

The Role of Management Training in Organizational Productivity of Banana Investment Company in Arusha, Tanzania

Emmanuel Loimollel

Department of Business and Management, Faculty of Human Resource Management Kampala International University, Uganda

ABSTRACT

The article explores the relationship between management training and productivity in the organization. Data for the study were collected using questionnaires. Additionally, data were secondarily collected from textbooks. Findings revealed that different organizations conduct training based on tasks, employees' skills, technology, and training costs. More so, effective and efficient performance by employees increases productivity behavior, while lack of effectiveness and efficiency encounters unproductive behavior, hence low productivity. Findings equally show that management training of employees at all levels of the organization, from top-level to employee level, contributes significantly to the organization's performance. However, the effective and efficient utilization of human resources due to commitment, accountability, responsibility, and creativity may lead to an increase in productivity. Based on these findings, the study calls for a current and a relevant effective training programs in the organization that enhance the full utilization of human resources and retain highly qualified and competent employees to be conducted. Also, the organization management should align the organization's goals and objectives with employee training, enabling employees to work towards the achievement of the organization's goals.

Keywords: Employees, Human resources, Management training, Organizational goals, Organizational productivity.

INTRODUCTION

Training is the process of increasing the skills of an employee for performing a particular job [1]. From this definition, it is absolutely true that acquiring such skills will help an employee perform the current job effectively. This enhanced performance can lead to higher productivity for the organization, as its members can dedicate a certain level of inputs, such as skills, knowledge, attitude, and values acquired through management training [2]. The study of management training is not a relatively new theory; it is as old as the birth of management itself. In their day-to-day activities, people face a series of inequities and problems that require effective skills, knowledge, and experience to overcome [3]. Most organizations, companies, or businesses are profit-oriented and strive to increase productivity and maximize profit. This drives organizations to adopt the philosophy of investing in employee training to improve their knowledge, skills, and attitudes, thereby enhancing organizational performance [4]. This research aims to investigate how management training plays a significant role in organizational performance of Banana Investment Company operating in Arusha, Tanzania. Despite the need for various resources, including financial, material, and human resources, to establish, implement, and evaluate a training program within an organization, the performance of employees in Banana Investment Company operating in Arusha, Tanzania, is below expectations. The lack of training in Banana Investment Company has resulted in reduced productivity, increased conflicts, high labor turnover, and poor coordination of company activities, all of which negatively affect the overall performance of the employees and the company. The targeted case study will provide insights into the impacts of training on an organization, by differentiating between the training of workers and functional managers.

The consistency between training methods and employee needs

Training is a crucial process in organizations that helps employees acquire the knowledge and skills needed to perform their jobs effectively. It is often used at lower levels of an organization and is an investment in learning. Training is a learning experience that seeks to create permanent changes in individuals, enabling them to perform

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better on the job[5]. It is a systematic process designed to meet defined needs and is conducted by knowledgeable individuals. The primary reason organizations train new employees is to bring their knowledge, skills, and abilities up to the level required for satisfactory performance[6]. As employees continue on the job, additional training provides opportunities for them to acquire new knowledge and skills. This can lead to increased effectiveness on the job and qualifying for higher-level positions[1]. The changing environment, including technological advances, social and cultural issues, and political forces, necessitates that employees possess the knowledge, skills, and abilities to cope with new processes and production techniques. Training has several implications, including increasing global and domestic competition, creating an acute need for people with specialized technical skills, and preparing employees for new forms of partnership action at work[7]. The changing nature of the economy, shift from manufacturing to service industries, and the impact of research, development, and technology require flexible training policies to prevent increased turnover and improve productivity. Other reasons for training include solving organizational problems, updating employee skills, and preparing for promotion. Training managers must eliminate performance-hindering problems such as personal conflicts, vague policies, scheduling delays, inventory shortages, high absenteeism, turnover, union-management disputes, and restrictive legal environments[8]. Systematic career development programs, including training, are vital for attracting, retaining, and motivating employees, enabling them to acquire the skills needed for promotion and making the transition to greater responsibilities smoother.

