

UNIVERSITY OF CAPE COAST

EFFECT OF TRAINING ON EMPLOYEE PERFORMANCE AT GHANA
FOOD AND DRUGS AUTHORITY, ACCRA - GHANA

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FOOD AND DRUGS AUTHORITY, ACCRA - GHANA

BY

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DECLARATION

Candidate's Declaration

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

Candidate's Signature: Date:

Name:

Supervisor's Declaration

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

Supervisor's Signature: Date:

Name:

ABSTRACT

The Food and Drugs Authority is an organization mandated to control the manufacture, import, export, distribution, use and advertisement of food, drugs, cosmetics and household chemicals, medical devices and tobacco and its products to ensure that they are safe and of good quality. To ensure this function, training is very necessary to enhance the capacity of employees to perform their duties effectively and efficiently. The importance of training can only be appreciated with a clear understanding of its direct impact on employee performance. The purpose of this study was to examine the effect of training on employee performance at the Ghana Food and Drugs Authority, Accra. The study employed quantitative research approach to achieve the objectives of the study. Purposive sampling procedure was employed to select 60 respondents. Data were derived through questionnaires distributed to the respondents. Data were analyzed with Statistical Product and Service Solutions (SPSS) version 22. The results revealed that the Ghana Food and Drugs Authority (FDA) had a policy in training its employees, every employee no matter the educational background has had a kind of training on the job. The study further discovered that most of the employees were engaged, motivated and satisfied with the training models. It was therefore recommended that management of the Ghana Food and Drugs Authority (FDA) should focus on innovative programmes as well as provide sufficient resources for the training to maximize employees' performance.

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DEDICATION

To all my children.

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CHAPTER ONE

INTRODUCTION

Employees are major assets of any organization. The active role they play towards a company's success cannot be underestimated (Bratton & Gold, 2017). As a result, equipping these unique assets through effective training becomes imperative in order to maximize these job performance and also to position them to take challenges of today's competitive business climate (Mathis & Jackson, 2010). Although extensive studies have been conducted on the training of employees including those on employees in Ghana, however, there appears to be no documented study on the training of employees of the Ghana Food and Drugs Authority, hence this present study to examine the effects of training on employee performance using the Ghana Food and Drugs Authority.

Background to the Study

The importance of employee performance for the realization of organizational goals has long been recognized by both public administration and human resource scholars and practitioners (Yahya & Tan, 2015). Attention has been given to the need to maximize the performance of employees, particularly in the public sector, which is generally known to be characterized by low productivity and poor performance (Dan & Pollitt, 2015). But getting employees to perform at optimum levels do not come per chance; it is consciously engineered through specific strategies, with training occupying center stage (Kimani, 2017).

Employee performance is an important building block of an organization and factors which lay the foundation for high performance must be

analyzed by the organization. Since every organization cannot progress by one or two individual effort, the collective efforts of all the members of the organization become essential. Performance is a major multidimensional construct aimed at achieving results and has a strong link to strategic goals of an organization (Mathis & Jackson, 2010).

The training of employee is an issue that has to be faced by every organization. However, the amount, quality and quantity of training, carried out vary enormously from organization to organization. According to Bratton and Gold (2017), factors influencing the quality and quantity of training and development activities include; the degree of change in the external environment, the degree of internal change, the availability of suitable skills within the existing workforce and the extent to which management see training as a motivating factor in work.

Given the importance of training to employees, it becomes imperative to train the human resources of the organization to meet both the organizational goals as well as individual objectives. Bratton and Gold (2017), indicate that one way of looking at training is to visualize it as a subsystem that acquaints employees with the material and the technology since growth and change are inherent in an organization. In contemporary times, when competition between organizations have become more intense as a result of globalization, training and development of employees is even more pertinent to enable them keep up with the pace of advancement in technology as well as other scientific and social developments (Hammond & Churchill, 2018).

The Ghana Food and Drugs Authority is mandated to provide and enforce standards for the sale of food, herbal medicinal products, cosmetics,

drugs, medical devices and household chemical substances. To achieve this objective successfully, the Authority needs to train its employees and update their knowledge on regular basis (Food and Drugs Authority, 2016). The Food and Drugs Authority (FDA) was established by the FDA law of 1992 (PNDC law 305B) as an agency of the Ministry of Health (MOH). This law has since been amended by the FDA Amendment Act of 1996 to provide for the fortification of salt to allocate nutritional deficiencies and to bring the provisions of the law in conformity with the 1992 constitution of the Republic of Ghana. Currently, the Amended act of 1996 has been amended and brought under the Public Health Act of 2012 – Part 7: Food and Drugs (Food and Drugs Authority, 2016).

The Authority is required to control the manufacture, import, export, distribution, use and advertisement of foods, drugs, cosmetics and chemical substances, medical devices, tobacco and its products to ensure that they are safe and of good quality. Established in August 1997 as a national regulatory authority, FDA currently has over 600 employees made up of management, technical staff and administrative staff. To enhance their skills and effectiveness to achieve these core mandate, well-designed and implemented training programmes are required and this becomes the responsibility of the human resource (HR) section of the Authority. It has zonal offices in all the ten (10) regions (Food and Drugs Authority, 2016)

Human resource is a strategic part of every business organization because it is expected to bring about competitive difference (Yahya & Tan, 2015), and to achieve this depends on the quality of its human resource, which can be enhanced by timely and effective training programmes. This is because

while equipment, infrastructure, methods of production, packaging and distribution, strategies could all be copied by other competitive organizations, however, the innate quality, innovativeness, knowledge, abilities, and skills of the human resource cannot be copied (Armstrong, 2007). Also, Truitt (2011) commented that any institution of higher learning or business whose goods are to survive and prosper in this present day diverse and regressed economy has found it imperative to invest in ongoing training and development to improve proficiencies in production as well as to acquire the greatest return in investment of human capital. Although this area of training seems paramount, and although training is an integral part of the employer-employee relationship.

Jehanzeb and Beshir (2013) noted that direct evidence about an institution's training practices based on representatives supply of diverse employing organizations is almost non-existence. They, however, believe that employee performance is one of the crucial measures emphasized by top management who are becoming more concerned about employees productivity which requires improved skills. Aware of the accelerated obsolescence of knowledge and skills in the turbulent environment, management believes that effectively training employees will make them aligned for carrier growth carrier potential that enhances personal motivation.

Beardwell and Holden (2011), gave the following reasons for the training of employees by organizations. They stressed that new employees are in some respect like other raw materials; they have to be processed to become able to perform the tasks of their jobs adequately to fit into their work-group and into the organization as a whole. Secondly, that that new jobs and tasks maybe introduced into the organization and be filled by existing employees who

need redirection and that people themselves change – their interest, their skills, their confidence and aspirations, their circumstances. According to Beardwell and Holden (2011), some employees may move job within the organization on promotion or to widen their experience and so need further training. The organization itself or its context may change or be changed over time so that employees have to be updated in their ways of working together. Management requires training and development. With regard to training, this involves initial training for new managers and further training for existing managers.

From the above reasons given by Beardwell and Holden (2011), it is therefore obvious that training is inevitable for organizations that are very serious about winning the competition or at least being the leader in the industry. Training is the planned intervention that is designed to enhance the determinants of individual job performance (Yahya & Tan, 2015). Positive training offered to employees may assist with the reduction of anxiety or frustration, which most employees have experienced on more than one occasion during their employment careers (Jehanzeb & Beshir, 2013). While in some organizations there are no plans and systems in respect to training, others have training policies that are documented and hence go the cycle of identifying training needs, design training activities, facilitate training and measure or evaluate training results.

Statement of the Problem

While training is generally acknowledged to be crucial for employees to develop their knowledge, skills and attitudes, there are several challenges that tend to hinder their realization in organizations (Konings & Vanomerlingen, 2009). Despite the increasing effects on the training of employees by

organizations, there is still limited literature on human resource development issues in developing countries (Debrah & Ofori, 2006) and increasing concerns from organizational customers towards low-quality services. It is further worth noting that while much is known about the economics of training in the developed world, studies of issues associated with training in less developed countries are rarely found.

The existing studies in this relation (Mensah, Morrison & Ekumah, 2016) have taken a general human resource management focus creating a gap on issues such as the impact of training on employee performance and more especially as it relates to a specific government department. In developing countries like Ghana, the inefficiencies and ineffectiveness characterizing public sector organizations has been linked with inadequate training and development (Karikari, Boateng & Ocansey, 2015; Ohemeng & Ayee, 2016). Beyond this, managers have been found to relinquish training largely due to its associated costs.

Singh and Mohanty (2012, p. 88) observe that “although managers generally accept training as an important means to improve employee productivity leading to organizational productivity and effectiveness, they usually face this challenge with cost control including training practices expenditure. Therefore, in most companies, there is hardly any training evaluation and even when it is done, it tends to be casual with no impact on performance or productivity in the end (Singh & Mohanty, 2012). Also, a look at the literature on training and development in Ghana reveals that scholars have focus on mainstream public sector institutions particularly government ministries (Agyeman & Ofei, 2013; Ayentimi, Burgess & Brown, 2018).

So far, not much work has been done to examine the impact of training and development on employee performance in other departments and authorities like Ghana Food and Drugs Authority (FDA, Ghana). This study therefore investigate employee training at the Ghana Food and Drugs Authority to examine how it influences employee performance. As the authority mandated to provide and enforce standards for the sale of food, herbal medicinal products, cosmetics, drugs, medical devices and household chemical substances in Ghana, makes employee training and development crucial. Also, given the scientific and technical nature of their jobs, it is imperative for employees of the authority to be trained and developed on a regular basis to keep them updated on on current developments.

