

TRAINING AND DEVELOPMENT PROCESS AND EMPLOYEES' PERFORMANCE IN THE "CHOP BAR" INDUSTRY

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Abstract

Extant literature on training and development process and its relationship with employees' performance are silent. We explore this vacuity in the chop bar industry by interviewing 700 employees in two sub-metropolitan assemblies in Kumasi, Ghana. We propose that the stages of training and development process influence employees' performance. The results support our proposition and also produce five stages which constituting the stages of the training and development process. In addition, the design stage emerged as the strongest predictor of employees' performance---the most important stage of the training and development process in the industry.

Keywords: Training and development process, employees' performance, chop bar industry

Introduction

Chop Bars are traditional restaurants that serve traditional Ghanaian dishes. Some of the traditional dishes sold by chop bar operators are fufuo ne abonabono ne kotɔ ne nwa (which literally translates (pounded plantain and cassava with green leaves soup such as cocoyam and okra leaves with snail and crab and bɔɔdeɛ ampesie ne nkontomire ne koobi ne ɛnwo abomu (which literally translates as boiled plantain, cocoyam leaves and fermented salted dried tilapia and palm oil sauce). Training and development of employees is one of the tools of competitive advantage of organizations. Globalization has put incessant pressure on small and medium enterprises (SMEs) for them to adapt to change so that they can remain competitive (Fassoula, 2006). This means that SMEs, including chop bars in Ghana, should train and develop their employees in a bid to meet both national and international challenges. As noted by Oforegbunam and Okorafor (2010), any attempt to prepare employees for the sophisticated demands of the 21st century should be linked with constant training and development packages. Rothwell and Benkowski (2002) also intimate that the need to maintain capable human capital is met through skill differentiation, enhancing employee motivation, and higher focus on employee training and development. Training and development is, thus, very critical to an organization because once workers are equipped with requisite skills, they are bound to produce quality goods and render quality services, thereby reducing waste and cost, increasing productivity and reducing supervision (Vinesh, 2014).

Training and development is usually associated with large firms because they have the financial wherewithal. For SMEs, the owner-manager has been the focus as far as training is concerned (Fatoki, 2011). In addition, SMEs are predisposed to informal training (on-the-job) through the interplay of experience, social interaction and feedback (Anderson, Boocock & Graham (2001). SMEs are formal or informal business organizations, irrespective of their legal status, that have up to 250 employees. According to ILO (2015), there are about 450 to 510 million SMEs in the world. SMEs, including chop bars, are the bedrock of all economics in the world. For example, SMEs contributed about 85% of total employment growth worldwide between 2002-2010 (de Kok et al., 2011). In addition, SMEs' share of permanent and full time employment in 99 countries is about 67% (Demirguc-Kunt & Maksimovic, 2002). In Ghana, SMEs constitute about 92% of all businesses and contribute about 70% to the nation's Gross Domestic Product (GDP) (Abor & Quartey, 2010). Therefore, training and developing employees of SMEs, in this case chop bars, will not only improve the quality of food sold and the health of consumers, but will also increase production, in general.

Previous studies on training and development have focused on organizational performance (Adeniji 2010; Khan, Khan & Khan, 2011, Divyaranjani & Rajasekar, 2013). Some studies have also looked at employees' performance (Gamage & Imbulana, 2013; Usman, 2014). Others have looked at general studies on training and development (Kulkarni, 2013; Adeleye, Adegbite & Aderemi, 2014; Rajasekar & Khan, 2013). Given this, there is a dearth of studies on training and development process and its relationship with employees' performance. Therefore, this study sets out to fill this vacuity, while also examining the number of stages in the training and development process in the chop bar industry. This study is, thus, a contribution to the training and development literature, which suggests that each stage of the training and development process influences different employee performance variables.

Theoretical Background

Training and Development

Drummond (2000) posits that training encompasses the adoption of both formal and informal approaches to impart knowledge so that people get the required skills to deliver. According to Aswathappa (2000), training is the process whereby employees' aptitudes, skills and abilities enable them to do specific jobs. Armstrong (2003) intimates that '*training is the formal and systematic modification of behavior through learning which occurs as a result of education, instruction, development and planned experience*' (p. 543).

Development, on the other hand, includes getting the skills, knowledge and other behaviors necessary for or applicable to a project or an activity (Australian Film Television and Radio School AFTRS, 2011). Development prepares employees to occupy positions in the firm and assists them to get future jobs (Drummond, 2000). According to the Chartered Institute of Personnel and Development (2007), development comprises activities such as coaching, formal educational commitments and experiences. The Investors In People (IIP) UK (1996) gives a more detail definition of training and development when they state that training and development is any activity that improves upon skills, knowledge and behavior, including both formal and informal training. From the foregoing, it is discernible that there is a symbiotic relationship between training and development.

Training and development is very important for organizations. According to Katcher and Snyder (as cited in Kum, Cowden & Karodia, 2014), training and development enables an

organization to adapt to changes that meet the tastes and preferences of customers. It also improves employees' skills and boosts their morale, thereby making them efficient, reducing waste and operations and increasing productivity. In addition, training and development brings about reduction in employee turnover and results in minimal supervision. Still, it shortens the time for learning by new employees, reduces learning costs, and motivates employees to be loyal to the organization (Armstrong, 2003).

