execution of training. It would further provide information to employees on training and development.

ii. The identification of priority areas in training and prioritize according to real felt needs since resources are scarce and

iii. It would communicate the institution intentions with respect to members' career development and give members the opportunity to enhance their career prospects through training.

Methods and techniques of training

Many training techniques are created almost every year by the rapid development in technology. Deciding among methods usually depends on the type of training intended, the trainees selected, the objectives of the training program and the training method. Training is a situational process that is why no single method is right for every situation. While some objectives could be easily achieved through one method, other objectives could necessitate other methods. Many training programs have learning objective in more than one area. When they do, they need to combine several training methods into an integrated whole.

Training methods could be classified as cognitive and behavioural approaches. Cognitive methods provide verbal or written information, demonstrate relationships among concepts, or provide the rules for how to do something. These types of methods can also be called as off the job training methods. On the other hand, behavioural methods allow trainee to practice behaviour in real or simulated fashion. They stimulate learning through behaviour which is best for skill development and attitude change. These methods can be called as on-the-job training methods. Thus; either behavioural or cognitive learning methods can effectively be used to change attitudes, though they do so through different means.

Cognitive methods are best for knowledge development and behavioural methods for skills (Blanchard & Thacker, 1998). The decision about what approach to take to training depends on several factors that include the amount of funding available for training, specificity and complexity of the knowledge and skills needed, timeliness of training needed, and the capacity and motivation of the learner.

To be effective, training method should; motivate the trainee to improve his or her performance, clearly demonstrate desired skills, provide an opportunity for active participation by the trainee, provide an opportunity to practice, provide timely feedback on the trainee's performance, provide some means for reinforcement while the trainee learns, be structured from simple to complex tasks, be adaptable to specific problems, encourage positive transfer from training to the job.

Multitudes of methods of training are used to train employees. Categorized training methods into two groups (i) on- job training and (ii) off-job methods

On- job training

It is training that is planned and structured that takes place mainly at the normal workstation of the trainee- although some instruction may be provided in a special training area on site – and where a manager, supervisor, trainer or peer colleague spends significant time with a trainee to teach a set of skills that have been specified in advance. On the job training looks at methods that are applied in the workplace, while the employees are actually working. On-the-job training is the most common and popular training employees get when they first

join an organization and in some cases that is the only training available. DeCouza et al (1996)

Orientation training

This is a means of providing new employees with basic information about the employer and this training programme is used to ensure that the new employee has the basic knowledge required to perform the job satisfactorily. Orientation programs not only improve the rate at which employees are able to perform their jobs but also help employees satisfy their personal desires to feel they are part of the organizations social fabric. The Human Resource department generally orients newcomers to broad organizational issues and fringe benefits and supervisors complete the orientation process by introducing new employees to coworkers and others involved in the job.

Apprentice training

Dessler, (2008), explained that apprenticeship as a structured process by which people become skilled workers through a combination of formal instruction and on-the-job training. This is usually under the tutelage of a master craftsperson. This method of training is usually done in crafts, trades and in technical areas.

It is the oldest and most commonly used method, if the training is relatively for a longer period. Here a major part of training is spent on the job productive work as each apprentice is given a program of assignments according to a pre-determined schedule, which provide for efficient training in trade skills. Most institutions have adopted an apprenticeship approach to training which involves giving the employee the opportunity to understanding and identify problems as well as providing efficient and solutions for the problems.

Coaching or understudy method

Coaching is a one-to-one training. It helps in quickly identifying the weak areas and tries to focus on them. It also offers the benefit of transferring theory learning to practice. This is all about having experienced worker trains the employee and the learns by observation or having the trainer showing the employee the basic procedures of what is done in the organization. Dessler, (2005). In some organizations, each manager gets the opportunity to have a face to face or telephone coaching from a qualified life coach.

Mentoring

The focus in this training is on the development of attitude. It is used for managerial employees. Mentoring is always done by a senior inside person. More experienced staff member who provides help and support to a less experienced colleague to improve his or her job performance (Landale, 2000). Coaching and mentoring provides an internal answer to employee and individual training needs since it can be personalized and there is more validation if the coach or mentor is the employee's immediate boss or superior Laird et al, (2003). Also, Johnson et al (2005) states that coaching and mentoring is used to support self-development and they are important skills for individuals if their organizations strategies are changing and developing constantly.

Job rotation

Is also a form of on-the-job training method which involves movement from one job to the other at planned intervals (Dessler, 2008). Job rotation helps the employee to develop, become multi-skilled and be able to take over any of the jobs in the work area (Rae,2000). Therefore organizations must give

employees the opportunity to multi-skilled and multi-tasked by rotating them within different department and areas normally for about seven to eight months. This helps a lot especially in situations where an employee is being promoted or sitting in for an absent or sick colleague. Job rotation according to Rae (2000) builds team work and attitude because you know what goes on in other departments and the problems faced in that department and it makes it easier to get assistance from other colleagues.

Special assignment

This type of training gives the employee firsthand experience and opportunity to work on actual problems, finding solutions to those problems. It also helps the individual to acquire the desired skill and knowledge. Special assignment is essential especially when specialists need to know the practices that go on in other department in order to manage "hand-offs" without any difficulty as well as when middle or staff managers need insight on how other departments operate, (Laird et al, 2003).

This is normally seen with lower level executive. In some of the multinational organizations, employees are given the opportunity to work on an actual problem by moving them from one region to the other for a period of time normally five or six months and this enables the employee to exhibit his or her talent and skill and serves as a source of motivation to them since they believe their employers know they are able to execute any assignment given to them. (Laird et al, 2003).

Distance and internet-based training

This involves various forms of training which includes teletraining, videoconferencing and internet-based classes. (Landale, 2000). She further

stated that, with access to Web-based communication over institution intranets or via the internet, training is now being made available to staff at their own workstations. With this specific programs are designed for the employee to shape up his or her expertise in a chosen career. The programs are designed in such a way that you can learn at their own pace and time and take control of their development. Employees are also given the opportunity to branch into professional qualifications as time goes on and they are able to develop their leadership capabilities. According to Dessler, (2005), many organizations allow their employees take online courses offered by online course providers such as Click2Learn.com and others use their proprietary internal intranets to facilitate computer-based training. This helps the employees to keep in touch of everything going on in the business.

Lectures and seminars

Seminars are another way that most organizations trains it staff and employees which lasts for one to three months. This is a simple and quick way to impact knowledge to a large group of employees (Dessler, (2005). It involves having an instructor or teacher who lectures a group of individuals in the same room and takes place in situations where there is the need for employees to learn more about a new product or service. The instructor can be from the organization or a third party from outside the organization.

Off-the-job training

This is a form of employee training at site away from the actual work environment, study material is supplied, there is full concentration on learning rather than performing, and there is freedom of expression. According to DeCouza and Robbins (1996), this form of training includes:

Vestibule training

This training method attempt to duplicate on-the-job situation in the institutions training center. It is a formal training that is often imported with the help of the equipment and machines, which are identical with those in use in the place of work. This type of training is efficient in training semi-skilled personnel, particularly when many employees have to be trained for the same kind of work at the same time. It is often used to train – underwriters, investigators, machine operators, typists etc. in this, training is generally given in the form of lectures, conferences, case studies, role-play etc.

Lecture

Lecture is a verbal presentation of information by an instructor to a large audience. The lecture is presumed to possess a considerable depth of knowledge of the subject at hand. A virtue of this method is that it can be used for very large groups, and hence the cost per trainee is low. This method is mainly used in colleges and universities, though its application is restricted in training factory employees. Limitations of the lecture method account for its low popularity. The method violates the principle of learning by practice. It constitutes a one-way communication.

Demonstrations and example

With this type of training method, the trainer describes and displays something, as and when he teaches an employee, how to do something, as and when he teaches an employee, how to do something by actually performing the activity himself and going on explaining why and what he is doing. This method is very effective in teaching because it is much easier to show a person how to

do a job than tell him or give him instruction about a particular job. This training is done by combination of lectures, pictures, text materials etc.

Case study

This case study is based upon the belief that managerial competence can best be attained through the study, contemplation and discussion of concrete cases. When the trainees are given cases to analyses, they are asked to identify the problem and recommend tentative solution for it. In case study method the trainee is expected to master the facts, be acquainted with the content of the case, define the objective sought in dealing with the issues in the case, identify the problem, develop alternative courses of action, define the controls needed to make the action effective and role play the action to test its effectiveness and find conditions the may limit it. In all of these literature put up by the writers stated earlier, in my own reviews of those literatures, I would say that, training is an important need one cannot do away with whether on-the-job or off-the-job. Considering the methods of training, in my view no matter the highest education one may attain in his or her life still would need on-the-job training. This is to say that one cannot do away with on-the-job training; this is therefore true in Produce Buying Company Ltd at Sunyani in the Bono Region.

