

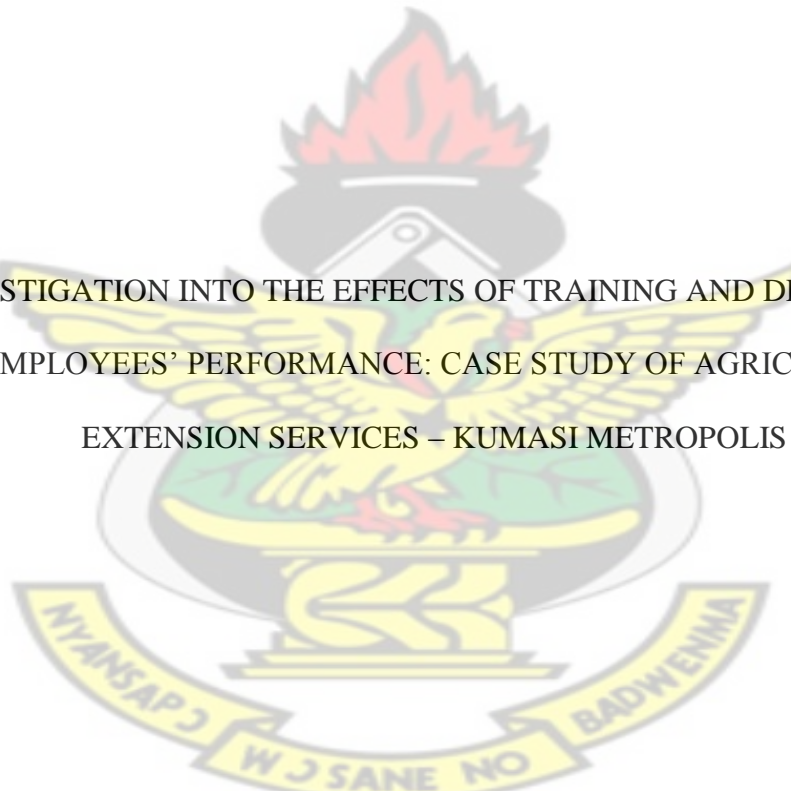
KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

COLLEGE OF ART AND SOCIAL SCIENCES

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KNUST

**AN INVESTIGATION INTO THE EFFECTS OF TRAINING AND DEVELOPMENT
ON EMPLOYEES' PERFORMANCE: CASE STUDY OF AGRICULTURAL
EXTENSION SERVICES – KUMASI METROPOLIS**



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JULY, 2013

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DEVELOPMENT ON EMPLOYEE'S PERFORMANCE. A CASE STUDY OF
AGRICULTURAL EXTENSION SERVICES, KUMASI METROPOLIS**

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of Science and Technology in partial fulfillment of the requirement for the degree of

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DECLARATION

I hereby declare that this submission is my own work towards the Master of Business Administration (Human Resource Management option). Except for the references cited which is served as a source of information, for which full acknowledgement has been made in the text, it is in no other way a reproduction in part or whole of any work ever presented for the award of a degree.

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ABSTRACT

This study investigated into the effects of training and development on employee performance at Agricultural Extension Services, Kumasi. In all one hundred (100) questionnaires were administered to employees of the organization both male and female with a return rate of 60%. In addition, an unstructured interview was conducted for the management to ascertain views on the effects of training and development on employees' performance. The study has revealed that training and development has positive effects on employees' performance. It also revealed that some supervisors feel reluctant to evaluate training and development programmes. The study also revealed that the training needs analysis is done to identify specific training needs of the employees. The study revealed that training enhances employees' performance. Furthermore, it revealed that training and development motivates employees to work effectively. In addition to that, the study revealed that training increases efficiency and quality of work in the organization. The researcher has established that training increases efficiency and quality of work in the organization. Moreover, it revealed that employee training and development reduces employees' turnover in the organization. It is recommended that management provides the necessary logistics such as protective clothing and transport to arouse employees morale; sponsor off-the-job training and evaluate employees' performance before and after training to enable employees contribute meaningfully to the attainment of organizational goals and objectives.

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DEDICATION

This thesis is dedicated to my dear wife, Beatrice, my children Abenaa, Kwadwo and Adwoa and my parents who made so much impact in my formative years.

KNUST



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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Employee development is something that most people imagine as intrusive all-day group training sessions. Employee development can manifest itself in many forms of training, evaluations, educational programmes and even feedback. If executed correctly, the effects of training on employee performance can often encourage growth within the worker and the organization itself.

According to Stone (2002) training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce. Of late; training is the most valuable tool in the business world in the sense that training increases the efficiency and the effectiveness of both employees and the organization. Though there are a number of factors that employee's performance depends on, training is the most important factor. The organizational performance depends on the employee performance because human resource capital of organization plays a major role in the growth and the organizational performance. Employee development means to develop the abilities of an individual employee and organization as a whole; hence employee development consists of individual or employee and overall growth of the employee as when employees of the organization would develop the organization, organization would be more flourished and the employee performance would increase (Elena, 2000). Therefore, there is a direct relationship between Employee Development and Employee performance. When employees are more developed, they would be more satisfied with the

job, more committed with the job and the performance would increase. When employee performance increases, this will lead to the organization effectiveness (Champathes, 2006).

Clearly, it is extremely important to note that employees benefit from ongoing employer provided training. “One of the most frequently encountered human capital development interventions is training” (Campbell and Kuncel, 2001). To enhance job performance, training, skills and behaviours have to be transferred to the workplace, maintained overtime and generalized across contexts (Holton and Baldwin, 2000).

Amisano (2010) highlighted that employee performance depends on many factors like job satisfaction knowledge and management but there is a distinction between training and performance. This implies that employee performance is important for the performance of the organization and that training and development is also beneficial for the employee to improve his performance. Chang and Ho (2001) indicate that adequate training produces marked improvements in employee communication and performance as well as extending retention time. Moreover, Chay et al, (2003) argued that most organization do not consider the employee developmental activities of much value. Their ultimate aim is to focus on achieving the goals of the organization and do not care about the development of employees. Therefore, if organization would focus on employee developmental activities, this would help in enhancing the skills of the employees.

1.2 Statement of the problem

The inability of the Agriculture Extension Services (AES) to achieve high productivity has generated much concern in the public domain. Every enterprise needs people with requisite skills, abilities, and experience to achieve high productivity. All these qualities can be established through training and development of employees. Even though employers know that training is necessary to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist department or management positions, they have put death ears on training and development.

Price (2007) observed that some employers train and develop while others do not. Some organizations do not want to incur the cost involved in training staff and also for fear of poaching. When employers fail to train and develop their staff, the essential competence among staff will not improve which will have adverse effects on business performance as product, knowledge and service expertise will not be enhanced. On the contrary, some organizations do take training and development serious. Stern (2002) had it that staff training and development has become matters of vital strategic importance and therefore necessary to take an individual approach based on competencies and development needs.

Bulin (2001) also said that training and development introduces new technology in that new equipment is useless unless it can be used as it is meant to be by employees, therefore increasing rate of technological change offers the opportunity to make great strikes in productivity, but anxiety frequently accompanies change in the workplace. Acquainting workers with new processes and equipment in training sessions helps reduce their

misgivings. Bulin added that, training and development increases two way communications. This implies that training sessions that provide an opportunity for questions and an exchange of information heighten supervisors' awareness of their employees' ideas, capabilities, and knowledge about the job and planned changes.

Currently, the Agricultural Extension Services (AES) no more frequently organizes training for the staff and farmers. Training was supposed to be organized once every four months and as when the need arises. The consequences were that the dissemination of information to the farmers on new technologies as far as farming is concerned was retarded. An example is the incorrect usage of agro-chemicals which affects human health and that of animals. That apart, old hands (extension officers) who had been in the system for long would not benefit from the new technologies as compared to the new hands (extension officers) and therefore cannot deliver their best to the farmers on the field. Every organization must have a system which informs its employees about job requirements, develop knowledge and skills to perform are built through the mechanism of employee training and development hence the need for this study.

1.3 Objectives of the study

The objectives of the study were categorized into two; the general objective and specific objectives.

1.3.1 General Objectives

The general objective of the study was to investigate the effects of training and development on the performance of the employees in Agricultural Extension Services in Kumasi Metropolis so that recommendations for enhancing employee performance of Agricultural Extension Services Kumasi could be established.

1.3.2 Specific objectives:

- a) To determine training and development programmes that is available in Agricultural Extension Services (AES) Kumasi Metropolis.
- b) To examine how training needs were analyzed in Agriculture Extension Services, (AES) Kumasi Metropolis.
- c) To assess the benefits accrued from training and development in Agricultural Extension Services, (AES) Kumasi Metropolis.
- d) To identify how training and development activities were evaluated in Agricultural Extension Services (AES) Kumasi Metropolis.
- e) To make relevant recommendations to improve the effectiveness of training and development in AES.

1.4 Research questions

The primary research questions to be addressed in this study are as follows:

- a. What training and development programmes were available in Agricultural Extension Services (AES)?

- b. How were training and development needs analyzed in Agricultural Extension Services (AES) Kumasi Metropolis.
- c. What benefits do the organizations accrue from training and development?
- d. How were training and development activities evaluated at Agricultural Extension Services, (AES) Kumasi Metropolis?

1.5 Significance of the study

Agriculture is the backbone of the economy of Ghana; hence the desire of rapid economic development and technological advancement make this study a subject of significance. Despite all efforts by Government geared towards improving the services of Agriculture, there were some doubts as to quality of services rendered to the nation in general. It was upon this premise that the researcher monitors the activities of Agricultural Extension Services (AES) so as to provide the necessary assistance for optimum services to the people of Ghana. It was expected that the study will inform the management of Agricultural Extension Services (AES), and help reap the benefit of training and development, which is that quality of work, life of employees will reciprocate with increase performance on the job and self-actualization.

Furthermore, the study will aid management of AES to introduce modern schemes for training and development, to be able to meet the challenges in the near future.

1.6 Scope of the study

The study focused on the individual involvement in training and development and how it affected performance in AES in Kumasi Metropolis. The study aimed at examining the training and development activities of AES and its impacts on performance. The training and development policies were identified through data collected from questionnaire, interviews and observations. The type of training and development programmes and the support systems in AES to promote transfer of learning on the job after training and development at AES were investigated. The effectiveness of training and development activities on performance were analyzed. The study is an academic exercise therefore research was conducted both academic and administrative. The study concentrated on training and development in order to revamp agriculture for the betterment of the nation. Agricultural Extension Service (AES) is one of the institutions in Ghana that offers food to people, therefore, the need to train and develop its staff.

1.7 Overview of the research methodology

In an effort to arrive at the objectives of this research both primary and secondary sources were used. The primary source included interviews and questionnaires. The secondary source included journals, books and other publications on training and development. Reports and electronic media were sought to have the research valuable and comprehensive. Also the data were critically analyzed and synthesized.

This study had a sample size of 100 and a stratified random sampling technique was used. The collection of data was by using questionnaire, observations and interviews. The data

dealt with the training and development programme, the support system to promote transfer of learning on the job after training and development.

Finally, analysis was made to evaluate the effectiveness of the training and development activities of AES.

1.8 Limitations of the study

This study demanded a lot of commitment in pursuing respondents. This called for investing time and money and the researcher committed himself to this investment. One of the problems the researcher encountered was that officers were too busy for the interviews. Also the researcher had to chase some of the respondents for the questionnaires. A lot of finance was also required in making this project a reality, thus the researcher faced problems of finance and time. These difficulties notwithstanding and the time allotted for the thesis, the researcher made efforts to ensure that the project was comprehensively carried out to meet the desired needs of the project.

1.9 Organization of the study

The study was organized into five chapters. Chapter one dealt with the background study. Chapter two entails the literature review. It has in its contents training and development, the link between training and development, benefits of training, evaluation of training and others. Chapter three focused on methodology whilst chapter four dealt with data presentation, analysis and discussions. Finally, chapter five covered summary, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

As the environment of businesses and organizations keep, changing new technologies emerge. For that matter, one area of concern is Human Resource Management function of particular relevance to the effective use of human resources is training and development. Of late, few people would argue the significance of training and development as an influence on the success of an integral part of the process of total quality management.

This chapter evaluated the existing literature on the key variables of the study and the extent to which research was carried on training and development, links between training and development and learning, support systems for the transfer of learning on the job, benefits of training and development, training needs, types and methods of training and development. Also definition of development and performance were taken care of by this chapter.

2.2 Training and Development

Training and development is a learning experience in that it seeks a relatively permanent change in an individual that will improve the ability to perform on the job. Training can involve the changing of skills, knowledge, attitudes or behaviour. It may mean changing what employees know, how they work and their interaction with their co-workers or supervisors. Employee development generally focuses on future jobs in the organization. (Decenzo and Robbins 1996). According to Mullins (2002), one major area of the Human

Resource Management function which is of particular relevance to the effective use of human resource is training and development. Few people would argue against the importance of training as a major influence on the success of an organization. Staffs are a crucial, but expensive resource. In order to sustain economic and effective performance, it is important to optimize the contribution of employees to the aims and goals of the organization.

Mullins (2002) further said that according to Drucker, for example, the one contribution a manager is uniquely expected to make is to give others visions and ability to perform. At basic operation in the work of the manager is to develop people and to direct, encourage and train subordinates. Training is necessary to ensure an adequate supply of staffs who are technically and socially competent and capable of career advancement into specialist departments or management positions. There is therefore a continual need for the process of staff development and training fulfils an important part this process. Training should be viewed, therefore, as an integral part of the process of total quality management.

Training and development are both concerned with changing employee behaviour and job performance. Training emphasizes immediate improvement in job performance via the procurement of specific skills. Development on the other hand, aims at preparing the employee for future job responsibilities through the acquisition of new experiences, knowledge, skills and attitudes. Training emphasizes the improvement of present job performance, but the benefits may extend throughout an employee's entire career and help prepare him or her for future promotions. The reality is that the distinction between training (now) and development (future) is often blurred and primarily one of intent (Stone

1998). Beardwell and Helen (2001) also view development as the process of becoming increasingly complex, more elaborate and differentiated by virtue of learning and maturation. Training is also seen as a planned process to modify attitude, knowledge or behaviour through learning experience to achieve effective performance in an activity or range of activities (Osborne, 1996). Rouda and Kusy (1995) view training and development as the 'acquisition of knowledge, competences and skills, and adopting behaviours that improve performance in current jobs, including', adult learning theory on applications, instructional systems design, train-the-trainer programme, and instructional strategies and methods. According to Vickerstaff (1993) training and development activities maybe focused upon relatively short-term needs such as providing good induction for new employees; they may be continuous in term of providing the training and experience needed to acquire particular job-related skills; they may be more long-term in sense of programme of skills updating in preparation for instruction of new systems or processes or to develop the next generation of managers that the organization will need.

Noe et al (1996), refer to training as a planned effort by a company to facilitate the learning of job-related knowledge, skills or behaviour by employees. The goal of training is to offer employees to knowledge, skills or ability emphasized in training programmes and to apply it in day-to-day activities. Training can be defined as any procedure initiated by an organization to foster learning among its members. The primary purpose of a training programme is to help the organization achieve its overall objectives at the same time; an effective training programme should help trainees to satisfy their own personal goals, Sherman and Bohlander, (1992). Studies have suggested that employee training directly enhances a firms performance is by raising the general level of skills. As employees

become more highly motivated and more highly skilled so their task performance and organizational effectiveness is directly enhanced (Bartel 1995). In view of this employee training may be seen as a discrete or stand alone management practice, one that directly enhances the human capital of the organization and so directly leads to performance improvement.