SMEs and Training and Development

Training and development has been the preserve of large firms because they have resources and a large number of employees. Gibb (1998) advances that SMEs do not like theories or abstract things. They prefer practical learning or training that is linked to what pertains directly to their job. They learn via the feedback given by suppliers and customers. They also learn by making mistakes, solving problems and seizing opportunities. Employees learn or they are trained unconsciously or incidentally on-the-job through experience and success. They also learn informally or are trained intentionally through routine activities at the work (Marsick & Watkins, 1990). Buttressing this, the OECD (2013) indicates that SMEs management train or learn new techniques or new ways to operate through interaction with consultants, suppliers, clients, attending conferences, meetings or through internal activities. Edwards (2010) avers that there are two opposing views on SMEs training. One argues that SMEs never train their employees due to ignorance or market failure and can only train through sensitization by others. The other group advances that market failure is not the reason why SMEs do not train, but rather they train informally which is the same as formal training. Gibb (1998) is of the view that informal learning or training is more pronounced with SMEs because the owner-managers are burdened with functions that are broader than those in large firms.

According to Beaver, Lashley and Stewart (1998), training and development in SMEs is done on ad-hoc basis and is ill-conceived since the owner-manager adopts subjective means to evaluate the employees. In addition, not all the employees are given equal opportunities to learn or to train. For example, in family businesses that are SMEs, family members who are employees are given more resources, time and wide scope to train whilst non-family members are likely to be trained only in areas related to their specific jobs (Matlay, 2002). SMEs unwillingness or inability to invest in training and development of their employees is due to a myriad of factors. Hogarth, Bosworth, Gambin, Wilson and Stanfield (2009) indicate that because owner-managers of SMEs lack management skills to provide value added product or service, they do not see the need to train their employees. In addition, SMEs do not have the time to attend to strategic and related issues. Also, SMEs are risk averse and are concerned with achieving their short term goals which only requires informal training and not formal training. In addition, there is imperfect information. That is, they do not get information about what type of training is available and the benefits of training. In addition, Stone (2012) indicates that the managers of SMEs think it is not only their organizations that will reap the benefits of training but also the employees as well as other firms that will poach the employees after the training. Generally, SMEs are hindered to train their employees by lack of finance (Echols, 2005) and their unwillingness to release their employees during working hours to be trained (Macdonald, Assimakopoulos & Anderson, 2007).

Methods of Training and Development

On-the-Job and Off-the-Job

Adeleye, Adegbite and Aderemi (2014) have classified training and development under two

main categories: on-the-job training and off-the-job training. It must be noted that both on-the-job training and off-the-job training are genre terminologies for classifications of training and development and not training and development methods per se. An organization may decide to train its employees whilst on the job, or off the job. In the case of the former, the worker is trained inside (internally) the organization. Some of the training and development methods that may be adopted by an organization to upgrade the skills of its employees include apprenticeships, induction and job rotation. For the latter, the employee is trained outside (externally) the organization and training and development methods that may be employed here include simulation, role play and case study.

On-the-Job Training

Apprenticeship

According to Olaniyan and Ojo (2008), apprenticeship refers to the process whereby a skilled person trains someone who is unskilled. Noe (2010) is of the view that in apprenticeship, one works and studies at the same time, employing both on-the-job training and classroom training (off-the-job). Generally, the trainee works for and with the trainer who is usually a senior employee and can take a long time. Its main merits include receiving remuneration whilst learning and there is a high degree of securing a job after the training. An organization is likely to get a high skilled labor since the training is tailored to meet the organization's needs (Noe, 2010).

Job Rotation

This method refers to the process whereby the trainee learns different types of jobs or functions at different times/periods in an organization. That is, the trainee moves from one function to another as the planned timetable or schedule will dictate (Adeleye et al., 2014). According to Jorgensen, Davis, Kotowski, Aedla and Dunning (2005), job rotation refers to the placing of an employee in different positions or situations within a specific period according to the employees' knowledge, skills and capabilities. Twei and Saina (2015) advance that job rotation is when the trainee moves from one task lateral to another which affords the employee the opportunity to acquire skills. Job rotation enables the trainee to become a multi-skilled employee. In this case, the trainee becomes a generalist after the training since he/she knows a little bit of each task which increases job satisfaction and productivity (Saravani & Abbasi, 2013).

Orientation/Induction

It deals with a situation whereby new employees are given training to enable them to get acquainted with the work and the organization as a whole in respect of values, rules and regulation (Olaniyan & Ojo, 2008). According to Milkovich and Boudreau (2004), orientation is a continuous process and takes time for its purpose to be achieved. Organizations give orientation to their new employees based on three reasons. First, the orientation will afford the new employee the opportunity to acquaint himself/herself with job procedures. The new employee is also oriented on how to relate with other employees and finally it makes the new employee feel that he is part of the organization and that his/her job is important (Milkovich & Boudreau, 2004). Generally, orientation is carried out for new entrants on the job to make them familiar with the organization as a whole in terms of structure, objectives, policy etc. (Malaolu & Ogbuabor, 2013). One advantage of this method is that it boosts the morale of the employee to deliver without committing grievous errors.

Off-the-Job Training

Simulation

According to Cole (2002), simulation refers to the situation whereby the trainee or the employee is trained in a near perfect work situation. Mack (2009) also posits that simulation is a training or research method designed to get an experience in a controlled environment. According to Mehta and Bhatt (2014), simulation concerns training employees in any artificial environment just like the actual work situation whilst vestibule concerns using the prototype or the same equipment just like those used in the workplace for training but the training is conducted outside the workplace. Vestibule is normally used for training semi-skilled employees and also for training many people at the same time when the equipment are insufficient. The debate on the difference between simulation and vestibule continues unabated. Whilst some think they are different, others think otherwise. The authors think that though under simulation, trainees operate in an environment similar or exactly as the workplace conditions, both simulation and vestibule are the same and should be used interchangeably. The main advantage of simulation is that it minimizes the occurrence of training accidents and saves the organization cost and also minimizes the degree of frustration of the trainer since he is not operating in an abstract situation. In addition, simulation enables employees to acquire attitudes, concepts, knowledge, rules or skills to enhance the performance of the trainee (Salas, Wildman & Piccolo, 2009).