Purpose of the Study

The purpose of the study was to examine the effect of training on employee performance at the Ghana Food and Drugs Authority, Accra-Ghana.

Objectives of the Study

The study sets to achieve the following objectives:

1. to investigate how the training needs of employees are assessed and identified at the Ghana Food and Drugs Authority, Accra-Ghana.
2. to identify employee training methods the Ghana Food and Drugs Authority, Accra-Ghana.
3. to ascertain how training impacts the performance of employees of the Ghana Food and Drugs Authority, Accra-Ghana.

Research Questions

1. How are employee training needs assessed and identified at the Ghana Food and Drugs Authority, Accra-Ghana?

2. What training methods are employed by the Ghana Food and Drugs Authority, Accra-Ghana?
3. How does training impact on performance of employees of the Ghana Food and Drugs Authority, Accra-Ghana?

Significance of the Study

The research would not only add to works that have been done in this area but also provoke further research into the training and of FDA employees and its resultant impact on the achievement of the objective of FDA. It would benefit the FDA in its effort for proper needs assessment and selection of employees for training.

Scope of the Study

The research covered Accra head office, Koforidua and Tema Port offices of FDA as a case study and the coverage was limited due to proximity to these offices and very tight working schedule for the researcher. The scope covered the concept of employee training and employee performance. The study was delimited to chief regulatory officer, senior regulatory officer, chief technologist and senior technologist.

Limitation of the Study

Time and material resources constraints were also major barriers to the study. There were also the possibilities that some of the responses from some of the respondents may not have been very accurate because of fear of divulging vital information about the operations of the Authority. Furthermore, busy schedules of respondents going out of the office for inspections coupled with their individual social responsibilities made it very challenging for them to respond to the questionnaire on time. This reduced the return rate of the

questionnaire. In spite of the potential limitations listed, these are not likely to significantly affect the validity of the findings of the study. The research methods employed should make it possible for other researchers to replicate the study which could serve as a guide to policy makers.

Definition of Terms

Training: Any learning activity which is directed towards the acquisitions of specific knowledge and skills for the purposes of an occupation or task. The focus of training is the job/task; the acquisition or learning of specific competencies. When a supervisor undergoes a course on how to handle employee grievance, this supervisor in effect has gone through “training” or “learning” program specifically designed to help her acquire competencies.

Performance: This is about employee effort. Employee performance is measured in terms of an input-output relationship. It is the measure of the efficiency with which inputs or resources are utilized to create outputs. Performance is employee productivity.

Competency: A competency is not a physical resource. It is an innate or acquired characteristic of a person which facilitates effective or superior

Outcome: Outcomes are the employee competencies that human resource seeks to deliver to the organization through Training. Without the requisite competencies, no amount of motivation will make an employee perform. Each of the three (3) types of learning

activity are concerned in varying degrees, with the acquisition of knowledge, understanding, skills and attitude.

Efficiency: The number of resources used to achieve a goal. It is based on how much raw materials, money, est. are necessary for producing a volume of output. It is calculated as the number of resources used to produce a product or service. It is concerned with ‘doing things right’.

Effectiveness: The degree to which the employee achieves a stated goal. It means that the employee succeeds in accomplishing what he/she tries to do. It is concerned with ‘doing things right’ and relates to the output of the job and what the employee actually achieves.

Policy: Policies are basic rules to govern the functioning of a department/unit so that in their implementation the desired objectives are met. It is a “guide” to decision making

Evaluation: Any attempt to obtain information (feedback) on the effects of a training program and to assess the value of the training in the light of that information.

Organisation of the Study

This study is structured into five (5) chapters. Chapter One gives a general introduction and an overview of the background to the study, statement of the problem. It continues by providing the purpose of the study, research objective, research questions, significance of the study, scope and limitation of the study and the organization of the study. This is followed by Chapter Two which presents the literature review of the study. It discussed training needs assessment, training methods and their implementation, impact of training

performance. It continues with Chapter Three focusing on the research methods in terms of research design, study area, population, sampling procedure, data collection instruments, data collection procedures and data processing and analysis. In addition, Chapter Four looked at results and discussion and finally Chapter Five presented the summary, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter set out to achieve two significant purposes. The first was to provide some background literature within which to place the current study. The second, was to review contemporary literature on training and development as a means of identifying current gaps in the discussions and which require scholarly attention. Consequently, the chapter does an overview of the overall theoretical and empirical literature on employee training and performance, with a focus on the objectives, types of training methods, and the challenges of training.

Theoretical Review

Human Capital Theory

The study is supported by the human capital theory submitted by Odiornne (1985). Human capital is defined as “productive wealth embodied in labor, skills and knowledge” (OECD, 2001) and it refers to any stock of knowledge or the innate/acquired characteristics a person has that contributes to his or her economic productivity (Garibaldi, 2006). In essence, human capital theory suggests that education increases the productivity and earnings of individuals; therefore, education is an investment. The theory argues that an organizations workforce that employees must be valued as assets, with importance attached to them. Furthermore, they must be seen as a portfolio of stocks and therefore managed to maintain or increase their value to the organisation (Marginson, 1997).

Human capital theory derives from the neoclassical school of thought in economics. Therefore, to have a clear and complete picture of it, we need to understand the neoclassical economic model and its basic assumptions about human behaviors. In this model, individuals are assumed to seek to maximize their own economic interests. Accordingly, human capital theory postulates that individuals invest in education and training in the hope of getting a higher income in the future. These investments, as Blaug (1992) put it, are not only “for the sake of present enjoyments but for the sake of pecuniary and non-pecuniary returns in the future” (p. 207). This approach is closely associated with methodological individualism. It is the doctrine that the roots of all social phenomena could be found in the individual’s behaviours.

This conforms to the assumption that human capital formation is typically undertaken primarily by those individuals who seek to maximize their interests (Blaug, 1992). Having said that, the human capital economists do not necessarily disregard the nonmonetary contributions of education to the individual and society. They also acknowledge the social, cultural, intellectual, and aesthetic benefits of education but these are called positive externalities. As Marginson (1997) described, the line of assumptions in human capital theory goes as follows: the individual acquires knowledge and skills through education and training, that is, human capital. These knowledge and skills will increase his or her productivity in the workplace.

This increased productivity will bring a higher salary to the individual since the wage of a person, in the ideal labor market, is determined by the person’s productivity. Therefore, people would invest in education up to the point where the private benefits from education are equal to the private costs. In

light of this set of assumptions, the logic of human capital theory becomes clear that education and training increase human capital and this leads to a higher productivity rate, which in turn brings a higher wage for the individual. Based on this train of reasoning, it can be claimed that education and earnings are positively correlated and thus education/training should be promoted (Weiss, 1995).

Odiornne (1985) commenting on human capital explained the elements of human capital theory as follows: The inputs are the system's raw materials namely people who are born, 'immigrate, die or emigrate. Processes include but not limited to education and training at all levels. They may also include factors of informal learning, such as communication skills, learning ability, knowledge of one's own environment and ability to change and to overcome obstacles. Outputs may be measured in employment at various levels in all sorts of fields. Organizationally, he argues that it is important for an organisation to engage in a portfolio analysis of its human resources to assess employee's values to the investing employers, to appraise the level of risk for each of the classes of different valuations, and to their valuation and risk.

This portfolio approach considers people in their jobs in the same way as investors view their non-human assets. The theory is relevant to this study because beyond emphasizing the value of employees, it also highlights how to plan strategically to invest in them by way of training and development. Positioning employees as investment will pay off, just as other investments are expected to pay off will help this study to analyse the extent to which Ghana Food and Drugs Authority values their employees and the investment they make in them through training and development.

Conceptual Review

The Concept of Employee Training and Development

The notion of training has been defined by various scholars from different disciplines. In spite of the variety however, most of the definitions appear to revolve around a basic theme of training being a planned learning experience designed to bring about change in an individual's knowledge, attitudes and skills (Ayentimi, Burgess & Brown, 2018). Rodriguez and Walters (2017) define training as “learning experiences designed to enhance the short-term and/or long-term job performance of individual employees” (p. 10).

In support of this, Mpofu and Hlatywayo (2015, p. 12), indicate that “training is a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities”. From these definitions, training is seen as a considered process that helps to change attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. It is part of an on-going developmental process that seeks to link employee knowledge and skills with the organizational mission (Hanaysha & Tahir, 2016).

Training basically deals with the acquisition of understanding, know-how techniques and practices. In fact, training is one of the imperatives of human resource management as it can improve performance at individual, collegial and organizational levels (Jehanzeb & Bashir, 2013). As the process of increasing one's capacity to take action, organizations are now increasingly becoming particular with organizational learning and therefore collective development (Armstrong, 2007). Organizational learning, on the other hand,

refers to the efficient procedure to process, interpret and respond to both internal and external information of a predominantly explicit nature (Mark, 2008).

Strategically, organizational learning, which makes use of training as one of the several responses, deals with the acquisition of understanding, know-how techniques and practices. These intellectual intangibles can't be translated into an organizational resource through the people that acquire, infer and utilize such resources towards the achievement of the organization-wide training (Armstrong, 2007). Training is a planned learning experience which teaches employees how to perform current and future jobs more effectively which Sims (2002) emphasizes should focus on present jobs. Basically, the objective of the trainings is to contribute to the overall organizational goal.

Closing the skills gap is now a critical area of human resource for organizations to continuously penetrate the market. Skills gap basically threatens the productivity and competitiveness both in organizational and operational levels. This requires that human resource management professionals should start the cultivation of the workforce from the recruitment period (Sims, 2006). However, this is not easy considering that there are specific works which require customization of skills. In responding to the challenges of the skills gap and skills, deficiency human resource professionals have to develop programs that will address the problem.