2.3 The link between training, development and learning

Links between training and development is an integral part of the human resource strategy and this is itself fully aligned to business needs. Depending on the type of comparative strategy in use, different analytical links can exist. Strategies geared to the lifecycle of the organization need employees and especially management styles to be adapted to changing conditions. Those which focus on competitive positioning through differentiations are likely to place a greater emphasis on process innovation and specification of distinctions skills. Similarly, strategies focused on realizing strategic intent are likely to lead to competency definitions which help the organization to compete effectively (Holbach 2002).

Research carried out in the UK (Poole and Jenkins, 1996) as reported by Holbach suggests that core elements in the development of competitive advantage in respondent's organizations were management development. The development of high-potential employees supports for continuous training and retraining of, human resource development as well as management is an essential part for building sustainable competitive advantage. Training can help in the creation of a more productive, skilled and adaptable workforce.

According to Mcshane and Glinow (2000) learning is a relatively permanent change in behaviour (or behaviour tendency) that occurs as a result of a person's interaction with the environment. Learning occurs when behaviour change is due to interaction with the environment. Learning influences ability, role perceptions, and motivations in the model of individual behaviour and performance. Dixon (1999) also said that employee learning explains the process of acquiring knowledge through curiosity to learn. It is a mindset who has anxiety to get information. Employee learning will increase the abilities and competencies of the employee.

2.4 Support systems for transfer of learning on the jobs

Wendy Bloisi et al (2003) suggested that organizations that focus energy and resources on learning from mistakes and opportunity seeking are likely to learn faster than the competition, change before they are forced to and always try to marry personal and financial performance. They further said that a learning organization develops tools and methods to analyze, change and re-evaluates its organizational system so that employees could respond more effectively and quicker to same work-related stimulus than the date in the past. In addition, a learning organization is skilled at creating, acquiring and transferring knowledge and at modifying its behaviour to reflect new knowledge and insight. Transfer of learning on the jobs is a very critical stage after training and development activities have been completed of which should not be ignored. This is to say that training and development help employees to have a relatively permanent changed behaviour (learning) in order to increase performance. According to McShane (2000) learning is a relatively permanent change in behaviour (or behaviour tendency) that occurs

as a result of a person's interactions with the environment. Learning occurs when behaviour change is due to interaction with the environment. Learning influences ability, role perceptions and motivations in the model of individual behaviour and performance. Rouiller and Goldstein (1993) advocate that the extent to which trainees perceive support for using newly learned behaviour and knowledge on the job affects transfer of training and development. They said a supervisory support is a multi dimensional concept. Components such as encouragement to attend training and development programmes, goal setting, re-enforcement and behaviour modeling have all been shown to increase transfer. Transfer of learning can be enhanced when training and development contains a variety of stimuli such as using multiple examples of a concept or involving the trainee in several different practice situations. According to Marx (1982) a model of improving training and development transfer based on counseling techniques used to prevent relapse and supervisors from reversion to stand with and overcome foreseen obstacles. The trainee will feel a greater sense of control and self-efficiency, thereby reducing the chances of relapse. A positive learning environment ensures the delivery requirement for the achievement of competitive advantage. The active encouragement and support of top management, the belief by line management that learning and development activities pay off, and the extent to which the workforce generally are motivated to learn and put into practice lead to the benefit of the organization (Armstrong, 2003).

2.5 Benefits of training and development

The purpose of training is to improve knowledge and skills and to change attitudes. It is one of the most important potential motivators. This can lead to many possible benefits for both individuals and organizations. Training can lead to increase the confidence, motivation and commitment of staff. Apart from that training and development provides of recognition, enhanced responsibility and the possibility of increased pay and promotion. In addition to that it gives a feeling of personal satisfaction and achievement and broadens opportunities for career progression. Last but not the least it helps to improve the availability and quality of staff. Training is therefore a key element of improved organization performance. Training increases the level of individual and organizational competence. It helps to reconcile the gap between what should happen and what is happening between desired targets or standards and actual levels of work performance (Mullin, 2002). Training can often be an alternative strategy, to recruitment for meeting labour requirement. Through training and development activities the organization is seeking to improve upon its human capital and maximize the value of its investment in staff. In the light of this trained employees make better products, serve the customer more effectively and are likely to have more ideas about how to change the process and the product to improve quality and efficiency (Vickerstaff, 1993). However, the benefits of a well-trained workforce can only be realized if the training effort is properly managed. Training of itself is not necessarily beneficial, but appropriate training is, if it is effectively given to the right employees.

2.6 Evaluation of training and development

Holden (1994) reported that the last stage in the training strategy is the evaluation and monitoring of training. It is one of the most important but often the most neglected or least adequately carried out parts of the training process. In many respects this stage can be viewed as both simplistic in that monitoring is a process whereby information is learned from the trainees and then the courses and programmes are amended in the light of these comments. It is far more complex because there are other stakeholders in the process besides the trainees that is designer of the courses, the trainers and the sponsors. Each has their own purposes, aims and objectives and they must be clearly identified before evaluation can proceed. Another problem is that while it is relatively easy to evaluate a formal off-the-job course much on-the-job training often takes place in an informal way, which is usually subjective and open to wide interpretation. (Easterby – Smith and Mackness, 1992). According to Armstrong (2003), it is important to evaluate training in order to assess its effectiveness in producing the learning outcomes specified when the training intervention was planned and to indicate where improvement or changes are required to make the training even more effective. The process of evaluating has been defined by Hamblin (1994) as: ‘Any attempt to obtain information (feedback) on the effectiveness of a training programme and to assess the value of the training and the light of that information’.

According to Cole (2002) at its simplest level, evaluation means to assess the value or worth of something. He said this is not a particularly illuminating definition, because it does not provide any clues as to what is meant by ‘value’ and ‘worth’. Guba and Lincoln

(1981), in discussing the concept of value offer a useful distinction between ‘merits’, which they see as something whose value is determined by its context. Cole further said that evaluating training in terms of merit and worth; evaluators are interested in the process and outcomes of training. When a trainer assesses the training process he or she is basically seeking answers to the questions did we do things right? This implies finding out about the training activity and looking for possible improvement to the training. This step has been called (Scriven, 1967) ‘formative evaluations’. If the trainer is assessing the ultimate outcome in the first place, then he or she is attempting to evaluate the worth of the activity. Scriven calls this step ‘summative evaluation’, because it takes it as a whole. Cole further said that Hamblin (1970) contributed a well-known definition of evaluation, in a training context as any attempt to obtain information (feedback) on the value of the training in the light of that information.

2.7 Training needs analysis

Armstrong (1995) presents a clearer understanding of what is meant by training needs. He writes that the gap between what people know and can do and what people should and be able to do is called training need. In view of this when an organization observes that there is a gap between what is happening and what should happen, there is a training need. According to Beardwell and Holden (1994), Hall (1984) said that the first step of vital importance in human resource development is the identification of needed skills and active management of employee learning for their long-range future in relation to explicit corporate and business strategies (Hall, 1984). For training to be effective it is therefore necessary to discern the training needs not only of the individual and the group but how

their needs fit the overall organizational objectives. They further said that researchers and commentators are very dubious whether managerial hierarchies recognize the importance of these relationships in training initiative, or if they do, they doubt whether they have the will or the ability to carry them out. As Hall (1984) comments many organizations invest considerable resources in training and development but never really examine how training and development can most effectively promote organizational objectives, or how developmental activities should be altered in the light of business plans.

In addition they highlighted Bernhard and Ingolis (1998) argument that in studying training and its strategic implementation in US companies believed that a considerable amount of money is 'thrown away' mainly because fundamental issues such as analysis of training needs in relation to the short- term and long-term business plans had not been addressed. An example, in a preeminent French bank which witnesses less than beneficial results after a huge investment in an extensive training scheme was primarily seen to be a consequence of the failure to analyze training needs within the organization (Holden and Livian, 1992). According to Beardwell and Holden (1994), Fairbairns rightly indicates that an integral part of analyzing training needs is the recognition of what will 'fit' the company's culture as well as the company's strategy and objectives. In other words the training scheme which may fit one company may not fit another and these companies' differences can only be ignored at great cost. Again this is part and parcel of the organic approach to human resource development.

2.8 Types and methods of training and development

A careful use of training methods can be a very cost-effective investment in the sense of using the appropriate method for the needs of a person or group. However, many commentators have frequently mentioned that organizations often use inappropriate methods which can be both costly and time wasting and bring very little improvement in the performance of the employee. Storey as reported by Beardwell and Holden that in a comparative analysis of training in British and Japanese organizations found that some British training is wasted as it is not embedded in the organizations as is the Japanese. British organizations also suffered from the 'band wagon effect' and what he calls 'programmatic, that is a constant series of newly launched programmes and initiatives which led to chopping and changing rather than consistently coherent long-term training initiatives (Storey, 1991).

2.8.1. Types of training

2.8.1.1 On-the-job training (OJT)

The most commonly used method in the training of non-managerial employees is conducted by a supervisor or by a senior employee who is responsible for instructing employees. It has the advantage of providing hands on experience under normal working conditions and an opportunity for the trainer to build good relationships with new employees. Although on-the-job training is used commonly by all types of organizations, it is also one of the most poorly implemented training programmes. Three common drawbacks include lack of a well-structured training environment, poor supervisory training environment, and the omission of well-defined job performance criteria. To

overcome those problems, training experts suggest the following points for conducting successful on-the-job training (OJT) : Firstly, the development of realistic goals and measures for each on-the-job training (OJT) area also to plan a specific training schedule for each trainee, including setting periods for evaluation and feedback. Furthermore, supervisors should establish a non-threatening atmosphere that is conducive to learning and also conduct periodic evaluations, after training is completed, to prevent regression(Nankervis,1993).

2.8.1.2 Self study

This is a considerable amount of training and development consists of independent learning by people trying to train themselves. The most frequent kinds of self study activities are reading of books and professional magazines, taking special courses through a local university and attending professional meetings (Cherrington, 1995). The tremendous increase in new technology has increased the need for employees to train themselves using owners' manuals and other handbooks. For individuals who are highly motivated, individuals study and special training are excellent ways to increase knowledge and skills. Perrewe et al (1993) assert that study learning techniques and programmed tests and exercises to guide students through a step- by-step series of learning experiences. This is a learner-centered method of instruction and seldom, if it requires the services of an instructor at the time the training occurs. The technique presents subject matter to the trainees in small steps, which require them to respond and immediately inform them of appropriateness of their responses.

2.8.1.3 Apprenticeship Training

A system of training in which the worker entering industry is taken through instruction and experience, both on and off the job, in the practical and theoretical aspects of the work in a skilled trade known as apprenticeship training (Dessler, 2005).

2.8.1.4 Internship Training

It is a training that offers students the opportunity to gain 'real life' experiences while allowing them to find out how they will perform in work organizations. Organizations benefit by obtaining student employees possessing new ideas, energy, and a desire to accomplish a given assignment. It is jointly sponsored by colleges, universities and different organizations (Compton et al, 1993).

2.8.1.5 Job Rotation

According to Torrington and Hall (1991), job rotation is often used as a method of training for 'highfliers', the object being that when the individual reaches the top of the organization he will be able to draw on a vast range of experiences from different parts of the organization.

Dessler (2005) also said that, the most familiar type of on-the-job training is the coaching or understudy method. Here, an experienced worker or the trainee's supervisor trains the employee. At lower levels, trainees may acquire skills by observing the supervisor. But this technique is widely used at top-management levels too. Again, according to Decenzo and Robbins (1996), the job rotation involves moving employees to various positions in the organization in an effort to expand their skills, knowledge, and liabilities. Job rotation

can be either horizontal or vertical. Vertical rotation is promoting a worker into a new position. Job rotation is for broadening individual's exposure to company operations and for turning specialist into generalists and to increasing the individual's experience and allowing him or her to absorb new information, it can boredom and stimulate the development of new ideas.

2.8.1.6 Secondment and Shadowing

This is a cross fertilization of ideas and usually involves an employee leaving, temporarily, their work place to work for another organization. Usually, it will be a similar job in a different sector, or a similar area of work with a different focus, for example practical verses theoretical. It is usual for a fixed period of time with a structured procedure for feedback and learning. Shadowing is another popular technique were employees gain an understanding of a job or role in a different department. Usually, the participants are not expected to carry out the job role they are shadowing but learn about a job by walking through the work day as a shadow to a competent worker. It is temporal and allows the participants to view at first hand the work environment and skills in practice, with the intention of gaining skills and experience in that area in order to inform job choices cross-departmental understanding (Claydon and Beardwell, 2007).

2.8.1.7 Induction training

This is used to facilitate the entry, participation and socialization of new recruits into the job and organization. It is the training primarily provides knowledge about key aspects of

the employment contract, human resource procedures, health and safety issues and the social organization of work (Banfield and Kay, 2008).

2.8.1.8 Demonstration

This method is where the trainees are given the opportunity to actually see how a particular method or technique works. For example, if communication techniques are being taught, participants are more likely to use the techniques if they are able to observe and discuss a demonstration of the techniques during the training session. This makes the concept, theory, and technique ‘‘come alive’’. The participants learn through vicarious process. In other words, learn by example (Anthony et al, 1993).

2.8.1.9 Laboratory practice or simulation

A method whereby participants learn by doing. Actually, they are given an opportunity to experience the desired method or technique in a simulated setting. It is a type of learning that is enhanced further when feedback and critic are provided to participants by other participants and or instructor. The expected behaviour or technique is practiced in a classroom or laboratory setting on the job (Anthony et al, 1993).

2.8.1.10 Informal Learning

Employers should not underestimate the importance or value of informal training. Surveys from the American society for training and development estimate that as much as 80% of what employees learn on the job are not learned by formal training programmes but through informal means, including performing their jobs on daily basis in collaborating

with their colleges. Although managers don't arrange informal learning, there's still a lot they can do to ensure that it occurs. For example, Siemens power transmission and distribution in Raleigh, North Carolina, places tools in cafeteria areas to take advantage of the work-related discussions taking place. Even things like installing white boards and keeping them stocked with markers can facilitate informal learning (Dessler, 2005).

2.8.1.11 Lectures

This method is the most commonly used technique for employees and teaching students and it is often supplemented by audiovisual aids, motion pictures, or TV. The approach can also vary in the degree to which discussion is permitted, since some lectures involve all one way communication while others may allow trainees to participate by asking questions or providing comments Bernardin and Russel (1993). Lecturing has several advantages. It is a quick and simple way to provide knowledge to large groups of trainees, as when the sales force needs to learn the special features of new products. You could use written materials instead, but they may require considerably more production expense and will not encourage the giver and take questioning that lectures do Dessler (2005).

2.8.1.12 Mentoring

This is the system whereby a senior or experienced employee takes charge of the training and development of a new employee. This suggests a much closer association than master/apprentice and elements of a father and son, mother and daughter relationship can exist whereby the mentor acts as an adviser and protector to the trainee Beardwell and Holden (1994).

2.8.1.13 Computer-Based Training

This is a type of training method whereby the trainee uses computer based and or DVD systems to interactively increase his or her knowledge or skills. For example, one employer uses computer-based training (CBT) to train interviewers to conduct correct and legally defensible interviews. Trainees start with a computer screen that shows the applicants completed employment application, as well as information on the job (Dessler, 2005)

2.8.2 Off-the-job training (OJT)

It is usually necessary to provide employees with training in setting away from their usual workplace. Various methods are available for use within the organizations facilities. Other methods involve having the employee travel to locations outside of the organization. In some cases, external training is lawfully required, for example TAFE apprentice training.