Case Study

A case study is a problem solving technique in which trainees are given either practical or theoretical issues to analyze, synthesize, solve or ask questions (Cole (2002). According to Bohlander, Snell and Sherman (2001), a case study is adopted by organizations when they want trainees to develop their analytical, problem-solving and critical thinking skills. It is also used when active participation is required and where the learning process involves questioning and interpretations. The learning objective is to have trainees apply known concepts and principles and discover new ones (Ahammad, (2013).

Role Play

This approach involves the trainee acting and adopting the behavior and attitudes of another person as if he were the real person (Bohlander et al., 2001). Chan (2011) is of view that the participants of the role play assume the role of imaginary characters, real people, or just act what they are told to do. He also posits that the content of the role play can be familiar or strange, simple or elaborate whilst the context can be illustrated in detail or may be vague to give participants the room to use their own creativity and imaginations to act. This method affords the trainees the opportunity to appreciate and understand others as well as advise others. It is used by managers to deal with conflict, absenteeism and performance appraisal issues.

Classroom/Lecture

Sutherland (1976) intimates that a lecture refers to the process whereby a trainer teaches or disseminates information or ideas orally to the trainees with little or no participation by the trainees. The information could emanate from his own reading, research and experiences. According to Ahammad (2013), this method is used when many people are taught with a high volume of information or when the content of the training is voluminous. This method can be supported with other training methods like case studies and role playing. The approach is used to cut down cost and it saves time when the trainees are many and when the volume of information is huge (Noe, 2010).

Training and Development Process

Training and development process refers to the stages or steps within a training and development program that ensures that the intended objectives can be achieved. According to Desmone, Werner and Harris (2002), there are four stages or steps involved in the training and development process. These are training needs assessment, designing of the training, implementation of the training and monitoring and evaluation of the training.

Training Needs Assessment

Noe (2013) indicates that training needs assessment concerns the process of finding out if training is required/needed or not. Three analyses are performed: employee (personal), organizational and task (job) analyses. Firdousi (2011) is of the view that training needs analysis is used to investigate the educational courses or activities to be given to both employees and management in a bid to enhance their delivery. Also, Barbazette (2006) opines that training needs assessment is the process of gathering data to train employees in order to meet organizational needs. McConnell (2003) posits that training needs analysis is required when there are changes in the system or in the work, when new technology is introduced, when new government's standards are introduced, when there is decline in the quality of work or performance, when there is lack of skills and knowledge and when there is lack of motivation. According to Noe (2013), the methods used to conduct training needs analysis include observation, questionnaires, interview, focus groups and documents. He indicated that if training needs assessment is not carried out, the content, objectives and methods of the training and development program may be wrong. In addition, cost incurred may be wasted and will not yield the results/ impact expected by the organization. Also, it will not enable the organization to get high quality labor and increased productivity (Firdousi, 2011).

Design of the Training and Development

Noe (2013) opines that training and development design concerns the factors or activities included in the training program in a bid to increase the probability that there will be a high degree of transfer of knowledge. Training design deals with defining, identifying the objectives and scope, methods and media to be adopted to deliver the training program. The objective of the training program is derived from the training needs analysis which involves what to be done and be achieved. These should be aligned with the mission and vision of the organization (Boudreau, Boswell & Judge, 2001). The design of the training and development should be done with views and full participation of management, supervisors and employees (Brown & Harvey, 2000).

Implementation of Training and Development

According to Hailemichael (2014), training and development implementation is concerned with starting the training and development program. Lehman (2007) is of the view that it is the undertaking of the actual training program. The organization will make sure that the trainers and trainees have reported and are ready to deliver and learn respectively. The program should also start on time as agreed upon. Resources such as money, vehicles, teaching aids and learning materials are provided and are available to be used. The facilities such as classrooms, furniture, lightening systems, the physical and the general environment should also be conducive to learning.

Monitoring, Evaluation of Training and Development

Monitoring, evaluation is the determination of whether the training program is successful or not in relation to the objectives set and makes recommendations for improvement or change

(Armstrong, 2003). This involves gathering and analyzing data (Boulmetis & Dutwin, 2000). According to Noe (2013), there are two types of training and development evaluation: formative and summative evaluation. Formative evaluation concerns the evaluation that takes place during the training and development design stage to ensure that the training is well organized and whether trainees are content with the program and have learnt from it. It also enables the organization to modify the training content and methods to suit trainees before implementation. The summative evaluation deals with the evaluation carried out after the training program. The evaluation covers the program from the beginning to the end. It looks at the knowledge, skills, attitudes etc. acquired and their impact, whether it is worth investing in the training program, as well as its general impact on the organization. The evaluation process involves five stages: conducting needs analysis, developing measurable objectives and analyzing transfer of training, developing outcome measures, choosing an evaluation strategy and planning and executing the evaluation.

Kirkpatrick (1998) has proposed a model of evaluation of training. According to the model, there are four elements used in training and development evaluation. These include reaction, learning, behaviors and result. The reaction concerns itself with the post training attitudes exhibited by employees. This is done to know the reaction of the trainee whether he was content or not with the training methods, the content of the program, the trainers' delivery styles, resources and materials provided. The second stage, called the learning stage, deals with the measuring of learning acquisition of the trainee. This stage measures the knowledge and skills acquired – and these skills are expected to enhance the performance of the job. The third level concerns the measurement of the changes emanating from the employee's work related behaviors and the transfer of knowledge. It deals with how knowledge, skills, and attitudes have been transmitted to the workplace. The fourth level attempts to measure the results (impact) of the training on the performance of the organization in areas such as productivity, profitability, sales and safety.