Developing employee through training is imperative for the existence and survival of modern organizations. Consistently, companies are investing on their internal customers or employees thus taking advantage of the human capital management and this requires human resource professionals to develop strategies that will ensure superior knowledge, skills and experience to settle

within the workforce. In this regards should put skills enhancement and development assignments at its core as well as empowering and developing carriers of employees. This is lifelong learning which guides the organizational members and helps them build their competencies (Mark, 2008).

Development on the other hand, has been concept generally to focus on enhancing the knowledge and abilities of an organizations workforce to get them ready to assume different tasks and challenges. According to Asfaw, Argaw and Bayissa (2015), staff development involves the training, education and career development of staff members. Similarly, Imran and Tanveer (2015, p. 11), defined “development as the process of becoming increasingly complex, more elaborate and differentiated by virtue and maturation”. These definitions are consistent with the views of Rodriguez and Walters (2017), who aver that training and development aim at generating a pool of readily available and sufficient replacements for personnel who may leave or move up in the organization; enhancing the company’s ability to adapt and use advances in technology because of a sufficiently knowledgeable staff.

Rodriguez and Walters (2017) futher aver that building a more efficient, effective and highly motivated team, which enhances the company’s competitive position and improves employee morale; and ensuring adequate human resources for expansion into new programs are attributes of employee development. The foregoing suggests that training and development are two interrelated and systematic activities which lead to employee growth. It further suggests that employees need to become better informed and cut out for their jobs at the end of training programs. This point has been emphasized by Jehanzeb and Bashir (2013), who postulates that training and developmet

enhances understanding, proficiencies and abilities, and embracing conduct that improve performance in present roles, including: adult learning theory applications, instructional systems design, train-the-trainer programs and instructional strategic and procedures.

It is therefore imperative for workers in an organization to be trained in order that they are able to perform their duties and make significant contributions to the achievement of the organizational goals. The effectiveness and achievements of an organization therefore lies in the attainment of the appropriate skills and knowledge by the employees within the organization. In sum, training in the work situation is to provide employees with the specific knowledge, skills and abilities to perform a particular undertaking. Development activities on the other hand have long-term focus on getting employees ready for future tasks while improving their capabilities to accomplish their present jobs (Hammond & Churchill, 2018).

Jehanzeb and Bashir (2013) also noted that the two terms are however very much related in that they are both tools to identify, ensure and help nurture the key competencies that enable individuals to perform current and future jobs. For the purpose of this study, training will be applied to mean an attempt to improve current or/and future employee productivity by increasing through learning, an employee's ability to perform, usually, by increasing the employee's skills and knowledge.

Objectives of Training and Development

A central objective of employee training and development is to develop the potentials of the trainee, formulate objectives for different needs and looking for ways of attaining them. According to Sung and Choi (2018), the goal of

training is for employees to master the knowledge, skill, and behaviours emphasized in training programmes and to apply them to their day-to-day activities. They aver that training and development helps to increase an organizations' competitive advantage, and that means it has more to it than just rudimentary skills advancement. Various authors (Imran & Tanveer 2015; Padachi, & Bhiwajee, 2016) have also argued that training and development is to eliminate performance deficiencies, whether present or expected, to make workers to perform to the desired level.

Training and development therefore enables employees to be much more productive; trained workers are much less likely to change or quit their jobs or to be made redundant, and finally they are also much less likely to experience spells of unemployment (Laresn, 2017). According to Aruna and Anitha (2015), training for worker performance improvement is particularly important to organisations with stagnant and declining rates of productivity. It is also imperative to organisations that are increasingly incorporating new technologies and consequently increasing the likelihood of employee obsolescence. The purpose of learning from the employee perspective is basically to acquire skills and knowledge to do the job and to gain promotion and advance career. In facilitating career changes, training also caters for the personal and professional developments of the employees (Hammond & Churchill, 2018).

Regardless of individual differences and whether a trainee is learning a new skill or acquiring knowledge of a given topic, the person should be given the opportunity to practice what is being taught. The practice is essential after the individual has been successfully trained. Training is beneficial not just for the organization itself but also to the individual employees. On the other hand,

training leads to improved profitability and/or more positive attitudes towards profit orientation; improves the job knowledge and skills at all levels of the organization; improves the morale of the workforce, and helps the employees identify with organizational goal. Again, training benefits employees through helping them make better decisions and effective problem solving; assisting in encouraging and achieving self-development and self-confidence; helping an employee handle stress, tension, frustration and conflict; increasing job satisfaction; and recognizing and moving the person toward personal goals while improving interaction skills (Jehanzeb & Bashir, 2013).

Training Needs Identification and Assessment

According to Monappa and Saiyadain (2008), many methods for training needs identification and assessment have been proposed. They quote a survey that was conducted by Sinha (1974), in which they identified the following methods; views of the line manager, performance appraisal, organization and developmental plans, views of the training manager, and analysis of job difficulties and job description. In the Thayer and McGhee model, the above methods seem to have been summarized into three broad areas for consideration. These include the following; organizational analysis, task analysis and man analysis.

This model agrees with the position of Cascio (1992), as found in his book “Managing Human Resources: Productivity, Quality of Life, Profits”. With just a slight change in the choice of words, he says also that there are three levels of analysis for determining the need that training can fulfill for the organization: Organizational, Operational task (Thayer & McGhee Model) and Individual man (Thayer & McGhee model) analyses. Organizational analysis

focuses on identifying where within the organization training is needed. These training needs are assessed against the organization's objectives and strategies and are expected to help avoid wastage of resources in training where employees are trained in skills they already have or that are not transferable to the job situation. This is the critical first step for human resource development (HRD) personnel in assessing and relating training needs to the achievement of organizational goals. Operational analysis is the stage which assesses, painstakingly, the job to be performed after the employee has been trained (Cascio, 1992).

This stage's process is made up of the systematic collection of information on exactly how the job is done (job analysis), from the above performance standards for those jobs to be done are determined; how tasks are to be performed to meet standards; and the knowledge, skills, abilities and other characteristics are necessary for effective task performance. As a form of information gathering, interviews with job holders, shop floor supervisors and higher management, and an analysis of operating problems (e. g, quality controls, monthly, quarterly, etc. reports) would provide very important input into the assessment of training needs (Cascio, 1992).

Individual analysis, the final level of the training needs assessment deals with analyzing the difference between desired performance and actual performance which could be obtained from the employee's performance appraised report. The levels also take into consideration the performance standard identified at the operational (the second) level; the individual performance data; and diagnostic ratings of employees by their supervisors (Cascio, 1992).

Training and Training Transfer

A major problem of training programs in some organization is the transfer of employee learning back to the workplace or the job situation (Moorhead & Griffin, 1998). It has been asserted by managements from casual observation that, very often when an employee learns a new skill or manager learns a new technique from training, they upon returning to the normal work situation find it more comfortable or convenient to go back to the old ways of doing things, thus making nonsense of the time, effort and money that has been spent on the training program. It is important, therefore, for the FDA to ensure that the required training needs analysis is done thoroughly before training is undertaken as well as putting in place structures that would ensure the positive transfer of acquired knowledge, skills, etc. to the job.

Training Methods and Techniques

According to Dessler (2008), training and development must consist of five steps: First, needs analysis, in this step, the trainer identifies the specific job performance skills needed, assess the prospective trainee's skills and then develop specific, measurable knowledge and performance objectives based on any deficiencies identified. Second, instruction design, here the trainer decides on, compile and produce the training programme content including workbooks, exercises, and activities. Some of the techniques might include on-the-job training, off-the-job training and so on.

Third, validation, this stage validates step 2 in which there is testing of the training programme on a small representative audience. Fourth, implementation, this is where the training programme is actually put into action and lastly, evaluation, here management assesses success or failure of the

programme (Dessler, 2008). In looking at training methods, it is important to first consider and outline the basic principles of learning. As has already been defined and explained, learning is the process of acquiring knowledge, understanding, skills and values in order to be able to adapt to any environment; to promote efficient learning, long term retention and the effective and efficient application of skills or factual information learned in training back to the job situation. Training programmes should incorporate various principles of learning that have been developed, tried and tested over the years (Cascio, 1992).

This would be much easier with professional training and consulting institutions that might have been using a method like experiential learning to various organizations employee. However, for any of such principles to be considered would depend on whether trainees are learning skills or factual material. For a training programme that strongly considers using learning principles to be most effective in skills learning, the undermentioned four essential ingredients must have to be present (Dessler, 2008).

According to Dessler (2008), the essential ingredients include goal setting; in order words, what is to be achieved at the end of the training programme. Behavior modeling; the behaviors need to change with the training programme. Practice; what activities must trainees go through during the training sessions and upon return to the job situation from training and feedback; mechanisms to find what changes have occurred in trainee's performance and behavior since returning from the training programme.

All of the above could be summarized into what is known in human resource development as experiential learning. However, when the goal is on

learning facts as in the case of orientation for the newly-hired; the second in the four ingredients mentioned above changes from behavior modeling to meaningfulness of material while the first, third and fourth remain the same and experiential method still applies. There are various training techniques available to organizations and these depend on whether the training is to be done by personnel internally or integrated with the performance of the employee's job (on-the-job training) to be separated from the employee's job performance. (Dessler, 2008).