2.8.2.1 Conference or Discussion Methods

A method of individualized instruction frequently used ideas, procedures and standards is the conferences or discussion method. This method allows for considerable flexibility in the amount of employee participation that is encouraged or permitted. Nankervis et al (1993) also said case studies are useful in classroom learning situation. These studies, which may have been developed from actual experiences with their organizations can help managers learn how to obtain and interpret facts, to become conscious of the many variables upon which a management decision may be based, and in general, to improve their decision making skills. A method of individualized instruction frequently used where the training involves primarily the communication of ideas, procedures, the standards in

the conference of discussion method. This method allows for consideration flexibility in the amount of employee participation (Bohlander and Sherman, 1992). Cherrington (1995) stated that conferences and final discussions used extensively for making decisions can also be used as a form of training because they provide forums where individuals are able to learn from one another. Many studies have shown that individuals are much more inclined to change their attitudes if they participate in a group discussion and drive at a group consensus regarding a topic than if they listen to a lecture. An example of a group discussion that can be an effective means of training is one in which supervisors discuss the performance evaluation procedure and develop common criteria for evaluating performance.

2.8.2.2 In basket Training

In this technique, the participants are given several documents, even describing some problem or situation, the solution of which requires an immediate decision. They are thus forced to make decisions under the pressure of time and also to determine the priority with which each problem should be considered (Nankervis et al, 1993).

2.8.2.3 Role Playing

It is systematic building of correct habits while learning the acceptable system and the best way to communicate your ideas to the customer. It consists of assuming the attitudes and behaviors of and acting out the roles of individuals, usually a supervisor and a subordinate who are involved in a personnel problem. Role playing can help participants improve their ability to understand and to cope with the problems of the other person. Role statements

are provided to each trainee who is then expected to play that role to the letter. Problems will emerge where trainees 'step out' of their role. Popular applications of this method include training in interviewer skills, leadership and decision making skills (McCarthy et al, 1993).

2.8.2.4 Sensitivity Training

It is a type of programme designed to help facilitate respect between groups of people with different genders. This technique has as its primary goal, the development of greater sensitivity on the part of its participants, including self insight and an awareness of group processes. It also provides the opportunity to improve human relations skills by having managers or supervisors better understand themselves and others. This is achieved by allowing the trainees to share their experiences, feelings emotions and perceptions about other trainees or fellow employees (Compton et al, 1993)

2.8.2.4 Vestibule Training

A special type of classroom facilities is used in vestibule training. Trainees are given instruction in the operation of equipment identical to that found in operating department. The emphasis is on instruction rather than production. Bank tellers, railway ticket staff and checkout staff have long been trained using this method (McCarthy et al, 1993).

2.8.2.5 Programmed Instruction Method

This method uses a book manual or computer terminal to present programmed subject matter. A programme represents an attempt to breakdown subject matter content into

lightly organized, logical sequences that demand continuous responses on the part of the trainee. After being presented a small segment of information the trainee is required to answer a question, either by writing an answer in a response frame, or by pushing a button on the keyboard (McCarthy et al, 1993).

2.9 Development

According to Beardwell and Holden (1994) development is the all important process, through which individual and organization growth can through time achieve its fullest potential. Education is the major contributor to that process, because it directly and continuously affects the formation not only of knowledge and abilities but also of character and of culture, aspirations and achievements. Training is the shorter-term, systematic process through an individual is helped to master define tasks or areas of skill and knowledge to predetermine standards. There are needs to be coherent and well planned integrations of training, education and continuous development in the organization if real growth at individual and organizational is to be achieved and sustained. Moreover development is more future oriented and more concerned with education than is employee training, or assisting a person to become a better performer. By education, it means that development activities attempt to instill sound reasoning processes to enhance one's ability to understand and interpret knowledge rather than imparting a body of serial facts or teaching a specific set of motor skills development. Therefore, development focuses more on the employee's personal growth (Decenzo and Robbins, 2002).

Again, Armstrong (2003), said development is the growth or realization of a person's ability and potential through the provision of learning and educational experiences. It is therefore about developing the intellectual capital required by the organization, as well as insuring that the right quality of people is available to present and future needs. Human resource development should always be performance-related designed to achieve specific improvement in corporate, functional, team and individual performance and make a major contribution to bottom-line results.

2.10 Performance

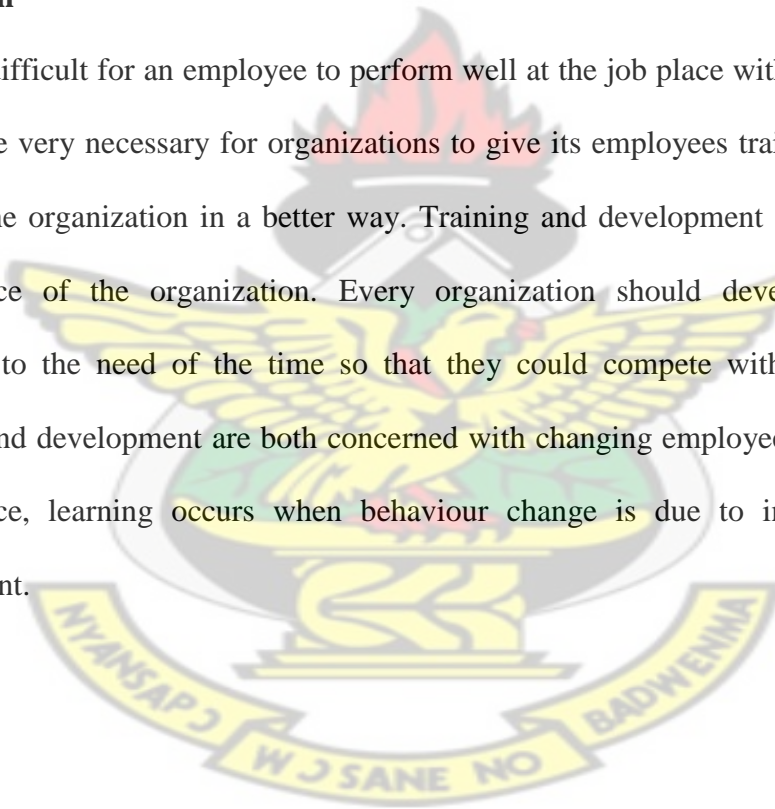
Cooke (2000) defined performance as the achievement of specific task measured against predetermination or identified standards of accuracy, competence, cost and speed. In an employment contract, performance is deemed to be the accomplishment of commitment in such a manner that releases the performer from all liabilities laid down under the contract. Efficiency and effectiveness are impediments of performance apart from competitiveness and productivity and training is a way of increasing individual's performance. Moreover, Kenney et al (1992) stated that employee's performance is measured against the performance standards set by the organization. Good performance means how well employees performed on the assigned tasks. In every organization there are some expectations from the employments with respect to their performance. When they perform up to the set standard and meet original expectations they are considered good performers. Brumbach (1988) defines performance as both behaviour and results. Behaviour emanates from the performer and transforms performance from abstraction to action. Not just the instrument for results, behaviour is also outcome in their own right-the product of mental

and physical effort applied to tasks and can be judge apart from results 'performance is a multi dimensional construct, the measurement of which varies depending on a variety of factors' (Bates and Holten, 1995). They also state that it is important to determine whether the measurement objective is to assess performance outcomes or behaviour. Moreover, Kane (1996) argues that performance is something that the person leaves behind and that exists apart from the purpose.

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Conclusion

It is very difficult for an employee to perform well at the job place without any training. It is therefore very necessary for organizations to give its employees training to achieve the goals of the organization in a better way. Training and development increase the overall performance of the organization. Every organization should develop its employees according to the need of the time so that they could compete with their competitors. Training and development are both concerned with changing employee behaviour and job performance, learning occurs when behaviour change is due to interaction with the environment.



CHAPTER THREE

RESEARCH METHODOLOGY AND ORGANIZATIONAL PROFILE

3.1 Introduction

This chapter comprises of the organization, methodology, source of data and sampling techniques. It also explains the data collection and data analysis procedures. The population, questionnaires, data collection instruments, interviews were all taken care of. Again, emphasis will be laid on the challenges and short comings of the methods chosen.

3.2 Research Design

The purpose of the study is to investigate into the effect of training and development on employee's performance. In order to undertake an investigation into a particular phenomenon, the researcher adopted the case study as a research design to achieve the outcomes. According to Robson (2002:59) a case study is a strategy for doing research that involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence. Yin (2003), emphasized that within a case study, the boundaries between the phenomenon being studied are not clearly evident, again, Morris and Wood (1991) also said that a case study will be of a particular interest if there is a wish to gain an understanding of the context of the research and the process being enacted.

3.3 Sources of Data

In writing this work, the researcher used primary and secondary source of information.

3.3.1 Primary Data

The primary data was gathered from respondents through data collection methods such as interviews and self-administered questionnaires. In order for the research to get to the bottom of what was pertaining in the department, personal observation was adopted as a strategy to seek answers to certain questions. Delbridge and Kirkpatrick (1994) highlighted that participant observation implies a research strategy of immersion by the researcher in the research settings with objectives of sharing in people's lives while attempting to learn their symbolic world. Also unstructured interview was used to obtain information from the management to ascertain views on the effects of training and development on employee's performance. This helped the interviewer and the respondent to sit together, observe each other's expressions and reactions to questions or answers. Notes and answers were taken during this stage and were later analyzed. The final stage of the primary data collection was the use of questionnaires of which the researcher adopted closed-ended questions to come out with answers from the respondents.

3.3.2 Secondary Data

The researcher made use of available data or literature both published and unpublished. These include journals, books and articles written by some researchers as well as information on organizations websites and the internet.

3.4 Population

The Agricultural extension service is an agricultural organization that employs one hundred permanent workers. A sample size was selected to represent the total population.

The population consists of management and field officers.

3.5 Research Population and Sample Size.

60 employees of AES were selected as the sample size for this study out of a total population of hundred employees. This was done to increase the representativeness of the data that was to be collected.

Table 3.1: Category of staff

POSITION	TOTAL POPULATION	SAMPLED SIZE
Managers	10	1
Field Workers	90	59
Total	100	60

3.6 Questionnaires and Interviews

The researcher used self-administered questionnaire to solicit data from the respondents. The questionnaire was mainly closed-ended, where respondent were made to choose from options. The questionnaire was in different sections to suit research questions to achieve accurate answers from the respondents. The section 'A' comprises of the personal data of the respondents which includes age, gender, and level of education and position of the organization. The section 'B' deals with training and development which deals with

questions like the type of training and method used in training. The next section deals with training needs analysis that ask questions as to whether training is automatic for every employee and whether they are interviewed before training. Another section is on evaluation of performance of workers and as to whether supervisors evaluate the performance of workers. The last section deals with benefits of training and asks among other questions like whether training enhances performance of workers and also whether training reduces employees' turnover. Also the researcher used face-to-face interviews with management to gather views on the research topic.

3.7 Data Collection Instruments

The necessary data collection instrument was used to collect relevant data from the field of study after the appropriate sampling. The researcher used questionnaires and interviews to solicit information relevant for the study.

3.7.1 Data Analysis

The data would be analyzed using Statistical Package for Social Sciences (SPSS) Version 16.0. Frequencies and charts would be used to make inferences from the data.

3.8 Organizational profile of agricultural Extension Services, Kumasi Metropolis

This section deals with historical overview, staffing situation, main activities of the organization. The rest are vision, vision and mission statement of the organizations and its policies.

3.8.1 Historical Overview

The Agricultural Extension in Ghana has gone through political shift from export commodity development approach prior to independence in 1957 to the promotion of food crop production. The government shift in focus intended to modernize traditional farming practices, transfer resources and technology, and train personnel to address extension needs of peasant farmers. The ministry-based general extension approach adopted in 1978 came under heavy criticism. The approach was believed to pay more attention to progressive farmers, while neglecting poorer small farmers and women. The lack of coordination amongst various departments within the ministry of food and agriculture (mofa) and the poor management of the general extension approach coupled with the lack of well trained extension workers and poor quality of infrastructures, called for a reform of the system (Okorley, 2007). In response to the criticisms and external pressures from the world bank, the government of Ghana reformed the general extension system and adopted a new nationwide extension approach called the unified extension system that came together with the training and visit (T&V) extension management system approach.

3.8.2 Staffing situation

The agricultural extension services' is headed by the minister of food and agriculture assisted by his deputy. The next in command is the Chief Director. The offices of all these heads are located in Accra. Under the chief director are the regional directors and their deputies. At the district levels are the district directors assisted by their deputies, supervisors and field officers. The ministry has one hundred workers in the Kumasi Metropolis. (Mofa.gov.gh/site/?Page id =74 Accessed 18/07/13)

3.8.3 Main activities

Agricultural Extension Services (AES) main activities include the development of practical applications of research knowledge and also giving instructions and practical demonstrations of existing or improved practices or technologies in agriculture.

3.8.4 Vision

The vision of AES is to establish an efficient and demand-driven extension service in a decentralized system, through partnership between the government and the private sector for the provision of quality service our clients ([Mofa.gov.gh/site/?Page id =74](http://Mofa.gov.gh/site/?Page%20id%3D74) Accessed 18/07/13).

3.8.5 Mission

The mission of AES is to work with the regional and district administration to ensure that extension services contribute in an effective and efficient way towards the social and economic development of Ghana ([mofa.gov.gh/site/?Page id =74](http://mofa.gov.gh/site/?Page%20id%3D74) Accessed 18/07/13).

3.8.6 Policy formulation and planning

The policy reviews various extension approaches, framework documents on Farmer Based Organizations (FBO's) and private service providers in extension to improve on extension service delivery and also to facilitate in the human resource development at all levels of extension delivery. The following principles are incorporated into the policies of Agriculture Extension Services:

a. Coordination of extension activities

Extension service collaborates with a range of organizations and agencies including NGO's, private service providers and public organizations in providing extension services and to disseminate information on appropriate approaches to all extension providers. In addition to that, it collaborates with other agencies in facilitating the formation, sustenance and management of farmer based organizations and also promoting strong research-extension-farmer linkages.