Employees' Performance

Performance, according to Mathis and Jackson (2009), is the presence, timeliness, efficiency, effectiveness, the quality and quantity of the work done. Employee performance, according to Huselid, (1995) is the enhancement of the knowledge, skills, and abilities acquired by employees so that they can perform their duties to achieve organizational goals. Deadrick and Gardner (1997) also intimate that it is the output of an employee for performing his job within a certain period of time. Training and development is an effective tool to equip or propel employees to improve upon their performance. According to Pfeffer (1994), employees that are trained by their organization are able to deliver well and gain competitive advantage. Katcher and Snyder (2003) are of the view that training and development of employees leads to efficient use of new equipment, enables them to deliver better, can be used to replace their supervisors when they retire and become loyal to the organization, thereby reducing employee turnover. In addition, when employees are trained, there is the likelihood that the organization will find it easier to adapt to change and enhance growth of both the employee and the organization. Nel, Van Dyk, Hassbroek, Schultz and Werner (2004) posit that the organization will benefit from training and development of employees because there will be reduction of project failures and defects and there will be minimum supervision as well.

Empirical Studies

Sahinidis and Bouris (2008) investigated employee perceived training effectiveness and its relationship with employee attitudes in five large companies in Greece. They used 134

employees for the study and the multiple regression and Spearman correlation tests revealed that training influenced employees' commitment, job satisfaction and motivation in different industries. They also found that commitment, job satisfaction and motivation were highly correlated. Gamage and Imbulana (2013) also examined training and development and performance of employees in the Sri Lankan telecommunication industry. Based on 226 employees, the correlation tests showed that training and development propelled employees to increase production in the telecommunication company. In the same vein, training and development affected employees' punctuality, absenteeism and satisfaction. In a related development, Onuka and Ajayi (2012) studied the effects of manpower development on workers' job performance. One hundred Cadbury employees in Nigeria were interviewed and the Pearson correlation tests found that manpower development affected the company employees' productivity and organizational performance in terms of profitability. In addition, training and development affected employees' efficiency and effectiveness. Ekhsan and Othman (2009) researched on recruitment/selection and training/development practices in two Japanese electronics companies in Malaysia. The study was based on 29 employees and the descriptive statistics indicated that training and development led to overall organizational effectiveness. Also, the companies placed much premium on applicants and organizational fit in recruiting and selecting people. Dabale, Jagero and Nyauchi (2014) examined the relationship between training and employee performance in the Mutare City Council in Zimbabwe. They used 132 employees and the linear multiple regression tests showed that training enhanced employees' performance in terms of employees' knowledge, skills, ability and competencies. Moreover, training reduced learning time of employees starting new jobs, employees on transfer or those on promotion. In general, the results indicated that training enhanced organizational performance. Also, Sultana, Irum, Ahmed and Mehmood (2012) investigated the impact of training on employee performance in five telecommunication companies in Pakistan. Having used 360 employees for the study, the results of the descriptive statistics, the regression and the Pearson correlation tests revealed that training improved employees' skills and competencies. Training also enabled employees to adapt to changes regarding technological innovation, market competition, and organizational structuring in the telecommunication industry. Uthman (2014) investigated training and manpower development, employee productivity and organizational performance of banks in Nigeria. Three hundred employees were used for the study and the chi-square test showed that training and development led to employees' efficiency and productivity and organizational performance.

Asfaw, Argaw and Bayissa (2015) studied five district councils in Ethiopia and with a sample size of 100 employees, the Pearson correlation and linear regression tests showed that training and development influenced employment performance. Also, Nganga Weru, Iravo and Sakwa (2013) examined the relationship between training and development on performance of state owned corporations in Kenya. The study was based on 142 employees and the Pearson correlation tests demonstrated that training and development affected the performance of state-owned corporations. Sila (2014), on the other hand, researched into the relationship between training and performance of Women Finance Trust in the Eastern Nyanza region in Kenya. He used 36 employees for the study and the descriptive analysis revealed that training influenced employees' performance in terms of employees' attitudes, service delivery and job satisfaction. Nganga, Manjere and Egessa (2015) investigated the influence of technical training on organizational performance of the sugar industry in the South Nyanza zone of Kenya. The study

was based on 48 management personnel and the Pearson's correlation tests and the descriptive statistics showed that training led to organizational performance. Simons and Richardson (2012) examined training needs of repository staff in Australia and New Zealand. The study was based on secondary data and the qualitative analysis revealed significant gaps in the current provision of formal training and coursework related to institutional repositories. Onyango and Wanyoike (2014) studied the effects of training on employee performance regarding health workers in the Siaya county in Kenya. Based on a sample size of 56, the Pearson correlation test showed that training influenced employees' performance. Mohamed (2004) investigated the effectiveness of a training program offered to 94 trainees at two locations of a training institute in UAE. The regression test demonstrated that training led to improvement in trainees' knowledge and skills. Training also prepared the trainees mentally before the commencement of the training program. Teck-Hong and Yong (2012) investigated the relationship between training approaches and organizational performance in 10 SMEs in the service sector in the Klang Valley in Malaysia. They used a sample size of 150 front-line employees and the regression test indicated that both formal and informal training methods influenced employees' performance.

