

**PAN AFRICAN INSTITUTE FOR DEVELOPMENT – WEST AFRICA  
P.O. BOX 133, BUEA, CAMEROON**



**DEPARTMENT OF BUSINESS AND MANAGEMENT STUDIES**

**ASSESSING TRAINING AND DEVELOPMENT AS A TOOL TO  
ENHANCE ORGANISATIONAL PERFORMANCE: THE CASE OF  
ESOASOA BANANA CAMEROON DEVELOPMENT CORPORATION  
(CDC) TIKO**

*A Research Project submitted to the Department of Business and Management  
Studies of the Pan African Institute for Development – West Africa (PAID-WA)  
Buea, in Partial Fulfilment of the Requirements for the Award of a Bachelor of  
Science (B.Sc.) Degree in Sustainable Development with specialization in  
Human Resource Management*

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**BUEA, MARCH 2018**

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## DECLARATION

I, **MUHAMADU AWAL MUHAMMED** declare that this research project is my original work and has not been presented for a degree in other Universities and that, all the sources of materials used for the research project have been duly acknowledged.

SIGNATURE :



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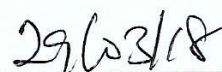
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## CERTIFICATION

The research project entitled: “Assessing training and development as a tool to enhance organizational performance, the case of Esoasoa Banana CDC Tiko” is submitted to the Department of Business and Management Studies of the Pan African Institute for Development – West Africa (PAID-WA) Buea, by **Muhamadu Awal Muhammed**, Registration No. **PAIDWA01352/B.Sc./16** for the award of a Bachelor of Science (BSc) degree in Sustainable Development with specialization in Human Resource management.



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This research project has been accepted by:



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Date

## **DEDICATION**

To my dear parents Mr. and Mrs. Muhamadu Amadou.

## **ACKNOWLEDGEMENTS**

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## ABSTRACT

The main thrust of this study was to assess training and development as a tool to enhance organizational performance: The case of Esoasoa Banana, Tiko of Cameroon Development Corporation (CDC). Three research objectives were formulated to guide and direct the study. The objectives assess the influence of job training as a tool to enhance employee's performance, assess the effect of training design as a tool to enhance employee's performance, assess the influence of delivery style as a tool to enhance employee's performance in the Esoasoa Banana, CDC Tiko. The descriptive research design was adopted for this study. A sample size of 112 respondents were selected and used for the study. A well validated structured questionnaire was used for data collection. Data collected were analyzed using descriptive statistics of simple percentage and inferential statistics of Pearson product moment correlation coefficient. Findings revealed that employees in Esoasoa Banana, CDC Tiko are highly trained in areas such as the use of machines and work tools, maintenance of machines, farming practices, safety measures and security measures. The findings also revealed that 62 % of variation in workers' Performance is jointly explained by changes in training and development (on the job training, training designing, and training style). This implies that the remaining 38% changes in workers' Performance is caused by variation in other variables not included in this study and represented by the error term. 28.12% implies that there exists significant relationship between workers' Performance and training and development. Thus a significant influence on worker's performance at a 5% level of significance. Also the challenges faced by organization in training and development include the costly nature of training and development and delay of production time. The study recommended that the content and design of training programs have to be formulated taking into consideration the specific needs of the employees and changing objectives or vision of the CDC and also the need to regularly organize training programs while ensuring adequate rotator systems are in place not to disrupt the functioning of work units and departments.

**Keywords:** *Training and Development, Job Training, Training Design, Delivery style*

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## **LIST OF ACRONYMS AND ABBREVIATIONS**

|                   |                                                             |
|-------------------|-------------------------------------------------------------|
| <b>ADDIE:</b>     | Analyze, Design, Development, Implementation and Evaluation |
| <b>ASTD:</b>      | American Society for Training and Development               |
| <b>CDC:</b>       | Cameroon Development Corporation                            |
| <b>CPD:</b>       | Continuing Professional Development                         |
| <b>EM:</b>        | Estate Manager                                              |
| <b>HRM:</b>       | Human resource Management                                   |
| <b>ICSA:</b>      | Institute of chartered Secretaries and administrators       |
| <b>ISD:</b>       | Instructional System Design                                 |
| <b>MV&amp;DV:</b> | mean variable and dependent Variable                        |
| <b>PAID-WA:</b>   | Pan African Institute for Development – West Africa         |
| <b>SMEs:</b>      | Small and Medium Size Enterprises                           |
| <b>SPSS:</b>      | Statistical Package for social Sciences                     |
| <b>T&amp;D:</b>   | Training and development                                    |
| <b>TQM:</b>       | Total Quality Management                                    |

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

The relevance of training and development activities to the effective management of human and material resources in achieving organizational objectives cannot be over emphasized (Mullins, 2010).

Training include any learning activity, which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupational task (Inyang and Akpama, 2002). Also, Inyang, (1998) sees training as a process or a set of activities aimed at assisting individual to acquire knowledge, skills and attitudes necessary for the effective performance of a specific task or job. Within the context of work in the modern business organization training is a continuous process which normally starts at the point of entry and progresses throughout the workers' career. Training, formal or informal is a planned activity to provide necessary skills or improve existing ones (Umoh, 2001). Training is an inter-mix of teaching and practice carried out in order to attain a desired standard of behavior, efficiency and effectiveness, with the main aim of effecting a better change (Nwachukwu, 1988). Training alone may not be able to realize its benefits if it is disconnected from other human resource management functions or activities as well as if the organization is dysfunctional in other areas (e.g., interpersonal relationships).

Development on its part lead to acquisition of new knowledge or skills for purposes of personal growth. However, it is often difficult to ascertain whether a specific research study addresses training, development, or both. In some studies, the term "training" refers to both training and development efforts (Aguinis & Kraiger, 2009). At the core of training and development is the improvement in the performance of individuals participating in training activities. Training alone may not be able to realize its benefits if it is disconnected from other human resource management functions or activities as well as if the organization is dysfunctional in other areas (e.g., interpersonal relationships). Training will have the greatest impact when it is bundled together with other human resource management practices and these practices are also implemented following sound principles and empirical research. Training and development, on the

job training, training design and training delivery style are four of the most important aspects in organizational studies (Khan, Khan, & Khan, 2011).

Now a days training is the most important factor in the business world because training increases the efficiency and the effectiveness of both employees and the organization. Employee is a blood stream of any business. The accomplishment or disaster of the firm depends on its employee performance. Hence, top management realized the importance of investing in training and development for the sake of improving employee performance (Ramya, 2016). Training has an important role to play and it is expected to inculcate positive changes in knowledge, skills and attitudes. Employees' training tries to improve skills so that employee is better equipped to do his present job. Training programmes are necessary in any organization for improving the quality of work of the employees at all levels particularly in a world of fast changing technology and environment. For the individuals, training development and improve job knowledge while also helping in identifying with the goals of the organization. Therefore, it seems mandatory by the firm to plan for such training programs for its employees to enhance their abilities and competencies that are needed at the workplace.

The history of training in business organizations is as long as the entire history of business organizations (Miller, 1996 cited in Ndibe, 2014). As organizations strive to compete in the global economy, differentiation on the basis of the skills, knowledge, and motivation of their workforce takes on increasing importance (Aguinis & Kraiger, 2009). Training programs not only develop employees but also help an organization to make best use of their human resources in favour of gaining competitive advantage (Khan, Khan, & Khan, 2011). For the organization, training and development leads to improve profitability while cultivating more positive attitudes toward profit orientation. (Ramya, 2016).

Employees' training tries to improve skills so that the employee is better equipped to do his present job or to prepare him for a higher position with increased responsibilities (Ramya, 2016). There is growing concern that organizations should provide opportunities for continuous development of employees not only in their present jobs but also to develop the capabilities for other jobs also. Organizations must grow along with their employees, because organizations should adapt themselves to the changing environment. Training programmes are necessary in any organization for improving the

quality of work of the employees at all levels particularly in a world of fast changing technology and environment. In the meta-analysis by Arthur et al. (2003) cited in Aguinis & Kraiger (2009), the researchers examined the impact of training on organizational-level results. Their results showed that the benefits of training vary depending on the type of training delivery method, the skill or task being trained, and the measure used to assess effectiveness.

The recognition of the benefits of training activities for society has led many countries around the world to adopt national policies to encourage the design and delivery of training programs at the national level. The goal of these policies is to improve a nation's human capital, which in turn is related to greater economic prosperity. According to a recent industry report by the American Society for Training and Development (ASTD), U.S. organizations alone spend more than \$126 billion annually on employee T&D (Paradise 2007 cited in Aguinis & Kraiger, 2009). Several studies conducted in European countries have documented the impact of training on organizational performance such as the work of Aragon-Sánchez et al. (2003) cited in Aguinis & Kraiger (2009) investigating the relationship between training and organizational performance in a survey cutting across the United Kingdom, the Netherlands, Portugal, Finland, and Spain revealing important positive relationships between training and development and organizational performance. In most developed countries, many professional bodies support employee training and development or the Continuing Professional Development (CPD) of employees. The Chartered Management Institute regards CPD as vital to a successful career and requires all its members to make commitments to their own professional development. The Institute of Chartered Secretaries and Administrators (ICSA) on its part expects its members to undertake constant training in workshops, seminars, professional activities, meetings and conferences amongst others.

In India today, organizations have realized the importance of training as a tool to achieve their strategic goals. Training in India is no longer viewed by organizations as a burden, but as an investment on one of its most dynamic assets, namely, employees. Many organizations in India increasingly consider training as a strategic employee retention tool. Training helps the organization create a smarter force capable of meeting any situation and challenges. The main object of every organization is to improve its

performance, but it can never be possible without the efficient performance of employees (Ramya, 2016).

Training and development is generally more advanced in developed countries of the world with strict government regulations and professional bodies promoting the empowerment of employees when compared to developing countries particularly in Africa where the dominance of small and medium-sized enterprises (SMEs) has generally been associated with limited scope of employee training and development. However, increasing evidence suggests that greater recognition of the importance of training and development is now being seen even in developing countries like Africa. In Cameroon for instance, most local organizations are still characterized by high labour turnover with little organizational commitments to employee training and development. This is also because most organizations operate at small scale that they also lack the capital to adequately or constantly undertake training for their employees. In larger public or parastatal organizations in Cameroon such as the Cameroon Development Corporation (CDC), employee training and development tend to be more evident than in some small private SMEs. This study will be undertaken to reveal the situation of employee training and development in Cameroon using the case study of the CDC-the second largest employer after the State of Cameroon.