Job Rotation and Transfers

Job rotation and transfers (McCourt & Eldridge 2003,) as a way of developing employee skills within organizations involve movements of employees from one official responsibility to another. For transfers, for example, it could involve the movement of employees to the organization's operation(s) in another country. These rotations and transfers facilitate employees to acquire knowledge of the different operations within the organization together with the differences existing in different countries where the organization operates. The knowledge acquired by the selected employees as a result of this method is beneficial to the organization and the employee as a whole.

Coaching and/or mentoring

Mentoring involves having more experienced or knowledgeable employees coach the less experienced employees (Devanna, Fombrun & Tichy 1984; McCourt & Eldridge 2003, Torrington et al. 2005). It is argued that mentoring offers a wide range of advantages for the development of responsibility and relationship building (Torrington et al. 2005). The practice is

often applied to newly recruited graduates in the organization by being attached to a mentor who might be their immediate managers or another senior manager. This, however, does not imply that older employees are excluded from this training but it is mainly emphasized for the newly employed persons within the organization. Mentorship experience and relationship structure affect the “amount of psychosocial support, career guidance, role modeling, and communication that occurs in the mentoring relationships in which the protégé and mentors engaged. The person in receipt of mentorship may be referred to as a protégé (male), a protégée (female).

Coaching is a form of training in which a person called a coach supports a learner or client in achieving a specific personal or professional goal. The learner is sometimes called a coachee. Occasionally, coaching may mean an informal relationship between two people, of whom one has more experience and expertise than the other and offers advice and guidance as the latter learns; but coaching differs from mentoring in focusing on specific tasks or objectives, as opposed to general goals or overall development (Passmore, 2016).

Conferences

As a training method, a conference involves presentations by more than one person to a wide audience. It is more cost effective as a group of employees are trained on a particular topic all at the same time in large audiences. This method is however disadvantageous because it is not easy to ensure that all individual trainees understand the topic at hand as a whole; not all trainees follow at the same pace during the training sessions. The focus may go to particular trainees who may seem to understand faster than others and thus leading to under training other individuals, (Kumar & Saddika, 2017)

Role-playing

Involves training and development techniques that attempt to capture and bring forth decision-making situations to employees being trained. In other words, the method allows employees to act out work scenarios. It involves the presentation of problems and solutions for example in an organization setting for discussion. Trainees are provided with some information related to the description of the roles, concerns, objectives, responsibilities, emotions and so on. The trainees are thereafter required to act out roles. This method is more effective when carried out under stress-free or alternatively minimal stress environment so as to facilitate easier learning (Kumar & Saddika, 2017).

While Cascio (1992), postulates that new training methods are appearing every year and that while some are well founded in learning theory or models of behavioral change, others result more from technological than theoretical development. This means that for an institution like FDA to take its employees to train outside the organization, not just off- the- job but external trainers, management must have to do a thorough investigation of the trainer's methods before accepting or signing any contract. In case it is to be done internally, training officers would have to select the best of techniques that would bring out clearly the desired effects. It is instructive to note at this point that all the experts that have been surveyed so far all agree on the various methods outline though with a slight difference in choice of words and emphasis.

For the training method to be useful, it should meet the minimal condition for effective learning to take place and this means that training methods that are worth adapting for the purposes of training. Effective training should achieve the following among others. Motivate the trainee to improve his

performance. (motivational factor of the performance equation). Clearly, illustrate the desired skill to be acquired at the end of the training programme. Provide for active participation by trainees. (experiential learning technique). Provide an opportunity for trainees to practice. Provide time feedback on trainee's performance. Be structured from simple to complex and encourage positive transfer from the training to the job. These points raised above have been put differently by Ivancevich (2010), as an outline of learning theories that have some relations to training being a form of education.

Training and performance

The final step in the training process is the evaluation of the whole training programme. The evaluation process is very important because the training had at its onset some objectives to achieve and the evaluation process seeks to compare training outcome to the training objectives. The evaluation also gives an opportunity to take a look and make a cost-benefit analysis of the training programme. The criteria used to evaluate the training programme depend on the objectives set. According to Ivancevich (2010), it is more effective to use multiple criteria to evaluate training. There are also others who argue that a single criterion such as the extent of transfer of the training to the job performance is enough or satisfactory approach to evaluation. This would be true where the main purpose of the training programme was to improve employee performance to increase productivity for example.

Kirkpatrick (1994), in another approach to training evaluation, came out with a future level training evaluation model which has come to be known as the Kirkpatrick model. The four levels include; reactions of the trainees to the programme for example, whether they like the programme and that they think

it was worth their time, energy and efforts. In respect of learning, trainees are given some kind of a test to find out whether they learned the principles, skills, and facts that they were supposed to learn. Find out whether trainees behavior on the job has changed and positively influence other work due to the training programme.

Find out whether the organizational objectives set before the training has been achieved. Most importantly and as relates to this research are to set an enabling work environment for trainees to be able to put into practice new behaviors learned at training. This must vigorously be supported by trainees' supervisor to make sure the new behavior is entrenched and thus become the normal work life. For this to be achieved, supervisors and managers must be involved in the training programme right to the end by visiting trainees during the training programme, but more importantly at the final planning session when trainees are made to show commitment on things they would do differently when they return to their jobs (Kirkpatrick, 1994).

Employee Performance

The concept of performance is generally considered in terms of results or outcomes. However, Armstrong opines that employee performance should also be considered, in terms of conduct (Armstrong, 2007). Larsen, (2017) argues that worker performance must be assessed by the performance criteria established by the organization. Several other measures or indicators have been adduced by scholars as important for assessing performance. These include, efficiency, productivity effectiveness, profits and quality measures. Efficiency as a key part of performance relates to the means and time used in achieving tasks with minimum resources. It is doing more with less. According to Dhar

(2015, p. 77), “efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired goals or targets”

Relatedly, profits refers to the proceeds gained over a period time for a job done or an investment made. Sangster and Wood, (2015) surmises that profits cover the ratio of gross profit to sales or return on capital employed. An employee is therefore considered as performing at optimal levels only when he is found to be raking in more profits for the company. On the other hand, productivity is expressed as a ratio of output to that of input (Kumar & Pansari, 2015). It is the degree of how the individual, organization and industry converts input resources into goods and services and the measure of how much output is produced per unit of resources employed (Alto, 2011). This is also related to quality, which is an outstanding distinctive feature of products or services that bear an ability to satisfy the specified or implied needs (Jaworski et al., 2018).

It is increasingly achieving better products and services at a gradually more competitive price. As noted by Dhar (2015), it is the responsibility of the company managers to ensure that the organizations strive to and thus achieve high performance levels. This suggests that management has to set the preferred echelons of an employees’ performance. This, they can do, by for example situating goals and standards against which individual employee performance can be evaluated. According to Kumar and Pansari, (2015) they can also ensure that their employees are contributing to producing high quality products and/or services through the process of employee performance management. This managing method stimulates workers to come on board in making plans for the organization, and therefore takes part by having a role in the whole process.

It must however be noted that ‘performance management’ embraces all activities that guarantee that organizational goals are constantly met in an operative and proficient manner. On this, Mensah, Morrison and Ekumah (2016 p. 17), notes that “performance management can focus on performance of the employees, a department and the processes to build a product or service”. Previous research on efficiency suggests that workers who are pleased with their jobs have the tendency to have higher job performance, and have the tendency of job retention, than those who are discontent with their jobs (Arando et al., 2015). This is affirmed by Nartey & Odoom, 2015, p. 11) who posit that employee performance is higher in happy and satisfied workers and management finds it easy to motivate high performers to attain firm targets.

Impact of Employee Training on Performance

In the real world, organizational growth and development are affected by a number of factors. This, in turn, leads to placing organizations in a better position to face competition and stay at the top. This, therefore, implies the existence of a significant difference between the organizations that train their employees and organizations that do not. Existing literature presents evidence of the existence of the obvious impact of training on employee performance. Some studies have proceeded by looking at performance in terms of employee performance in particular (Purcell, Kinnie & Hutchinson 2003) while others have extended to a general outlook of organizational performance (Swart et al. 2005).

In one way or the other, the two are related in the sense that employee performance is a function of organizational performance since employee performance influences general organizational performance. In relation to the

above, Wright and Geroy (2001) note that employee competencies change through effective training programmes. It therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills, and attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Stream of earlier research on training and employee performance has discovered interesting findings regarding this relationship. Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies, and behavior (Appiah 2010, Harrison 2000, Guest 1997).

Moreover, other studies elaborate on training as a means of dealing with skill deficit and performance gaps as a way of improving employee performance. Bridging the performance gap refers to implementing a relevant training intervention for the sake of developing the particular skill and abilities of the employee and enhancing performance. Training facilitates the organization to recognize that its employees are not performing well and thus their knowledge, skill, and attitudes need to be molded according to the firm's need. According to Wright and Geroy (2001), employee competencies change through effective training programmes. It does not only improve the overall performance of the employees to perform effectively on the current jobs but also enhances knowledge, skill, and attitudes of workers necessary for future jobs.

Empirical Review

As has already been hinted, the core objective of training and development is to increase an employee's knowledge and skills, and to alter attitudes or outlooks towards the achievement of organizational goals. Changing technology in contemporary times necessitates that staff possess the knowledge, skills and abilities required to cope with new procedures and production systems. Training and development therefore becomes an important driver of several possible profits for both employees and organizations.

According to Cohen (2017) training increases employees' confidence, recognition, enhanced responsibility with a possibility of increased pay which leads to motivation of the employee. It also lowers cost of production because a well-trained staff is able to make better economic use of materials and equipment thereby reducing waste if not eliminating it. Training brings a sense of security at the workplace which reduces labour turnover and finally it also helps in the management of change through the provision of skills and abilities needed to adjust to the changes.