Based on the above literature, the following hypotheses are formulated:

H1. Training and development needs analysis improves employee performance

H1a. Training and development needs analysis improves the quality of food

H1b. Training and development needs analysis influences timeliness

H1c. Training and development needs analysis increases respect for customers

H1d. Training and development needs analysis enhances neatness

H2. Design of training and development program improves employee performance

H2a. Design of training and development program improves the quality of food

H2b. Design of training and development program influences timeliness

H2c. Design of training and development program increases respect for customers

H2d. Design of training and development program enhances neatness

H3. Implementation of training and development program improves employee performance

H3a. Implementation of training and development program improves the quality of food

H3b. Implementation of training and development program influences timeliness

H3c. Implementation of training and development program increases respect for customers

H3d. Implementation of training and development program enhances neatness

H4. Monitoring of training and development program improves employee performance

H4a. Monitoring of training and development program improves the quality of food

H4b. Monitoring of training and development program influences timeliness

H4c. Monitoring of training and development program increases respect for customers

H4d. Monitoring of training and development program enhances neatness

H5. Evaluation of training and development program improves employee performance

H5a. Evaluation of training and development program improves the quality of food

H5b. Evaluation of training and development program influences timeliness

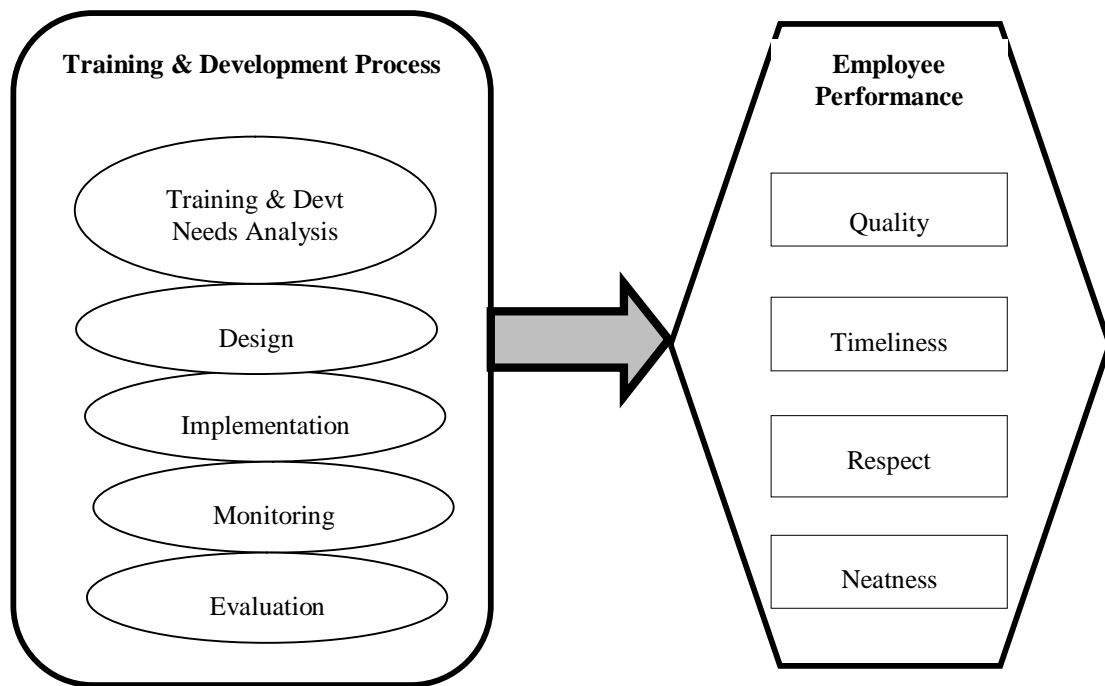
H5c. Evaluation of training and development program increases respect for customers

H5d. Evaluation of training and development program enhances neatness

The Model of the Study

The model of the study was drawn from the literature review on training and development process and the results of the principal component analysis. The principal component analysis yielded five components (stages). It is expected that the five stages (training and development needs analysis, design of the training and development program, implementation of the training and development program, monitoring of the training and development program and evaluation of the training and development program) of the training and development process of chop bars will influence employees' performance (quality of food, timeliness, respect for customers and neatness).

Fig. 1. Training and Development Process of Chop Bars and Employees' Performance



Methods

Employee Performance Measures

Generally, performance has been categorized under two broad headings: leading and lagging indicators (Kaplan & Norton, 2001). Leading performance indicators give information regarding incremental steps towards larger goals (Gautreau & Kleiner, 2001). They are generally more timely and also enhance continuous improvement (Medori & Steeple, 2000). Examples of leading measures are quantity, quality, schedule cost, absenteeism, overtime, lost time and cost reduction (Ramirez & Nembhand, 2004). The lagging or traditional indicators are generally financial or accounting measures such as profitability, liquidity, capital structure, market share

and return on equity (Kaplan & Norton, 1992). Traditional or financial measures have been criticized as not relevant to strategy (Maskell, 1991), and that they do not give leading signals for continuous improvement. They also provide previous or past results or outcome (Kaplan & Norton, 1992). Many researchers agree that relying upon multidimensional performance indicators give room for measuring heterogeneity in employees' performance (Delmar, Davidsson & Gartner (2003). Following from the above, both lagging and leading measures, specifically the quality of food, timeliness, respect for customers and neatness were used for this study.

Study Area

Kumasi was chosen for the study. Kumasi is the second capital of Ghana and is situated in the middle of the country. It is the centre of commercial and industrial activities not only in Ghana, but also for neighbouring West African countries such as Togo, Ivory Coast and Burkina Faso owing to its location. The city was chosen for this study because it is a hub for the chop bar industry that makes brisk business.

Research Design

This study used the quantitative research approach. According to Creswell (2009), a quantitative methodology enables researchers to use mathematical approaches to arrive at objective and logical deductions. The quantitative methodology was used for this study because it explains and confirms a theory, and can be tested as well (Leedy & Ormrod, 2010).