## **1.2 Statement of the Problem**

Training is an important part of human resource management (HRM) function on the effective use of human resources. Today, most employers admit the value of training as a major influence on success of the organization (Shaheen, Naqvi, & Khan, 2013). Despite growing documented evidences on the importance of employee training and development to organizations, there are some observable lapses in the case of the Esoasoa Banana, CDC Tiko where despite the fact that most employees have huge work experiences with the company, they tend to display limited employee development over time characterized by inadequate training, together with lack of promotions, low salaries and inadequate satisfaction. CDC Esoasoa Banana usually recruits unskilled laborers with the hope of providing training to them but unfortunately such training is usually inadequate to fully empower and develop these employees, thereby contributing to their stagnant positions and limited contribution to the creativity, productivity and profitability of the organization. With the generally high unemployment levels in the country, such workers find it difficult to leave the company and so work with lower

morale than one would have expected if adequate attention was given to employee training and development.

Furthermore, trends in the performance of the CDC Banana sector, Tiko have often been characterized by some operational problems like low banana yields (aggravated by global warming and inefficient agricultural practices), low quality, waste (rejected banana at the boxing plant which are sometimes consumed by employees and other inhabitants as a substitute for plantains) and workplace injuries/accidents. These observed problems in the CDC therefore places the organization at a competitive disadvantage position when compared to other rival agro-industrial companies in other countries which offer quality products. Existing literature has proven that such observed problems in the productivity of organizations (like the CDC) can be attributed to poor employee training and development. For instance, the study of Amo (2017) explains the negative impacts faced by organizations that give poor attention to training and development to include: unhappiness, high labour turnover and low morale of employees; low organizational productivity (given that employees might not fully understand how to do their jobs or waste a lot of time asking for directives or seeking help which might lead to errors); unsafe work environment; and loss of customers and other foreign based stakeholders, from poor quality outputs and poor service delivery. As such, the inadequacy of training and development in the CDC Esoaso Banana can partly be understood to be contributing to the performance problems faced by the organization. This can further be supported by Ferguson (2017) who equally argued that lack of employee training spells trouble for an organization because it unfavorably impacts the company internally and externally.

If employers continue to ignore the actual benefits of training to organizational performance, the government and companies in Cameroon might continue to remain reluctant in improving the situation of employee training and development. Hence, this current study is being undertaken to generate knowledge on the state of employee training and development with the purpose of highlighting the importance of adequate and appropriate employee training and development on organizational performance.

### **1.3 Objectives of the Study**

#### **1.3.1 Main Objective**

The main objective of this study is to assess training and development as a tool to enhance organizational performance in the Esoasoa Banana, CDC Tiko.

#### **1.3.2 Specific Objectives**

In order to attain the main objective, this research will examine the following specific objectives:

1. To assess the influence of job training as a tool to enhance employee's performance in the Esoasoa Banana, CDC Tiko.
2. To assess the effect of training design as a tool to enhance employee's performance in the Esoasoa Banana, CDC Tiko.
3. To assess the influence of delivery style as a tool to enhance employee's performance in the Esoasoa Banana, CDC Tiko.

### **1.4 Research Questions**

This research will seek answers to the following questions:

1. How important is job training in enhancing employee's performance in the Esoasoa Banana, CDC Tiko?
2. How does training design influence employee's performance in the Esoasoa Banana, CDC Tiko.?
3. How does the delivery style of training enhance employee's performance in the Esoasoa Banana, CDC Tiko?

### **1.5 Research Hypotheses**

There is a significant relationship between training and development and employee performance.

### **1.6 Scope of the Study**

This study was focused on the Cameroon Development Corporation (CDC) with specification on the high, middle and lower level employees of Esoasoa Banana, CDC

Tiko offering diverse activities of plantation field workers, boxing plant and administrative workers requiring different forms of training and development.

The research of this study and data collection was limited between 2010 to 2018, in order to actually understand the evolution in training and development or training policies in the organization. Also, the time frame for this research work was from June 2017 to February 2018.

The study was also limited within the field of human resource management with particular focus on variables or concepts like employee training and development, employee performance, organizational productivity and organizational performance. Amongst the thematic focus, the study also examined the relationship between employee training and development, on the one hand and employee performance and organizational performance, on the other as well as the challenges associated with proper employee training and development.

### **1.7 Significance of the Study**

This research will be beneficial to many actors to include: researchers, the employees and management of the CDC and other organizations in Cameroon as well as the government authorities.

#### **Significance to CDC Management**

Given that the study will explain how important training and development is to organizational performance, managers of the CDC and other organizations will understand that when they adequately and constantly train their employees, they are not just wasting their resources but that they will benefit from the improved productivity of the employees which will then improve on organizational performance. The CDC management will therefore understand that there is an incentive of improved organizational performance for them to invest more in employee training and development. Designing, delivering, evaluating, and clearly documenting the benefits of training using the information included in this review will allow the human resource management function to be a strategic organizational player and to move away from the negative connotations (e.g., “welfare secretaries”) associated with this function in the Twentieth Century (Aguinis & Kraiger, 2009).

### **Significance to employees**

The employees of CDC and other organizations in Cameroon can through this study gain greater knowledge rights regarding their empowerment (through training and development). Recommendation is made in this study on how and why employers can improve on employee training and development. With improved employee training and development, employees can have the benefits of improving their work status which will enable them better career opportunities (such as promotions and increased salaries). This research will raise awareness to the employees themselves, management of organizations and to the government authorities on the importance of empowering and developing employees through adequate training.

### **Significance to the government**

This study will also help the government authorities such as the Ministry of Labour and Social Security to develop policies that promote effective human resource management practices in Cameroon. Through the results of this study, the government authorities can see a need for defining legislations that will govern employee training and development given the recognition that one way to improve the performance of domestic organizations is through employee training and development. As Cameroon seeks to emerge by 2035, adequate attention should be paid to the performance of public and private institutions and one way of doing this is by ensuring that managers give adequate attention to human resource management practices like employee training and development.

### **Significance to researchers**

This study will add to existing literature on human resource management in Cameroon particularly highlighting the importance of good human resource management practices for the effective performance of local organizations. Using the specific case study of the CDC, other researchers can continue from this study by investigating the relationship between employee training and development and its impact on organizational performance in other organizations or sectors of the country. Future researchers will therefore use this study as literature review and it would act as a basis for guiding their own research.

## **1.8 Organization of the Study**

This study is presented into five chapters.

The introduction chapter sets the pace for the research by discussing the manner, mode and means of the research, mentioning the geographical framework, making reference to the reason why the study is being carried out and stating the problem statement which the research seeks to address.

The second chapter addresses key issues. The literature review, theoretical framework and how the work seeks to address the gaps found in the literature. The chapter focuses on the various debates, ideologies and Schools of thought with reference to the subject matter and looking into the previous existing frameworks built in a bid to amend or present an entirely new perspective.

Chapter three focuses on the methodology, data collection on the way forward towards the completion of the work. This has to do with the procedures to be followed and the validation of the work.

Chapter four covers an analysis of the findings discussed based on the research questions. Results from the empirical study were also considered in the work based on the impact of training and development on organizational performance.

The last (fifth) chapter on its part explains the summary of findings, conclusion and recommendations. The chapter also includes suggestions for further research.

## **1.9 Definition of Terms**

### **Human Resource Management (HRM)**

The Chartered Institute of Personnel and Development (CIPD) cited in Mullins (2010) defines HRM as the design, implementation and maintenance of strategies to manage people for optimum business performance including the development of policies and processes to support these strategies and the evaluation of the contribution of people to the business. Fisher et al (2003) define HRM to involve all management decisions and practices that directly affect or influence the people, or human resources who work for an organization (cited in Mullins, 2010).

## **Employee Training and Development**

Mullins (2010) defines training as a content-based activity, normally away from the workplace with an instructor leading and aiming to change individual behaviors or attitudes. Learning on its part is a self-managed process of acquiring new knowledge and skills with the aim of increasing performance. Development is wider than both Training and learning and is a longer-term, structured learning process involving a number of activities including training. Jones, George and Hill (2000) cited in Githinji (2014) explain that training primarily focuses on teaching organizational members how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers. Development on the other hand focuses on building the knowledge and skills of organizational members so that they will be prepared to take on new responsibilities and challenges (Ezigbo, 2011). Adamu (2008) noted that training is narrow while development is a broader human resource term or concept and that training focuses on the current job or tasks of the employee with little or no focus on the future roles of the employee.

## **Employee Performance**

Employee performance is everything about the performance of employees in a firm or a company or an organization.  $\text{Performance} = (\text{ability}) \times (\text{motivation})$  Employee Performance = employee competency x training and development (Ramya, 2016). Training programs is the stimulant that workers require to improve their performance and capabilities, which consequently increase organizational productivity. Hakala (2008) explains that employee performance involves assessment of several indicators of performance including: quantity (number of units produced, processed or sold); quality (% of work output to be redone or which is rejected); timeliness (how fast work is performed or services provided); cost-effectiveness (cost of work, in case employee has control on costs); absenteeism/tardiness; number of absences; creativity; adherence to policy; gossip and other personal habits; personal appearance/grooming. According to Lilly (2011), employee performance is about using quality Key Performance Indicators (KPIs) for tracking employee effectiveness towards a set of broader based goals or objectives. Such KPIs include: (a) measurable and quantifiable indicators; (b) competency based indicators; (c) proficiency indicators; and (d) organizational and employee goals indicators.

## **Organizational Performance**

Page, Jagger, Tamkin, & Henwood (2006) developed a set of ‘core’ measures of organizational performance that have general application to enable benchmarking and comparison across organizational sectors including: productivity (net added value per hour worked), profitability (returns on assets), quality (product quality and customer satisfaction), innovation (new or adapted products or services) and staff performance.

## **CHAPTER TWO**

### **LITERATURE REVIEW AND THEORITICAL FRAMEWORK**

#### **2.1: Conceptual Review**

A concept can be seen as a general idea derived from a specific circumstance and also symbolize interrelated ideas. A concept does not need to be understood just like a theory (Kombo & Tromp, 2006).

##### **2.1.1: The concept of training**

Training can be taken as any learning activity, which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupational task (Inyang and Akpama, 2002). Also, Inyang, (1998) sees training as a process or a set of activities aimed at assisting individual to acquire knowledge, skills and attitudes necessary for the effective performance of a specific task or job. Within the context of work in the modern business organization training is a continuous process which normally starts at the point of entry and progresses throughout the workers' career.