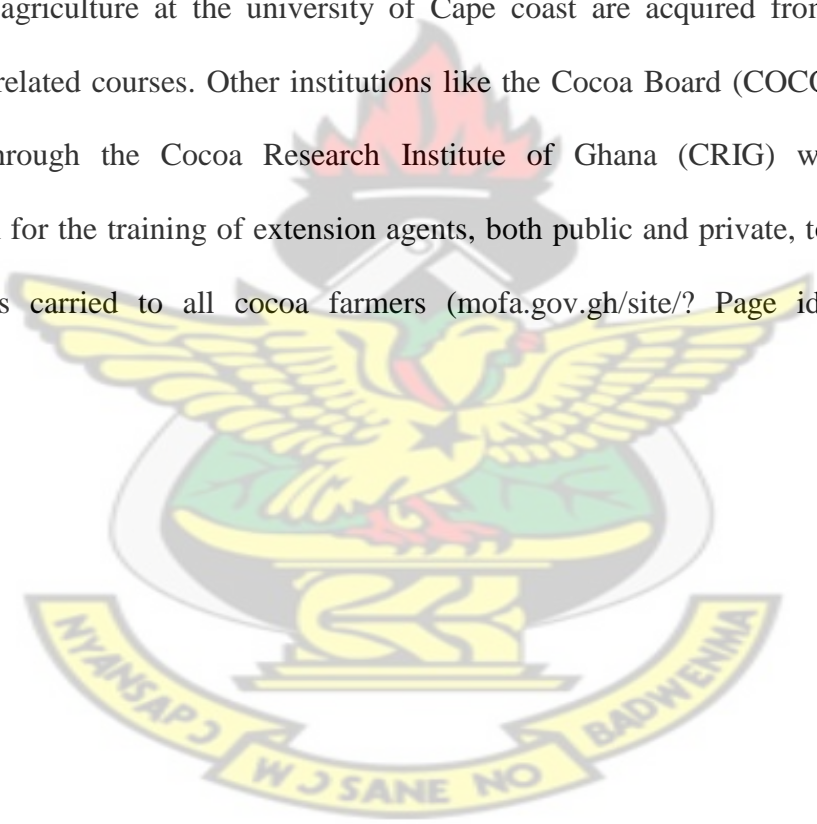
b. Provision of technical support to the regions and districts in the planning and implementation of extension activities

To facilitate in planning sessions at the district and regional levels and regional management meetings and the provision of technical materials on agricultural technologies and also for the provision of logistics for field staff throughout the country ([mofa.gov.gh/site/?Page id =74](http://mofa.gov.gh/site/?Page%20id%3D74) Accessed 18/07/13).

3.8.7 Training for extension professionals

Training agricultural professional increases the skills of extension staff in the field and the lack of continuing education opportunities could constitute a drawback to agricultural extension agents' performance. Formal agricultural training is provided by Ghana universities and institutions of Higher learning education, and current personnel taking on extension services are trained to work as general agricultural practitioners also known as agronomists. The training departments of ministry of agriculture and non-governmental organizations (NGO's) generally run ad-hoc in-service training programmes that do not

prepare extension staff adequately to deal with complex agricultural problems. In the case of Ghana like many other countries, the Sasakawa Africa Fund for Extension Education (SAFE) partners with MOFA and participating universities like University of Cape Coast and Kwadaso Agricultural College to provide mid-career training to extension staff who currently work with MOFA and NGO's engaged in agricultural and rural development. There is a strong extension focus in this initiative where approximately one-half of the total credit points required to graduate in the Bsc. Agricultural extension curriculum in the school of agriculture at the university of Cape coast are acquired from extension and extension-related courses. Other institutions like the Cocoa Board (COCOBOD) provides training through the Cocoa Research Institute of Ghana (CRIG) which develop a curriculum for the training of extension agents, both public and private, to ensure that the message is carried to all cocoa farmers (mofa.gov.gh/site/? Page id =74 Accessed 18/07/13).



CHAPTER FOUR

PRESENTATION OF DATA, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter deals with the results and the discussions of the findings in the study through the use of statistical package for social sciences mentioned in the previous chapter. After analyzing the results of the findings, the appropriate geographical representations and their corresponding comments were made. It covers the personal data of respondents and the main objectives that the study seeks to achieve.

4.2 Personal Data of Respondents

This section includes the ages, gender, educational qualification, positions, number of years served and the last time of promotion.

4.2.1 Age group of Respondents

Table 4.2.1 depicts the age group of respondents which shows that 14 respondents (representing 23.3%) of the employees aged between 20 and 30 years, 11 respondents (representing 18.3%) aged between 31 and 40 years and 35 respondents (representing 58.3%) aged 41 years and above. The data points it out that, the work force of Agriculture Extension Services is mainly employees within the ages of 41 and above (representing 58.3%), this means majority of employees are quite old and will be retiring in few years to come and as a result management has to recruit more youth to replace the old employees and to tap their rich experiences. The age is important as it shows the level of maturity of

respondents. This level of maturity can relatively affect the objectivity of how respondents analyze issues.

Table 4.2.1 Age Group of Respondents

Responses	Frequency	Percent
20 – 30 years	14	23.3
31 – 40 years	11	18.3
41 years and above	35	58.3
Total	60	100

Source: Field Work (2013)

4.2.2 Gender of Respondents

Table 4.2.2 shows the gender of respondents. It depicts that 39 respondents (representing 65%) are males while 21 respondents (representing 35%) are females. The gender inequality between males and females is due to the fact that the duties in the agriculture are manual hence male dominated.

Table 4.2.2 Gender of Respondents

Responses	Frequency	Percent
Male	39	65.0
Female	21	35.0
Total	60	100

Source: Field Work (2013)

4.2.3 Level of Education of Respondents

Table 4.2.3 indicates the level of education of respondents where 3 respondents (representing 5%) have secondary education and 57 respondents (representing 95%) have tertiary education. This indicates that the level of education of Agricultural Extension Services Kumasi Metropolis is high with a percentage of 95% of the employees having tertiary education whiles employees with secondary education form only 5%. It is necessary to look at the educational levels of respondents since it influences their analytical abilities. The table below illustrates the various levels of education of the workforce of the organization.

Table 4.2.3 Level of Education of Respondents

Responses	Frequency	Percent
Secondary	3	5.0
Tertiary	57	95.0
Total	60	100

Source: Researcher's Field Work (2013)

4.2.4 Position of Respondents

Table 4.2.4 indicates the positions respondents hold in the organization. It shows that 49 respondents (representing 81.7%) are field officers and 11 respondents (representing 18.3%) are supervisors. This suggests that employees engage in field work in the organization are high and that agriculture is more field oriented (practical) than theoretical.

Table 4.2.4 Position of Respondents

Responses	Frequency	Percent
Field Officer	49	81.7
Supervisor	11	18.3
Total	60	100

Source: Field Work (2013)

4.2.5 Respondents years served with the organization

Table 4.2.5 indicates the number of years respondents have served with the organization. It depicts that 11 respondents (representing 18.3%) have been with the service between 1 and 3 years, 11 respondents (representing 20%) have served between 4 and 10 years with the organization and 37 respondents (representing 61.7%) have been with the service for 11 years and above. Considering the ages the employees have spent in the organization 11 years and above being 61.7% and 4 and 10 years representing 20% which is quite significant, it shows that there are experienced field officers in the organization because the more one practices the more experience he or she becomes.

Table 4.2.5 Number of Years Served

Responses	Frequency	Percent
1 – 3 years	11	18.3
4 – 10 years	12	20.0
11 years and above	37	61.7
Total	60	100

Source: Field Work (2013)

4.2.6 Respondents last date of promotion

Table 4.2.6 shows the last promotion dates of respondents. It reveals that 20 respondents (representing 33.3%) of the total respondents had their promotions last year, 6 respondents (representing 10%) had theirs 2 years ago, 17 respondents (representing 28.3%) 3years ago, 10 respondents (representing 16.7%) were promoted 4 years ago and 7 respondents were yet to be promoted other and specified yet to be promoted. Promotions in the organization are necessary because it encourages employees to work effectively.

Table 4.2.6 Respondents Last Date of Promotion

Responses	Frequency	Percent
Last Year	20	33.3
2 Years Ago	6	10.0
3 Years Ago	17	28.3
4 Years Ago	10	16.7
Other	7	11.7
Total	60	100

Source: Researcher's Field Work (2013)

4.3 Training and Development programmes at Agriculture Extension Services (AES)

This section indicates training and development programmes at AES.

4.3.1 Training received by respondents

Figure 4.3.1 shows training received by respondents with the organization. It indicates that's 58 respondents (representing 96.7%) have received training, 2 respondents (representing 3.3%) have not. This shows that the organization organizes training for its employees as Mullins (2002) puts it that it is a one major area of the human resource management function of particular relevance to the effective use of the human resource.

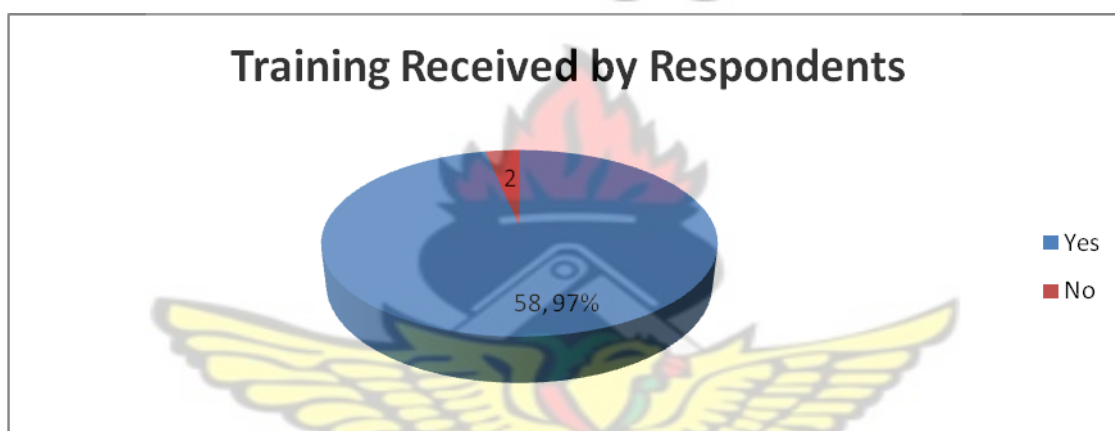


Figure 4.3.1 Training Received by Respondents

Source: Researcher's Field Work (2013)

4.3.2 Type of training for respondents

Figure 4.3.2 shows the type of training employees have received. The table below shows that 3 respondents (representing 5%) receive off the job training and 57 respondents (representing 95%) receive on the job training. According to management, training and development programmes in Agricultural Extension Services, Kumasi Metropolis are mostly on-the-job training programme. Meanwhile, off- the-job training programmes are not prevented from the employee's only that employees are not sponsored. The

management, when interviewed, pointed out that job rotation is usually practiced to release boredom from employees and also for employees to be conversant with other areas and not be at one level.

The management further hinted that when employees are rotated on their job, they are able to perform at any placement they are assigned to should there be an unexpected vacancy. This is in conformity with what Decenzo and Robbins (1996) said that job rotation involves moving employees to various positions in the organization in an effort to expand their skills, knowledge and liabilities. Management further hinted that induction training plays a vital role in the organization because it assists the organization to incorporate into the employee's what the organization expects from them in their performance. As Banfield and Kay (2008) put it that induction training facilitates the entry, participation, and socialization of new recruits onto the job and organization and provides about key aspects of the employment contract and social organization of work.

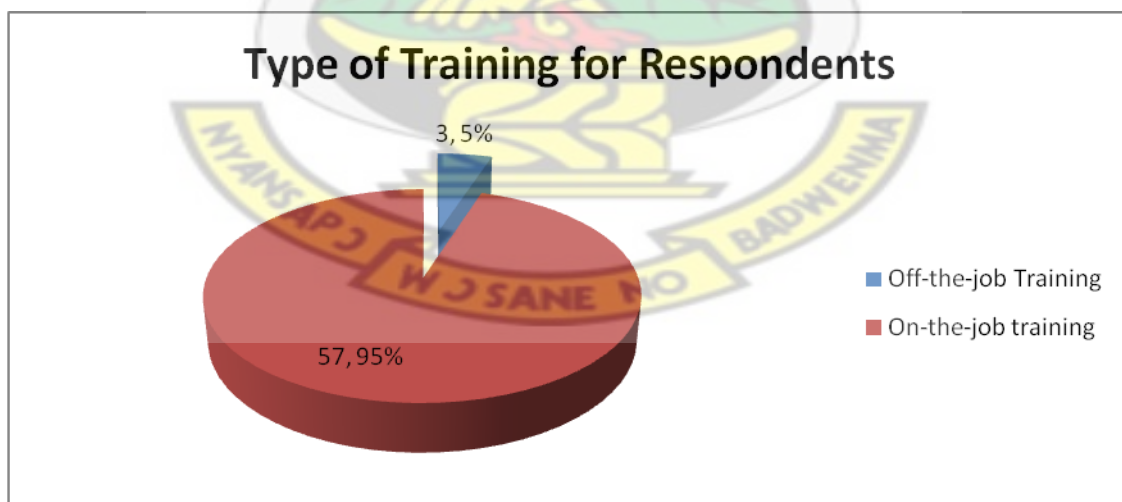


Figure 4.3.2 Type of Training

Source: Researcher's Field Work (2013)

4.3.3 Method of Training used by Trainers

Figure 4.3.3 shows the method of training used by trainers. It indicates that 29 respondents (representing 48.3%) said the method they use is lecturing, 27 respondents (representing 45%) said discussion method is used, 3 respondents (representing 5%) said role play and 1 respondent (representing 1.7%) said mentoring. The figure below suggests that the organization adopted lecturing and discussion methods in their training and development. These methods are good since workers are able to ask question through the discussion and are able to tap the experiences of other workers.

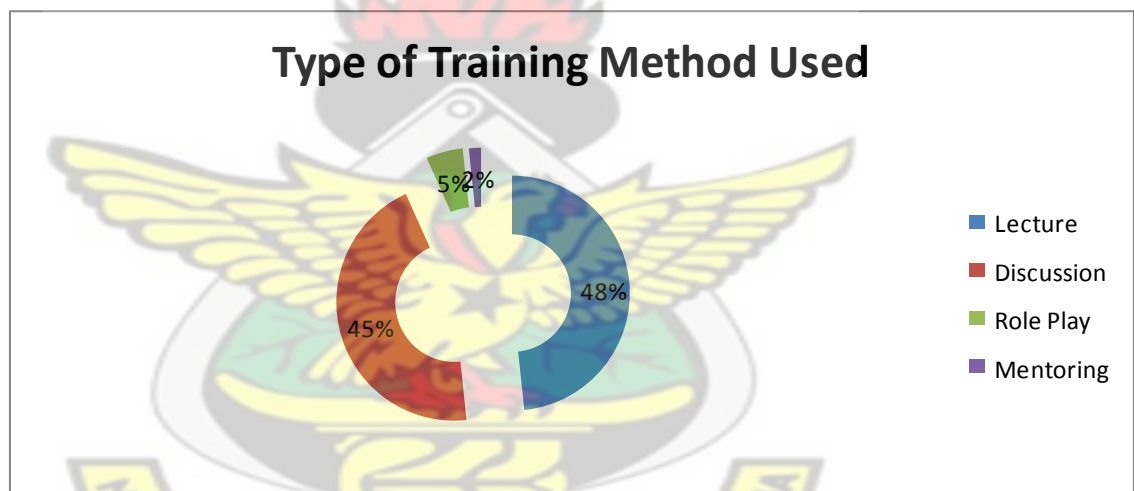


Figure 4.3.3 Type of Training Used

Source: Researcher's Field Work (2013)

4.3.4 Number of times employees have had training

Figure 4.3.4 depicts the number of times employee have had training. It shows that 21 of the respondents have had between 1 and 10 times, whilst 35 of the respondents have also had between 11 and 20 times. Other 2 of the respondents have had between 21 and 40 times. The remaining 2 have also had between 41 and 60 times. These results indicate that

almost all respondents have had training in one way or the other and it determines the interest of the organization.