Obeidi (2013) examined the training environment and how it is affected the structure of organizations in Kuwait and concluded that internal political and cultural factors affects training and development. On their part, Ayentimi and Burgess (2019) claim that many new employees can be equipped with most of the knowledge, skills and attitudes needed to start work, but others may require extensive training to ensure their effective contribution to the organization. They add that most of them will need some type of training at one point or the other to sustain an efficient level of job performance.

According to Krietner (2007) in his book “The Good Managers Guide”, no matter how carefully job applicants are screened, a gap will occur between what the employee knows and what they are expected to know. It is to complement this gap that organizations need an all-encompassing and effective training of its human resources. This will position them to make to contribute profoundly to their respective departments and industries. Earlier research has established that employees how are highly-educated and highly-skilled are not only able to adjust more swiftly and proficiently to new responsibilities and technologies, but also serve as a source of change and improvement (Appiah, 2010; Hanaysha, 2016). This suggests that education and preceding informal preparation can also increase an employees’ capability to be inventive in their work roles substantially.

Ayentimi and Burgess (2019), contend that the quality of employees and their development through training and education are major influences in determining long-term profitability of organization. Therefore, companies that are devoted and committed to quality are inclined to invest in training and education. There are several empirical studies that give credence to this position. For example, in a pioneering study in America by Black and Lynch (1996) on the effect of human-capital investments such as education and employer-provided training established that employer-provided training raises subjective productivity measure by almost 16%. In another study on the impact of training programs undertaken at the Coors Brewing Company in Golden, Colorado, (Imran & Tanveer 2015), found that the immense training encounters resulted in improved employees passion for the job and pride in their jobs, which translated into measurable improvements in productivity.

They therefore recommended training to be made a key part of every organization since it is vital for worker performance and career development. According to Aruna and Anitha, (2015), training and development offers more than just increased knowledge but also offers the added advantage of networking and drawing from others' experiences. This explains why it is a regular trend to hear justifications on why an employee is not given training at any point in time. In today's competitive environment, efficient production even of technically unsophisticated products benefits from technically advanced machinery operated by a workforce with a high level of skills which in turn is a pre-condition for successful selection of appropriate machinery and its efficient utilization (Kiruja & Mukuru, 2018).

Conceptual Framework

This conceptual framework has been taken from the theoretical principles of the research in which the variable such as employee training has been considered as independent variable and the variable such as employee performance has been thought of as the dependent variable. From the conceptual framework, employee performance can be seen to be influenced by employee training as depicted in Figure 1.

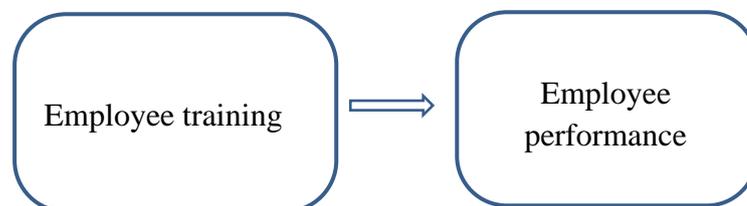


Figure 1: Conceptual framework

Source: Author's Construct

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter presents a description of the methods that are employed in the study. It spells out the research design as well as the study area, population and sampling procedure, data collection instruments, data collection procedures, data processing and analysis. The chapter also highlights the limitations and problems encountered while collecting the data.

Research Approach

The study adopted the quantitative research approach in conducting the study. Among the many advantages of quantitative research approach is its ability to enhance speed of conducting a research. Further, it offers a broader coverage of a series of events where statistics are combined from a larger sample (Creswell, 2014). In addition, quantitative approach enhances the use of statistical data analysis methods, thus, making it easier to generalise the findings from the study. Quantitative is a logical and linear structure in which hypothesis take the form of expectations about likely causal links between the constituent variables.

In addition, quantitative approaches take the guesswork to a more concrete conclusion. This is because the results are usually based on quantitative measures rather than mere interpretation and therefore enables future application and comparison with other works. According to Wilson (2016), the choice of research approach should be based on the researcher's discretion, depending on the nature of a particular study. Therefore, given the purpose and nature of this study where most of the analyses are quantitative in nature,

quantitative research approach was deemed the most appropriate and therefore adopted.

Study Design

The study employed the descriptive case study design. According to Yin (2003), the descriptive case study is one that is focused and detailed, in which propositions and questions about a phenomenon are carefully scrutinized and articulated at the outset. It helps to specify the boundaries of the case, and it contributes significantly to the rigor of the finished case study. The power and promise of a descriptive case study lie in its potential for mining for abstract interpretations of data and theory development. The main goal of the descriptive case study is to assess a sample in detail and in depth, based on an articulation of a descriptive theory.

Yin (2003) further postulated that the descriptive case study distinguishes itself from other types of case studies by its preoccupation with articulating a descriptive theory. In so doing, robust concepts emerge, conflate, and expand to inform, confirm, refute, and further shape a priori theories. Most important, descriptive case studies allow the readers to see the case through the theory-driven lens of the researchers. Investigating the effect of study according to Yin (2005), training on employee performance, the research adopts a case study design using the Ghana Food and Drugs Authority as a unit case study approach referring to an in-depth study of the contemporary phenomenon using multiple sources of evidence within its real-life context.

This study opts for a case study research specifically, because of the advantages it offers a researcher. For instance, Boateng (2014) argues that case research has some unique characteristics that make it preferable from other

methods despite the fact that meaningful inferences can be gained from the data collected depending on the integrative ability of the researcher. First, it can be used for either inductive theory building or deductive theory testing. Second, the researcher plays the role of the neutral observer (direct observation) in the social setting rather than an active participant (participant observation).

Study Area

The FDA is a Ghanaian Government Agency under the Ministry of Health. The Authority was established in August 1997 under the Food and Drugs Law, 1992 (PNDC Law 305B). It is the National Regulatory Authority mandated by the Public Health Act, 2012 (Act 851) to regulate food, drugs, cosmetics and household chemicals, medical devices and herbal products. The Physico-chemical laboratory of FDA was accredited by ACLASS of the United States of America in 2014. The staff strength is about six hundred (600), made up of management, administrative staff and technical staff (Food and Drugs Authority, 2016).

It has a chief executive officer who is appointed by the President with its board members coming from sister agencies. FDA head office is located at Shiashie Accra near National Identification Authority with regional offices in all the regions. The vision of the FDA is to become a center of excellence in food and drug regulatory affairs on the African Continent. Its mission is to implement the appropriate regulatory measures to achieve the highest standards of safety, efficacy and quality of all food, medicines, cosmetics, household chemical substances and medical devices, locally manufactured, imported, exported, distributed, sold, or used to ensure the protection of the consumer as

envisaged by the laws regulating food and medicines in force in Ghana (Food and Drugs Authority, 2016).

Population

The population of this study consists of senior technical staff (regulatory officers and technologist) of the FDA. The reason being that this group of employees are the bedrock on which regulations revolves in the FDA. Again, for proper training and its impact on performance to be assessed employee at the top level is the best for the study since they are given adequate training. This group is concerned with analyzing and investigating the wholesomeness of food and drugs, cosmetics, herbal and medical devices. The total population of senior technical staff is about 120. Moreover, the selection for the senior technical staff is because they have more number of years experience on the job making them more qualified to properly collate the required information for this study.

Sampling and Sampling Procedure

Purposive sampling is a nonprobability sampling method in which the decision concerning the individuals to be included in the sample were taken by the researcher based on the fact that the individuals have the knowledge of the study and are also willing to participate in the study. Neuman (2007) also denotes purposive sampling as a type of non-random sampling in which the researcher uses a wide range of method to locate all possible cases of a highly specific and difficult to reach population. Creswell (2013), the purposive sampling is where the researcher selects what he or she thinks is a typical sample based on certain selection criteria.

The purposive sampling procedure was used in the sampling process of the population of the study. A sampling size of 60 senior technical staff was

selected for the study. The number of selected sample size was influenced by the nature of the job schedules. This is to say that, the organisation would hardly get full staff present at the office; some are either on leave, business trips or on the field in another region. Hence, why 60 respondents from FDA was feasible, for the sake of the study. Respondents were supplemented with a set of questionnaire. Table 1 presents the composition of the respondents

Table 1: Composition of Respondents

Structure	No.
Chief regulatory officer	10
Senior regulatory officer	16
Chief Technologist	15
Senior technologist	19
Total	60

Data Collection Instrument

In research, certain tools have to be used in order to obtain the necessary information or data to achieve the required result. There are many meaningful instruments which are used, including questionnaire and interviews schedules (Kitchenham & Pfleeger, 2012). Questionnaire were used to collect data from the respondents. The questionnaire items were designed by the researcher to elicit information from the respondents. The questionnaire was designed in a way so as to provide specific responses to answer the research questions formulated in Chapter One.

The source of data collection was that of primary data. A major determinant of the validity and objectivity of the work is the technique employed in the data collection. The instrument used in the collection of data

was a questionnaire. The questionnaire was a form prepared by the researcher and that shows the list of questions arranged in a sequential manner. Here, this occurs when the researcher seeks to elaborate on or expand the findings of one method with another method. This may involve beginning with close-ended questions and following up with open-ended questions. According to Hancock and Windridge (2009), open-ended question produces responses which can be analyzed quantitatively.