Training, formal or informal is a planned activity to provide necessary skills or improve existing ones (Umoh, 2001). Training is an inter-mix of teaching and practice carried out in order to attain a desired standard of behavior, efficiency and effectiveness, with the main aim of effecting a better change (Nwachukwu, 1988).

According to Armstrong (1999) there are three important objectives for carrying out training, which includes:

1. To shorten learning time so that new recruits reach their peak of efficiency as quickly as possible,
2. To improve the performance of existing employees; and
3. To help develop their capabilities so that the company can meet most, or all its future requirements for its employees.

##### **2.1.2: Manpower development**

Olaiya (1996) defines development as a process of providing learning opportunities for improving competences and performance. He adds that a development process involves such activities as career planning, coaching and counseling, self-development. Inyang

and Akpama (2002) see management development as any learning activity which is directed towards the future needs rather than present needs, and which is concerned more with career growth than immediate performance.

Although staff development at times look at the present situation of the organization, management development programs are aimed at achieving or helping to identify the potentials of managers and provide the support with which to reach and realize their potentials in readiness for greater responsibilities in organization; and improve the performance of managers and provide smooth management succession within the organization (Inyang and Akpama, 2002).

Waxley and Balgwin (2001) evolved guiding principle upon which an effective management development programme can be achieved in organizations: these are:

- a. that management development is a multifaceted, complex, and long term process for which there is no quick or simple solution
- b. Organization should pay close attention to systematic identification of their unique developmental needs and evaluate their programs accordingly.
- c. Management development objectives must be compatible with organizational objectives.
- d. The utility and value of management development remains more an article of faith and proven fact.

### **2.1.3: The concept of management education**

The quality, efficiency and structure of an organization is determined by the quality of the people who are there. It is believed that the level of education in any country directly influence the performance of workers in that country (Yesufu, 2000). According to Obikoya (1996), education is the development of a person for the acquisition of all round efficiency in various aspects, intellectually, morally, culturally, economically, socially and physically, with the aim to earn a living and to live a good and useful life. Inyang and Akpama (2002) assert that the focus of education is primarily on individual and his or her needs and secondly on the continuity as a whole. Olaiya (1996) asserts that growth and development depends on a well-educated and trained society, capable of applying vision, knowledge and concepts to their economic

activities. Thus, education and training can be achieved through formal and informal approaches. Olaiya (1996) opines that the acquisition and development of knowledge; skills and capabilities can either be through the educational system or through other non-formal means. There is no doubt that education enhances higher productivity and greater efficiency

The quality of education is one major factor affecting productivity in our organization. It has shown a sign of steady decline despite the fact that under the national policy on education relevant courses are expected to have been introduced to meet national need (Olaiya, 1996). From this concept the management will understand how education directly influence the performance of employees and will try to adequately train their educated workers to improve on performance

#### **2.1.4: Objectives of training and development**

All organizations need to adapt to the rapid technological changes in order to survive in the dynamic and complex organizational environment in which they operate. Anyingang (2002) asserts that training improve the quality of labour and increase productivity. Training and development greatly contribute to the achievement of the corporate objective of the organization. Flippo (1993) defines objective of training to include the following;

- i. To improve initial training for new employees, professional, technical and or skilled/semi-skilled personnel.
- ii. To bring managers and supervisors up to date on the technique of management
- iii. To fulfill specific manpower need.
- iv. Building a more efficient, effective and highly motivated team which will enhance the organization's competitive position and improve employee morale
- v. Enhancing the organization's ability to adopt and use advance technology because of the sufficient knowledge acquired by staff.

#### **2.1.5: The training process.**

There are several steps which need to be critically followed in order to achieve the training process; these include the following steps;

### **(a) The objective and strategy**

One of the major steps in training process is to assess the objective and strategy needed for the training process. Answers to the following questions are necessary in order to formulate good objectives and strategies that will suit the training process. What business are we in? What level of quality of product or services do we wish to produce? Where do we want to be in future? It is only after providing answers to these questions that the organization can assess the strength and weakness of its personnel.

### **(b) Assessment of training needs**

Organizations are required to assess the needs of training before embarking on any training and development programme. Organizations implement training and development programs without conducting needs assessment may not achieve its objective of training and development.

### **(c) Establishment of training goals.**

Once training needs are assessed, training and development goals must be established. Without clearly set goals, it is difficult to design training and development, after implementing, there will be no way to measure its effectiveness (Aswathappa, 2002). Goals must be tangible, verifiable and measurable. This is easy where skill's training is involved.

### **(d) Designing training and development programme**

According to Aswathappa, (2002) every training and development programme must address certain important issues: who participate in the programme, who are the trainers? What methods and techniques are to be used for training? What should be the level of training? What learning principles are needed? Where the programme would be conducted?

### **(e) Implementation of the training programme**

According to Olaiya (1996), this is the stage at which training is actually given. In the process, results are recorded and any constraints are noted. In the implementation process, appropriate and adequate resource persons and materials are provided. All measures need to be taken into consideration including time allocated, appropriateness

and timeliness of training. Ekpa (2003) noted that, the major consideration in implementing a training and development programme is in choosing among various training and development methods the ones appropriate for the training need to be met.

#### **(f) Evaluation of results**

After observing all the necessary elements in the implementation of training and development programme, there is a need to evaluate its effectiveness. However, for thorough evaluation, there are some questions that the trainer should ask himself. For example, has the training achieved its objectives? Have the results justified all the efforts such as justifying the cost expected? Can the same result be achieved again even with the same human and material resources? Do we need other more economical means to achieve the same results? Can the objective have been met more effectively? If the results are positive, then a successful training programme has been implemented

### **2.2 Empirical Review**

This section reviews what previous researchers have found or achieved relating to the different research questions and objectives. The importance of each reviewed work to the current study is highlighted.

#### **2.2.1: On the job training and relationship between and Organizational Performance:**

Many studies have gathered support for the benefits of training for organizations as a whole. These benefits include improved organizational performance (e.g., profitability, effectiveness, productivity, operating revenue per employee) as well as other outcomes that relate directly (e.g., reduced costs, improved quality and quantity) or indirectly (e.g., employee turnover, organization's reputation, social capital) to performance (Aguinis & Kraiger, 2009). Aragon-Sánchez et al. (2003) cited in Aguinis & Kraiger (2009) investigated the relationship between training and organizational performance by distributing a survey to 457 small and medium-sized businesses in the United Kingdom, the Netherlands, Portugal, Finland, and Spain. Organizational performance was operationalized as (a) effectiveness (i.e., employee involvement, human resource indicators, and quality), and (b) profitability (i.e., sales volume, benefits before interest and taxes, and a ratio of benefit before taxes/sales). Results indicated that some types of training activities, including on-the-job training and training inside the organization using in-house trainers, were positively related to most dimensions of effectiveness and

profitability. The contributions of employee training and development in the CDC Esoasoa Banana was also investigated to see how it has helped the organization achieve its objectives and to make more profits.

Khan, Khan, & Khan (2011) stipulated that training and development, on the job training, training design and delivery style are four of the most important aspects in organizational studies. Using secondary data comprised of comprehensive literature review, they developed four hypotheses to see the Impact of all the independent variables on the overall organizational Performance. The Hypotheses show that all these have significant effect on organizational Performance. Their results showed that Training and Development, On the Job Training, Training Design and Delivery style have significant effect on organizational Performance and all these have positively affected the Organizational Performance. They also proved the hypotheses through empirical data.

The effect of training on employee and organizational performance may be both direct and indirect. Sahinidis and Bouris (2008) cited in Githinji (2014) note that directly the role of training programs is seen as a measure of improving employee capabilities and organizational capabilities i.e. when the organization invests in improving the knowledge and skills of its employees, the investment is returned in the form of more productive and effective employees. While indirectly they highlight that as companies train their employees so as to enable them to handle both current and future issues, the training can lead to high levels of motivation and commitment by the employees, who actually see the opportunity they are given hence the appreciation of the investment their organization is making in them and is shown in their hard work and their contentment in being a member of such an organization. These direct and indirect benefits of training in the CDC Esoasoa Banana were also measured.

The study by Shaheen, Naqvi, and Khan (2013) revealed an optimistic and significant relationship between employee training and organization performance, employee training and employee performance, employee performance and organization performance, employee performance mediate between employee training and organization performance and so the relationship between MV (employee performance) DV (organization performance) support the condition suggest by simply Barron and Kenny (1986) the relationship between MV and DV must be significant. The study

shows there is mediating role associated with employee performance between employee training and also organization performance (Shaheen, Naqvi, & Khan, 2013).

Staffs are crucial but expensive so in order to sustain economic and effective performance, it is important to optimize the contribution of employees to organizational aims and goals (Mullins, 2010). Training is a key element to improved organizational performance as it reconciles the gap between what should happen and what is happening (or between desired targets or standards and actual levels of work performance. Training is necessary to ensure an adequate supply of staff that are technically and socially competent and capable of career advancement into specialist departments or management positions. A continual training and development of staff fulfills an important part of the success of organizations as it boosts the quality of work, skills, creativity and confidence of employees. Moreover, Mullins (2010) adds that training acts as an important motivator to employees as it improves their capacity for career progression (salary increase and promotions).

According to Ndibe (2014), benefits of training to organizations include:

Economy in operations: Trained personnel will be able to make better and economical use of materials and equipment's. Wastage will be low. In addition, the rate of accidents and damage to machinery and equipment will be kept to the minimum by the well trained employees. These will lead to less cost of production per unit.

Greater productivity: A well trained employee usually shows greater productivity and higher quality of work-output than an untrained employee. Training increases the skills of the employees in the performance of a particular job. An increase in the skills usually helps to increase both quantity and quality of output.

Less supervision: If the employees are given proper training, the responsibility of supervision is lessened. Training does not eliminate the need for supervision, but it reduces the need for detailed and constant supervision.

Systematic imparting of skills: A systematic training programme helps to reduce the learning time to reach the acceptable level of performance. The employees need not learn by trial and error or by observing others and waste time if the formal training programme exists in the organization.

Creation of inventory of skills: When totally new skills are required by an organization, it has to face great difficulties in employment. Training can be used in spotting out promising men and in removing defects in the selection process. It is better to select and train employees from within the organization rather than seek the skilled employees from outside sources.