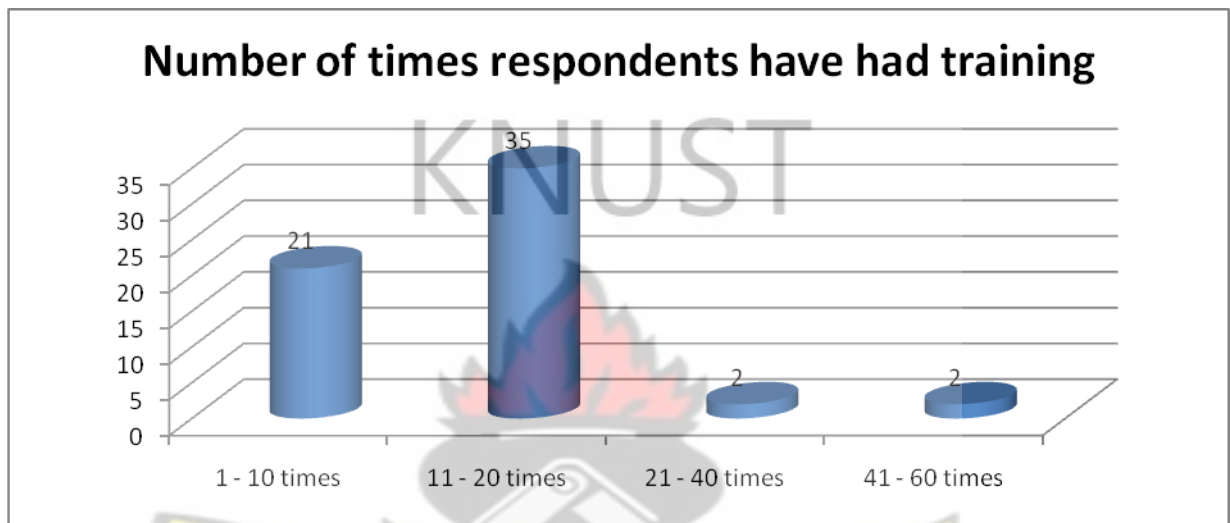


Figure 4.3.4 Number of Times Respondents have had training

Source: Researcher's Field Work (2013)

4.3.5 Employees expectations during training

The figure below represents the answers to the employees' expectations during training. Out of the 60 respondents for the research, 59 employees (representing 98%) perceived training to be 'yes' while 1 employee (representing 2%) perceived it to be 'No'. This is in consonance with Sherman and Bohlander (1992) who suggested that an effective training program should help trainees to satisfy their own personal expectations.

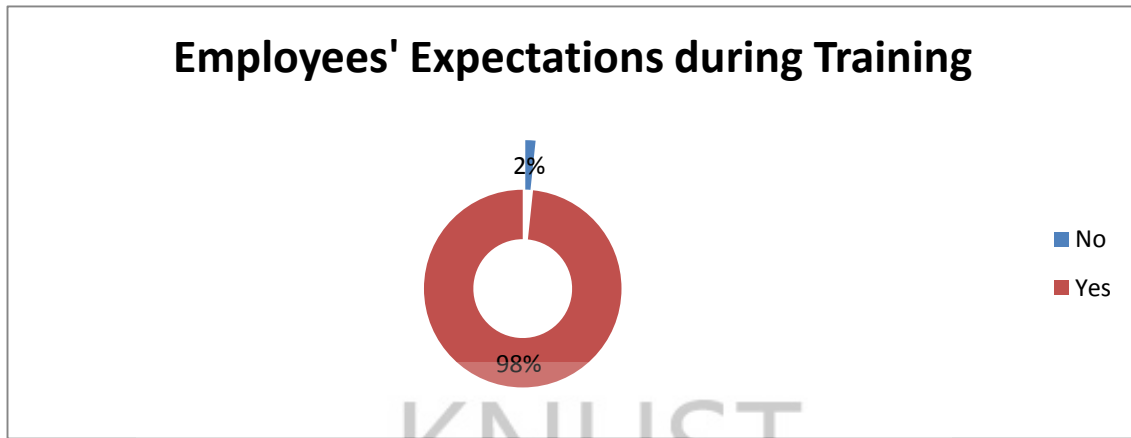


Figure 4.3.5 Employees' Expectations in the Training

Source: Researcher's Field Work (2013)

4.3.6 The level of training

Figure 4.3.6 represents the respondents' answers as to how they rate the level of the training received. The total respondents of 60 respondents (representing 100%) indicated that the level of training was just right.

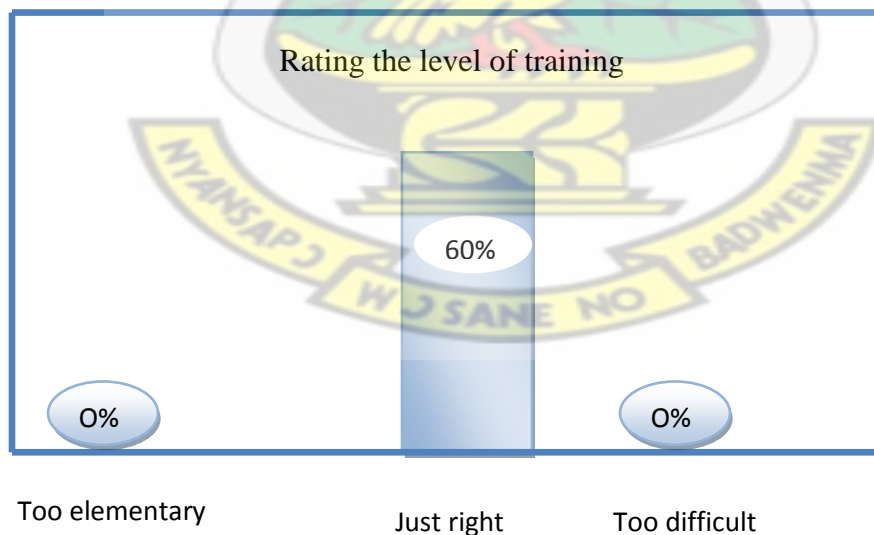


Figure 4.3.6 Rating the Level of Training

Source: Researcher's Field Work (2013)

4.3.7 Duration of training

Figure 4.3.7 shows how the employees rate the duration of their training. It depicts that 1 respondent (representing 1.7%) said too short, 15 respondents (representing 25%) said short and 44 respondents (representing 73.3%) just right. The figure suggests that the duration for the training was enough for them.

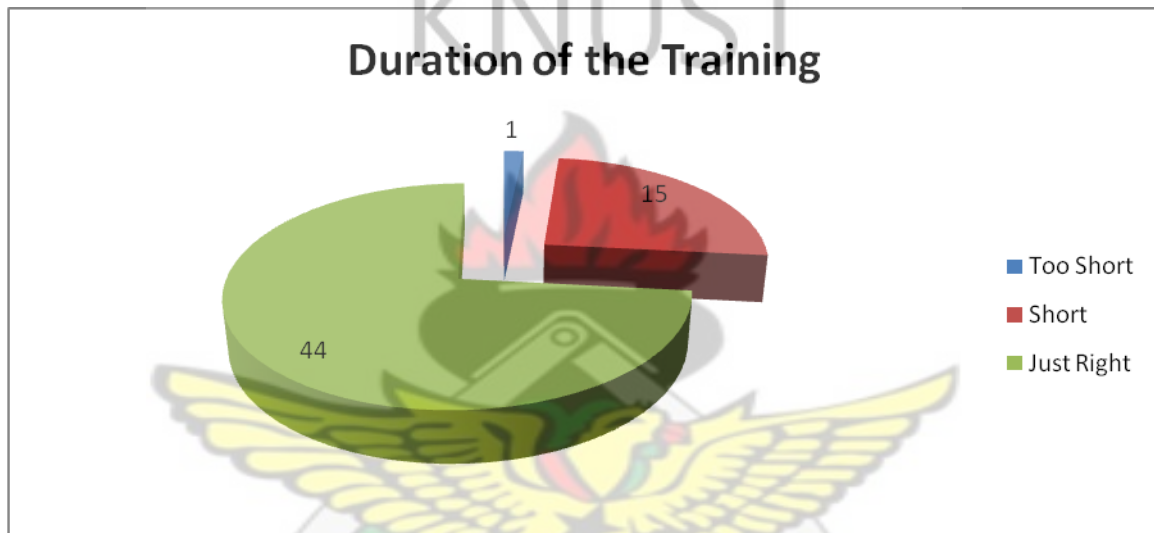


Figure 4.3.7 Duration of the Training

Source: Researcher's Field Work (2013)

4.4 Training needs analysis

This section reveals how employees are selected for training.

4.4.1 Mode of selection

Figure 4.4.1 shows how employees are selected for training. It indicates that 28 respondents (representing 46.7%) said that they were selected through training needs analysis and 32 respondents (representing 53.3%) said it is automatic for every employee.

During the interview with the management, they conformed what the majority of staff said that training was mostly automatic for every employee since training is always on agriculture except when the need arises. The data presented in the figure 4.4.1 is in line with management's views on the mode of selection.

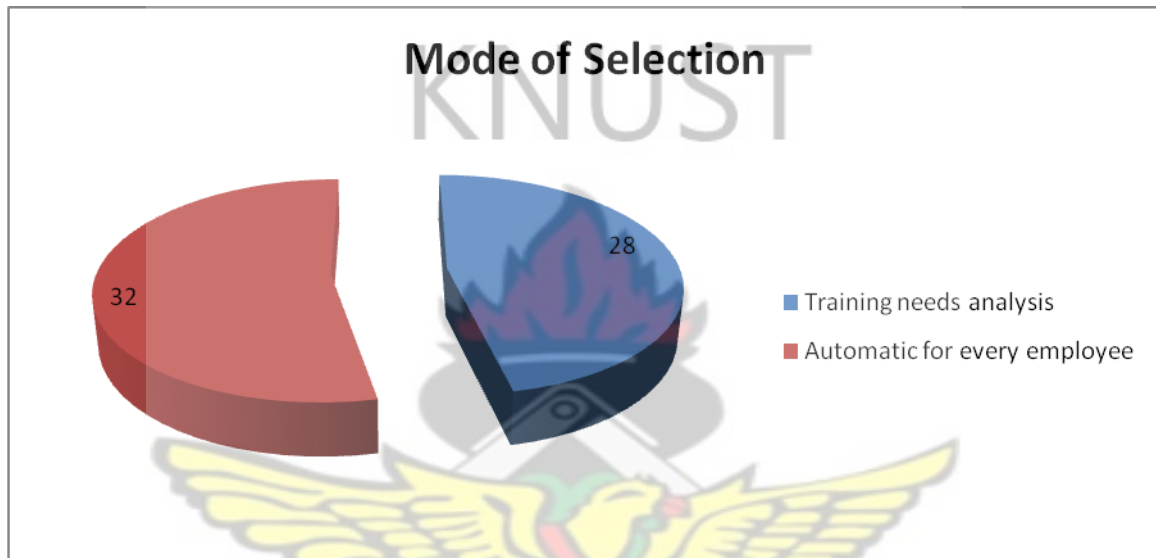


Figure 4.4.1 Mode of Selection of Employees

Source: Researcher's Field Work (2013)

4.4.2 Training needs determination through annual appraisal

Figure 4.4.2 below shows whether or not training needs are determined through annual appraisal report. It depicts that 10 respondents (representing 16.7%) strongly agree with the statement while 28 respondents (representing 46.7%) agree, 8 respondents (representing 13.3%) are uncertain, 13 respondents (representing 21.7%) disagree and 1 respondent (representing 1.7%) strongly disagree. The researcher wanted to know whether training needs were determined through annual appraisal report. According to the management

training were not based on appraisal report. This is in line with what Beardwell and Holden (1994) indicate that training needs are analyzed to suit the company's strategy and objectives.

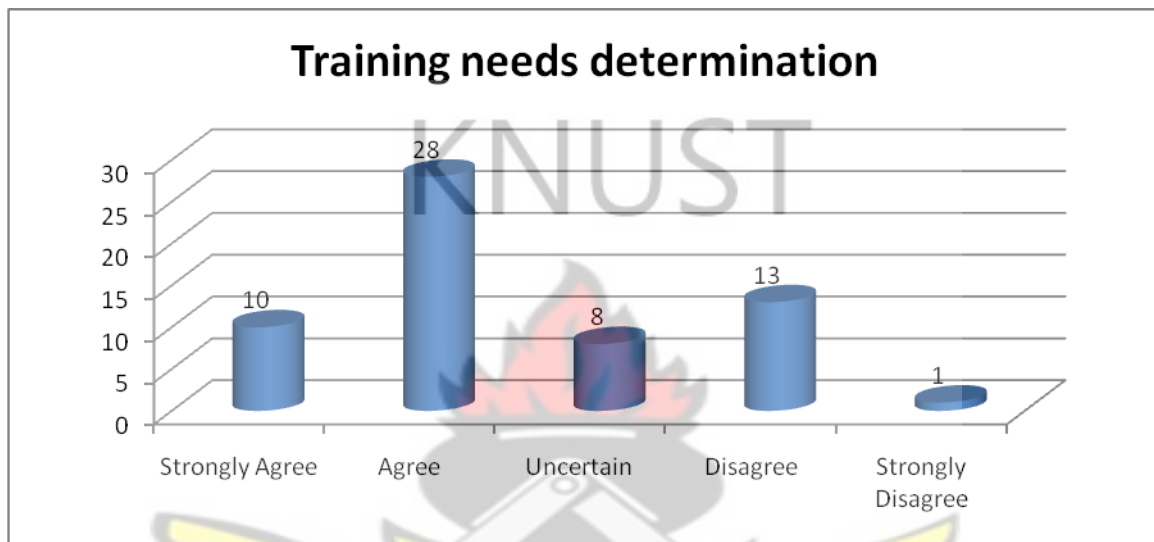


Figure 4.4.2 Training Needs Determination through Annual Appraisal Report

Source: Researcher's Field work (2013)

4.4.3 Training needs determination through interview

Figure 4.4.3 shows whether training needs are determined through interview. It depicts that 14 respondents (representing 23.3%) agree, 12 respondents (representing 20%) are uncertain, 29 respondents (representing 48.3%) disagree and 5 respondents (representing 8.3%) strongly disagree. Considering the number of respondents who disagree, strongly agree and those who were uncertain can infer that training is not determine through interviews, but according to the wish of the management. This is in consonance with what Chay et al (2003) argued that most organizations do not consider the employee developmental activities as having much value.

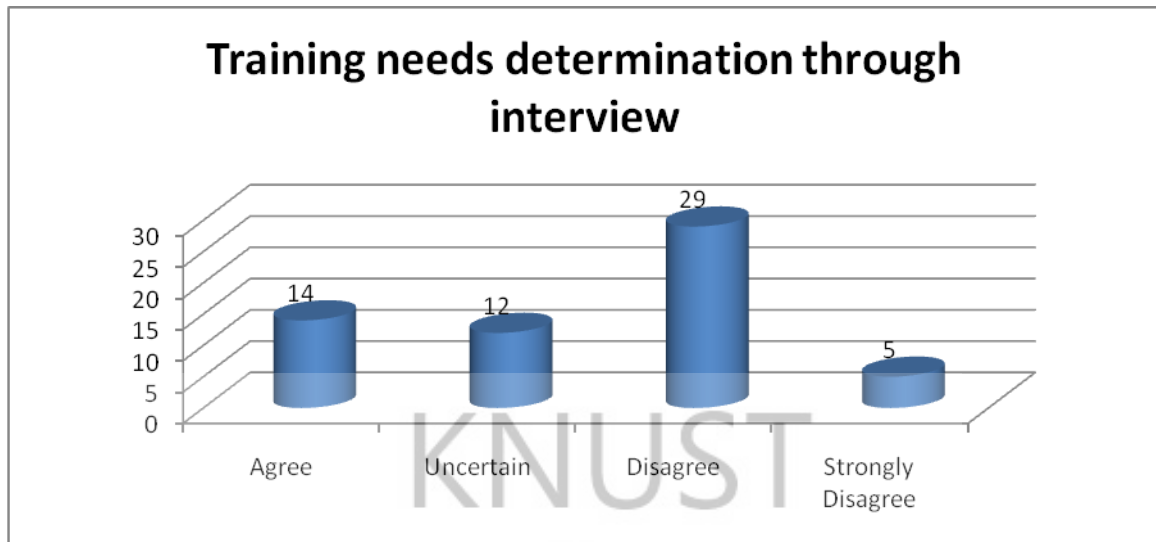


Figure 4.4.3 Training needs determination through interview

Source: Researcher's Field Work (2013)

4.4.4 Basic skills and employee capabilities

Figure 4.4.4 shows whether basic skills and capabilities are used to determine training and development. It depicts that 27 respondents (representing 45%) strongly agree, 19 respondents (representing 31.7%) agree, 12 respondents (representing 20%) are uncertain, and 2 respondents (representing 3.3%) disagree. The data presented in figure 4.4.4 is in line with management's views that training is mostly automatic for every employee in the organization.