Prior to this, The open and close-ended questions in quantitative approach usually require that responses, which reflect the opinions of the respondents, be written in blank spaces or chosen from options. The questionnaires were administered and sent by hand to the respondents and out of 60 that were issued, 50 responded to it. This represents 83.3% of the respondents and it took the researcher one week to get such a number of respondents. The data of this research undertaking was obtained through the use of survey questionnaires as the primary tool for data gathering. Questions were formulated by the researchers and then submitted to the supervisor for approval to go ahead with distribution. Questionnaires were used because it is clear, unambiguous and uniformly workable.

Validity and Reliability of Research Instrument

Validity and reliability of a study are two key elements in ensuring that the study is valid and scientific. A pre-test of the instrument was done to test validity while a test retest technique was carried out to test the reliability of the study. A pre-test to establish the instrument's validity was carried out on 10 respondents with an aim to improve the use of the primary data. The choice of the sample that was used for the pre-test was in line with Kitchenham and

Pfleeger, (2012) minimum criteria of 10 for pre-test studies. The pre-test falls in line with explanation by Pallant (2011) who intimated that pre-test study allows errors to be discovered enabling effective revision as it results in determination of respondents interest, discovering if the items have meaning for the respondents, checking for the respondents modification of the items intent and whether what the researcher is measuring is what was intended to be measured.

Data Collection Procedure

With the source of information being the sampled senior technical staff, the respondents to this questionnaires were free to answer the questions according to their own conscience without been forced by the researcher. Information from these questionnaires constituted the primary data for the researcher. The use of closed and open-ended questions allowed the researcher to make easy categories and analysis.

Data Processing and Analysis

Descriptive statistics were used to analyze the study. The descriptive statistics will provide frequencies and measures of central tendency of the data. Frequencies of this analysis were referred to as histograms or bar charts for different categories. The study examines the relationship between training and employee performance at the Food and Drug Authority. Tables, charts and descriptive explanations have been employed to illustrate data collected to make the research more meaningful.

Tables and descriptive explanations were employed to illustrate data collected from the field in order for the study to be more meaningful. For effective data analysis, the Statistical Package for Social Sciences (SPSS)

version 22. was used to gauge results. To better assess respondents' attitude and perceptions about employee performance and training methods, descriptive statistics were used. Simple frequency tables were also used to this effect for further elaboration.

Ethical Consideration

Ethical consideration in research is very relevant and necessary for both the researcher and the subject in the study. According to Neuman (2014), ethical research is done by balancing the value of advancing knowledge against the value of non-interference in the lives of others. This was done by seeking consent, ensuring anonymity and confidentiality. The research took into consideration the following ethical consideration in the process of collecting the data for the study. The respondents for the study were allowed to participate voluntarily in the research without being coerced. The reason for the observance of this was that if they are not allowed to participate out of their own volition they would give false information that would mar the objective of the research.

The respondents for the study were told the objectives of the study, the possible implication and the effect of the research. As a result of this, the information given was based purely on informed consent. The researcher introduced a clause in the introductory paragraph of the questionnaire assuring respondents of anonymity and confidentiality. In addition, the time required for filling the questionnaire was mutually agreed between the respondents and the researcher.

Chapter Summary

This whole chapter focuses on the research methods and specifically considered research design, study area, population, sampling procedures, data

collection instruments, data collection procedures, processing and analysis. This have been identified, discussed and justified as necessary for the conduct of the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the results of the study. It starts with the demographic characteristics of the study respondents. Thereafter, descriptive statistics in tandem with associations are presented.

Demographic Characteristics of Respondents

The study examines the relationship between training and employee performance at the Food and Drug Authority. Demographic characteristics as represented in this study constitute, the age of respondents, gender class, position and their educational background. Table 2 presents the distribution of the respondents background characteristics.

Table 2: Demographic Characteristics of Respondents

Characteristics	Number	Proportion (%)
Age (Years)		
25-30	8	16.0
31-35	14	28.0
36-45	18	36.0
Above 45	10	20.0
Total	50	100.0
Gender		
Male	32	64.0
Female	18	36.0
Total	50	100.0

Table 1: Cont'd

Rank/Position		
Senior Laboratory Technologist	10	20.0
Chief Laboratory Technologist	20	40.0
Senior Regulatory Officer	8	16.0
Chief Regulatory Officer	12	24.0
Total	50	100.0
Educational Background		
Diploma	0	0.0
Degree	28	56.0
Masters	20	40.0
Doctorate	2	4.0
Total	50	100.0

Source: Field survey (2019)

Age here was reflected into four main segments, that is, 25-30 years, 31-35 years, 36-45 years and 45 years and above. Gender is their respective sexes, either male or female in this study. Rank or position in the study constitutes if the respondents were any of the following senior technical staff; senior laboratory technologist, chief laboratory technologist, senior regulatory officer or chief regulatory officer. Educational background of the respondents further comprises of the various degree levels; diploma, degree, masters or doctorate.

Table 2 shows the demographic characteristics of respondents. A total of 60 respondents from the Food and Drugs Authority were involved in the study but only 50 (83.3%) returned their questionnaires. The results show that 18 respondents from 36 to 45 years of age representing 36% formed the

majority. 14 (28%) respondents were from 31 to 35 years of age and 10 respondents above 45 years of age represent 20%. The least was 8 (16%) respondents with age from 25 to 30 years. The study reveals that the FDA employs mainly young people (Table 2). The majority 32 (64%) of the respondents were males, indicating that more males are involved in the FDA as compared to females 18 (36%) (Table 2).

The results also show that the majority 20 (40%) respondents Chief Laboratory Technologist, followed by Chief Regulatory Officer representing 12 (24%). Senior Laboratory Technologist represents 10 (20%) and Senior Regulatory Officer representing 8 (16%) respectively (Table 2). The analysis also shows that the respondents working at FDA hold a high range of qualifications from undergraduate degree to doctorate degree level. Of the total respondents of 50, 28 (56%) had degree certificates, 20 (40%) hold Masters Certificate and 2 (4%) had a Doctorate degree (Table 2).

Employee Training Needs Assessment and Identification at the FDA

The first research objective was to investigate how the training needs of employees are assessed and identified at the Ghana Food and Drugs Authority, Accra-Ghana. Taken the question from the questionnaire, the question was asked to solicit from respondents whether FDA places adequate importance to the training of their employees. The responses provided are as presented in Table 3. Table 3 shows that out of 50 FDA staff, 47 (94.0%) confirmed that training of employees is given adequate importance at FDA. Only 3 (6.0%) of the staff were not sure of whether there is any importance attached to the training of employees.

Table 3: Employee Training Methods and Implementation at Food and Drugs Authority (FDA), Accra

	50 Respondents		Employee's performance		Pearson Chi-Squared; P-value
	Frequency	%	Agree	No (%) Strongly Agree	
Training of employee is given adequate importance in FDA					
Yes	47	94.0	11 (23.4)	36 (76.6)	Chi2=0.9002; p=0.343
No	0	0.0	0.0	0	
Not sure	3	6.0	0.0	3 (100.0)	
There is a well-designed and widely shared training policy in the FDA					
Yes	48	96.0	11 (22.92)	37 (77.08)	Chi2=0.5876; p=0.443
No	2	4.0	0.0	2 (100.0)	
Are training programs mostly sponsored by the FDA					
Yes	30	60.0	11 (36.67)	19 (63.33)	Chi2=9.4017; p=0.002†
No	20	40.0	0.0	20 (100.0)	
How are training needs assessed and identified in the FDA?					
Interview	10	20.0	10 (100.0)	0	Chi2=44.3734 ; p<0.0001†
Appraisal	29	58.0	1 (3.45)	28 (96.55)	
Observation	11	22.0	0.0	11 (100.0)	

Table 3: Cont'd

How long does it take to implement training need assessment					
Less than 1 month	4	8.0	4 (100.0)	0	Chi2=19.4056 ; p<0.0001†
1-2 months	28	56.0	7 (25.0)	21 (75.0)	
2-4 months	13	26.0	0.0	13 (100.0)	
More than 4 months	5	10.0	0.0	5 (100.0)	
Do you agree that the right training is giving to the right person at FDA?					
Agree	16	32.0	11 (68.75)	5 (31.25)	Chi2=29.9679 ; p<0.0001†
Strongly agree	24	48.0	0.0	24 (100.0)	
Disagree	8	16.0	0.0	8 (100.0)	
Strongly disagree	2	4.0	0.0	2 (100.0)	
Total	50	100.0	11 (22.0)	39 (78.0)	Not applicable

Source: Field survey, (2019)

NB: Data are presented as frequencies and percentages. Data were analyzed using chi-squared statistics at 95% confidence intervals.

†P<0.05 was considered to be significant

Taken the question from the questionnaire, the question was asked to solicit from the respondents whether there is a well-designed and widely shared training policy in the FDA. The responses provided are as presented in Table 3. 48 (96.0%) of the FDA staff also said there is a well-designed and widely shared training policy at FDA. Only 2 (4.0%) said there was no shared training policy (Table 3). Taken the question from the questionnaire, the question was asked to solicit from the respondents. The responses provided are as presented in Table 3. To solicit whether training programmes are mostly sponsored by the FDA. The responses provided are as presented in Table 3. Table 3 further revealed that 30 (60.0%) of the respondents indicate that training programs are mostly sponsored by the FDA. 20 (40.0%) of the respondents, however, said training programs were not sponsored by FDA. This was significantly associated with employee performance with $\chi^2=9.4017$; $p=0.002$.

Taken the question from the questionnaire, the question was asked to solicit from the respondent whether training needs are assessed and identified in the FDA. The responses provided are as presented in Table 3. The results further show that appraisal was the most 29 (58.0%) tool used to carry out a training needs assessment and identification at the FDA. This was followed by observation, 11 (22.0%) and interview, 10 (20.0%) respectively. The training needs assessment and identification were also significantly associated with employees performance with $\chi^2=44.3734$; $p<0.0001$ (Table 3). Taken the question from the questionnaire, the question was asked to solicit from respondent how long it takes to implement training need assessment. The responses provided are as presented in Table 3.