Relationship between Management Training and Organizational Productivity

Productivity measures the quantity and quality of work done, considering the cost of resources used. In an organization, individual productivity depends on a person's ability to do the job, the level of effort they are willing to exert, and the support they receive[9]. Productivity seems to measure employee performance (performance = effort x ability x support). Training programs help to remove productivity deficiencies in employees. This is particularly true when deficiencies in an organization are caused by a lack of employee abilities rather than other factors[10]. Training results in greater stability, flexibility, and capability for organizational growth. It contributes to employee efficiency, which in turn contributes to organizational productivity. Training makes employees versatile, enabling them to perform different jobs within the organization. All trained employees can be transferred to any job, ensuring flexibility. This allows employees to gain job satisfaction, receive higher rewards, and progress within the organization[1]. Gareth Jones proposed a strong relationship between the quality of work done and organizational quality, where trained workforce results in high-quality work. Training helps develop a positive culture in the organization towards productivity improvement[11]. After undergoing training, employees unlock their potential, leading to performance improvement and, consequently, organizational and individual improvement, which increases productivity. Training helps manage changes. Future needs will be met through training programs. For instance, organizations may take diploma holders or graduates as management trainees, viewing it as an investment in human resources with the promise of better returns in the future. Through training, workers can perform well for the organization[1]. Training improves job knowledge and skills at all levels of the organization and acts as a catalyst to boost employee morale at the workplace[12]. Accidents, scrap, and damage to machinery and equipment can be minimized through training. Even absenteeism and labor turnover can be reduced if employees are well-trained[13]. Training improves the relationship between bosses and subordinates. If workers are trained in interpersonal skills, they will better receive and implement instructions from supervisors[14]. Training helps prepare guidelines for work and enhances decision-making and problem-solving skills[15].

The relevance of management training towards organizational productivity

Training methods are essential for acquiring desired alternatives in learning situations. There are various methods available for training personnel at all levels, with some having a long history and others being more effective and economical than traditional methods. Organizations have the choice to choose which training methods to use, as their primary concern is its viability and efficiency[16]. Two common methods of training are on-the-job training (OJT) and off-the-job training approach. On-the-job training is used for unskilled and semi-skilled jobs and is often poorly implemented due to lack of well-structured training, poor training skills by supervisors, and absence of well-defined job performance functions[17]. To overcome these problems, training experts suggest developing realistic goals and measures for each on-the-job training area and conducting periodic evaluations after training is completed to prevent regression. Techniques used in on-the-job training include coaching, classroom lectures, field questions, case studies, program instructions, television role play, conferences, discussions, and laboratory training[18]. The success of orientation or any other type of training can be guided by the amount of learning that occurs and is transferred to the job. Unplanned, uncoordinated, and poorly emphasized training efforts significantly reduce the learning that could have occurred. A well-designed systematic approach is essential for the training process or program to be successful and for what is learned to be effectively applied[19].

Organizational analysis is the first step of the training process, where organizational objectives and strategies should be aligned with the training program. Specific sources of information and operational measures for an

organizational-level needs analysis may include commercial records, accident records, observation, training committee observations, exit interviews, complaints from customers, equipment utilization figures, and waste/scrap/quality control data[20–22]. Task analysis is the second way to analyze training needs, conducted within the organization. The formula for this analysis is training needs = job requirements - employee's present capabilities. Individual analysis is necessary after organizational and task analysis, focusing on individuals and how they perform their jobs. Training needs are identified and objectives are established, determining the behavior expected of trainees on their jobs. Criteria are developed to create an environment necessary for achieving these objectives, including formulating a specific training strategy and preparing instructional programs[23, 24]. The second phase involves implementing the program, which can be challenging due to managers' busy schedules. This includes selecting training methods, determining the location, organizing training facilities, scheduling the program, conducting the program, and monitoring trainee progress. The final phase is evaluation, which compares past training results to the objectives expected by managers, trainers, and trainees. Donald L. Kirkpatrick identified four levels at which training can be evaluated: reaction, learning, and behavior. Organizational performance is defined as how efficiently and effectively managers use resources to satisfy customers and achieve organizational goals. Performance can be measured through individual and scientific approaches[25, 26]. Richard et al.[27] identified four building blocks of organizational performance: innovation, quality, efficiency, and productivity. Efficiency measures how well resources are used to achieve goals, while innovation involves the systematic development and practical application of new ideas. Customer responsiveness refers to the degree of customer satisfaction with an organization's products, which leads to higher organizational performance. Productivity measures the value of output divided by the value of input resources, and organizational support includes training, equipment provided, and knowledge of expectations[28]. Quality is defined as performance to the standard expected by the customer, and it is when customers' expectations are met. Training is a crucial HRM function that helps organizations achieve their goals and meet customer needs. By identifying and addressing training needs, developing criteria, implementing programs, and evaluating training, organizations can enhance their effectiveness and achieve greater success.

METHODOLOGY

Research Design, study area and population

The study employed both cross-sectional research design. The study was conducted in Banana Investment Company, a 400 square meter company in the Arusha Region. The company has an estimated 3200 employees, with a male population of 1450 and a female population of 1750.