Organizations should look at the positive effects of training on employee performance, and consider employee development as a targeted investment into making the front line worker stronger. Specialized skill training to employees not only increases safety and productivity but it also leads to higher job satisfaction and thus improves performance of the organization, enhanced institutions image which increases demand for its products. Employees are of the opinion that training in career development is important for their

professional success. According to (Berta, 2001), well trained employees are happier with their jobs and are more likely to stay.

Training evaluation

The final step in the training and development process is the evaluation of the whole training programme. According to Kirkpatrick and Kirkpatrick, (2006) behavior change brought about by the training function can be change of skill, change of knowledge and change of attitude. Therefore; evaluation is the way of measuring the effectiveness of a training program. The first stage of evaluation is done during and at the end of the training. The purpose of evaluation is to ensure the training achieves its objective. It identifies whateffect training has on the individual. According to Beardwell and Holden, (1993), training evaluation can be done in several ways. This is aimed at longer term and wider impact of the training. It gives the answer of how much of the training has been retained and use by the trainee at the work place after a period of time. The period of time could be a few weeks, some months or even longer. Some of the ways stated by Beardwell and Holden, (1993) are as follows:

1. Interviewing: after the completion of a training program, the trainees can be interviewed. If the training event was an external event, the Departmental Head can conduct the interview. The interview could be either structured or unstructured. In a structured interview, the manager should have a list of prepared questions that he may ask to the staff that were part of the training program. (Pattie Gibso, 2004).

2. Observation: the departmental manager may observe the member of staff whether there is training program, the management may observe the way he or she priorities the work, to see if there is a change.

3. Questionnaires: comprehensive questionnaires could be used to obtain opinion reactions, views of trainees.

4. Tests: standard teats could be used to find out whether trainees have learnt anything during and after the training.

5. Calculating the effect: this is done in significant areas like employees turnover, absenteeism and performance can be examined to see if there has been any improvement after training.

6. The cost benefit analysis: should be carried out at two separate times. During the development of training program, the cost and benefits of the training should be estimated and actual cost and benefits are analysed at the end of the course.

Employee Performance

According to Krietner, (1995) no matter how carefully job applicants are screened, typically a gap remains between what the employee does know and what they should know. This means, how employees are able to effectively administer their task and assignments and also how they present their assignment to reflect the quality and good service desired by the institution. Training thus establishes a shared workforce understanding about what is to be achieved at an organization level. It is about aligning the organizational objective with the employees agreed measures, skills competency requirements, development plans and the delivery of results of training is about improvement, learning and development in order to achieve the overall business strategy and to create a high performance workforce. Employees' performance means how well employees perform on the job assignments assigned them measured against the generally accepted measure of performance standards set by the institution.

Employees can be said to have performed when they have met the expectations and performed up to standard (Krietner, 1995)

Factors affecting employee performance

Management – subordinate relationship

As organizations strive for flexibility, speed and constant innovation, planning with the people and not for the people ensures a positive relationship to performance improvement When employees are given freedom to participate in organizational decision making for example, there are high chances of having mutual trust between management and employees. Mutual trust and cooperation help to break the barriers between the two parties. The employees will not resort to strikes and work stoppages without exhausting all the available channels of resolving the dispute. Employees will be motivated because management considers them as partners in contributing to organizational success instead of being seen as mere subordinates and therefore will avoid engaging into counterproductive behaviors hence improved performance through timely achievement of organizational goals and objectives (Carrel, Kuzmits & Elbert 1992). Additionally, Ichniowski, Shaw, and Prennushi, (1997) argues that innovative human resource management practices improve performance like use of systems related to enhance worker participation and flexibility in the design of work and decentralization of managerial tasks and responsibilities.

Working conditions

Working conditions do not have a direct impact on production or output, they indeed have an indirect performance, for example if the manual or mental work involved in certain jobs in a factory is tiresome, it will result into endangering not only the company property but also result into accidents which

may further involve such incidents like loss of life. This might have adverse effects on the morale of the entire work force. Therefore, organizations should establish working conditions that do not affect the work force negatively by providing among other things noise free environments, adequate lighting systems, and adequate temperatures (Hogber, 2005). Organizations can prevent accidents and maintain good safety records through development of a positive safety culture.

Reward system

The overall aim of reward systems is to attract and retain quality human resources. When the pay conditions are perceived by the employee as equitable and in relation to their performance improvement. Organizations can use non-financial rewards like transport fee, incentive schemes to increase performance (Armstrong, 2006). Additionally, organizations should adopt reward systems that are similar to the industry in which they operate or organizations can develop performance based pay systems in order to reward employees according to the set performance standards and profitability goals. Therefore, for performance to improve, organizations need to create and maintain a sense of fairness equity and consistence in their pay structures (Davar, 2006). Employees expect that the employers will purchase their labor at a certain price.

Health unionization

In creating a healthy work climate, both management and workers unions should have a united hand and in the well-being of the organizational employees. Unionizations improve the industrial relations in instances where the management allows free participation of employees in trade unions. Management and trade unions will negotiate through collective bargaining

processes the conditions of worker's employment. If the organization is plagued by industrial disputes and strikes, performance is bound to decrease. In other words, for overall productivity to improve health unionization should be considered and industrial disputes prevented through negotiations, conciliation rather than confrontation (Daft & Steers 1997).

Team work

This is when two or more people interact and coordinate to accomplish a specific goal and objective. When organizational members work together in teams, coordination of organizational goals and objectives becomes easier. This will lead to the teams sharing performance goals and thus lead to improving the morale of the employees which will later lead to improvements in productivity. Team works encourages open communication between employees and have compliment skills which enable them to achieve more in a specified period of time as compared to when the individual is working alone hence creating synergy (Daft & Steers 1997). Employees in teams often unleash enormous energy and creativity reduces boredom because teams create a sense of belonging and affiliation hence increase in employee's feeling of dignity and self-work. However, teams have the potential to be productive but the degree of performance depends on the relationship between management and the working team. Therefore, support from management enhances performance of teams and performance improved in general.

Benefits of Training and Development

As long as an organization exists, training forms an integral part of the day to day running of that organization. Training is needed by both new and existing employees in order to function well. Many new employees are

equipped with most of the knowledge, skills and attitudes needed to start work, Training does not only benefit the employee but the employer and the organization as a whole. Some of the benefits of training to the individual, employee and organization as a whole according to Cole (2002), are presented below;

Firstly, training helps in the individual's development and growth as well as creating positive attitudes and behaviors in them. Organizations instill in their employees the attitudes and behavior expected from them which in the long run boost the institutions image.

Secondly, the training given to employees keep staff highly motivated as new skills and knowledge gained help reduce boredom and keeps the employees right on their toes as they know they are valuable enough for the employer to invest in their training. When the employee is motivated, there is increased morale, job satisfaction and less employee turnover. Organization also awards certificates to trainees for completion of the training program and also awards certificates to it trainers for carrying out the training effectively and efficiently.

Again, training of employees gives the institution a competitive edge over it competitors and to stay ahead of the competition in this continuously changing world as there is increase in innovation which is exhibited in their strategies and products. Employee gain confidence and fine direction which reflect in way they work and relate to customers.

Furthermore, training helps save the organization money as the training helps the employees to be more efficient and effective, working diligently to

increase the institutions productivity resulting in financial gain. It also helps to increase the capacity to adopt new technologies.

Finally, training gives a feeling of personal satisfaction and achievement, and achievement, and broadens opportunities for career progression. (cole, 2002).

In conclusion, training is one area one cannot do away with since it gives one an upper edge over its competitors and therefore one must not ignore it. Having a well-structured training needs put in place Produce Buying Company will be on top in the Cocoa Industry. (Cole, 2002).

Training Needs Assessment

According to the Ministry of Health, Ghana report on needs assessment (1990), training needs assessment can be done by the manager's observation in his routine supervisions, conducting client survey and using performance appraisal report.

The manager may notice skill deficiencies during the course of routine supervision or during performance evaluation if there is a regular evaluation procedure. By observing the employees as they go about their routine work, the manager ought to be able to notice when someone does not fully understand a task, performs a task incorrectly or poorly, or is giving out incorrect information.