Higher morale: The morale of employees is increased if they are given proper training. A good training programme will mold employees' attitude to achieve support for organizational activities and to obtain greater cooperation and loyalty. With the help of training, dissatisfaction, complaints, absenteeism and turnover can be reduced among the employees.

Employee performance: A well trained employee is motivated, confident and more skillful in the way he or she executes his tasks and contributes to the progress of the organization. The benefits of employee training and development to the CDC will be investigated in the current study to actually see if these benefits have been enjoyed by the organization or not.

Ukandu and Ukpere (2013) revealed that training and development benefits both the employees and the organization. From the organizational view point, they found that training and development increases productivity, reduces employee accidents and safety violations, helps in organizational development and reduces wastage and employee turnover. Training and development helps employees to understand their work enhance self-development and self-confidence in the workplace and also allow workers to become more effective problem solvers. This study has provided indicators that have been used to measure the positive impacts of employee training and development on the CDC.

### **2.2.2 Training Design and Organizational Performance**

It is very necessary for the organization to design training in a very careful manner (Armstrong, 2000). The design of the training should be according to the needs of the employees (Khan, Khan and Khan, 2011). Those organizations which develop a good training design according to the need of the employees as well as the organization always get good results (Partlow, 1996). Effective training design considers learning concepts, legal issues, and different approaches to training (Mathis and Jackson, 2000:225). Training design plays a very crucial role in the employee as well as

organizational performance. A bad training design is nothing but the loss of time and money (Tsaur and Lin, 2004). Once training needs have been identified using the various analysis, and then training objectives and priorities must be established. All of the gathered data is used to compile a gap analysis, which identifies the distance between where an organization is with its employee capabilities and where it needs to be. Training design is the process of developing a plan of instruction for each training program to be offered to meet training objective (Goldstein & Ford, 2007). Training design process refers to a systematic approach for developing training programs. Training design process should be systematic yet flexible enough to adapt to business needs (Noe, Hollenbeck, Gerhart, & Wright, 2008). Whether job-specific or broader in nature, training must be designed to address the specific objectives. Training objectives are set to close the gap. The success of training should be measured in terms of the objectives set. Useful objectives are measurable. This objective serves as a check on internationalization, or whether the person really learned. Objectives of training can be set in any area by using one of the following four dimensions: such as Quality, Quantity, Timeliness, and Cost savings as a result of training (Sishan Solomon, 2014).

Effective training design considers the learner characteristics, instructional strategies, and how best to get the training from class to the job (training transfer) in order to produce learning. (Mathis & Jackson, 2011)

Mathis and Jackson (2000) assert that there are three primary considerations when designing training. They are (1) determining learner's readiness, (2) understanding different learning styles, and (3) designing training for transfer. For training to be successful and capable of influencing organizational performance, the trainees must have the basic skills necessary for learning, the motivation to learn and possess self-efficacy. Since the objective of training is to assist learners acquire the behaviour necessary for effective work performance, it is therefore imperative that a clear understanding of the ways in which learning theories are applied when designing training programs are explained.

Flippo (1984) opines that the more highly motivated the trainee, the more quickly and thoroughly a new skill or knowledge is learned. People learn if they accept the need for training and commit to it. For instance, if their motivation is weak and they doubt their ability to learn; no matter how well their training is designed and implemented, its

effectiveness will be limited. This is to say that training must be related to something which the trainee desires. The drive could be the need which the trainee feels that training will help him or her solve. For example, job promotion, recognition, and so on (Bryan, 1990). The second requirement is cue. Through training the learner recognizes relevant cues and associates them with desired responses. The third is response. Training should be immediately followed with positive reinforcement to enable the learner feel the response. If reinforcement is not timely, positive and consistent; then there is every tendency that it will not produce the desired result.

Feedback is another important requirement. The information the learner receives indicating the quality of his response is the feedback. It should be made available as quickly as possible to ensure possible effective learning. Although, these learning principles are good, the author, nevertheless, failed to discuss its practicability, where the learner actively participates in using the skills and knowledge acquired and did not mention that the level of aptitude and intelligence of individuals are different and that could affect the methods of training (Bryan, 1990).

### **2.2.3 Training Delivery Style and Employees Performance**

Once training has been designed, the most important decisions to make are how the training will be delivered. Nadler, 1984 as cited in Nassazi, 2013 noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization do as to able to meet organization's current and future objectives.

Training methods vary greatly, so it is essential to get the right combination to ensure the highest possible rate of learning and the subsequent rerun on investment. Organizations should identify the training method that best fits their employees' learning styles, be flexible enough to allow for changes when needed, and ensure that the training can be transferred into everyday job skills. Regardless of the method used, ensuring that training is effective the primary goal. (Gilley, Gilley, Quatro, & Dixon, 2009) HRM needs to determine which training methods are the most appropriate for the skill and the employee. It may be necessary to combine several methods (Decenzo & Robbins, 2010).

Training delivery style is a very important part of training (Carlos, 1995). Employees are very conscious about the delivery style (Armstrong, 2000)). Thus, if someone is not delivering the training in an impressive style and not capturing the attention of the audience, it means the trainer is wasting the time (Mark and Andrew, 2000). Therefore, it becomes imperative for a trainer to engage its audience during the training session (Phillip and Eves, 2005). Delivery style means so much in the training because it is what goes into making the change expected in the trainee. The HR Department must ensure that no matter the type of method used, it must be able to catch the trainees' interests. Once training has been designed, then the actual delivery of training can begin. The general recommendation is that training be pilot-tested or conducted on a trial basis in order to ensure that the training meets the needs identified and that the design is appropriate (Mathis and Jackson, 2004).

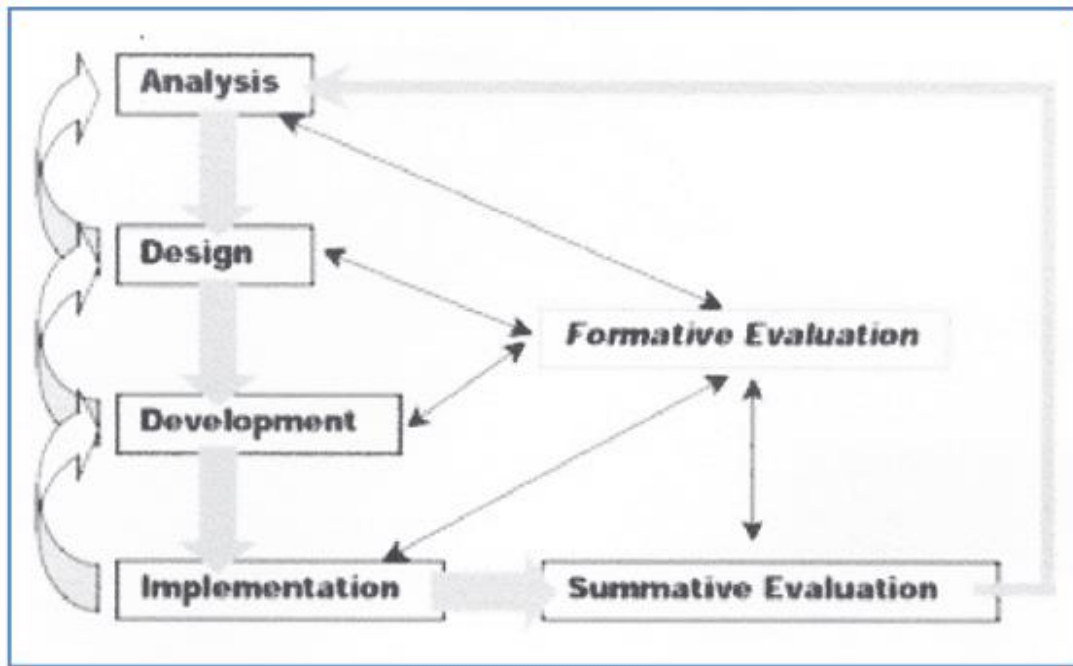
## **2.3 Theoretical Review**

Here, theories and models related to training and development are reviewed to help guide the current research.

### **2.3.1 ADDIE Instructional Design Model cited in Ndibe (2014)**

The ADDIE Instructional Design Model is the generic process traditionally used by Instructional Designers and Training Developers. It is the basis of Instructional Systems Design (ISD) which is the practice of creating instructional experiences that make the acquisition of knowledge and skill more efficient, effective and appealing (Mayer, 1992 cited in Ndibe, 2014). ISD was developed and used by the military during the World War II as a training material. The process consists broadly of determining the current state and needs of the learner/trainee, defining the end goal of instruction, and creating some "intervention" to assist in the transition. Tests for assessing learner's ability were used to screen candidates for the training programs. It was after the success of military training that psychologists began to view training as a system and thus developed various analysis, design and evaluation procedures to support their argument.

ADDIE is an acronym which stands for *Analyze, Design, Development, Implementation* and *Evaluation*. It was initially developed by Florida State University (Branson *et al* 1975). The ADDIE has five (5) Phases (Figure 2.1). They are Analyze, Design, Develop, Implement, and Evaluation. Reiser and Dempsey (2012) in Ndibe (2014) list and explain the five phases as follows:



*Figure 2.1 ADDIE Model of T&D, adapted from Steven J. McGriff*

**Source :** <http://www.instructionaldesigncentral.com/images/addie.gif>

- **Analyze:** The first phase of content development begins with Analysis. Analysis refers to the gathering of information about one's audience, the tasks to be completed, and the project's overall goals. The instructional problem is clarified; goals and objectives are established. The learning environment and learner's existing knowledge and skills are identified.
- **Design:** The design phase deals with learning objectives, assessment instruments, exercises, content, subject matter analysis, and lesson planning and media selection. Information gathered from the Analysis phase in conjunction with the theories and models of instructional design is meant to explain how the learning will be acquired.
- **Development:** The third phase is the development phase. Here the creation of activities being implemented is handled. Storyboards are created, content is written and graphics are designed. The proposals in the design phases are assembled.
- **Implement:** At this stage, the procedure for training the facilitators and the learners is developed. The facilitators training should cover the course curriculum, learning outcomes and method of delivery. This stage allows the instructional designer to test all materials to identify if they are functional and appropriate for the intended audience.