Data Collection and Analysis

There are nine sub-metropolitan assemblies in Kumasi (Asokwa, Bantama, Kwaadaso, Manhyia, Nhyiayeso, Oforikrom, Suame, Subin and Tafo). Two sub-metropolitan assemblies of Kumasi, Bantama and Subin, were chosen for the study using the simple random sampling technique. This technique was adopted in order to give every sub-metropolitan assembly the chance to be selected (Frey, Carl & Gary, 2000). The population of the study included all employees of chop bars in Kumasi. Chop bars are restaurants that serve traditional Ghanaian dishes. Seven hundred employees (Bantama -253 and Subin-447) of 61 chop bars in Kumasi (Bantama-26 and Subin-35) were chosen based on convenience. The reason being that there are no official data on chop bar operators in Ghana. The purpose sampling approach was used because Bernard (2006) states that non-probability sampling can be adopted for large survey research where it is difficult to use probability sampling. Efforts were made to identify and choose all chop bars employees in the two sub-metropolitan assemblies. The aim was to take the entire population for the study in a bid to limit the probability of errors occurring, maximise the accuracy of the population estimates and enhances the generalization of the results obtained (Osborne & Costello, 2004). According to Miles and Huberman (1994), sampling is not only concerned with the subjects (population) being used for the study, but also the settings, events and/or social processes.

The data collection instrument was an interview schedule. This instrument was used because all the employees have little or no education. According to (Babbie, 2001; Neuman, 2006), using an interview schedule will enable the researcher to get all respondents to answer the questions, clarify all issues that are not clear and above all get detailed information from them. The interview schedule was divided into three parts. The first part concerned the background information of the chop bars employees (demographic characterises and the type of food sold). The second part dealt with the training and development process, including training and development needs analysis, training and development design, implementation of the training and development and monitoring and evaluation of the training and development. The last part

focused on questions about employees' performance measures, including quality of food, timeliness, respect for customers and neatness.

The questions on training needs analysis, design of the training and development, implementation of the training and development, monitoring and evaluation of the training and development and employees' performance were all measured on a five point Likert scale (1= least important, 2=less important, 3=important, 4=more important and 5=most important). According to Sumbo and Zimmerman (1993), a Likert scale makes items or variables to be measurable and also makes coding easier. Five dimensions (stages) of the training and development process of chop bars were obtained after running the principal component analysis. The five stages were training and development needs analysis, design of the training and development program, implementation of the training and development program, monitoring of the training and development program and evaluation of the training and development program. These five stages constituted the independent variables. The dependent variables were quality of food, timelines, respect for customers and neatness. The multiple linear regression test was also used to run the hypotheses.

Results and Data Analysis

Stages of Chop Bars Training and Development Process

The principal component analysis was performed with varimax rotations on the original four stages of the training and development process with 37 indicators. After eliminating 12 items from the original training and development process list, five components with 25 items emerged. The factor loading on the rotated component matrix revealed variables with values greater than 0.5 as shown in Appendix A. Component one had seven items ('organization training goals', 'training resources', 'employee cognitive ability', 'employee self efficacy', 'task activity & difficulty', 'knowledge/skills required of the job' and 'constraints'). These are labelled training and development needs analysis. Component two had five items ('cost involved in training', 'training methods', 'content & organization', 'transfer of knowledge' and 'satisfaction of trainees & trainers'). These are called evaluation of the training and development program. Component three comprises five items ('training goals', 'trainees & trainers', 'training methods', 'location & time' and 'content & organization'). These are referred to as design of the training and development program. Component four is constituted by four items ('replenishment of resources', 'gather information', 'monitor trainers & trainees participation' and 'awareness of training needs'). These are called monitoring of the training and development program. Component five had four items ('availability of & provision of resources', 'selection & attendance of trainees & trainers', 'readiness of location & environment' and starting time/schedule'). These are also labelled implementation of the training and development program.

The sampling adequacy test for the variables revealed that the Kaiser-Meyer-Olkin was 0.732 and the Bartlett's test was 0.00. These satisfy the criteria for appropriateness of the principal component analysis. To decide on the number of components to be included in the data, the Eigenvalues test was performed. After eliminating 12 items from the four original stages of the training and development process list, five components emerged with Eigenvalues greater than one (1.0) and this explained 69.362 of the total variance. To test for the internal consistency, the Cronbach's alpha analysis was performed and this resulted in a value of 0.672.

Multicollinearity Test

The highest variance inflation factor (VIF) figure in Table 2 is 1.516, indicating that there is no multicollinearity among the independent variables against the four dependent variables (quality of food, timeliness, respect for customers and neatness).

Table 1. Collinearity Test-Variance Inflation Factor (Quality, Timeliness, Respect for Customer & Neatness)

Independent Variable	Quality		Timeliness		Respect for Customers		Neatness	
	Tolerance	Variance Inflation Factor (VIF)	Tolerance	Variance Inflation Factor (VIF)	Tolerance	Variance Inflation Factor (VIF)	Tolerance	Variance Inflation Factor (VIF)
Training Needs	0.785	1.273	0.975	1.026	0.972	1.029	0.939	1.065
Evaluation	0.660	1.516	0.882	1.134	0.981	1.020	0.914	1.094
Design	0.721	1.386	0.890	1.123	0.979	1.021	0.959	1.043
Monitoring	0.924	1.082	0.983	1.017	0.990	1.011	0.988	1.013
Implementation	0.953	1.050	0.959	1.042	0.982	1.018	0.981	1.019

Descriptive Statistics

Table 2 illustrates the background information of the employees of the chop bars. Women constitute the majority of the employees. The employees are predominantly young and the majority of them are illiterates or have only basic education.