Clients' surveys can be done by exit interview or by focus group discussion. The results of the needs assessment will serve as the basis for selecting participants and the design of the training programs. When a performance appraisal or a manager's own on-the-job observations reveal unsatisfactory job performance or a performance problem, managers tend to

think of training as the way to resolve the problem. Mager R.F and Pipe P. (1984) however asserted that while training may be an appropriate way to solve many performance problems, many others will not be resolved by training but could be addressed through other interventions. For example, performance problems that result from troubles in an employee's personal life, from personality conflict with clients or other employees, or from a lack of understanding of what is really expected of the employee are all problems that could be addressed by the supervisor and that would not be resolved by further training. Mager RF and Pipe P. (1984) argued that as training can be costly, managers should seriously consider other options before deciding whether to send someone for training.

To help determine whether or not a problem can be resolved through training Mager R.F. and Pipe P.(1984) have come out with the "Decision Tree for Training" (fig 1). They affirmed that training is only one of the possible solutions in performance problem and is only appropriate when the performance problem is as a result of lack of a necessary skill.

They have further illustrated as could be seen from the left – hand side of the tree, even if the problem is caused by a skill deficiency, training may not always be the solution. The employee may actually have the skill but may need more practice to perform effectively, or the performance may improve by feedback from the supervisor. For example, although a Pharmacist learns how to manufacture medicine as part of his training, if he has been working with the drug information section of the hospital for six months and has now been shifted to the manufacturing section, he does not need further training but only feedback from his supervisor.

Implementing Training

The manager should be actively involved in implementing the training program. Where there is a training specialist, the manager's role may be limited. Despite the presence of a training specialist, the manager should be involved and very conversant with the educational and administrative components including: (i) Coming out with overall course objectives (ii) Developing a general plan for training (iii) Writing objectives for each training session (iv) Determining the training approach, methodology, and techniques (v)Developing training sessions plans (vi) Determining resource requirements (vii) Developing the budget for training activities (viii) Preparing the training program proposal (x) Evaluating the program If there is a training specialist, then the manager's role is to oversee rather than to carry out the above activities.

Challenges of the Training and Development Programmes

The challenges associated with training at produce buying company as revealed by respondents include the following.

1. The inability of Produce Buying Company to practice training methods comprehensively as a result of high cost associated with it.

2. There is also the challenge of unavailability of technical health trainers.

3. Time to train-here Head of Human Resource stated that employees have busy schedules therefore training mostly possible at weekends but this is worsened as some staff work on Saturday.

4. There is also limited time for training as employees have heavy schedule. The organization is unable to enroll staff on international training programmes as they are for expensive and only few of staff can access it every year.

5. Therefore, without the right attitude of staff training becomes difficult and the objective is not achieved.

Chapter Summary

Being the intellectual property of the firm, employees prove to be a good source of gaining competitive advantage (Houger, 2006), and training and development is the onlyway of developing organizational intellectual property through building employees' competencies.

Hence on the basis of the above review of literature, the following proposition could be drawn:

Proposition: Employees who receive periodical effective training are able to perform well on the job by increasing the quality of work, hence achieving organizational goals and gaining competitive advantage. (Wei-Tai, 2004).

From all of the above, it becomes quite clear that training and development is a very key element in the improvement process of organization's performance and increased level of individual performance leading to organizational competence. Training therefore bridges the gap between what should happen and what is happening; that is the desired goals or standards and the actual level of performance. An organization which therefore facilitates learning, growth and development of individual employees must have training as an integral part of the organization's strategy. This however seems to be lacking in the produce buying company, Sunyani. Employees performance is very important for the Company to be productive.

Though the benefits of training and development and elements of performance discussed above are no exhaustive, they give an indication to the PBC Ltd about the need to take training and development very seriously.

CHAPTER THREE

RESEARCH METHODS

Introduction

The chapter discusses the method used in the data collection. It looks at the study area, research designed, sample size, population and analysis. This chapter highlights the study area (Produce Buying Company Ltd). It also discusses the description of the design of the study, specifications and procedures the research, the methods of analysis and the research constraints or problems.

Thus, the research methodology outlines the approach used to collect data from respondents such as target population, main variables from questionnaire were administered as well as the limitations of the data collection used as basis for inference and interpretation, for explanation.

Research Design

Research design is the structuring of investigation aimed at identifying variables and their relationship to one another. It is the overall plan for obtaining answers to the research questions and provides a framework for the collection and analysis of data.

In order to answer the research questions, this research will adopt the quantitative research approach. In this kind of a research, unstructured and semi-structured interviews and questionnaires can be used. Quantitative approach provides data that is descriptive and reliable. It is useful in addressing specific questions about relatively well-defined phenomenon.

Study Area

The produce buying company has lots of branches in the Bono Region. The main Regional office is in Sunyani. Sunyani is surrounded by the forested Southern Ashanti uplands. The city of Sunyani rose as an outpost camp for elephant hunters during the 19th century; its name derives from the Akan word for elephant, Osono; Sunyani became an important hub for the distribution of cocoa and staple foods such as maize and yams. Sunyani is growing rapidly and has effectively engulfed the suburbs of fiapre and Abesim, amongst others. The economy of Sunyani is predominantly agrarian with approximately 48% of the population engaged in agriculture production.

The delimitation of the study is choosing the main office (Sunyani) as the area for the study although the PBC has lots branches. Proximity of the study area to the researcher is a contributory factor. The is barely PBC Ltd 37 years after its establishment in Ghana. Therefore, findings of the study can be used to generalize or reflect the happenings in other Public cocoa industry in Ghana who have been in existence for more than four decades. Again, the uniqueness of respondents in the Company may affect their responses and hence may be different from others in different Cocoa industry.

The Cocoa Industry has been the backbone of the Ghanaian Economy through its contribution to the economy of the country in terms of foreign exchange earnings, Government revenues, employment creation and poverty alleviation/reduction and extension of development projects and social services to farmer

Vision

Develop and maintain PBC Limited as the most economically viable service provider in Cocoa and other agricultural produce, hospitality and agro-processing in the West African sub –region"

Mission

1. Improve the supply chain management in the purchase of quality cocoa, sheanuts and other agricultural produce.

2. Develop the estates of the Company to provide quality hospitality and warehousing services

3. Develop the sheanut industry to process Sheanut into quality butter and other derivatives for the international market.

Core Values

PBC Limited is committed to sound and transparent corporate goverance that will strengthen its relationship with all stakeholders. This will be achieved by maintaining its traditional core values of :

Intergrity

i. Reliability

ii. Accountability

iii. Discipline

iv. Team Work

v. Customer Satisfaction

vi. Confidentiality

vii. Regulatory Reqirement Compliance

Study Population

Population is a group of people or objects from which the sample for statistical measurement is going to be taken. Staff of Produce Buying Company Ltd, Sunyani is identified as population for this study. Produce Buying Company Ltd currently has eighteen (18) networked branches with five hundred and seventy one (126) permanent staff out of which, one hundred and ninety (25) are at its head office in Accra, (30) management staff, (3) non-management staff, and (96)staff working in the (6) district offices.

Table 1: Population Distribution of PBC Ltd staff in the Regional Office

Categories of staff	Male	Female	Total population
Management staff	17	10	27
Non-Management	2	1	3
Municipal/Districts	54	42	96
Total	73	53	126

Source: Field data (2020)

Sample and Sampling Procedure

A sample is a smaller group derived from the population of interest for the researcher (Bryman & Bell, 2015). The Sampling is the process of selecting a smaller number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected. According to Yin (2013) for the results of a survey to be plausible a representative sample should be selected from the accessible population.

This study adopted two sampling method so as to get the sample size. The first sampling method was the stratified sampling method, this was selected from various offices (Regional) and District offices. Stratified sampling ensured

that all categories of the population were evenly and fairly represented (Mertler, 2018). A respondent of the study is made up of the existing employees of Produce Buying Company, drawn from different departments of Produce Buying Company Ltd. A sample size of one hundred and twenty six (126) was used made up of employees from the upper level management, middle level management and lower and other junior staff. The sample comprises of the lower, middle and upper level management. This will be a good representation of the population based on stratified population. This cuts across the various departments in the organization such as corporate affair department, customer services department, and others.

Data Collection Instrumentation

This study collected primary data using structured questionnaires. The questionnaire was designed in line with the research objectives and had closed-ended questions. The questionnaire was divided into sections covering demographic information and the four independent study variables. The closed-ended questions used the five-point Likert Scale ranging from 1-5. The researcher adopted a drop and pick later method to allowed the respondents sufficient time to fill the instrument and increase the response rate. The respondents were allowed one week to fill the questions before picking them for analysis. The questionnaire consisted of open and closed ended questions. It was made up of three sections; 'Section A' demographic information of the respondents, 'Section B' their job information and 'Section C' training and development information. The reliability of the tool was estimated on scale items with the help of Statistical Package for Service Solution (SPSS version

21), and the analytical tool used was a descriptive statistic using percentages and frequencies.