Table 3 further shows that majority 28 (56.0%) said it takes 1 to 2 months to Implement training need assessment. 13 (26.0%) said, it takes 2 to 4 months, 5 (10.0%) said it takes more than 4 months and 4 (8.0%) said it takes less than 1 month to implement the training need assessment respectively. Implementation of training need assessment was found to be significantly associated with employee performance ($\chi^2=19.4056$; $p<0.0001$). Taken the question from the questionnaire, the question was asked to solicit from respondents whether the right training is giving to the right person at FDA. The response provided is as presented in Table 3. Majority 40 (80.0%) of the staff at FDA responded favorably that the right training is given to the right persons at the FDA. Only 10 (20.0%) said otherwise. This was also found to be significantly associated with employee performance ($\chi^2=29.9679$; $p<0.0001$) (Table 3).

Employee Training Methods at Ghana Food and Drugs Authority

The second research objective sought to identify employee training methods the Ghana Food and Drugs Authority, Accra. The results from the respondents are presented in Table 4. The question was asked to solicit from respondents those who have had any training in FDA. The analysis in Table 4 shows that all the respondents 50 (100.0%) have undergone training in FDA before. To find out what kind of training respondent have had in FDA. The responses provided areas presented in table 3. On the kind of training the FDA staff have had, majority 28 (56.0%) received both On-the-job and Out-of-job training. 12 (24.0%) received Out-of-job training whilst 10 (20.0%) had On-the-job training (Table 4). This was also found to be significantly associated with employee performance ($\chi^2=16.8367$; $p<0.0001$).

Table 4: Employee Training Methods and Implementation at Food and Drugs Authority (FDA), Accra-Ghana

	50 Respondents		Employee's performance No (%)	Pearson Chi-Squared; P-value
	Frequency	%		
Have you had any training in FDA				
Yes	50	100.0	35 (70.0)	Not applicable
No	0	0.0	0	
What training have you had in FDA				
On the job training	10	20.0	10 (100.0)	Chi2=16.8367; p<0.0001†
Out of job training	12	24.0	12 (100.0)	
Both	28	56.0	13 (46.4)	
How are training organized?				
Organized by FDA	18	36.0	18 (100.0)	Chi2=12.0536; p=0.001†
Organized by external firm	32	64.0	17 (53.1)	
External training programs are carefully chosen after collecting enough information about their quality and suitability				
Yes	33	66.0	33 (100.0)	Chi2=41.8367; p<0.0001†
No	14	28.0	2 (14.3)	
No ideas	3	6.0	0	

Source: Field survey, (2019)

NB: Data are presented as frequencies and percentages. Data were analyzed using chi-squared statistics at 95% confidence intervals.

†P<0.05 was considered to be significant

Table 4: Cont'd

How are you satisfied with the effectiveness of training programs attended				
Excellent	50	100.0	35 (70.0)	
Very good	0	0.0	0	Not applicable
Average	0	0.0	0	
Poor	0	0.0	0	
Training must enhance productivity and performance				
Completely agree	48	96.0	35 (72.9)	
Partially agree	0	0.0	0	Chi2=4.8611; p=0.027†
Disagree	2	4.0	0	
Unsure	0	0.0	0	
Are skills and knowledge gained in training applied to your job?				
Yes	50	100.0	35 (70.0)	
No	0	0.0	0	Not applicable
Sometimes	0	0.0	0	
Total	50	100.0	35 (70.0)	Not applicable

Source: Field survey (2019)

NB: Data are presented as frequencies and percentages. Data were analyzed using chi-squared statistics at 95% confidence intervals.

†P<0.05 was considered to be significant

To find out from respondent how training is organized. The responses provided are as presented in Table 4. Majority 32 (46.0%) of the FDA staff said training was organized by external firms whilst 18 (36.0%) said it was done by the Food and Drug Authority (Table 4). This was also found to be significantly associated with employee performance ($\chi^2=12.0536$; $p<0.0001$). Taken the question from the questionnaire, the question was asked to solicit from respondents how external training programs are chosen in relation to their quality and suitability. The responses provided are as presented in Table 4. Most 33 (66.0%) respondents further indicated as shown in Table 4. The training programs were carefully chosen after the collection of enough information about quality and suitability. Fourteen (28.0%) of the respondents said no care consideration was done in selecting training programs for FDA staff. Only 3 (6.0%) had no ideas about how training programs were selected (Table 4). This was also found to be significantly associated with employee performance ($\chi^2=41.8367$; $p<0.0001$).

To find out from respondent how they are satisfied with the effectiveness of training programs attended. Table 4 further revealed that 50 (100.0%) of the respondents indicated that they were excellently satisfied with training programs organized for staff of the FDA. Taken the question from the questionnaire, the question was asked to solicit from respondents about how training enhances productivity and performance. The responses provided are as presented in Table 4. Forty eight (96.0%) of the respondents said the training programs enhanced productivity and performance whilst 2 (4.0%) disagree. This was significantly associated with employee performance with $p=0.027$ (Table 4). To find out from respondents how skills and knowledge gained in

training is applied on the job. The results further revealed that all 50 (100.0%) respondents said skills and knowledge gained after training programs were applied on the job.

Impact of Training on the Performance of Employees of the FDA

The third research objective sought to ascertain how training impacts the performance of employees of the Ghana Food and Drugs Authority, Accra-Ghana. The results from the respondents are presented in Tables 5 and 6. To find out from respondents how training has improved on their performance. The responses provided are as presented in Table 4. Table 4 shows a univariate linear regression analysis for employee's performance and training methods or factors.

The results show that training factors such as (Training sponsorship, Training assessment, Training schedule/time, Right training, Type of training, Training organization, External training, Skills gained, Level of improvement and Training impact) have a significant effect on employee's performance with p -values < 0.05 . On the other hand, training factors such as (Adequacy of training, Training policy, and Productivity) did not have any significant effect on the employee's performance (p -values > 0.05).

Table 5: Unadjusted Univariate Linear Regression Analysis for Employee's Performance

	Coefficient (β)	p-value	95% CI
Adequacy of training	0.234	0.3529	-0.2676 to 0.7357
Training policy	0.4583	0.4536	-0.7614 to 0.6781
Training sponsorship	0.7333	0.0017*	0.2911 to 1.1756
Training assessment	0.9743	<0.0001*	0.7338 to 1.2147
Training schedule/time	0.5494	<0.0001*	0.2817 to 0.817
Right training	0.6389	<0.0001*	0.4004 to 0.8773
Type of training	0.8858	<0.0001*	0.7257 to 1.0458
Training organization	1.2222	<0.0001*	0.8685 to 1.5759
External training	4.3022	0.0117*	0.1141 to 0.8637
Productivity	0.2292	0.4536	-0.3807 to 0.839
Skills gained	0.6111	<0.0001*	0.4343 to 0.7880
Level of improvement	0.5789	0.0353*	0.0416 to 1.1163
Training impact	0.9743	<0.0001*	0.8123 to 1.1363

Source: Field survey, (2019)

NB: Positive value of β indicates an increase in mean employee performance score per unit increase in training and development. *P<0.05 was considered to be significant. CI=Confidence Interval.

A multiple regression model of training factors that were significantly associated with employee performance showed a strong effect on employee performance (Overall model $F(9, 40) = 27.65$; $p < 0.0001$). After adjusting for sponsorship, training schedule/time, right training, type of training, external training, skills gained, level of impact on training and training impact, there is strong evidence of a 0.8099 increase in the employee performance due to

training assessment (95% Confidence Interval = 0.2247 to 1.3951; p-value =0.008). Also, after adjusting for sponsorship, to training assessment, training schedule/time, right training, type of training, external training, skills gained and level of impact on training, there is strong evidence of a 0.3146 increase in the employee performance due to training impact (95% Confidence Interval = 0.0103 to 0.6190; p-value =0.043) (Table 5).

Table 6: Adjusted Multiple Linear Regression Analysis for Employee's Performance

	Coefficient (β)	p-value	95% CI
Training sponsorship	-0.0408	0.850	-0.4739 to 0.3922
Training assessment	0.8099	0.008*	0.2247 to 1.3951
Training schedule/time	-0.0607	0.719	-0.3995 to 0.2780
Right training	0.0001	1.000	-0.3550 to 0.3552
Type of training	0.2685	0.177	-0.1259 to 0.6628
External training	0.0050	0.982	-0.4471 to 0.4372
Skills gained	0.0802	0.526	-0.1731 to 0.3336
Level of improvement	-0.6989	0.026*	-1.3116 to -0.0861
Training impact	0.3146	0.043*	0.0103 to 0.6190
Constant	0.3458	0.162	-0.1453 to 0.8368

Source: Field survey (2019) (Overall model $F(9, 40) = 27.65$; $p < 0.0001$)
 NB: Positive value of β indicates an increase in mean effectiveness score per unit increase in training and development or employee performance score.
 $R^2 = 0.8615$; $R = 0.9282$, * $P < 0.05$ was considered to be significant.
 CI=Confidence Interval.