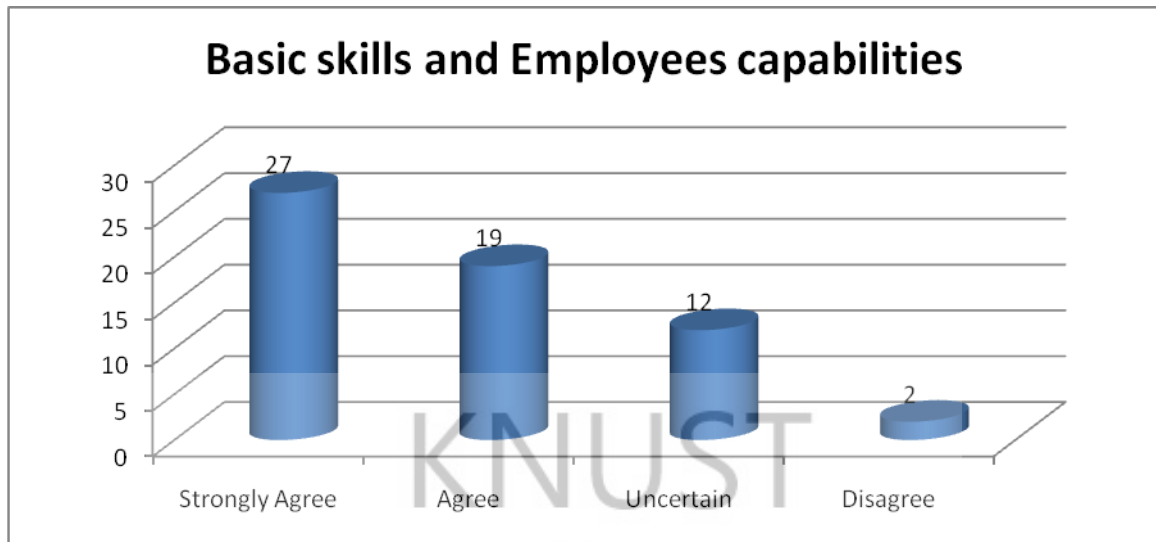


Figure 4.4.4 Basic Skills and Employees Capabilities Used to Determine Training and Development

Source: Researcher's Field Work (2013)

4.4.5 Training needs and department objectives

Figure 4.4.5 represents respondent's response whether training needs are directly related to department objectives. Out of 60, 46 respondents (representing 76.7%) say strongly agree, 12 respondents (representing 20%) agree, and 2 respondents (representing 3.3%) are uncertain. This is in conformity with what Chay et al (2003) argued that most organizations do not consider the employee developmental activities of much value. Their ultimate aim is to focus on achieving the goals of the organization and do not care about the development of the employees.

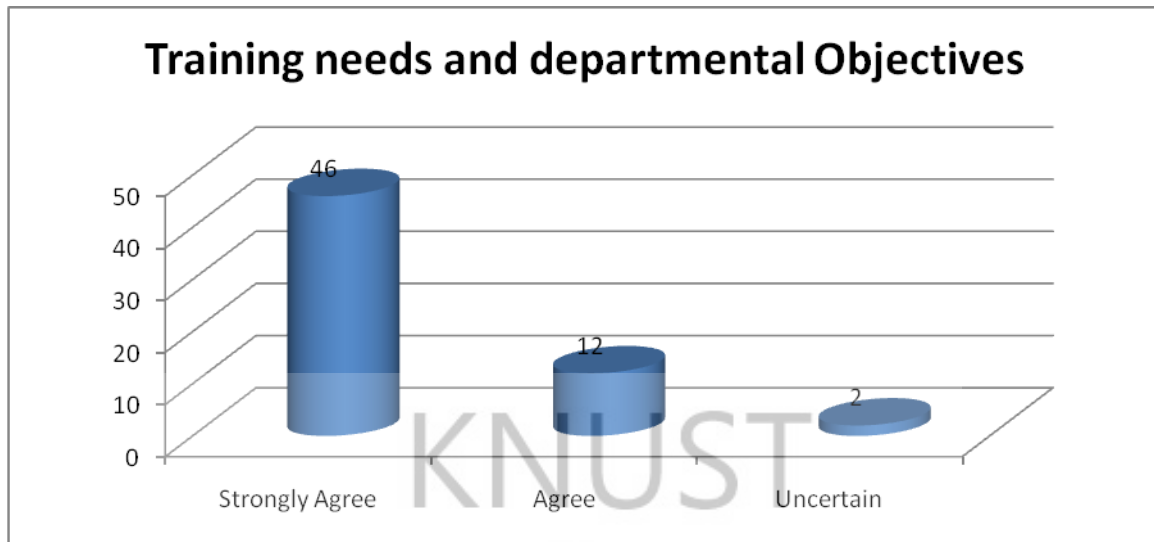


Figure 4.4.5 Training Needs Directly Related to Departmental Objectives

Source: Researcher's Field Work (2013)

4.5 Evaluation of training and development

This section evaluates training and development of the organization

4.5.1 Feedback after training

Figure 4.5.1 below indicates the distribution of respondents' answers as to whether employees receive feedback after training from other farmers. Out of 60 respondents, 38 respondents (representing 63.3%) answered strongly agree, 18 respondents (representing 30%) said they agree, 2 respondents (representing 3.3%) were uncertain, and 2 respondents (representing 3.3%) strongly disagree. This is in line with what Rouiller and Goldstein (1993) advocate that the extent to which trainees perceive support for using newly learned behaviour and knowledge on the job affects the transfer of learning and development. By giving feedback on performance after training, management is indirectly showing support for the newly learned behaviour and providing re-enforcement for the required behaviour.

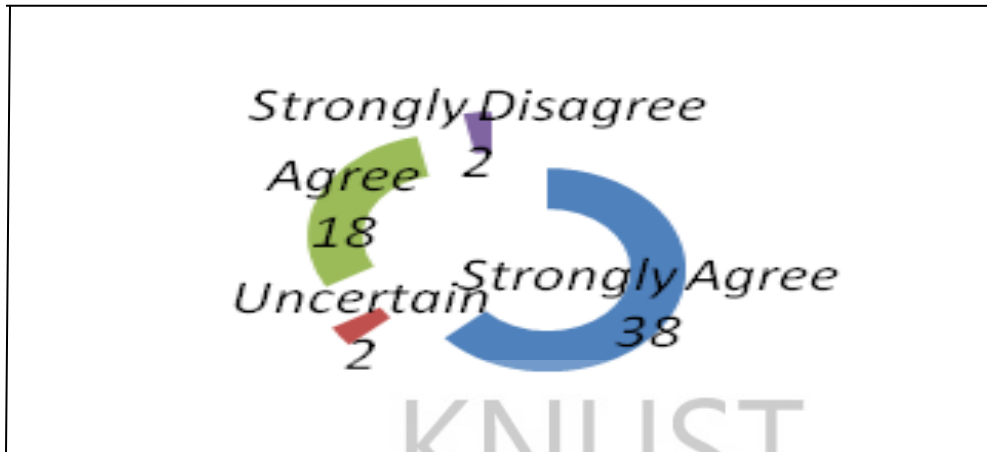


Figure 4.5.1 Employee receive feedback from other farmers after training

Source: Researcher's Field Work (2013)

4.5.2 Discussion of feedback

Figure 4.5.2 shows respondents answers as to whether the employees have the opportunity to discuss and receive feedback on their performance. It depicts that 28 respondents (representing 46.7%) say strongly agree, 20 respondents (representing 33.3%) agree, 10 respondents (representing 16.7%) are uncertain, and 2 respondents (representing 3.3%) strongly disagree. The management pointed out during the interview that most supervisors discuss performance with employees and this reflects Hamblin (1994) definition of evaluation that any attempt to obtain information (feedback) on the effectiveness of a training programme and to access the value of the training and the light of the information.



Figure 4.5.2 Opportunity to Discuss Feedback on Performance

Source: Researcher's Field Work (2013)

4.5.3 Training in line with department objectives

Figure 4.5.3 indicates the distribution of respondents answers as to whether department training courses are arranged in line with department objectives. It depicts that 47 respondents (representing 78.3%) say they strongly agree, 10 respondents (representing 16.7%) say agree, 2 respondents (representing 3.3%) are uncertain and 1 respondent (representing 1.7%) disagree. The data presented in figure 4.5.3 indicates that courses are arranged in line with department objectives and goals. This fulfils what Stern (2003) said that staff training and development has become matters of vital strategic importance and therefore necessary to take an individual approach based on competencies with development needs.

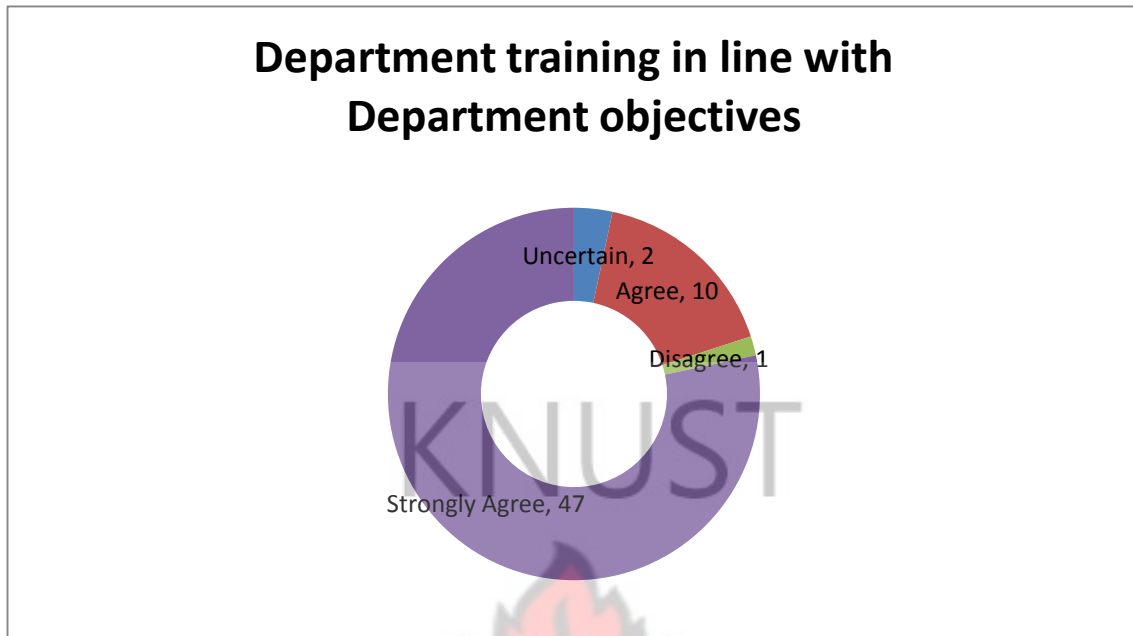


Figure 4.5.3 Department Training in line with Department objectives

Source: Researcher's Field Work (2013)

4.5.4 Supervisors evaluation and training

Figure 4.5.4 shows as to whether supervisors evaluate workers performance before and after training. It depicts that 11 respondents (representing 18.3%) say they strongly agree, 17 respondents (representing 28.3%) say they agree, 6 respondents (representing 10%) are uncertain, 18 respondents (representing 30%) disagree and 8 respondents (representing 13.3%) strongly disagree. The data presented in figure 4.5.4 indicates that the supervisors evaluate workers performance before and after training. Though the data revealed that supervisors evaluate workers performance, the management said during the interview that some supervisors do not evaluate employees' performance. The data is in consonance with Armstrong (2003) that it is important to evaluate training in order to assess its effectiveness in producing the learning outcomes specified when the training intervention was planned

and to indicate where improvement or changes are required to make training even more effective.

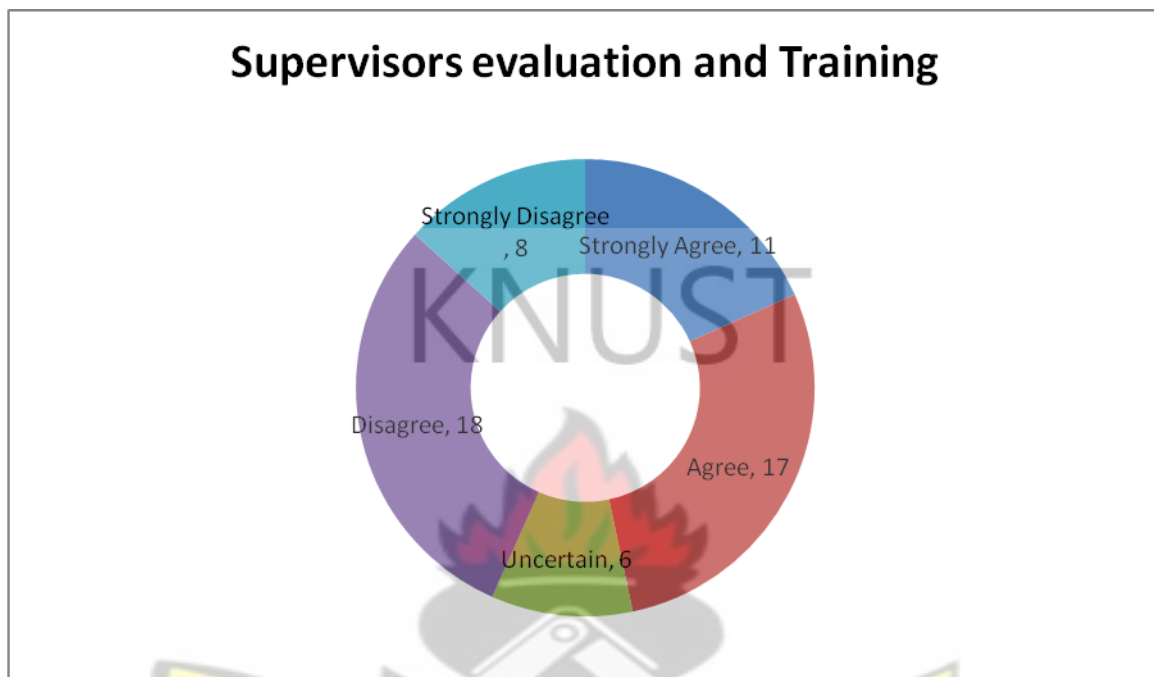


Figure 4.5.4 Supervisors evaluate workers Performance before and after Training

Source: Researcher's Field Work (2013)

4.6 Benefits of training and development

This section introduces benefits of training and development

4.6.1 Training and performance

The study investigated the effects of training and development on employee performance, motivation, and efficiency and employee turnover. Figure 4.6.1 shows the distribution of respondents' answers as to whether training necessarily enhances the performance of workers. It depicts that out of 60 respondents sampled, 47 respondents (representing 78.3%) say they strongly agree, 10 respondents (representing 16.7%) agree, 2 respondents

(representing 3.3%) are uncertain, and 1 respondents (representing 1.7%) strongly disagree. The data presented in figure 4.6.1 below indicates that training enhances the performance of workers. Mullin (2002) says that training increases the level of individual and organizational competence and it helps to reconcile the gap between what should and what is happening between desired targets.