Data Collection Procedures

Data Collection is an important aspect of any type of research study. Inaccurate data collection can impact the results of a study and ultimately lead to invalid results. It is the approaches, principles, procedures and strategies that will be employed to obtain the data for the problem under study.

With the source of information being the sampled senior staff, the data collection procedure adapted was the self-administered questionnaire by the respondents. Close and open-ended questions were used, allowing the researcher to make easy categorization and analysis.

The self-administered questionnaire enabled the respondents fill the questionnaire at their own convenience and in a relaxed manner where relevant information was checked before the data was provided, hence, giving more accurate answers to questions. Again, the respondents were confident due to anonymity assured them and thus, felt free to express views they fear may be disapproved of by management. Furthermore, it is an efficient way to collect statistically quantifiable information. The information from the questionnaire constituted the primary data of the research.

The study used primary and secondary sources of data and the data was collected using a questionnaire to identify issues relevant to the research and this was to help the researcher answer this important question whether the performance of employees changes positively or remains the same after training programs in an organization

Data processing and Analysis

Data analysis usually involves reducing the raw data into a manageable size, developing summaries and applying statistical inferences. Only the descriptive statistics were used to analye the data and Microsoft Excel (MS Excel) program as the analytical package. The results were summarized and presented by means of charts, bar-graphs, frequencies and percentages.

Validity and Reliability

Prior to final questionnaire approval and administration, both validity and reliability of the survey will be done. According to Babbie (2005), validity is concerned with the extent to which a particular instrument measures with its developer intends for it to measure. On the other hand, Reliability concerns the extent to which measurements are repeatable. Thus the repeatability of results of an instrument repeated trials. The reliability study indicates the degree of internal consistency between the multiple variables that makeup the scale, the extent to which the indicators or items of the scale are measuring the same concepts. The determination of reliability for this interview questions were based on the Cronbach's alpha value. Cronbach's alpha is a coefficient of reliability.

To ensure the validity and reliability of the survey, the instrument was developed based on the research questions. To ensure this, the draft survey was given to the supervisor who served as an expert to validate the content of the items. Again, the study believes that once the items are developed from the theoretical and empirical literature. Additionally, the draft survey was equally given to selection workers with other schemes to value judge the survey for its suitability during pretesting stage.

Ethical Consideration

The ethical values were not compromised in this study. The observation of ethics is seen in terms of the protection of study participants and maintaining the integrity of the findings arising from the conduct of the study. The study observed respondents' anonymity, confidentiality, privacy and non-participation. Various consents (formal and informal) were given by the institution and participants before data collection are done. Besides, all authors consulted will be acknowledged and dada integrity will be the hall-mark of this study.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the findings of the data analysis and presentation. The study relied on primary data that was collected by use of structured questionnaires. The collected data was coded into SPSS Version 23.0 for analysis and presentation. The findings are presented in form of figures and tables.

Percentages corresponding to the figures were used in this analysis to show how important this information is to the researcher. In order to delve into the training management process effectively and for the purposes of academic research, the questionnaire was structured on

1. Personal data of respondent

2. Training programs that are carried out by the organization

3. The effect of the training programmers the performance of staff.

This chapter presents findings of the study and discussion of the findings. The first section provides the profile of the respondents. The second section of the chapter presents the results of the descriptive and inferential statics in accordance with the specific objectives of this study. Finally, a detailed discussion is provided for each finding.

Demographic Characteristics of Respondents

The researcher distributed 120 questionnaires to permanent employees working at head offices, 100 questionnaires were dully filled and returned to the researcher. This gave a response rate of 76% which is deemed sufficient for the study. The study findings are supported by Mugenda and Mugenda (2003) who

states that a response rate of 50% and above is deemed sufficient for the study.

The findings are as shown in Table 2.

Table 2: Bio Data of Respondents

Item	Frequency	Percentage
Gender		
Male	60	60
Female	40	40
Total	100	100

Source: Field data (2020)

As indicted in Table 2 a out of this, sixty (60) were males representing 60% while forty (40) females representing 40%. Also, the ages highest age range between 65% fell between 26-45 years of the age distribution. Whiles the distribution between ages 26-35 and 36-45 years formed the larger proportion of the respondents representing 42% and 23% respectively. None of the respondents was found to be 56 years or older.
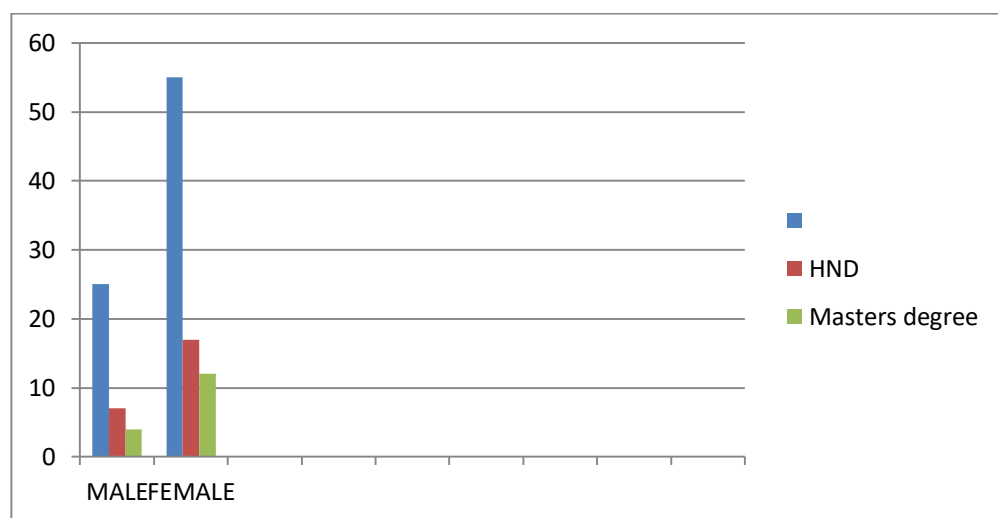
Highest Educational Level Attained

Figure 2: Educational level of respondents

Source: Field data (2020)

In terms of educational level of respondents, figure 2 shows the educational background of the respondents in the study area. 24% Respondents were holders of Diploma certificates while 30% respondents making 55% were First Degree holders. 12% were holders of Master's Degree; the remaining 6% of the respondents have certificates in professional programs. Thus the lower educational certificate is the diploma. This shows that respondents are well educated.

Table 3: Participation Training

Response	Respondents		Percentage (%)
	Male	Female	
No	-	-	
Yes	60	40	100
Total	60	40	100

Source: Field data (2020)

Table 2, all respondent representing 100% responded yes. This reveals that all respondents have ever participated in training programs in one form or the other. At least all staff go through induction training after joining the organization. The result shows that training issues are not new things to majority, if not all, of the employees.

Table 4: Respondents Options on Selection for Training

Response	Respondents		Percentage (%)
	Male	Female	
Yes	25	15	40
No	35	25	60
Total	60	40	100

Source: Field data (2020)

Table 4 indicates that 60% respondents do not know how they are selected for the training programs they participated and only 40% responded in the affirmative to the question. This shows that even though staff participate in training programmes, their inclusion for such programmes is not clear to them. The interview with the training manager indicated that selection for training is based on skill gaps.

Table 5: Objectives of Training

Response	Respondents		Percentage
	Male	Female	
Clear	16	14	30
Not Clear	30	40	70
Total	46	54	100

Source: Field data (2020)
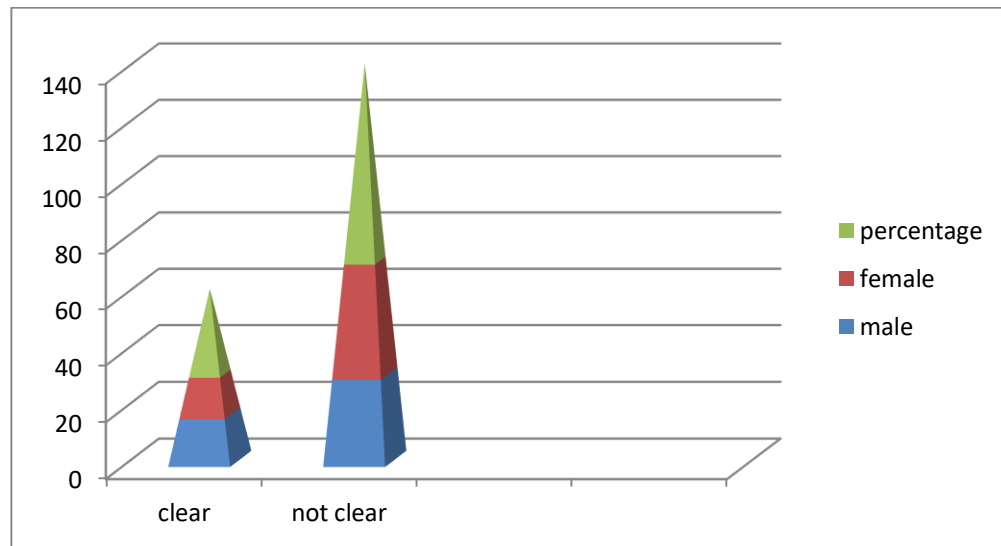
Figure 3: Objectives of training

Source: Field data (2020)

Table 6: Type of Training Attended

Training	Respondents		Percentage
	Male	Female	
Foreign Training	16	10	26
Off-the-shelf	26	12	38
Further Studies	14	22	36
Total	56	44	100

Source: Field data (2020)

Figure 4: Type of training respondents have participated.