The analysis from Table 6 also revealed that the correlation between the dependent variable (Employee performance) and the independent variable (training assessment, training schedule/time, the right training, type of training, external training, skills gained, level of impact on training and training impact)

was as high as 0.9282. The multiple R square (R^2) is the proportion of variance in the dependent variable associated with variance in the dependent variables. This proportion is a good indicator of the explanatory power of the regression model. Therefore, from Table 6, R^2 is 0.8615. This shows that the dependent variable (employee performance), according to the model is 86.15% affected by the independent variable (training factors). The other 13.85% of the factors absent from the model could have been from the participant's different characteristic such as incentives, good working environment and opportunities for growth.

Discussion of Findings

Training Needs Assessment and Identification

From the finding, it was established that employees at the Food and Drugs Authority (FDA) participate in training to help them make better decisions and effective problem solving, assisting in encouraging and achieving self-development. The research revealed that the purpose of training and development activities as shown from the literature review cut across both individual and organizational performance and is to improve the knowledge and skills of employees. It is also to change the attitudes and behaviour of the employees for the purpose of enhancing the effectiveness of the organization as a whole and increase performance. It is noticed that training is a beneficial part of the company's growth as the majority (94%) of employees that took part in the study confirms its importance. Prior to that, employees were questioned to gauge their views and opinions on training to properly assess and identify their training needs.

First of all, it is important that FDA ensures that training is conducted with respect to the individual. Not every training is meant for everyone, so the Authority ensures the right training is administered to the right person. Evidence of the training revealed that the Authority has its well designed and widely shared training policy that aids in the operations of their Authority. Prior to that, the FDA makes specific use of appraisal in assessing these training needs and this training according to the study, takes about one (1) to two (2) days to implement. Performance appraisal is a method identified by Sinha (1974) as training tools for assessment and identification. This implementation is very necessary for enhancing employee performance as well.

Employment Training Methods and Implementation

Training is one strategy that employers employ to feed their intellectual minds of their employees about their operations and strategies of the company. When this is done, employees are motivated to give off their best. This training is a blueprint of what is expected of the employee so prior to that, the study sought to effectively understand the training status of the Authority by knowing hands on if the training was actually conducted in the company to ensure efficiency and productivity.

The results however, shows that the majority of the respondents agreed to the fact that training is conducted in FDA. It revealed that the training was shared across both on-the-job and out-the-job training. This is affirmed by the majority staff of the FDA. Moreso, Training was not limited to internal training but also external training as highlighted by the study. This external training involved a careful examination through the collection of essential information about quality and suitability.

Impact of Performance on Employees

It is vital in accessing the effectiveness of the training programs provided by the Authority to the trainees (employees). This is because it improves the overall performance of the employees to perform effectively. The data revealed that employees benefited from internal and external training and through this they were able to identify specific improvements to their development as well as the acquisition of new skills and knowledge which in larger extent improved efficiency. Their ability to clearly identify these things highlights the effectiveness of the training provided. Analysis of productivity can be simplified by accessing the output per unit of input. The more output per unit of input the more productive a firm is. The main focus of this study is on employee training and the impact of such skills, knowledge, efficiency and performance of the individual employees. Majority of the respondents revealed that they are excellently satisfied with the training given to them and this is based on the fact that employees do not perform well until they have become aware of what they are to do and how to do it.

Another impact of the training as shown from the study is that, it enhances productivity and this was largely because the skills and knowledge gained were applied on the job. Results from the study also shows that training factors such as training sponsorship, training assessment, training schedule/time, the right training, type of training, training organization, external training, and skills gained, level of improvement and training impact all contribute to the effect of employees performance. The study found that the cause of this effect is partly due to the influence of training policy practices on employee performance. This result is consistent with Black and Lynch (1996)

study which established that employer-provided training raises subjective productivity measure by almost 16%.

Similarly, a study on the impact of training programs undertaken at the Coors Brewing Company in Golden, Colorado, (Imran & Tanveer 2015), found that the immense training encounters resulted in improved employees passion for the job and pride in their jobs, which translated into measurable improvements in productivity. They therefore recommended training to be made a key part of every organization since is vital for worker performance and career development

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

A number of studies have been done in respect of human resources in organizations and how these trainings have impacted overall organizational performance or success. Research works drawing a link between in-service training practices and the performance of employees of organizations remains quite limited. The purpose of this study, therefore, was to identify and determine the relationship and influence (effect) between some in-service training practices and together relate to and influence employees' performance at the Food and Drug Authority.

The study was guided by the following research questions based on which the summary of the findings is subsequently presented; how are employee training needs assessed and identified, what training methods are employed by the Authority and how they are implemented and how does training impact on the performance of employees of the Authority. A cross-sectional survey research methodology was employed in data collection. Therefore, the findings depict a snapshot of how training impacts on the performance of employees of FDA at the time of data collection. Relationship and regression analytical techniques were engaged in arriving at the findings of this study.

Summary of the Findings

The findings reported in this study suggest that training have an impact on the performance of employees with regards to their jobs. This result is broadly consistent with prior management literature on training. In order to gain more specific knowledge of training from the sample company, different

questions were presented to the respondents and thus examined. These questions focused on employee participation in training, selection for training, methods of training and relevance of training to the work of the respondents. The above questions have been of particular interest because they facilitate an understanding of the training practice in the company under study.

The results from the questions on employee participation in training and selection for training indicated that these companies have good and perhaps clear policies regarding training, as most of the respondents indicated that they have participated in training and that most of them were provided with opportunities to train under the external training. Further findings from the study stipulate that employees at the FDA undertake both on-the-job and out-of-job training that helps in maximizing performance

Conclusions

Training is considered as one of the core strategies of the organization for its effectiveness. FDA is a well-trained organization for the supervision and regulation of drugs, food and household items. The basic aim of the study was to explore the effects of training on employee performance; For this purpose, a case study of FDA was taken to examine its effectiveness. In applying Statistical techniques and interpreting the collected data, it was identified that the training factors were significantly associated with employee performance which had a strong effect on performance and productivity.

The study has revealed that training of employee, especially, external training was introduced to improve the overall performance of the Authority. These training factors included training assessment, training schedules, the right training, external training, skills gained and level of impact on training, and

these training increased employee performance. The study has revealed the importance of training to an organisation and further highlights the need for that organisational practice. Most of the employees were engaged, motivated and satisfied with the training models. Therefore, the employees gained exceptional changes on their job performance after being trained. The findings informed that the study has been highly successful and it has revealed the relationship between training programmes implementation and performance of employees of the Food and Drugs Authority.

Recommendations

This study contributed to the body of research on the effects of Training on employee performance. There is a lot of research on Training but these studies had mainly taken place at the Food and Drugs Authority. This study contributed to a small but developing research literature on Training and employee performance in an organization.

Findings of the study indicated that employees working in the regulatory body considered Training as the main factor for employees' performance and were in favor of it.

1. The organization should identify the knowledge and skills required to meet its goals and also take steps to hire qualified trainers with requisite skills to take employees through the training programmes for better understanding.
2. Rigorous training should be presented to members of staff on regular basis in order to achieve the objectives of the Food and Drug Authority since training has been proven to enhance productivity and efficiency of employees at the workplace.

3. Training programmes should be associated with the employee's career development so that the performance and engagement level of employees could be enhanced along with achieving organizational goal.
4. Management should commit more funds for training so that more staff can participate at a time for continuous improvement of employee performance.

Suggestion for Future Study

This study investigated training and employee performance at the Food and Drugs. From the findings and analysis, it is recommended that future qualitative studies be carried out to include other public institutions and Authorities in Ghana. This will not only enhance understanding of the influences of training on employees, but also improve the validity of this study's findings.

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APPENDICES

APPENDIX A

**THE IMPACT OF TRAINING ON EMPLOYEE PERFORMANCE IN
FOOD AND DRUGS AUTHORITY
QUESTIONNAIRE**

1. Age

- (a) 25-30yrs (b) 30-35yrs (c) 35-45yrs (d) 45yrs and above

2. Gender

- (a) Male (b) Female

3. What is your current rank/position in the FDA?

- (a) Senior Laboratory Technologist (b) Chief Laboratory Technology
(c) Senior Regulatory Officer (d) Chief Regulatory Officer (e) Others
(specify).....

4. What is your educational background?

- (a) Diploma (b) Degree (c) Masters (d) Doctorate

5. Training of employee is given adequate importance in FDA

- (A) Yes (b) No (c) Not sure

6. There is a well-designed and widely shared training policy in the FDA

- (a) Yes (b) No

7. Are training programs mostly sponsored by the FDA

- (a) Yes (b) No

8. How are training needs assessed and identified in the FDA?

- (a) Interview (b) Appraisal (c) Observation

9. How long does it take to implement a training need assessment?

- (a) Less than 1month (b) 1-2months (c) 2-4months (d) more than
4months

10. Do you agree that the right training is giving to the right person at FDA?

- (a) Agree (b) Strongly agree (c) Disagree (d) Strongly disagree

11. Have you had any training in FDA

- (a) Yes (b) No

If yes to Q.11,

12. What training have you had in the FDA

- (a) On the job training (b) Out of job training (c) Both

13. How are training organized?

- (a) Organized by FDA (b) Organized by an external firm

14. External training programs are carefully chosen after collecting enough information about their quality and suitability

- (a) Yes (b) No (c) No ideas

15. How are you satisfied with the effectiveness of the training programs attended?

- (a) Excellent (b) Very good (c) Average (d) Poor

16. Training must enhance productivity and performance

- (a) Completely agree (b) Partially agree (c) Disagree (d) Unsure

17. Are skills and knowledge gained in training applied to your job?

- (a) Yes (b) No (c) Sometimes

18. Has training improved your performance?

- (a) Yes (b) No

19. If yes to Q.18, put in your own words the level of improvement

.....

20. How have the training programs attended impacted on your performance appraisal results?

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