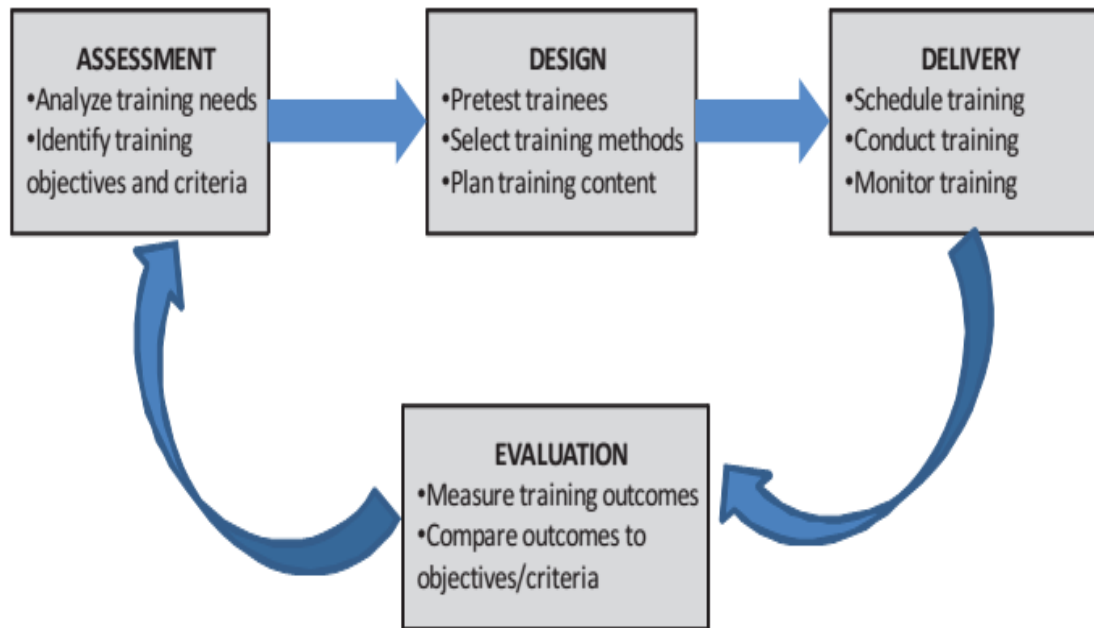
• **Evaluation:** This phase ensures that the materials developed achieve the desired goals. This phase consists of two parts—formative and summative. Formative evaluation is inbuilt in each stage while summative is at end of the whole process and it provides opportunities for feedback from the users.

This model helps the current study because it shows the steps or processes that should be followed by any organization in designing, developing, implementing and evaluating training programs. Hence, the current study will try to investigate how well the top managers go about analyzing the needs of both the organization and the employees and, how they implement them and how they evaluate the trainers and the employees during and after training in the Esoasoa Banana, CDC Tiko. This model acts as a guide for organizations to develop effective training policies.

### **2.3.2 The Systematic Training Process**

According to Mathis and Jackson (2004) cited in Ndibe (2014), the systematic training process is made up of four phases namely, assessment, design, delivery and evaluation (Figure 2.2).

**1. Training needs assessment:** Training is designed to help the organization accomplish its objectives. Consequently, assessing organizational training needs represents the diagnostic phase of setting training objectives. The assessment phase considers employee and organizational performance issues to determine if training can help. When doing the training needs assessment, it is important to consider non-training factors such as compensations, organization structure, job design, and physical work settings. Mathis and Jackson (2004) further note that organizational analyses, job analyses and individual analyses could be used to identify training needs. After training needs have been identified using appropriate analyses, then training objectives and priorities must be established by identifying a skill gap or training need, which is the distance between where an organization is with its employee capabilities and where it needs to be. Training objectives and priorities are set to close the gap.



**Figure 2.2 Systematic training process**

**Source:** Mathis & Jackson (2004) cited from Ndibe (2014)

**2. Training Design:** Once training objectives have been identified, the next stage is to develop the training design. Training must be designed to address the assessed needs. Effective training design considers learning concepts, legal issues, and different approaches to training.

**3. Training Delivery:** After the development of the training design, then begins the actual delivery of training. It is generally recommended that the training be pilot-tested or conducted on a trial basis in order to ensure that the training meets the needs identified.

**4. Evaluation of Training:** This stage compares the post-training results to the objectives expected by managers, trainers and trainees. Often times, training is conducted with little thought of measuring and evaluating it later to see how well it worked. Mathis and Jackson (2004) suggest that because training is both time-consuming and costly, it is imperative that there is evaluation after training.

These two models help the current study because it shows the steps or processes that should be followed by any organization in designing, developing, implementing and evaluating training programs. Hence, the current study tries to investigate how well the top managers go about designing training programs, how they implement them and how

they evaluate the trainers and the employees during and after training in the Esoasoa Banana, CDC Tiko. These Models acts as a guide for organizations to develop effective training policies.

### 2.3.3 Total Quality Management (TQM)

Total Quality Management is a management style based on continuously improving the quality of products and processes. The philosophy of TQM is on the premise that the quality of products and processes is the responsibility of everyone who is involved with the creation or consumption of the products or services offered by an organization (Wikipedia). The nine common TQM practices are: cross-functional product design, process management, supplier quality management, customer involvement, information and feedback, committed leadership, strategic planning, **cross-functional training**, and **employee involvement**. The processes of TQM as outlined above cannot be achieved without training (Cua, McKone, & Schroeder, 2001).

The Japanese-inspired TQM concept is one approach available to help organizations and their managers improve their performance and effectiveness. The concept of TQM can be defined in many ways but generally it is a concept expressed in terms of a way of life/culture for an organization that is committed to total customer satisfaction through a continuous process of improvement and contribution and involvement of employees. The Chartered Management Institute (CMI) defines TQM as a way of managing which gives everyone in the organization responsibility for delivering quality to the final consumer (quality in terms of ‘fitness for purpose’ or as delighting the customer). TQM views each task or action in the organization as crucial to the next process and the quality of output as a whole. Hence, the aim at each stage or activity is to define and meet customer’s requirements with the aim of maximizing the satisfaction of the final consumer at the lowest possible cost (optimum use of inputs/resources). TQM measures processes or activities to ensure quality and constant improvement of their products/services and processes. The concept is about prevention and not a cure. It is thus an effective system for integrating the quality improvement efforts of the various groups in the organization so as to enable products and services at those levels which allow for customer satisfaction.

TQM is a strategy and process to manage an institution as an integrated system of principles, methods and best practices that provide a framework for the organization to

always strive on excellence in everything it does under the leadership and commitment of its top management, **supported by education and training**, open communication, management of changes, regular self-assessments, support structures, system and resources which **empower employees** through investing in them to improve their performance as teams to continuously deliver improved products/services.

Employees need to be trained, empowered and motivated to promote quality and ease communications at all levels of the organization. Employee involvement is one of the best ways to create a positive culture wherein TQM can thrive. Empowered employees encourage innovation and creativity on all levels of the workforce. Leaders should find a successful balance between control and employee freedom to gain maximum benefit from the empowerment process. Empowerment of all employees is necessary as a source for improved performance and participation. Employees form the center of any TQM approach as they are involved in managing and improving processes and in serving customers. Without employee involvement and motivation, the TQM philosophy would be difficult to put into practice. Oschman (2005) states that staff must perceive themselves as having equal opportunities in terms of institutional aspirations. Quality of life is also an important aspect of empowerment and should be rigorously managed by top management as a critical process. The TQM has to promote the freedom of employees to use their own initiative in matters of customer care. Additionally, the freedom creates an environment of trust which enables staff to participate fully in the institutions cultural transformation. The model prescribes that institutions should give employees the authority, responsibility, knowledge and skills they need to be effective in their expanded roles. An institution can serve its customers only as well as it serves its own employees. Employees should therefore feel compelled to be empowered by top management. Empowering people is critical in overcoming competitive disadvantage and gaining competitive leadership.

Employee training and development (employee empowerment) is therefore central for any organization that seeks to improve its effectiveness and performance. By examining the level of training in the CDC, the researcher tries to understand the level at which the employees of CDC are being empowered through training and development and recommendations were proposed in order to achieve Total Quality Management. With adequate training and development, CDC Tiko can easily uphold the quality standards of the TQM otherwise quality standards will be a problem for the organization.

## **2.4 Gaps identified in the literature**

This work focuses on manpower development and employee performance. Literature so far review showed that there exists a significant relationship between on the job training, training designing, and delivery style and employee performance. Literature reviewed also showed that most of the worked reviewed in this study were foreign with a few works in Cameroon. Thus this work intends to fill this gap by increasing the volume of local literature. Also, the combinations of the variables used in this study had never been used by another other study in Cameroon and none of the previous study had been carried out is Tiko Banana of CDC. As such this study is first of its kind.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Model Specification**

The model used in this work is to test how training and development has enhanced organizational performance. The standard states that organizational performance depends on Training and development such as use of machines and work tools, farming practice, safety and security measures

The model for this study stated mathematically as

$$OP = F(TD)$$

Where,

OP is organizational performance

TD is Training and development

#### **3.2 Description of Variables in the Models**

The variables used in this study would be looked in the direction of the independent variable which is Training and development and the dependent variable organizational performance

##### **3.2.1 Dependent variable**

##### **Organizational performance**

The dependent variable in this study is the organizational performance. This performance will be measured in terms employee training and development and output that is to say improved organizational performance (e.g., profitability, effectiveness, productivity, operating revenue per employee) as well as other outcomes that relate directly (e.g., reduced costs, improved quality and quantity) or indirectly (e.g., employee turnover, organization's reputation, social capital) to performance. In the study, organizational performance is a dependent variable because the performance will largely depend on training and development.

### **3.2.2. Independent variable**

The independent variable of this study is training and development. These determinants are seen below; Training and Development, On the Job Training, Training Design and Delivery style have significant effect on organizational Performance and all these have positively affected the Organizational Performance.

### **3.3 Research Design**

The research design adopted for this study was the descriptive study design and employed both qualitative and quantitative methods in data collection and reporting. Reason for using this research design is because the study intended to assess training and development as a tool to enhance the performance of the employees.

### **3.4 Target Population**

The target population of this study is the workers of the CDC Esoasoa Banana in Tiko. These workers are made up of: skilled, semi-skilled and unskilled to include top management staff, middle management staff and lower level staff particularly in the, banana sector which is made up of the boxing plant and field workers. The top management of the CDC Esoasoa Banana (top administrative officials) who determine training and development as well as the lower/junior level employees who are the beneficiaries of training and development programs introduced by top management/administrators comprised the target population. The CDC Esoasoa Banana comprises 154 workers: with banana plantation/field workers and administrative staff comprising 96 (including a supervisor) and the banana boxing/packaging plant 58.