Source: Field data (2020)

Figure 4 showed the type of training respondents have participated. Only 26% of respondents have participated in foreign training programme, 38% have participated in off-the-shelf training while 36% have participated in further studies training. This reveals that much concentration is placed on coaching and mentoring form of training.

Table 7: Self – Sponsored for Further Studies

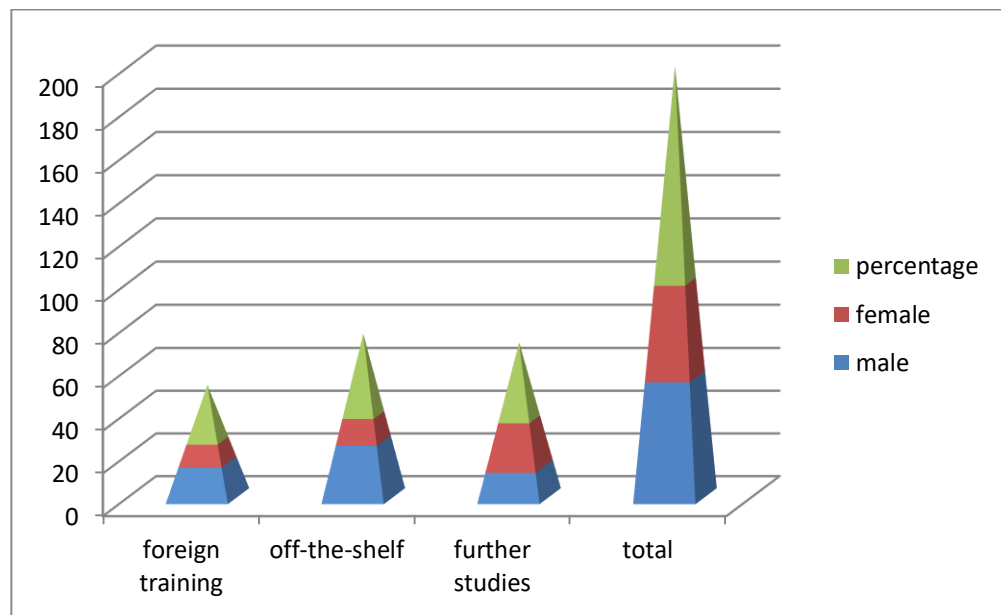| Response	Respondents		Percentage
	Male	Female	
No	15	15	30
Yes	40	30	70
Total	55	45	100

Source: Field data (2020)
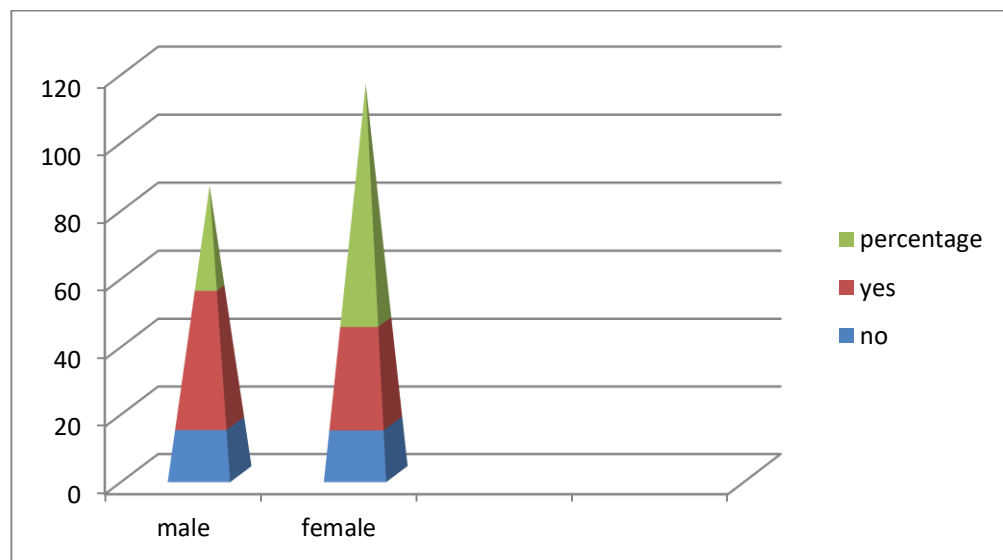
Figure 5: Self – sponsored for further studies

Source: Field data (2020)

Table 7 figure 5 of the study 70% of the respondents indicated that they sponsored themselves for further studies such as university education or professional certificates anywhere. The 30% who responded no indicated that they cannot self –sponsored themselves for further studies. However, the Head Resource department indicated that the organization has a policy whereby they invite staff for an aptitude test and when get the required mark he or she is called for an interview.

Table 8: Nature of Training and Development at Produce Buying Company

Response	Respondents		Percentage
	Male	female	
Planned and Systematic	23	23	46
Unplanned and Systematic	22	10	32
Unplanned and Unsystematic	11	11	22
Total	56	44	100

Source: Field data (2020)
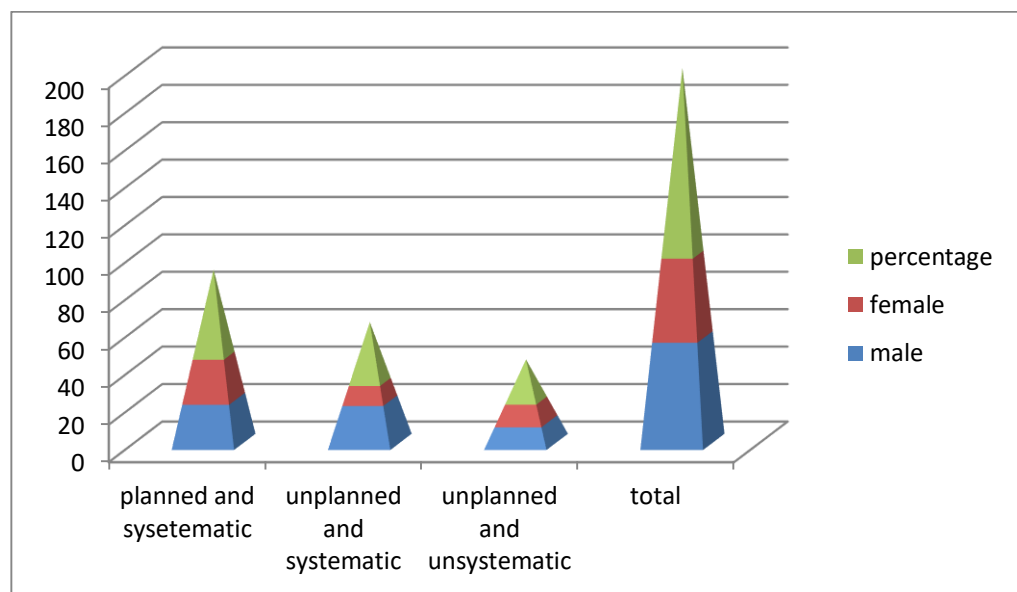
Figure 6: Nature of training and development at produce buying company

Source: Field data (2020)

In table 10, 25% of the respondents indicated that training evaluation is done regularly by Produce Buying Company while 75% responded that they are not sour. From the above analysis, it can be seen that, much focus is been placed on training evaluation or ever if it is being done, staff should be made aware of the evaluation and the planned training programmes. This shows that much focus is not placed on training evaluation. However, Training Evaluation is one

of the important factors of training process. It helps determine the progression of employees after every training session. The evaluation helps a supervisor to determine whether training goals are being met. Therefore, evaluation is the way of measuring the effectiveness of a training program.