Table 2. Background Information of Employees

Item	Frequency	Percentage
Sex		
Male	201	28.7
Female	499	71.3
Age		
Up to 20	301	43
21-30	214	30.6
31-41	100	14.3
41+	85	12.1
Education		
Primary/JSS	251	35.9
Secondary	77	11
Illiterate	372	53.1

Quantitative Analysis

Table 3 reports of the multiple regression results with the quality of food as the dependent variable. Hypotheses H1a, H2a, H3a and H5a, which state that training and development analysis improves the quality of food ($\beta=0.079$; $p<0.05$); design of the training and development program improves the quality of food ($\beta=0.0450$; $p<0.05$); implementation of the training and development program improves the quality of food ($\beta=0.229$; $p<0.05$) and evaluation of training

and development program improves the quality of food ($\beta=0.324$; $p<0.05$) **respectively** significantly improve the quality of food. Therefore, hypotheses H1a, H2a, H3a and H5a are supported. The design of the training and development program is the strongest predictor of the quality of food, followed by evaluation of the training and development program and then implementation of the training and development program.

Table 3 Quality of Food

Variables	Std Error	Std Coefficient		
		Beta	T	P-Value
Training Needs Analysis	0.051	0.079	2.470	0.014
Design	0.053	0.450	12.880	0.000
Implementation	0.055	0.229	6.848	0.000
Monitoring	0.043	0.016	0.551	0.582
Evaluation	0.051	0.324	11.133	0.000

P<0.05

R Square 0. 441

Adjusted R Square 0.437

Table 4 trots out the multiple regression results with timeliness as the dependent variable. Hypotheses H1b, H2b, H3b, H4b and H5b, which indicate that training and development needs analysis influences timeliness ($\beta=0.067$; $p<0.05$); design of the training and development program influences timeliness ($\beta=0.233$; $p<0.05$); implementation of the training and development program influences timeliness ($\beta=0.130$; $p<0.05$); monitoring of the training and development program influences timeliness ($\beta=0.543$; $p<0.05$) and evaluation of the training and development program influences timeliness ($\beta=0.076$; $p<0.05$) **respectively** significantly influence timeliness. Therefore, hypotheses H1b, H2b, H3b, H4b and H5b are supported. Monitoring of the training and development program emerged as the strongest predictor of timeliness. This is followed by design of the training and development program.

Table 4. Timeliness

Variables	Std Error	Std Coefficient		
		Beta	T	P-Value
Training Needs Analysis	0.049	0.067	2.033	0.042
Design	0.055	0.233	6.477	0.000
Implementation	0.056	0.130	3.774	0.000
Monitoring	0.045	0.543	17.905	0.000
Evaluation	0.049	0.076	2.554	0.011

P<0.05

R Square 0. 410

Adjusted R Square 0. 405

Table 5 illustrates the results of the multiple regression with respect for customers as the dependent variable. Hypotheses H1c, H2c, H3c, H4c and H5c, which state that training and development needs analysis increases respect for customers ($\beta=0.71$; $p<0.05$); design of the training and development program increases respect for customers ($\beta=0.412$; $p<0.05$); implementation of the training and development program increases respect for customers ($\beta=0.212$; $p<0.05$); monitoring of the training and development program increases respect for

customers ($\beta=0.066$; $p<0.05$) and evaluation of the training and development program increases respect for customers ($\beta=0.314$; $p<0.05$) **respectively** significantly increase respect for customers. Therefore, H1c, H2c, H3c, H4c and H5c are supported. It can be seen that design of the training and development program has the strongest relationship with respect for customers; followed by evaluation of the training and development program and then monitoring of the training and development program.

Table 5. Respect for Customers

Variables	Std Error	Std Coefficient		P-Value
		Beta	T	
Training Needs Analysis	0.052	0.071	2.130	0.034
Design	0.054	0.412	11.336	0.000
Implementation	0.057	0.212	6.116	0.000
Monitoring	0.044	0.066	2.143	0.032
Evaluation	0.052	0.314	10.401	0.000

P<0.05

R Square 0. 396

Adjusted R Square 0.392

Table 6 demonstrates the results of the multiple regression with neatness as the dependent variable. Hypotheses H1d, H2d, H3d, H4d and H5d, which state that training and development needs analysis enhances neatness ($\beta=0.68$; $p<0.05$), design of the training and development program enhances neatness ($\beta=0.410$; $p<0.05$), implementation of the training and development program enhances neatness ($\beta=0.275$; $p<0.05$), monitoring of the training and development program enhances neatness ($\beta=0.340$; $p<0.05$) and evaluation of the training and development program enhances neatness ($\beta=0.201$; $p<0.05$) **respectively** significantly enhance neatness. Therefore hypotheses H1d, H2d, H3d, H4d and H5d are supported. The design of the training and development program emerged as the strongest predictor of neatness. This is followed by monitoring of the training and development program, implementation of the training and development program and evaluation of the training and development program.

Table 6. Neatness

Variables	Std Error	Std		P-Value
		Coefficient	T	
		Beta		
Training Needs Analysis	0.033	0.068	2.210	0.027
Design	0.035	0.410	12.260	0.000
Implementation	0.036	0.275	8.616	0.000
Monitoring	0.028	0.340	12.035	0.000
Evaluation	0.033	0.201	7.247	0.000

P<0.05

R Square 0. 489

Adjusted R Square 0.485

Table 7 shows the results of the composite multiple regression with employees' performance as the dependent variable. Hypotheses H1, H2, H3, H4 and H5, which state that training and

development needs analysis improves employees' performance ($\beta=0.073$; $p<0.05$), design of the training and development program improves employees' performance ($\beta=0.398$; $p<0.05$), implementation of the training and development program improves employees' performance ($\beta=0.219$; $p<0.05$), monitoring of the training and development program improves employees' performance ($\beta=0.164$; $p<0.05$) and evaluation of the training and development program improves employees' performance ($\beta=0.370$; $p<0.05$) **respectively** significantly improve employees' performance. Therefore, hypotheses H1, H2, H3, H4 and H5 are supported. The design of the training and development program, evaluation of the training and development program and implementation of the training and development program, in that order, have the strongest influence on employees' performance.