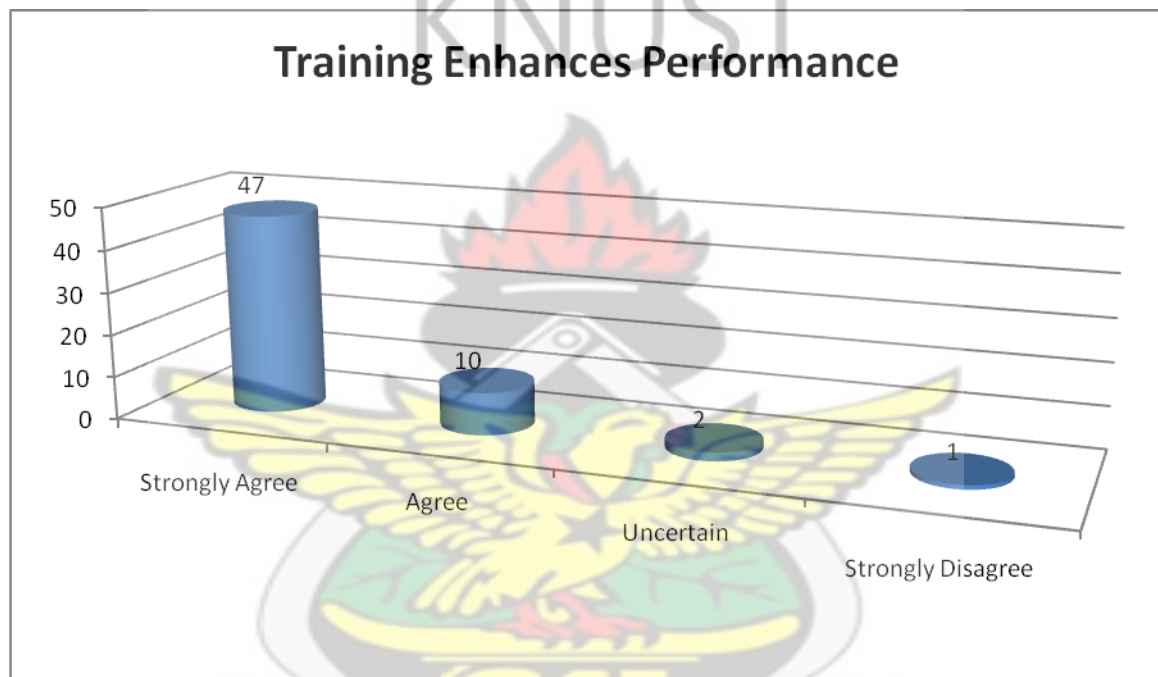


Figure 4.6.1 Training Enhances Performance

Source: Researcher's Field Work (2013)

4.6.2 Training motivates employees

Figure 4.6.2 represents respondents' answers as to whether training motivates employees. It depicts that 36 respondents (representing 60%) say they strongly agree, 20 respondents (representing 33.3%) agree and 4 respondents (representing 6.7%) disagree. The data presented in the figure 4.6.2 indicates that training motivates employees to work well in the

organization. Again, Mullins (2002) says that training increases the level of individuals and organization's competence and it helps to reconcile the gap between what should and what is happening between desired targets.

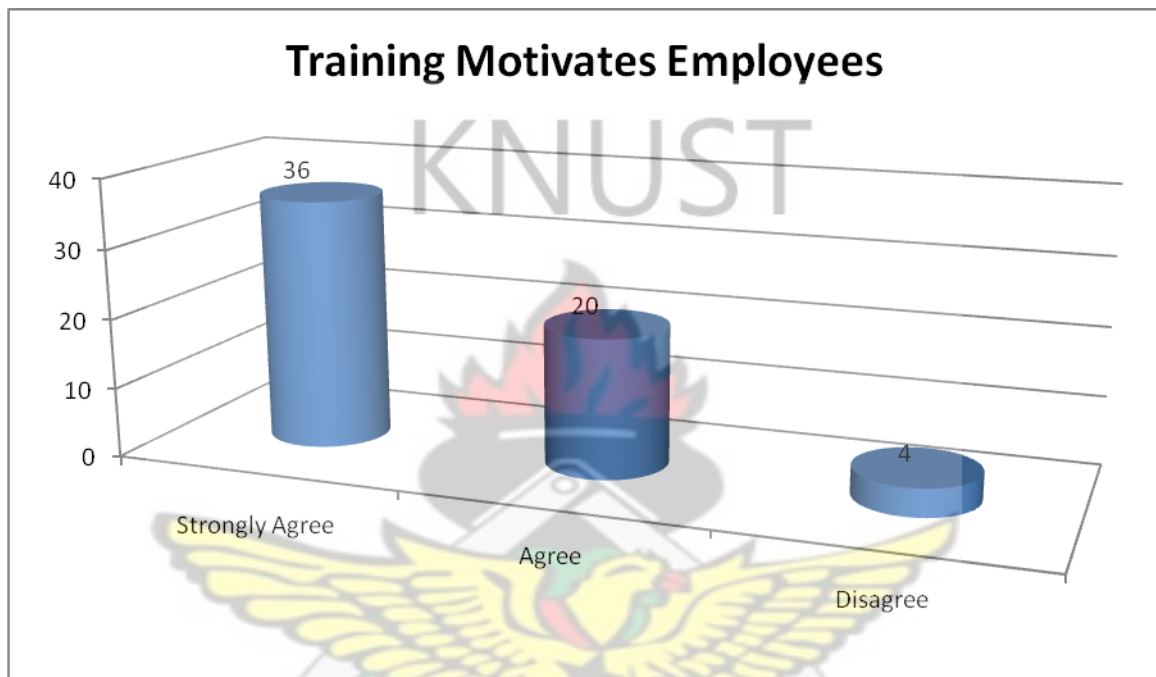


Figure 4.6.2 Training Motivates Employees

Source: Researcher's Field Work (2013)

4.6.3 Training increases efficiency

Figure 4.6.3 indicates as to whether training increases efficiency and quality of work in the organization. It depicts that 50 respondents (representing 83.3%) say they strongly agree, 9 respondents (representing 15%) agree, and 1 respondent (representing 1.7%) disagrees. The data presented in the figure below shows that training increases efficiency as Vickerstaff (1993) suggested that training employees makes better products, serve the

customer more effectively and are likely to have more ideas about how to change the process and the products to improve and efficiency.

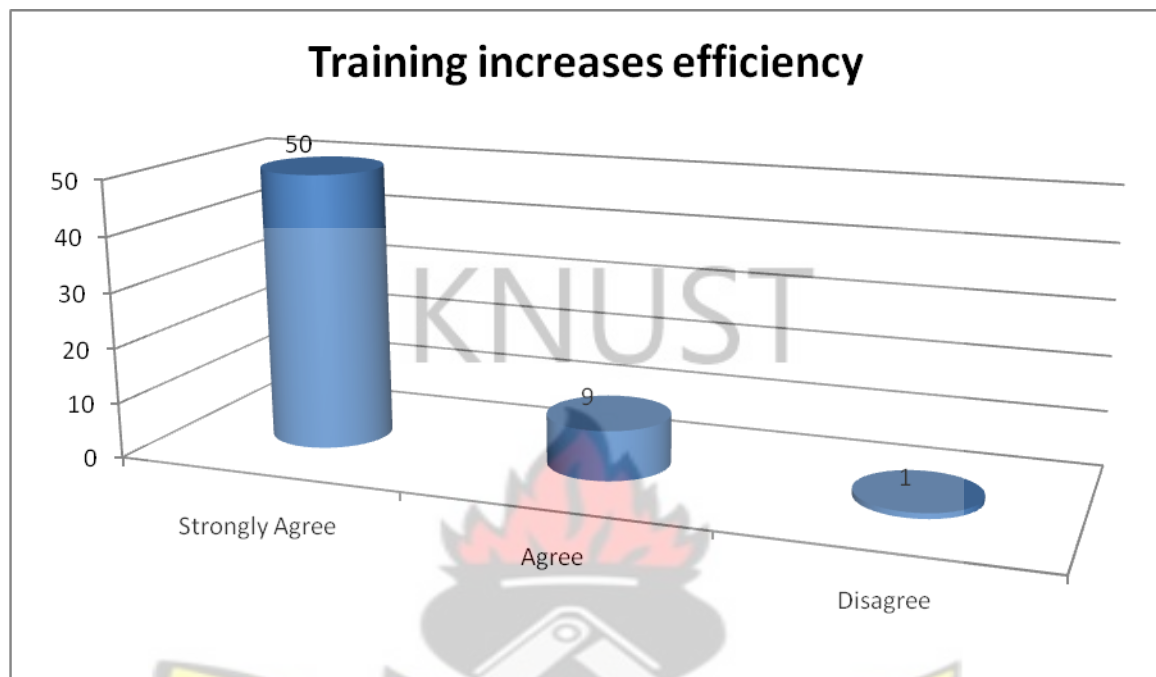


Figure 4.6.3 Training Increases Efficiency and Quality of Work

Source: Researcher's Field Work (2013)

4.6.4 Training and development increase job satisfaction

Figure 4.6.4 indicates as to whether training increases employees morale and job satisfaction. It depicts that 32 respondents (representing 53.3%) out of 60 sampled say they strongly agree, 20 respondents (representing 33.3%) agree, 4 respondents (representing 6.7%) are uncertain, 2 respondents (representing 3.3%) disagree and 3 respondents (representing 3.3%) strongly disagree. The data presented in the figure below suggests that training increases the employee morale and job satisfaction. It is in conformity with what Compton et al (1993) say that training provides the opportunity to improve human relations skills by having managers or supervisors better understand themselves and others.

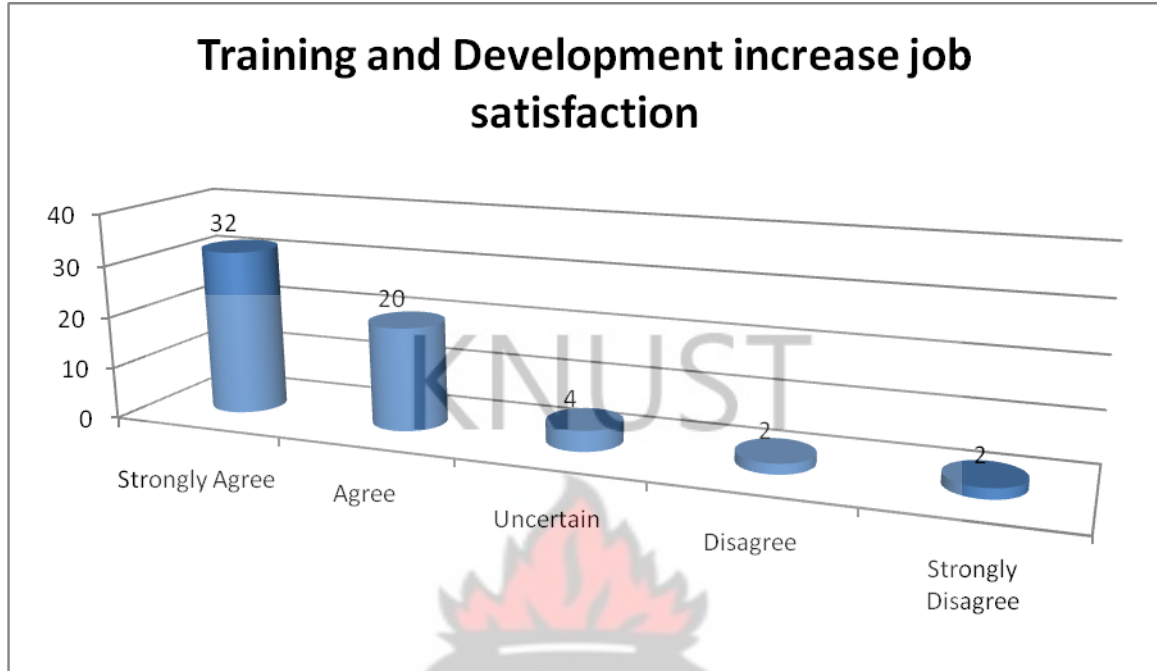


Figure 4.6.4 Training and Development Increase Job Satisfaction

Source: Researcher's Field Work (2013)

4.6.5 Training reduces employees' turnover

Figure 4.6.5 indicates the response of respondents as to whether training reduces employees' turnover in the organization. Out of the total respondents of 60 sampled 12 respondents (representing 20%) say they strongly agree, 24 respondents (representing 40%) agree, 4 respondents (representing 6.7%) are uncertain, 12 respondents (representing 20%) disagree and 8 respondents (representing 13.3%) strongly disagree. This presupposes that training reduces employees' turnover but it is faced with some challenges which need to be addressed.

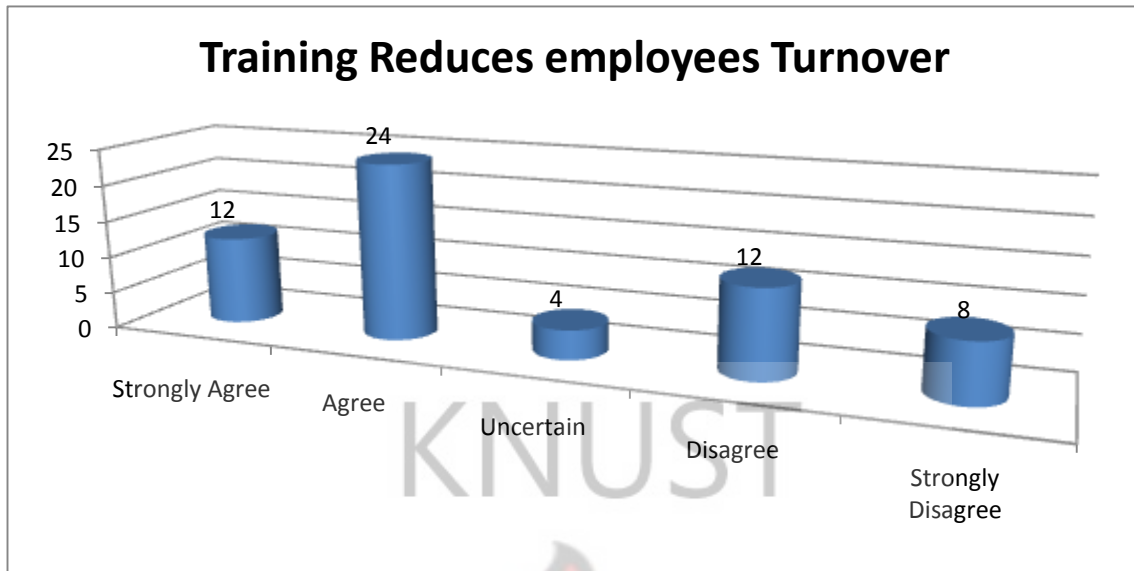


Figure 4.6.5 Training Reduces Employees Turnover

Source: Researcher's Field Work (2013)

4.7 An interview with the management of AES

An unstructured interview was conducted by the District Director of AES. Director is between fifty and fifty-five years. He has been with the organization for twenty six years and has one hundred employees under him. He gives special importance to training and development and therefore organizes training for the workers. A confirmation to this can be inferred from the majority of the employees who said they receive training. He pointed out that training is normally On-the-job training, because the organization is agricultural institution and therefore training is geared towards agriculture. He pointed out that training is mostly a lecture and discussion. As to how often the management organizes training for the employees, he confirmed that is used to be every four months but of late, it cannot be ascertained due to financial constraints and this constraint is a policy issue from the government therefore nothing can be done about it.