Table 9: Motivation through Training

Response	Respondents		Percentage
	Male	Female	
Yes	22	22	42
No	38	20	58
Total	60	40	100

Source: Field data (2020)
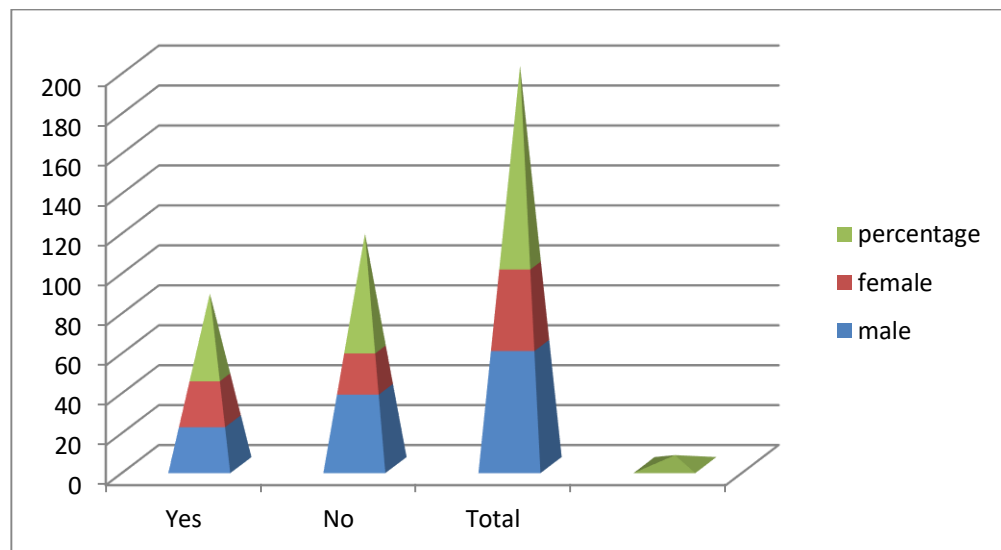
Figure 7: Motivation through training

Source: Field data (2020)

When respondents were asked whether they are motivated through training, Table 9 revealed that 42% of the respondents said yes whiles 58% of them said no. They were of the view that even after training, or after upgrading themselves, no matter how well they perform it does not reflect on their career

development. But according to (Cole 2002), employees who receive training have increased confidence and motivation. Therefore, employees who are well training must have higher motivation and morale which is not the case at produce buying company. Employees turned not to be motivated even after going through training or upgrading themselves.

Table 10: Employees Potential for Development through Training

Response	Respondents		Percentage
	Male	Female	
No	40	35	75
Yes	10	15	25
Total	50	50	100

Source: Field data (2020)
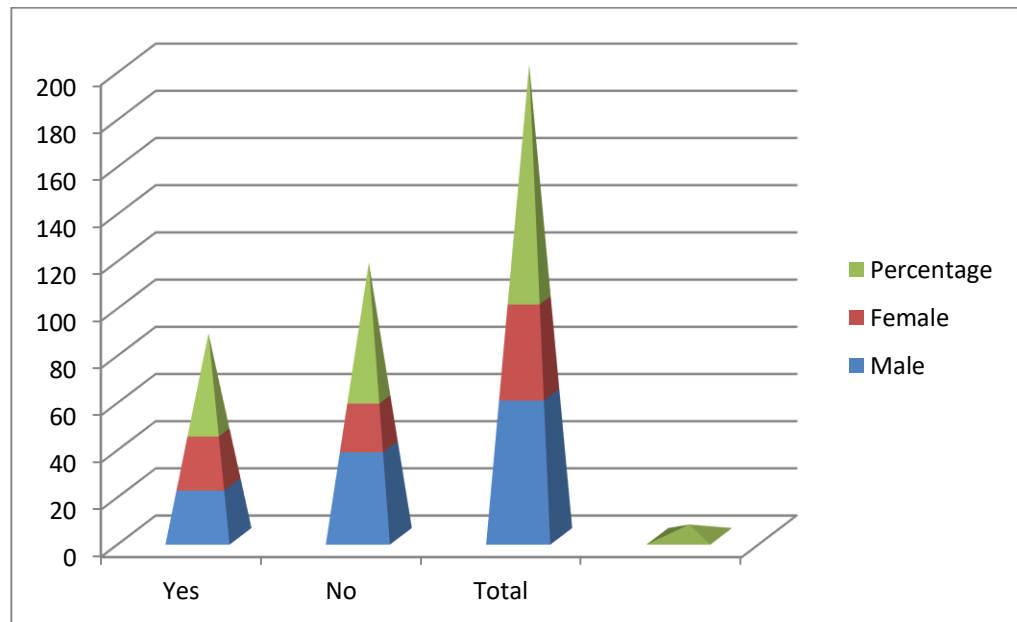
Figure 8: Employees potential for development through training

Source: Field data (2020)

When respondents were asked whether training has offered them the opportunity to identify any potential, tale 12 figure 12 showed 75% responded no while 25% responded yes, that training has offered them the opportunity for personal development. Here, majority of respondents responded no, this may be due to the fact that training is unplanned and unsystematic.

Table 11: Training Methods in the Produce Buying Company

Training methods	Frequency	Percentage
On –the –job training	22	46.8
Off –the –job training	7	14.9
Both on and off-the-job training	18	38.3
Total	47	100.0

Source: Field data (2020)

Figure 9: Training methods in the produce buying company

Source: Field data (2020)

From Table 11, when the respondents were asked about the kind of training and development methods the staff members were taken through, 22

respondents being the highest representing 46.8% indicated that they have been taken through on-the-job training in the university as part of the training methods offered. This clearly indicates that quite a number of 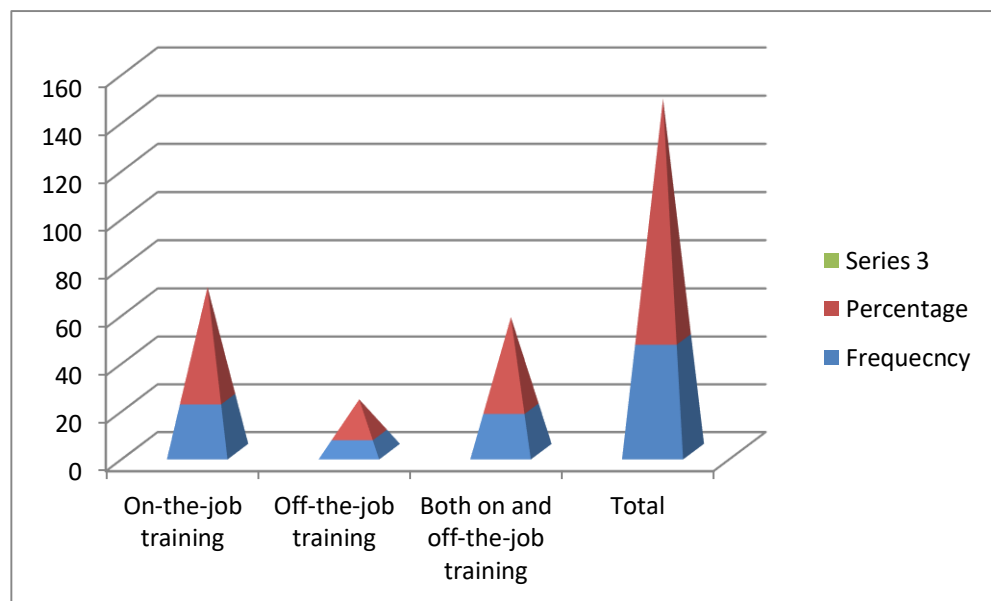them are taken through training methods in the PBC Ltd to enhance their knowledge and skills. Seven of the respondents representing 14.9% said they have been offered off-the-job training. This indicates that only few people out of the respondents have undergone off-the-job training only. However, 18 of the respondents representing 38.3% said they have been taken through both onthe-job training and off-the-job training as part of the training programmes offered by the PBC Ltd.

This result implies that the PBC Ltd offers both on-the-job training and off-the job training to enhance knowledge and skills of its senior staff. However, it is fair to conclude that the PBC Ltd mostly relies on on-the-job training methods as against off-the-job training which involves taking employees away from their usual work environments. There might be various reasons why the PBC Ltd would rely mostly upon on-the-job-training as Armstrong (2010) argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench.This result confirms the studies by Imran and Tanveer (2015); Sarbeng (2013); and Ng'ethe, Iravo, and Namusonge (2012) who all found that most organizations make use of both on-the-job and off-the-job training methods. Again, studies by Ameeq-ul-Ameeq and Hanif (2013); Imran and Tanveer (2015); and Kulkarni (2013) also confirm the result of this study as they all found that off-the-job training method is the least commonly used type of training used by organisations.

Challenges of the Training

The challenges associated with training at produce buying company as revealed by respondents include the following.

1. The inability of Produce Buying Company to practice training methods comprehensively as a result of high cost associated with it.