### **3.5 Sample Population and Sampling Technique**

Given that this study has different categories of respondents (target population) and data collection instruments, different sampling techniques were employed. Firstly, with regard to the top level administrators of Esoasoa Banana, CDC Tiko (managers, human resource managers and other senior level administrators), purposive sampling was used to select respondents. The reason for using the purposive sampling is because it provides the necessary information needed on the past, current and future training and development programs implemented and envisaged by CDC Tiko. Hence, the top level managers were sampled based on those who could provide the researcher with information on employee training and development in the past, current and those planned for the future

The stratified random sampling technique was used to determine the sample population of the lower management workers of Esoasoa of CDC Tiko Banana who are the key beneficiaries of organizational training. This technique was used in order to ensure that all the different departments and categories of employees in the Esoasoa Banana, CDC Tiko will be involved in the study.

The researcher stratified them into sub groups (strata) based on their department, place or type of work, including: banana plantation workers, administrative workers and banana boxing plant workers. Within each of these three sub groups (strata), random sampling was then used to select respondents who were available upon the field visits of the researcher. This stratified random sampling technique ensured that all the different departments and categories of employees in the Esoasoa Banana, CDC Tiko were involved in the study.

With regard to the sample size calculations for the employees (questionnaire administration), the Taro Yamani's Statistical Formula was used computed as:

$$n = \frac{N}{1 + N(e)^2} \quad \text{Where,}$$

n = Sample Size

N = Population of the Study

e = % Level of Significance or margin of tolerable error

$$n = \frac{154}{1 + 154(0.05)^2} = 112$$

With a sample size of 112, the researcher then allocated the number of questionnaires based on the total number (percentage) of workers in each of the work departments or strata. Hence, the number of questionnaires was sub-divided proportionately according to the total number of workers in the banana plantation and administrative workers (69) and the banana boxing plant (43). The overall response rate for the 112 questionnaires was 100%. All of the administered questionnaires were retrieved and validated for data processing and analysis

### **3.6 Data Collection Instruments and Collection Procedure**

Like other research works in the social sciences, both primary and secondary data were important to complete this study.

#### **Primary Data**

The primary data were collected by the researcher himself using an interview guide (interviews) and a semi-structured questionnaire (questionnaire administration). The interviews for this study were conducted following a semi-structured interview guide (open- and closed-ended questions). The interview guide was designed to obtain data on the past, current and future training programs/policy being implemented by the CDC Tiko. The interview guide also sought to obtain the perceived benefits or impacts of training programs on the performance of the CDC Esoaso Banana Tiko. Furthermore, the interviews also generated information on the challenges faced by the CDC Esoaso Banana Tiko in providing adequate and regular training programs for the employees. Profiles the top administrators interviewed at CDC Esoaso Banana.

A semi-structured questionnaire (open- and closed-ended questions) was also designed to obtain information from the employees (banana plantation, administrative and banana boxing plant departments). The questionnaires generated information on the nature/type of training received by different employees since they started working in CDC Esoaso Banana Tiko, the impacts of training and development on employee productivity and organizational performance as well as the problems they encountered or noticed with past training programs. The employees provided their own assessments of the training and development they have received and the contributions they have had on their ability to perform tasks and to obtain promotions in the organization. Also, the employees proposed their suggestions on the type of training they needed and on how they want training and development to be organized, sponsored or rewarded in the organization.

The researcher carried along the questionnaires to the field or work departments of the employees and distributed the questionnaires to the willing participants. For some employees who preferred oral participation (especially for the banana plantation workers), the researcher asked the questions orally and entered the responses himself. This hastened the process and response rate and also gave the researcher an opportunity to clarify some questions to the respondent. For most respondents at the Banana Boxing

Plant, the questionnaires were distributed to them while the researcher was to return on a later date to collect. This gave them enough time to respond to the questionnaires.

The sampled employees in the CDC Esoasoa Banana were grouped into work departments: banana plantation and administrative workers and Banana Boxing Plant workers. The majority of respondents comprising 60% (56) were banana plantation/field workers, 29% (27) were workers of the Banana Boxing Plant and 11% (10) working as administrators. This was actually good for representativeness as the study could generate information on training across all the departments without bias. As regards the hierarchical set up of sampled workers, majority of them 67.9% (76) were lower level employees, followed by middle level employees 23.2% (26) and top level 8.9% (10). Hence, the study noted that majority of the sampled employees in the CDC Esoasoa Banana were lower and middle level workers. As such, the respondents were mainly beneficiaries of training rather than initiators or supervisors of training (top level) and so they provided information that could enable the researcher assess the level of employee training and development.

As regards duration of work, majority of sampled employees 41.1% (46) have worked with the CDC for more than 15 years, followed by 5 to 10 years and 11 to 15 years with 20.5% (23) each and lastly, 17.9% (20) have worked for less than 5 years. This also added to the validity of results because with a longer duration of work with the company, the employees were more versed with the nature or policies of training.

As regards sex of the respondents, majority of them 68% (76) were male while 32% (36) were female. The workers were dominantly adults, with modal age range being between 36 and 45 years 42% (47). Majority of the respondents were married 65.1% (73) while 34.9% (39) were single. For salary range, majority of respondents earned between 36,271 FCFA and 50,000FCFA comprising 38.4% (43) closely followed by those earning between 51 and 100,000 32.1% (36) as well as up to 15.2% (17) earning below the minimum wage in Cameroon (<36,271 FCFA).

### **Secondary Data**

Secondary data for this study were obtained from articles, reports of organizations, dissertations and text books gotten from the Internet and libraries. Also, existing statistics on employee training and development in the CDC Tiko was also important to support the primary data generated. Population statistics on the number and distribution

of workers in CDC Tiko: banana (banana field workers and boxing plant) were also obtained to help determine the target population and sample size.

### **3.7 Validity and Reliability of Instruments**

Validity was taken into consideration. The questionnaire was constructed and submitted to the supervisor for scrutiny in which face, content and constructed validity were checked. Face validity was ensured as the research supervisor checked that the instrument was well constructed and was eligible to elicit the intended information. Content and construct validity were also ensured, as the research supervisor carefully examined the instrument to see that the questionnaire was constructed following the research objectives and following documented literature. Upon effecting the identified correction, the tools were submitted for endorsement confirming it worth as data eliciting instruments.

Questions on the questionnaire were designed respecting the principle of consistency with the research objectives, to the research questions taking into consideration the issues related to the problem and goals of the study on the subject. There was a tool defense later a pre-defense conducted by the campus to ensure the reliability of the questionnaire and to detect errors on the questionnaire, and questions which were considered vague were restructured to meet my objectives.

### **3.8 Data Analysis**

Both qualitative and quantitative analyses were done following interviews and administration of questionnaires. Quantitative data analysis was undertaken with the aid of the Statistical Package for Social Sciences (SPSS). Each closed-ended question and its answer ranges were coded and entered into the SPSS software for subsequent descriptive analysis (frequency tables, percentages, and charts) and inferential analysis including the Chi Square and Cramer's V tests of association to bring out associations or relationships between independent and dependent variables. This was important in determining the nature of relationship between employee training and development, on the one hand and organizational performance, on the other hand.

The interview data and open-ended questions in the questionnaire were analyzed qualitatively by way of thematic analysis. The researcher examined the quotations/answers given by the respondents and categorized them into themes or concepts for explanations. Similar responses were therefore grouped into themes and the

researcher used different quotations to explain the dimensions or characteristics of the themes. The main themes and quotations of respondents were presented through quotations and in tabular forms.

### **3.9 Ethical Considerations**

The researcher followed some ethical procedures to carry out this study. Firstly, the researcher obtained permission from the School to authorize him to go to the institution for data collection. At the level of the CDC, the researcher sought permission from the appropriate authorities to authorize him to meet up with the employee's right at their workplaces: to conduct interviews, administer questionnaires and to gain access to any important secondary data available in the organization. With regard to the respondents, the researcher assured them of strict confidentiality of their responses which were to be used only for the purposes of the study.

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF DATA

#### 4.1 Demographic distribution of respondents

*Table 4.1 Distribution of the respondents according to their demographic characteristics*

| Variables                  | Frequency | Percentage |
|----------------------------|-----------|------------|
| <b>1. Sex</b>              |           |            |
| Male                       | 76        | 68         |
| Female                     | 36        | 32         |
| <b>2. Age</b>              |           |            |
| <25 years                  | 14        | 12.5       |
| 25-35 years                | 26        | 23.2       |
| 36-45 years                | 47        | 42         |
| Above 45 years             | 25        | 22.3       |
| <b>3. Salaries</b>         |           |            |
| <36,270                    | 17        | 15.2       |
| 36,271-50,000              | 43        | 38.4       |
| 51- 100,000                | 36        | 32.1       |
| 101- 200,000               | 09        | 8.0        |
| Above 200,000              | 07        | 6.3        |
| <b>4. Marital status</b>   |           |            |
| Married                    | 73        | 65.1       |
| Single                     | 39        | 34.9       |
| <b>5. Management Level</b> |           |            |
| Top                        | 10        | 8.9        |
| Middle                     | 26        | 23.2       |

|                             |    |      |
|-----------------------------|----|------|
| Bottom                      | 76 | 67.9 |
| <b>7. Length of service</b> |    |      |
| <5 years                    | 20 | 17.9 |
| 5-10 years                  | 23 | 20.5 |
| 11-15 years                 | 23 | 20.5 |
| Above 15 years              | 46 | 41.1 |

**Source: Field Survey 2017**

The results in Table 4.1 revealed that, majority of them 68% (76) were male while 32% (36) were female. This implies that the organization has the much needed labor force to do the work since much of the work to be done require a lot of mental and physical force, also majority were adults, with modal age range being between 36 and 45 years 42% (47). Followed by the 25- 35 years 23.2% (26), above 45 years 22.3% (25) and below 25 years 12.5% (14). This implies that the CDC has workers who can provide the labor needed to do the work. Majority of respondents earned between 36,271 FCFA and 50,000FCFA comprising 38.4% (43) closely followed by those earning between 51 and 100,000 which is 32.1% (36) and 15.2% (17) earning below the minimum wage in Cameroon (<36,271 FCFA). this implies that majority of the employees were well paid since it is above the minimum wage in Cameroon and help boost their morals to put in more efforts in their work. Majority of the respondents were married, 65.1% (73), while 34.9% (39) were single. The fact that up to 73 of the workers were married indicates maturity people who can handle a family are believed to be better and responsible workers in an organization. Contributing immensely to organizational goals and objectives. However, the fact that 39 of the employees are single also go a long way in achieving organizational goal because they are free from family distractions that can cause them not to meet up with their job executions such as pregnancy for the female workers. Also 67.9% (76) were lower level employees, as most of the work done was by labor, followed by middle level employees 23.2% (26) and top level 8.9% (10). The study shows that majority of the sampled employees in the CDC Esoasoa Banana were lower and middle level workers. As such, the respondents were mainly beneficiaries of training rather than initiators or supervisors of training (top level) and so they provided information that could enable the researcher assess the level of employee training and development. And lastly majority of sampled employees 41.1% (46) have worked with

the CDC for more than 15 years, this implies they have more experience and were able to give the researcher the right information he needed. Followed by 5 to 10 years and 11 to 15 years with 20.5% (23) each and lastly, 17.9% (20) have worked for less than 5 years. This also added to the validity of results because with a longer duration of work with the company, the employees were more versed with the nature or policies of training.