On the issue of mode of selection for workers for training, he confirmed that it is automatic for every employee since training is always on agriculture and the organization is an agricultural institution. He also confirmed that training needs in the organization is not determined through interviews; and sine the basic skills and capabilities of employees are on agriculture and also training needs are directly related to department objectives, employees are pushed through for the training. Talking about supervisors evaluating workers performance, he said that some supervisors play laissez-faire attitude towards their supervisory role. Asking what measures to arrest this attitude he said they were putting some measures down to sanction supervisors who fall a victim. As to whether training enhances performance and also motivates employees to work, he said it is true. He went further to say that training increases efficiency, quality of work, increases job satisfaction and morale among workers.

Conclusion

It is very necessary for the organization to design training very carefully. The design of the training should be according to the needs of the employees. Organizations which develop a good training design according to the need of the employees as well as to the organization always get good results. In addition, evaluation of training programme would enable organization to find out whether or not the training has achieved its purpose. Therefore, evaluation should be taken seriously for the betterment of the organization and the employee. Training should therefore be based on the need of the organization. It must benefit the employee in terms of performance and knowledge which will in turn affect the organization.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This research has attempted to investigate into the effects of training and development on employees performance of Agricultural Extension Services, Kumasi Metropolis by finding out training and development programmes available, how training needs are analyzed, benefits accrued from training and development and how and development activities are evaluated in the Agricultural Extension Services (AES), Kumasi Metropolis.

5.2 Summary of findings

The following findings were made based on the objectives of the study:

5.2.1 Training and development programmes available at AES

Majority of the employees 58 (96.7%) out of 60 respondents said they have received training and out of the 60 respondents only 2 (3.3%) said they have not received training. The finding revealed that 60 respondents, 29 respondents (representing 48.3%) said the method of training used is lecturing while 27 respondents (representing 45%) said it was discussion method.

The training and development programme available is mainly on-the-job training. Majority of the employees 57 respondents (representing 95%) attested to that while 3 respondents (representing 5%) said otherwise.

5.2.2 Training need analysis

Out of 60 respondents, 32 respondents (representing 53.3%) said that the mode of selection of employees for training was automatic for everybody while 28 respondents (representing 46.7%) said it was through training need analysis. About 29 respondents (representing 48.3%) disagreed to the fact that training was through an interview while 14 respondents (representing 23%) supported it and 17 respondents (representing 28.3%) answered otherwise. Another finding that came out was that about 45% of the total respondents of 60 admitted that employees' basic skills and capabilities determined training and development. Finally, it was revealed that training was mainly on agriculture and therefore automatic for every employee in the organization and as a result directly related to department objectives.

5.2.3 Benefits of training and development

It was found out that majority of the employees 47 (78.3%) said they strongly agree that there are some benefits in training and development. It revealed that training enhances employees' performance 47 (78.3%) attested to that, it motivates employees, 56 (93%) to work effectively. Training and development also increases efficiency and quality of work. Moreover, it increases morale and job satisfaction of employees and finally reduces employee turnover.

5.2.4 Evaluation of training and development

About evaluation of training and development a number of employees disagreed that supervisors evaluate workers performance while some employees also agreed that supervisors do evaluate.

5.2.5 Problems associated with the current training and development at AES.

The following problems were identified with training and development on employee performance by the respondents. The respondents said that organization does not sponsor off-the-job training for employees and also there is lack of motivation in the form of logistic support like protective clothing when they go to the field (farm) to perform their duties. The researcher himself identified the following problems that most supervisors do not evaluate employees' performance and there is no free flow of information between the supervisors and the field officers. Also training benefits the organization more than the employee. These came to light during interview with the management. It is recommended that supervisors be educated to know the importance of communication so that good rapport can be established between the supervisors and the field officers. Also concerning the training that benefits the organization more than the employees, management should try to sponsor employee who wish to have off-the-job training such as management courses.

5.3 Conclusion

The aim of this research has been to investigate into the effects of training and development on employees' performance in Agricultural Extension Services, Kumasi Metropolis and to assess whether it has a positive effect on employee performance. Data was collected through questionnaires and analysis showed that there is a strong positive effect of training and development on employees' performance. It has been observed that training is very important in every aspect of an organization. It enhances the efficiency of staff, increases output and motivates employees for better performance. It has been discovered that training and human development are not isolated from human resources. Even in the advanced countries and in most computerized organization, training and development cannot be overlooked because; human are the ones to operate this equipment. Because of the fact that ours is a world that is currently undergoing rapid change particularly in the area of skill obsolescence and technological capability, training is not exclusively reserved for newly employed staff but also for the old employees as well. It is therefore important for the purpose of enhancing individual performance that training and development should be made a continuous process that should last through an employee's entire working life. This is because low and middle level employees need to adapt to new skills and technologies while managers and top management personnel need deeper knowledge and understanding of their jobs, the jobs of others, a good understanding of where and how their jobs fit into the wider organizational pattern, an understanding of government and societal constraints, and a sensitive social awareness of the environment within which the organization operates.

Therefore, training and development is necessary among other things to improve quality and quantity of work, to increase productivity and to induce certain behavioral changes in the employees. Every organization should therefore try to incorporate effective and efficient training and development of their employees (manpower) in order to achieve their aim and objectives with ease.

5.4 Recommendations

Based on the findings of the study, the following recommendations are made. It is hoped that the recommendations will go a long way in addressing issues relating to human resource training and development programmes in AES.

5.4.1 Sponsorship for Off-the-job training

The study revealed that the trainings were mostly on-the-job. They are agriculturally oriented therefore it is recommended that the organization should create a room to sponsor off-the-job training courses like administration for employees. This will help the organization to cut down cost of employing administrative staff elsewhere.

5.4.2 Training needs analysis

It was revealed by the management that training needs determination were based on employees curriculum vitae and at times management just pushes employees through for the training. Therefore, it is recommended that the organization should endeavour to put in place measures to identify specific training needs of employees. This can be done by having a career development plan for all core employees.

5.4.3 Supervisors evaluation of performance before and after training

During the interview with the management, it was revealed that some of the supervisors do not evaluate the workers to know their performances before and after training. It is known that evaluation of training programmes is of vital importance because it helps in insuring the effectiveness of the programme. The researcher recommends that evaluation should take the highest regard of all and should be mandatory of the supervisors to engage in the evaluation exercises. If it demands increasing their allowances, the organization should be able to do that. This will help the organization to know whether it is progressing or retrogressing.

5.4.4 Employee motivation and retention

It was revealed that the employees were not motivated. Without motivation employees cannot put up their maximum best at work. The study also revealed that training reduces employees' turnover. Therefore, it is recommended that workers should be motivated by awarding scholarships to employees' children in Senior High School and also by granting car loans to employees. It is also recommended that employees who undergo training should be made to sign a bond with the organization. All these can motivate and also retain workers after training.

5.4.5 Training reduces employees turnover

The study revealed that training reduces employees' turnover. Therefore, the researcher recommends that proper structures like good pay be put in place to retain workers after

training. Also, it is recommended that employees who undergo training should be made to sign a bond with the organization. This will help retain workers after training.

Suggestion for further research

Based on some observations there is a need to conduct a survey to analyze the significance of training needs and reasons why training fails.



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APPENDIX I

KNUST

COLLEGE OF ART AND SOCIAL SCIENCES

SCHOOL OF BUSINESS

DEPARTMENT OF MANagements SCIENCES

INTRODUCTION

This study is being conducted to investigate into the effects of training and development on employees' performance in Agriculture Extension Service Kumasi. The research is conduction in partial fulfillment for the award of MBA degree at KUNST, school of Business.

I would be very grateful if you could answer the following questions. Please note that the responses are for academic purposes and will remain anonymous and confidential. The research outcomes will not include reference to any individuals

Thank you for your maximum cooperation.

Plases kindly tick the answer appropriate to you in the answer provided in the spaces.

SECTION A: PERSONAL DATA OF RESPONDENT

1. Age group of respondent (a) 20-30[] (b) 31-40 [] (c) 41- and above []
2. Gender (a) Male [] (b) Female []
3. Level of education (a) basic [] (b) Secondary education [] (c) Tertiary []
4. Position in the organization (a) field office [] (b) Direction [] (c) Supervisor []

5. Number of years served (a) 1-3 [] (b) 4-10 [] (c) 11 and above
6. When was your last promotion?(a) Last year [] (b) 2years ago [] (c) 3 years ago [] (d) 4years [] (e) other (specify)

SECTION B TRAINING AND DEVELOPMENT

7. Have you received any training since your employment? Yes [] No []
8. If yes, what type of training ?(a) Off- the – job training [] (b) On – the – job training []
9. What type of training method was used? (a) Lecture[] (b) Discussion [] (c) Role play [] (d) Mentoring /Coaching [] (e) other, please specify
10. How many times have you received any form of training? Please specify.....
11. Did the training you attended meet your expectations? (a) yes [] (b) No []
12. If no, please indicate why?
13. How would you rate the level of training you attended?
- a. Too elementary []
 - b. Just right []
 - c. Too difficult []
14. How would you rate the duration of the training you attended?
- a. Too short []
 - b. Short []
 - c. Just right []
 - d. Too long []

15. How were you selected for training? Was it through training needs analysis or automatic for every employee?

Please tick in the appropriate box against each statement to indicate your rating where: 1 = strongly agree, 2 = Agree, 3 = uncertain, 4 = Disagree, 5 = Strongly Disagree.

Training needs Analysis	1	2	3	4	5
16. Are training needs in the department determined through annual appraisal report					
17. Are training needs in the department determined through interviews with employment?					
18. Are basic skills and employees capabilities used to determine training and development needs in the department?					
19. Are training needs directly related to departmental objectives?					
Evaluation of Training and Development					
20. Do you receive feedback from other people in your workplace on how you are performing your role?					
21. Do you have the opportunity to discuss and receive feedback about your work performance in the department?					

22. Are department training courses arranged in line with department objectives and goals?					
23. Do you think supervisors evaluate workers performance before and after training?					
Benefits Of Training And Development					
24. Does training necessarily enhance the performance of workers?					
25. Does training motivate employees to work well in the organization?					
26. Can training increase efficiency and quality of work in the organization?					
27. Does training and development increase job satisfaction and morale among workers?					
28. Does training reduce employee turnover in the organization?					

29. To what extent would you say that the training improved your knowledge?

a. Little [] b. much [] c. great []

30. To what extent would you say that training contributed to improving your attitudes

towards work? a. little [] b. much [] c. much use [] d. great []

31. Have you trained or transferred the knowledge you acquired through the training to

other people after training? a. yes [] b. No [] c. uncertainty

32. Have you shared your training experience with other people in any way?

- a. Yes [] b. No []

33. If yes to question (32) indicate the categories of people you have shared your experience with.

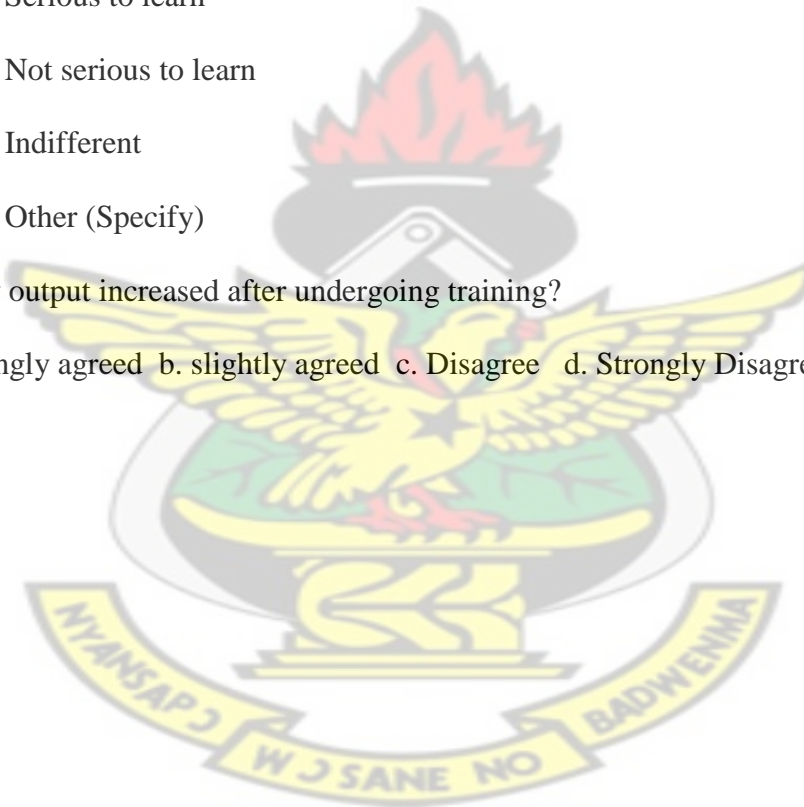
- a. Colleagues [] b. Subordinates [] c. Superiors [] d. others
(Specify)

34. What were the reactions of those you shared your experience with?

- a. Serious to learn
b. Not serious to learn
c. Indifferent
d. Other (Specify)

35. My output increased after undergoing training?

- a. Strongly agreed b. slightly agreed c. Disagree d. Strongly Disagree e. uncertain



APPENDIX II

KNUST

COLLEGE OF ART AND SOCIAL SCIENCES

SCHOOL OF BUSINESS

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Interview for Management

This study is being conducted to investigate into the effects of training and development on employees' performance in Agriculture Extension Service Kumasi. The research is conduction in partial fulfillment for the award of MBA degree at KUNST, school of Business.

I would be very grateful if you could answer the following questions. Please note that the responses are for academic purposes and will remain anonymous and confidential. The research outcomes will not include reference to any individuals

Thank you for your maximum cooperation.

1. How old are you?
2. Gender
3. Your level of education?
4. Please what is your position in the organization?
5. How long have you work for the organization?
6. How many employees do you have under you?
7. Do you organize training for your workers?
8. What type of training ?

9. What type of training method do you use?
10. How often do you organize training?
11. How do you select your workers for training?
12. Are training needs in the department determined through interviews with employees?
13. Are basic skills and employees capabilities used to determine training and development needs in the department?
14. Are training needs directly related to departmental objectives?
15. Are department training courses arranged in line with department objectives and goals?
16. Do you think supervisors evaluate workers performance before and after training?
17. Does training enhance the performance of workers?
18. Does training motivate employees to work well in the organization?
19. Do you motivate the workers in any form?
20. Can training increase efficiency and quality of work in the organization?