2. There is also the challenge of unavailability of technical health trainers.

3. Time to train-here Head of Human Resource stated that employees have busy schedules therefore training mostly possible at weekends but this is worsened as some staff work on Saturday.

4. There is also limited time for training as employees have heavy schedule. The organization is unable to enroll staff on international training programmes as they are for expensive and only few of staff can access it every year.

5. Therefore, without the right attitude of staff training becomes difficult and the objective is not achieved.

Discussion of Results

The findings established that most of the respondents found training and development very useful and had a great impact on their performance. From the results, majority of the respondents agreed that the training they receive is effective and it enhances their skills and abilities. Others agreed that training needs analysis are carried out very often at Produce Buying Company Ltd. The findings show that Individual and organizational priorities are taken into account when carrying out an organizational assessment. Most of the respondents agreed that training helps employees perform their tasks well.

Most of the respondents agreed that the organization has training programs for diversified positions in the organization and that the training programs at Produce Buying Company are of high quality and are very effective. The training programs are relevant to what they do and to the department they are in and have improved their skills and competencies.

Majority of employees at Equity care about the success of the business. They agreed that after undergoing staff training, they were more motivated and could work on important tasks. Employees at Produce Buying Company also agreed that after attending trainings funded by the organization they could understand how their efforts contribute to the organizational goals. In general the findings show that training and development has a great impact on employee performance at Produce Buying Company Ltd.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

Introduction

The summary of the findings as presented in chapter four. Conclusion and recommendations are based on the on the findings. Suggestions for further studies are also drawn.

Summary

The purpose of the study was to determine the effect of training and development on employee performance at Produce Buying Company Limited. The study was guided by the following research questions; what is the effect of training needs assessment on performance of employees at Produce Buying Company Limited? What is the effect of effect of training methods on performance of employees at Produce Buying Company Limited? How does training content affect the performance of employees at Produce Buying Company Limited? What is the effect of development programs on performance of employees at Produce Buying Company Limited?

The study adopted descriptive research designs to establish the effect of training and development on employee performance. The target population of the study was 120 permanent employees at working Produce Buying Company at their head offices in Accra. The study relied on primary data that was collected by use of structured questionnaires. The collected data was coded into SPSS Version 23.0 for analysis and presentation.

Training need assessment

The study established that majority of the respondents agreed that there were regular skills set evaluation. Majority of the respondents agreed that

regular evaluation of skills set bring out areas of deficiency that employees were to be trained on. Respondents agreed that trainings for staff were tailored to tasks performed by each staff. Respondents agreed that employee trainings improved employee commitment levels.

Respondents moderately agreed that employee skills set evaluation was done regularly as supported by a mean of 3.38 with standard deviation of 1.13. Majority of the respondents agreed that training contents were tailored to the gaps in skills possessed. Respondents agreed that trainings equipped employees with new formats of accomplishing their tasks. Respondents agreed that trainings were tailored on improving employee competencies.

The study pointed out that majority of the respondents moderately agreed that the evaluation of skills set was done objectively. Majority of the respondents moderately agreed that there were clear policies on training needs assessment. Respondents moderately agreed that training contents were tailored to the needs as per the skills required. Majority of respondents moderately agreed that trainings were used to reduce the level of employee turnover. Respondents agreed that majority of the respondents moderately agreed that the training gaps informed the training methods to be applied. The findings of regression analysis established that training need assessment significantly influenced employee performance.

Training methods

The study established that majority of the respondents agreed that their company allowed on the job training for its staff. Respondents agreed that the methods of training employees were in line with available resources. Majority of the respondents agreed that the methods of training employees were in line

with organizational culture. Respondents agreed that well qualified experts in different fields were engaged to conduct the training. Respondents agreed that the methods of training employees were in line with organizational structure. Respondents agreed that off the job training was necessary and majority of the respondents moderately agreed that experienced staff were responsible for the work delegated to their juniors.

The study established that majority of the respondents agreed that mentor-mentee relationship was encouraged in skills development. Majority of the respondents moderately agreed that employees were allowed to transfer to other departments from time to time to develop their skills. Majority of the respondents moderately agreed that well qualified employees allocated work to junior staff. Majority of the respondents moderately agreed that well experienced employees allocated work to junior staff. The findings of regression analysis established that training need assessment significantly influenced employee performance.

Training content

The study established that majority of the respondents agreed that the content of trainings for staff were in line with the training needs. Majority of the respondents agreed that the trainings were kept in line with organizational policies and procedures. Majority of the respondents agreed that the training content was developed with the level of employees in the organization. Majority of respondents agreed that the individuals engaged to offer training to staff were well versed with what they trained.

The study further established that respondents agreed that training content was always deep enough to cover the scope of skills gap. Majority of

respondents agreed that the training contents allowed provision of feedback for greater learning impact. The findings of regression analysis further established that training content significantly influenced employee performance.

Employee development programs

The study found out that majority of the respondents agreed that the company encouraged employee coaching to develop the skills among its staff. Majority of the respondents agreed that there was a well-organized orientation program for its entire new staff. Respondents moderately agreed that there were employee mentorship programs to nature employees' career growth. Majority of the respondents moderately agreed that employees were allowed to work in teams on a given project. Respondents moderately agreed that employees were allowed to work in different departments from time to time to improve their skills.

The study further pointed out that respondents moderately agreed that employees were sponsored for professional courses. Respondents moderately agreed that employees were given extra duties to prepare them for management positions in the organization. The findings of regression analysis established that employee development programs significantly influenced employee performance.

Conclusions

The study concludes that training need assessment significantly influenced employee performance; this was associated to the fact that the company had regular skills set evaluation that brought out areas of deficiency that employees were to be trained on. Training methods significantly influenced employee performance since the content of trainings for staff were in line with

the training needs established and was according to organizational policies and procedures. Training content significantly influenced employee performance due to organization adopted the content of trainings for staff that was in line with the training needs. The study further established that employee development programs significantly influenced employee performance since there was a well-organized orientation program for its entire new staff.

Training need assessment

The study recommends that there ought to be regular skills set evaluation in the company, regular evaluation of skills ought to bring out areas of deficiency that employees are to be trained on and training for staff ought to be tailored to tasks performed by each staff. Employee trainings ought to improve employee commitment levels. Employee skills set evaluation ought to be done regularly. Training contents ought to be tailored to the gaps in skills possessed. Training ought to equip employees with new formats of accomplishing their tasks. Trainings ought to be tailored on improving employee competencies. Company's evaluation of skills ought to be set and done objectively. There ought to be clear policies on training needs assessment and training contents ought to be tailored to the needs as per the skills required. Trainings ought to be used to reduce the level of employee turnover and training gaps ought to inform the training methods to be applied.

Training methods

The study recommends that companies ought to adopt job training for its staff, methods of training employees ought to be in line with available resources, organizational structure and organizational culture. Well qualified experts in different fields ought to be engaged in conducting job training.

Produce Company ought to have off the job training. Experienced staff ought to be responsible for the work delegated to their juniors. Mentor-mentee relationship ought to be encouraged in skills development. Employees ought to be allowed to transfer to other departments from time to time.

Training content

The recommends that the content of trainings for staff ought to be in line with the training needs established. Trainings ought to be kept in line with organizational policies and procedures. The training contents ought to allow provision of feedback for greater learning impact. The training content ought to be developed with the level of employees in the organization. The individuals engaged to offer training to staff ought to be well versed with what they trained. Training content ought to be always deep enough to cover the scope of skills gap.

Employee development programs

The study further recommends that the company ought to encourage employee coaching to develop the skills among its staff. A well-organized orientation program ought to be provided for its entire new staff. Employee mentorship programs ought to be embraced by the organization to nature employees' career growth. Employees ought to be allowed to work in teams on a given project. Employees were ought to be allowed to work in different departments from time to time to improve their skills. Employees ought to be sponsored for professional courses. Employees ought to be given extra duties to prepare them for management positions in the organization.

Recommendations

Many organizations have come to the realization of the importance of the role of training programs as it increases the organization's staff efficiency, skills and Productivity. In order to achieve the benefits of training initiative, Produce Buying Company should ensure that the following are instituted at the work place.

First, identification of training needs should be done more professionally in conjunction with the line manager as well as the individuals involved together with the HR personnel. Everyone involved should agree exactly to what the trainees are lacking, for instance what skill is needed, and what attitudes need to be changed toward work performance. The need identified should emanate from Produce Buying Company strategic plan, which also cover departmental/sectional/teams and individual plans.

Secondly, Produce Buying Company should see learning, training as well as training's objectives, plan, implementation and evaluation as a continuous process for organizational development and survival. Organizational career planning involves matching an individual's career aspirations with the opportunities available within the organization.