## 4.2 Findings from research objectives

### 4.2.1 Research objective one;

**To assess job training in the Esoasoa Banana, CDC Tiko. The result is presented in Table 4.2**

***Table 4.2 Job training in the Esoasoa Banana, CDC Tiko***

| <b>Statement</b>                    | <b>Agree</b> | <b>%</b> | <b>Disagree</b> | <b>%</b> |
|-------------------------------------|--------------|----------|-----------------|----------|
| Clear view of training objectives.  | 94           | 83.93    | 11              | 9.83     |
| Training help workers to be focused | 81           | 72.32    | 19              | 17.86    |
| Basic for measuring effectiveness   | 79           | 70.54    | 19              | 17.86    |
| Able to link training               | 65           | 58.03    | 39              | 34.82    |
| Clarify what goals are in training  | 76           | 67.86    | 21              | 18.57    |
| Expectation at the end of training  | 67           | 59.83    | 32              | 28.57    |

**Source: Field Survey 2017**

The result of objective one revealed that 94(83.93%) of the respondents agreed that there is a clear view of training objectives in conducting training program in your company. 11(9.83%) disagreed, Also, 81(72.32%) of the respondents agreed that training objectives helps participants to be focused,19(17.86%) disagreed with the statement. Equally, 79(70.54%) of the respondents agreed that training objectives is the basis for measuring effectiveness of the training in knowledge, skills and attitudes expected of trainees, 19(16.97%) disagreed with the statement. Furthermore, 65(58.03%) of the respondents agreed that validity of training objectives is able to link the training needs and training which is to be delivered,39(34.82%) disagreed with the

statement. Additionally, 76(67.86%) of the respondents agreed that training objectives clarify for trainers and trainees precisely what their goals are in training, 21(18.75%) disagreed with the statement. Lastly, 67(59.83.29%) of the respondents strongly agreed that there is expectation to be achieve at the end of the training, 32(28.57%) disagreed with the statement

#### **4.2.2 Research objective two;**

**To assess training design in the Esoasoa Banana, CDC Tiko. The result is presented in Table 4.3**

***Table 4.3 Training design in the Esoasoa Banana, CDC Tiko***

| <b>Statement</b>                 | <b>Agree</b> | <b>%</b> | <b>Disagree</b> | <b>%</b> |
|----------------------------------|--------------|----------|-----------------|----------|
| Planned orientation training     | 86           | 76.79    | 18              | 16.07    |
| Timely induction training        | 76           | 67.86    | 25              | 22.32    |
| New opportunities for newcomers  | 80           | 71.43    | 14              | 12.5     |
| Durable Induction training       | 81           | 72.32    | 18              | 16.07    |
| Instructions are clear/easy      | 83           | 74.11    | 19              | 16.96    |
| Receive guidance from supervisor | 81           | 72.32    | 17              | 15. 18   |

**Source: Field Survey 2017**

The result in Table 4.3 revealed that 86(76.79%) of the respondents agreed that orientation training is well planned, 18(16.07%) disagreed with the statement. Also, 76(67.86%) of the respondents strongly agreed that the induction training is conducted timely, 25(22.32%) disagreed with the statement. Equally, 80(71.43%) of the respondents agreed that induction training provides an excellent opportunity for newcomers to learn, 14(12.5%) disagreed with the statement. Additionally, 81(72.32%) of the respondents agreed that induction training is of sufficient duration 18(16.07%) disagreed. Furthermore 83(74.11%) of the respondents agreed that the instructions are clear and easy to apply, 19(16.96%) disagreed with the statement. Lastly, 81(72.32%) of the respondents strongly agreed that they received enough support and guidance that I

need from my peers and supervisors to fulfill my potential, 17(15.18%) of the respondents disagreed with the statement.

#### **4.2.3 Research objective three;**

**To assess delivery styles in the Esoasoa Banana, CDC Tiko. The result is presented in Table 4.4**

***Table 4.4 Level of worker's performance***

| <b>Statement</b>                        | <b>Agree</b> | <b>%</b> | <b>Disagree</b> | <b>%</b> |
|-----------------------------------------|--------------|----------|-----------------|----------|
| Able to meet daily target               | 77           | 68.75    | 28              | 25       |
| Punctual to work                        | 81           | 72.31    | 19              | 16.96    |
| Keep to rules and regulations           | 84           | 75.02    | 20              | 17.86    |
| Effective in carrying out assignments   | 91           | 81.25    | 11              | 9.82     |
| Do extra activities for company's image | 84           | 75       | 18              | 16.07    |
| Don't go extra to help company succeed  | 20           | 17.86    | 69              | 61.06    |

**Source: Field Survey 2017**

The result in Table 4.4 revealed that 77(68.75%) of the respondents agreed that they are able to meet daily target, 28(25%) disagreed the statement. Also, 81(72.31%) of the respondents agreed that they are punctual to work, 19(16.97%) disagreed with the statement. Equally 84(75.02%) of the respondents agreed that they keep to the rules and regulation of the company, 20(17.86%) disagreed with the statement. Additionally, 91(81.25%) of the respondents agreed that they are effective in carrying out routine assignment, 11(9.82%) disagreed with the statement. Furthermore, 84(75%) of the respondents strongly agreed that they do things that are not required, but that help the company's image, 18(16.07%) disagreed with the statement. Lastly, 20(17.86%) of the respondents agreed that they don't go out of my way to help the company succeed, 69(61.6%) disagreed, with the statements

### 4.3 Test of hypotheses

There is a significant relationship between training and development and employee performance. Multiple regression statistical technique was used to test this hypothesis. The result is presented in Table 4.5

**Table 4.5 Multiple regression analysis of the prediction of training and development on employee performance**

| Variable                | Estimated<br>Coefficients | Standard Error | T-Statistic | P- Value |
|-------------------------|---------------------------|----------------|-------------|----------|
| Constant                | 18.863                    | 2.972          | 6.346       | .000     |
| On the job<br>training  | .130                      | .031           | 4.197       | .000     |
| Training design         | .226                      | .058           | 3.902       | .000     |
| Delivery style          | .074                      | .035           | 2.125       | .034     |
| R                       | = 0.68                    |                |             |          |
| R-Square                | = 0.62                    |                |             |          |
| Adjusted R-Square       | = 0.56                    |                |             |          |
| F – Statistic           | = 28.12                   |                |             |          |
| Durbin Watson Statistic | = 1.432                   |                |             |          |

a. Dependent Variable: Workers' Performance

The result in Table 4.5 has revealed the  $R^2$  value, the coefficient of multiple determinants of 0.62. This implies that about 62 per cent of variation in workers' Performance is jointly explained by changes in training and development (on the job training, training designing, and training style. This implies that the remaining 38 per cent changes in workers' Performance is caused by variation in other variables not included in this study and represented by the error term. The F-statistics of 28.12 which is greater than the critical F-value of 3.14 needed for significance at 0.05 level of

significance implies that there exists significant relationship between workers' Performance and training and development.

The estimated coefficient for on the job training, training designing, and delivery style are positive. This result implied that there exists a direct relationship between these variables and workers' Performance. This result is in order with economic a priori criteria. The result is significant at 5 per cent level of significance.

#### **4.4 Discussion of findings**

The result of statistical analysis of hypothesis one of this study has revealed that training and development significantly influence productivity of employees and that employees that are classroom trained performed better than others who received off-the-job-training and vestibule training. The findings of this study are in support of Ojo (1998) who said that the method used in training and development greatly affected the productivity of employees especially when a wrong method is used. French (1987) arrived at a similar conclusion, when he advised that the method to be adopted in training an employee should be determined by the category of the workers. According to him unskilled and semi-skilled labor should be given on-the-job training and classroom training should be given to top ranking personnel in the company, for when a wrong training program is used the result is that the employee will be less productive.

Williams' (2006) finding on method of job training and employee productivity is also in agreement with the findings of this study. According to him on-the-job training is one of the favorable methods that increase employee productivity. He identifies three commonly used on-the-job training to include coaching, special assignment and job rotation.

The significance of this result is in agreement with Cole (2002) who stated that the factors affecting training of the employee are serious impediments to the productivity of employees. This result corroborates Inyang and Akpama (2002) findings when they stated that factors affecting training and development such as cost of training and educational background of the trainee greatly affected productivity of the employees. They noted the example of a company wishing to train its employees but fall short of cash and consequently the employees remained untrained. Equally, the background of the employees greatly affected the training process as employees with poor educational

background may not be able to follow the training very well as compared to employees with better educational background

This result is also in accordance with Bartel (2005) who in his research discovered that there are certain factors to be considered when training an employee so as to maximize the productivity of that employee. According to him employers should allocate special budget for training and development of the employees in the annual budget of the enterprise or company.

#### **4.5 Limitations of the study**

Despite the fact that the research has attained its aims, there were however some unfavorable limitations.

The study area was Esoasoa banana Tiko which was at the out sketch of the town, the researcher had to go to the farm to analyze data.

Also it was difficult for the researcher to get the full attention of the employees as they were always busy with work

Lastly, the management couldn't give me the exact number of employees working in the organization for fear of taxes.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1. Summary of Findings**

##### **5.1.1 Summary of findings to objective one: To assess the influence of job training as a tool to enhance employees performance**

There exists a significant relationship between on the job training and the performance of the employees. In other words, when the job training increases employee performance will also increase.