Table 7. Employees' Performance

Variables	Std Error	Std Co-efficient Beta	T	P-Value
Training Needs Analysis	0.113	0.073	2.341	0.020
Design	0.118	0.398	11.668	0.000
Implementation	0.123	0.219	6.716	0.000
Monitoring	0.096	0.164	5.714	0.000
Evaluation	0.113	0.370	13.033	0.000

P<0.05

R Square 0.469

Adjusted R Square 0.465

Discussion and Implications

The training and development of employees is well documented by human resources experts. Previous studies on training and development have focused on the impact on employees' and organizational performance, in general. Attempts to look at each stage of the training and development process and its relationship with employees' performance seem to be missing in the training and development literature. The present study, thus, departs from the previous ones by filling this void. The main aim of this study was to examine the relationship between each stage of the training and development process and employees' performance in the chop bar industry. It also investigated the number of stages of the training and development process of chop bar operators. Based on the above objectives, we proposed that training and development process of chop bars influences employees' performance. The results show that the stages of the training and development process of chop bars are five (training and development needs analysis, design of the training and development program, implementation of the training and development program, monitoring of the training and development program and evaluation of the training and development program). This finding suggests that monitoring and evaluation constitutes separate stages of the training and development process which is contrary to what Desmone et al. (2002) indicated.

Previous empirical studies indicate that training and development influences employees' performance (for example, Onuka & Ajayi, 2012; Gamage & Imbulana, 2013; Othman 2014). The results of this study are, however, at variance with these studies. That is, the results (H1a, H2a, H3a and H5a) show that training and development analysis, design of the training and

development program, implementation of the training and development program and evaluation of the training and development program improve the quality of food prepared/served. The results suggest that all the stages of the training and development process save monitoring are critical when the quality of food is concerned. Though the extant literature shows that training and development influences employees' performance (Mohammed, 2004; Sahinidis & Bouris, 2008; Sila, 2014), our results (H1b, H2b, H3b, H4b and H5b) are not consistent with these studies. Our findings indicate that training and development needs analysis, design of the training and development program, implementation of the training and development program, monitoring of the training and development program and evaluation of the training and development program influence timeliness. The findings suggest that for employees to discharge their duties efficiently, time is a key factor. In addition, all the five stages of the training and development process are key determining factors for employees to deliver on time. Similarly, prior studies indicate that training and development affects employees' performance (Ekhsan & Othman, 2009; Nganga et al. 2013; Asfaw et al., 2015). Our findings (H1c, H2c, H3c, H4c and H5c) prove otherwise. Our results indicate that training and development needs analysis, design of the training and development program, implementation of the training and development program, monitoring of the training and development program and evaluation of the training and development program increase respect for customers. The results suggest that all the five stages of the training and development process should be treated as important so that employees can respect customers.

Previous empirical studies point to the fact that training and development influences employees' performance (for example, Teck-Hong & Yong, 2012; Simmons & Richardson, 2012, Dabale et al. 2014). Our results (H1d, H2d, H3d, H4d and H5d), however, do not concur with these studies. The findings demonstrate that training and development needs analysis, design of the training and development program, implementation of the training and development program, monitoring of the training and development program and evaluation of the training and development program enhances neatness. The results suggest that neatness of employees and the restaurants, in general, improves when the five stages of the training and development process are considered. In the same vein, previous studies illustrate that training and development influences employees' performance. However, our results (H1, H2, H3, H4, H5) are inconsistent with these studies. Our results show that training and development needs analysis, design of the training and development program, implementation of the training and development program, monitoring of the training and development program and evaluation of the training and development program influence employees' performance. The results suggest that the stages of the training and development process influence employees' performance, in general. The study's findings also suggest that all the stages of the training and development process are important predictors of overall (composite) employees' performance in terms of the quality of food, timeliness, respect for customers, and neatness. Overall, the study finds that the strongest predictor of employees' performance is the design of the training and development program.

The managerial and practical implications of our study are that since five stages of the training and development process of chop bars are obtained, managers should take cognizance of the fact that all the stages are paramount and emphasis should equally be placed on all of them in terms of resources and time. Also in determining the relationship between training and development process and employees' performance, managers should not just evaluate the training and development as a whole since the degree of influence of each stage differs. Since the design of

the training and development program emerged as the strongest predictor of employees' performance, managers should see it as the most important stage. If the design of the training and development is not properly done, then there is the likelihood that the entire program will fail or little will be achieved. In addition, managers should make sure that all employees are well monitored as far as the quality of food is concerned. This is because monitoring of the training program had no relationship with the quality of food, indicating that employees think they are not monitored well. Constraints loaded under training and development needs analysis, implying that employees perceive that in conducting the training and development analysis, constraints should be included. Constraints should not only be included in the evaluation of the training and development by management.

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Appendix A

Factor Loadings (Rotated Component Matrix)

Indicators	Components				
	1	2	3	4	5
Organizational Goals	.978				
Training Resources	.645				
Cognitive Ability	.753				
Self-Efficacy	.926				
Task Activity & difficulty	.792				
Knowledge & Skills Required	.555				
Training Goals			.637		
Trainees & trainers			.522		
Training Methods			.849		
Location & Time			.656		
Content & Organization			.717		
Availability & Provision of Resources					.855
Selection & Attendance of Trainees & Trainers					.631
Readiness of Location & Environment					.677
Starting Time/Schedule					.583
Replenishment of Resources				.609	
Gather information				.741	
Monitor Trainees & Trainers Participation				.589	
Awareness of Training Needs				.611	
Cost Involved in Training		.753			
Training Methods		.670			
Content & Organization		.778			
Transfer of knowledge		.818			
Satisfaction of Trainees & Trainers		.657			
Constraints	.576				