Thirdly, for career management to be successful in Produce Buying Company, both the management and employees must assume equal share of the responsibility for it. Employees must identify their aspirations and abilities, and through counseling recognize what training and development needs are required for a particular career information and training to its employees. Development and succession planning will also play a great role. Career progressions

projection plans and training projections should be made available to each employee.

Motivation generally seeks to boost employees 'morale to work hard and thus increase productivity. It is with this that the researcher wishes to recommend that in instituting proper training and development programs, Produce Buying Company should initiate policy for motivation attached to training. Motivation include both extrinsic, such as more pay, allowance, fringe benefits, and intrinsic such as recognition, appreciation, acceptance by fellow workers, opportunities for promotion, career development and consultation for important matters. Morale on the other hand increases productivity indirectly by reducing absenteeism, accidents, employee turnover and grievances. This means that the workforce can never develop in an organization where there is low morale and lack of motivation because motivation as these leads to job satisfaction, which in turn leads to development.

Finally, it is vital to monitor and evaluate training in order to assess its effectiveness in producing the learning outcomes specified when the training intervention is planned, and to indicate where improvements or changes are required to make the training even more effective. The basis upon which each category of training is to be evaluated should be determined at the planning stage while considering how the information required to evaluate learning events would be obtained and analyzed.

Suggestions for Further Research

The study focused on the effect of training on employee performance at Produce Buying Company Limited. The current study focused on training, future scholars ought to focus the overall employee turnover in commercial

organizations. The current study relied on primary data, future scholars ought to carry out similar studies by use of both primary and secondary data. The current study had a coefficient of determination of 78.4% making a residual of 21.6% which can be explained by other factors beyond the scope of the current study that future scholars ought to focus on.

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CATHOLIC UNIVERSITY COLLEGE OF GHANA, FIAPRE

FACULTY OF ECONOMICS AND BUSINESS ADMINISTRATION

QUESTIONNAIRE FOR STAFF INTRODUCTORY LETTER

Dear Respondent,

This letter is an introduction to the main reason as to why your participation in this questionnaire is required. This study is a research study on the thesis title The Effect of training on employee performance: evidence from Produce Buying Company. It is in partial fulfillment of one of the requirements for the attainment of the award of the Master's degree in Business Administration from the Catholic University College of Ghana, Fiapre from where I am currently taking on my studies.

My research project endeavors to generate knowledge to be utilized in understanding training and development of employees. The study specifically focuses on determine how training and development affect employees performance. As a representative of your company, your views are of importance in my study and I would appreciate you responding to this questionnaire. This is purely for academic purpose and your response will be kept confidential and anonymous.

Thank you for your time, co-operation and contribution to my study. I shall be pleased to send you a copy of the findings of the study if you desire so.

Yours faithfully,

Charlotte Adarkwa

QUESTIONNAIRE

TRAINING AND DEVELOPMENT ON EMPLOYEE PERFROMANCE

This questionnaire aids to assist in data collection for academic purpose. The research intends to give an analysis of the effect of training and development on employee performance at Equity Bank. All information obtained, will be handled with high level of confidentiality. Do not incorporate identification or names in the questionnaire. Please answer every question as in outlined by using either a cross(x) or (ticking) in the option that applies.

SECTION A

1. Gender

    a. male [ ]

    b. female [ ]

2. Age years ……………………..

    a. 20-30yrs[ ]

    b. 30-40yrs[ ]

    c. 40-50yrs[ ]

3. Educational Background
    a. HND[ ]
    b. First Degree[ ]
    c. Master's Degree[ ]
    d. PHD[ ]
    e. Professional qualification[ ]
    f. Diploma [ ]
4. Which Department are you? …………………………………………
5. How long have you worked here?

    a. 1-3yrs[ ]

    b. 3-5yrs[ ]

c. 5-7yrs[ ]

d. 7-9yrs[ ]

e. 10yrs over[ ]

6. What are the type of training and program undertaken in the cocoa industry?

   Thick as may apply.

   a. in-house[ ]

   b. Outsource[ ]

   7. How often do you attend training

   a. Once a year[ ]

   b. Two time a year[ ]

   c. Very often[ ]

   d. None [ ]

   e. Others (specify) …………………………….

8. Does the training you attend motivate you.   YES [ ]NO[ ]

SECTION B

TRAINING AND DEVELOPMENT NEEDS

Using the scale Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4)

Strongly Agree (5). Please tick (√) appropriately.

	TRAINING AND DEVELOPMENT NEEDS	1	2	3	4	5
1	The training I receive is effective and it enhances my skills and abilities.					
2	Training needs analysis is carried out very often at Produce Buying Company.					
3	Individual and organizational priorities are taken into account when carrying out an organizational assessment.					
4	Training is done when there is a gap between the actual and expected					
5	Training Needs Analysis is carried out before undertaking any kind of training					
6	As an employee of Produce Buying Company, I go through a system of evaluation on a regular basis					
7	As soon as I get my evaluation results, the organization trains me as a remedy to perform better.					
8	There is a high level of employee involvement in organizational processes and decision making.					
9	I possess the necessary competences required to create unique solutions to customer related issues.					
10	The organization values my needs and strives to better them every day in order to improve my performance.					
11	Continuous improvement motivates me develop my career in the banking sector.					
12	Individual needs departmental needs and organizational needs go hand in hand at Equity Bank.					

SECTION C: TRAINING PROGRAMS

Using the scale Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4)

Strongly Agree (5). Please tick (√) appropriately.

	TRAINING PROGRAMS	1	2	3	4	5
1	The organization has training programs for diversified positions in the organization.					
2	The training programs at Produce Buying are of high quality and are very effective.					
3	The training programs have improved my skills and competencies					
4	The training programs are relevant to what I do and to the department I am in					
5	Everyone is given a chance to take part in the training programs					
6	Through training programs, employees are able to pave way for the organizations to achieve organization's goals and objectives.					
7	Employees who are actively engaged in their jobs through training programs work with passion and feel a profound connection to their company.					
8	Conferences are held often in order to achieve organizational objectives and improve employee performance.					
9	Produce Buying Company focuses on coaching and mentoring as an important training program. Employees with access to training and development programs have an advantage over employees in other companies who are left to seek out training opportunities on their own					
10	Employees who feel appreciated and challenged through training opportunities may feel more satisfaction.					

SECTION D

EMPLOYEE MOTIVATION

Using the scale Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4)

Strongly Agree (5). Please tick ($\sqrt{}$) appropriately.

EMPLOYEE MOTIVATION	1	2	3	4	5
1. I care about the success of the business					
2. After undergoing staff training, I now can work on important tasks					
3. My training within the organization now gives me the necessary skills to work in tasks from start to the end					
4. I now take personal responsibility for my job outcomes after being trained					
5. After attending trainings funded by the organization I can now understand how my efforts contribute to the organizational goals					
6. Employee trainings at Produce Buying Company imparts skills on long term thinking					
7. Training inclines staff to the organizational vision at Produce Buying Company					
8. My supervisors have been trained on how to treat subordinates with respect					
9. The organization leaders are sufficiently trained by the organization on how to focus on strengths rather than weaknesses					
10. The organization leadership are well trained on how to recognize staff suggestions					
11. I now find my work more interesting and passionate after being trained by Produce Buying Company					
12. Training has empowered me to carry out my duties without any difficulty					
13. I now complete my tasks within time after being trained on how to improve my performance					

SECTION E:

EMPLOYEE PERFORMANCE

Using the scale Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4)

Strongly Agree (5). Please tick ($\sqrt{}$) appropriately.

EMPLOYEE PERFORMANCE	1	2	3	4	5
1. Quantity of our employees work output has increased in the last five years.					
2. Coming up with new ideas is appreciated in our organization.					
3. Most of the employees achieved organizational goals of the last five years					
4. Targets given to different employees are often met					
5. Overall all employees target achievements has improved over the last five years					
6. Employees feel happy to work in teams and are more productive that way					
7. Majority of our employees can work independently and they give high performance					
8. It has been made easy for employees at Produce Buying Company to take part in decision making					
9. Communication skills of the employees have been improved in the organization					
10. Employee's competencies are in line with the organizational. Operational and strategic goals					
11. Generally, staff trusts Produce Buying Company senior management after training.					
12. I feel the organization values me more as its employee after training.					
13. Produce Buying Company provides opportunities to grow and learn after training.					
14. There are very good promotional opportunities at Produce Buying Company after training.					
15. Produce Buying Company has supported my career advancement after training.					
16. I see my current position as a training ground to another organization					
17. In Produce Buying Company there is recognition for skills and accomplishments after training					
18. The nature of your job changed after training?					
19. Other factors may hinder an employee of Produce Buying Company from being promoted after training?					