##### **5.1.2 Summary of findings to objective Two: To assess the effect of training design as a tool to enhance employees performance**

The findings of this objective revealed that there exists a significant relationship between training designing and the performance of employees of CDC Esoaso Banana. Superficially, employee performance will increase when the training programme is well designed.

##### **5.1.3: Summary of findings to objective Three: To assess the influence of delivery style as a tool to enhance employees performance**

The findings of this objective revealed that there exists a significant relationship between delivery style and the performance of employees. In other words, the training programme depends on the delivery styles used to by the trainer to deliver the training.

#### **5.2 Conclusion**

The findings of this study lead us to the conclusion that a significant relationship exist between on the job training and the performance of the employees. In other words, when the job training increases employee performance will also increase. Also there exist a significant relationship between training designing and the performance of employees of CDC Esoaso Banana. Superficially, the effectiveness of training and development relies on the how well the programme had been design. Consequently, employee performance will increase when the training programme is well designed. Lastly, there exist a significant relationship between delivery style and the performance

of employees. In other words, the training programme depends on the delivery styles used to by the trainer to deliver the training

### **5.3 Recommendations**

Recommendations have been proposed to the CDC Management, the government of Cameroon and the employees based on the findings. Several other recommendations were proposed by the sampled employees for the improvement of themselves and performance of the CDC in general, including: regular organization of training, employee development (promotions, reorganize categorization of workers and salary increase), and training on new skills, purchase of new equipment and reduced transfers of workers after training.

#### **5.3.1: Recommendations to CDC Management concerning the training and development of employee**

The study recommends that the content and design of training programs have to be formulated taking into consideration the specific needs of the employees and changing objectives or vision of the CDC.

The researcher also recommends the need to regularly organize training programs while ensuring adequate rotatory systems are in place not to disrupt the functioning of work units and departments. Workers can be organized into teams so that while a team is on duty, others might be on training in order not to distort production. Regular training programs will instill the learning culture in the organization and contribute to the development of employees.

The CDC should improve the budgetary allocations for employee training and development given that the study has revealed a positive relationship between training and organizational performance. As such, expenditures on training will likely guarantee returns on investments if training programs are well designed, executed and evaluated.

In addition to the development of employees, the researcher recommends the granting of rewards or compensations of employees who perform well during and after training. Such rewards can include: attestations, certificates, promotions and salary increment. This will ensure employee commitment and satisfaction with training and shall above all lead to their career development. The immediate transfer or displacement of workers

after training should be reduced so that workers have the opportunity to practice what they have been trained on before being transferred.

The purchase of new and modern equipment by the Management for the different work departments will also go a long way to improve the performance of employees and efficiency in the operations of the organization.

### **5.3.2 Recommendations to employees concerning the training and development**

Employees should be serious during training sessions and make sure rules and regulations regarding training are respected. Such will enable them develop more skills, improve them and make them create meaningful impacts to the organization and themselves

Also the employees should demand more training from the organization such that both the organization and they will improve on their performance either on the job or off the job training.

Employees should master training lessons and implement such into their job environment for proper job performance.

### **5.3.3: Recommendations to government concerning the training and development of employee**

To the government of Cameroon, particularly under the Ministry of Labor and Social Security, national legislations should be enacted to ensure organizations in the country offer adequate training and development for their staff. With a positive relationship between training and organizational performance, such a legal provision will help step up the productivity of local organizations especially given the vision to become an emerging economy by 2035.

### **5.4 Suggested areas of further research**

1. Further research can be carried out on the same topic but on the whole employees of the CDC
2. The effects of employee's perception on perceptions on organizational performance.

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## APPENDICES

## Appendix I:

## QUESTIONNAIRE FOR EMPLOYEES

Dear respondent,

I am **Muhamadu Awal Muhammed**, a final year B.Sc. student in the Department of Business Management at the **Pan African Institute for Development West Africa-PAID-WA** with matriculation number paidwa01352. I am undertaking data collection for my research project titled **‘assessing training and development as a tool to enhance organizational Performance: The Case Study of CDC Esoaso Banana’**. I shall be very grateful if you can participate in the study by providing answers to the following questions. The objective of this research is to raise awareness on the importance of employee training and development on the performance of organizations. Kindly respond to the following questions by placing a tick (✓) and filling the blank spaces where necessary. Your answers will be treated confidentially and used only for academic purposes.

## Section A: Socio-Demographic Information of Employees

1. Sex: Male [ ] Female [ ]
2. Age range: <25 years [ ] 25-35 [ ] 36-45 [ ] Above 45 [ ]
3. Highest level of schooling: No formal schooling [ ] FSLC [ ] O'Level [ ]  
A'Level [ ] Degree [ ] others [ ] specify.....
4. Salary range (in FCFA): < 36,270 [ ] 36, 271-50,000 [ ] 51-100,000 [ ]  
101-200,000 [ ] Above 200,000 [ ]
5. A) Department of work in CDC Tiko:  
  
Banana plantation [ ] Banana Boxing Plant [ ]

Rubber Factory [   ]

Administrative work [   ]

## Section B: Employee Training/Development and Organizational Performance in CDC Tiko

7. A) Have you ever received any form of training since you started working with CDC Tiko?    Yes [   ]                      No [   ]

b) If yes, please specify the type, purpose, duration and venue of training using the table below

Please tick [✓]    SA for Strongly Agree, A for Agree, D for Disagree and SD for Strongly Disagree

|   | <b>On the job training</b>                                                                                                           | <b>SA</b> | <b>A</b> | <b>N</b> | <b>D</b> | <b>SD</b> |
|---|--------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|----------|----------|-----------|
| 1 | There is a clear view of training objectives in conducting training program in your company.                                         |           |          |          |          |           |
| 2 | Training objectives helps participants to be focused                                                                                 |           |          |          |          |           |
| 3 | Training objectives is the basis for measuring effectiveness of the training in knowledge, skills and attitudes expected of trainees |           |          |          |          |           |
| 4 | Validity of training objectives is able to link the training needs and training which is to be delivered                             |           |          |          |          |           |
| 5 | Training objectives clarify for trainers and trainees precisely what their goals are in training                                     |           |          |          |          |           |
| 6 | There is expectation to be achieve at the end of the training                                                                        |           |          |          |          |           |
|   | <b>Training designing</b>                                                                                                            |           |          |          |          |           |
| 7 | Orientation training is well planned                                                                                                 |           |          |          |          |           |
| 8 | The induction training is conducted timely                                                                                           |           |          |          |          |           |
| 9 | Induction training provides an excellent opportunity for newcomers to learn                                                          |           |          |          |          |           |

|     |                                                                                                          |  |  |  |  |  |
|-----|----------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 10  | Induction training is of sufficient duration                                                             |  |  |  |  |  |
| 11  | The instructions are clear and easy to apply                                                             |  |  |  |  |  |
| 12  | I received enough support and guidance that I need from my peers and supervisors to fulfill my potential |  |  |  |  |  |
|     | <b>Performance</b>                                                                                       |  |  |  |  |  |
| 13. | Able to meet daily target                                                                                |  |  |  |  |  |
| 14. | Punctual to work                                                                                         |  |  |  |  |  |
| 15. | Keeps to the rules and regulation of the company                                                         |  |  |  |  |  |
| 16. | Effective in carrying out routine assignment                                                             |  |  |  |  |  |
| 17. | Do things that are not required, but that help the company's image.                                      |  |  |  |  |  |
| 18. | Don't go out of my way to help the company succeed.                                                      |  |  |  |  |  |

### Section C: Recommendations

14. What can you suggest to the CDC management concerning the training and promotion of employees? .....

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**Thank you very much for your cooperation**

Date: \_\_\_\_\_

## INTERVIEW GUIDE FOR TOP MANAGEMENT

### Appendix II:

Dear respondent,

I am **Muhamadu Awal Muhammed**, a final year B.Sc. student in the Department of Business Management at the **Pan African Institute for Development West Africa-PAID-WA** with matriculation number paidwa01352. I am undertaking data collection for my research project titled **‘assessing training and development as a tool to Organizational Performance: The Case Study of CDC Esoasoa Banana’**. I shall be very grateful for your participation in this interview. The objective of this research is to raise awareness on the importance of employee training and development on the performance of organizations. Your answers will be treated confidentially and used only for academic purposes.

### Section A: Socio-Demographic Information of Respondent

1. Sex: Male [ ☐ ]      Female [ ☐ ]
2. Age range:   <25 years [ ☐ ]      25-35 [ ☐ ]      36-45 [ ☐ ]      Above 45 [ ☐ ]
3. Highest level of schooling:  

No formal schooling [ ☐ ]      FSLC [ ☐ ]      O’Level [ ☐ ]  

A’Level [ ☐ ]      Degree [ ☐ ]      others [ ☐ ] specify.....
4. Salary range (in FCFA):    < 36,270 [ ☐ ]      36, 271-50,000 [ ☐ ]  

51-100,000 [ ☐ ]      101-200,000 [ ☐ ]      Above 200,000 [ ☐ ]
5. Post of responsibility in CDC Tiko: .....
6. Duration of work with CDC Tiko: .....

## Section B: Employee Training/Development and Organizational Performance in CDC Tiko

7. What can you say about the company policy or importance of employee training and development in the CDC? *Past, current and any future plans? Training units?*

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8. Which forms of employee training have been undertaken by the CDC?

| Types of training                    | Purpose/reason for the training | Period/Years | Impact on the organization |
|--------------------------------------|---------------------------------|--------------|----------------------------|
| Use of machines/work equipment/tools |                                 |              |                            |
| Maintenance of machines              |                                 |              |                            |
| Safety measures                      |                                 |              |                            |
| Farming practices                    |                                 |              |                            |
| Other trainings                      |                                 |              |                            |

|           |  |  |  |
|-----------|--|--|--|
| (specify) |  |  |  |
|           |  |  |  |
|           |  |  |  |
|           |  |  |  |

9. Who in the CDC determines or authorises employee training? .....

10. Who are those responsible for the training of workers in the CDC?

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.....  
.....

11. A) in your opinion, do you think the employee training programs that the CDC has been organizing have improved on the skills of the employees and productivity of the CDC?    Yes [   ]                      No [   ]

b) Please why .....

.....  
.....  
.....  
.....  
.....

c) Does the top management of the CDC usually evaluate training programs during and after their completion, so as to see how effective they were in building the competences/skills of the employees?.....

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12. What are some of the challenges the CDC faces in organising regular training programs for the workers?

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**Thank you very much for your cooperation**

Signature: \_\_\_\_\_

Date: \_\_\_\_\_