Data collection methods and analysis

The questionnaire formed the instrument for data collection, while the analysis of data includes pre-processing, coding, data and inference, and using tables for population information.

RESULTS

Table 1: Ages and gender distribution of the respondents

		Sex		Total
		Male	Female	
21-30yrs	Count	9	5	14
	Row%	64.3%	37.7%	100.0%
	Column%	53.0%	31.2%	46.7%
31-40yrs	Count	6	4	10
	Row%	60.0%	40.0%	100.0%
	Column%	35.2%	30.8%	33.3%
41-50yrs	Count	2	2	4
	Row%	50.0%	50.0%	100.0%
	Column%	11.8%	15.4%	13.3%
51above	Count		2	2
	Row%		100%	100%
	Column%		15.4%	6.7%
TOTAL	Count	17	13	30
	Row%	56.7%	43.3%	100%
	Column%	100.0%	100.0%	100.0%

Source: Primary source

According to the above table, the findings revealed that, the majority of the respondents were males (56.7%) while only 43.3% were females. This indicates that the organization is a gender sensitive, as the number of males does differ much from that of females. This age group was nearly followed by the 31-40 years age group, forming 33.3% of the sample and least was 51 and above accounting for only 6.7%. This means that, when one variable increases, let's say class interval, there is subsequent decreases of the number of another variable that means the number of respondents that follow under a class interval.

Table 2: Marital status and educational level of the respondents

Marital status* Level of education cross tabulation

Marital Status	EDUCATIONALLEVEL						Total
	Csse	Dcsse	Diploma	Bachelor Degree	Masters Degree	Others	
Married	Count	1	5	8	1		15
	Row%	6.7%	33.3%	53.3%	6.7%		100.0%
	Column%	50.0%	45.5%	57.1%	50%		50.0%
Single	Count	1	1	5	6		13
	Row%	7.6%	7.6%	38.5%	42.9%		100.0%
	Column%	100.0%	50.0%	45.4%	54.5%		43.3%
Divorced	Count						
	Row%						
	Column%						
Widowed	Count			1		1	2
	Row%			50.0%		50.0%	100.0%
	Column%			9.1%		50.0%	6.7%
Total	Count	1	2	11	14	2	30
	Row%	3.3%	6.6%	36.6%	46.6%	6.6%	100.0%
	Column%	100%	100.0%	100.0%	100.0%	100%	100.0%

Source: Primary source

Regardless of marital status, the research findings revealed that most of the respondents hold bachelors degree (46.6%). This was closely followed by diploma incumbents (36.6%). It is also observed that 6.6% of both married (1) and widowed (1) posses Masters Degree. As few of the respondents hold under university education, this therefore manifested that, the organization looks for competent and qualified staff employees to run their day-to-day activities.

Table 3: Respondents’ responses on the relationships among peers, supervisors, and subordinates after training

How was your relationship with your supervisor and subordinates after the training?		Frequency	Valid percent	Cumulative percent
Valid	03	3	10.0	10.0
	04	14	46.7	56.7
	05	10	33.3	90.0
	06	3	10.0	100.0
	07			
	Total	30	100.0	
Missing	System			
Total		30		

Source: Primary source

The researcher observed that the majority of respondents, comprising 46.7%, held the belief that supervisors, peers, and their subordinates gained knowledge from interacting with one another, resulting in a harmonious relationship. This relationship can foster a sense of belongingness, a crucial factor in accelerating organizational performance. This relationship can also facilitate teamwork, as the findings revealed. To have a continuous improvement in team and performance, and another one was to keep roles and responsibilities clearly communicated to all personnel. These results showed that training, among other things, harnesses employee relationships, which are crucial to organizational performance.

Table 4: Respondents’ responses on the measure of organizational commitment

Attachment to top management		Frequency	Valid percent	Cumulative percent
Valid	0991	2	7.1	7.1
	0992	2	7.1	14.2
	0993	13	46.4	60.6
	0994	6	21.4	82.1
	0995	5	17.9	100.0
	Total	28	100.0	
Missing	System	2		
Total		30		

Source: Primary source

60.6% as revealed by the findings showed that commitment to top management was obtained moderately through training. This indicates that training is very vital for a creation of a committed work force that is ready to serve in a vibrant and competitive global dynamic business environment. Only 7.1% of the sample of respondents urged that, they did not get sufficient attachment to top management.

Table 5: Respondents' responses on the extent organizational retention can be archived through training

How long have you worked in this organization?	Frequency	Valid percent	Cumulative percent
Valid	0993	17	60.7
	0994	10	35.7
	0995	1	3.6
	Total	28	100.0
Missing	System	2	
Total	30		

Source: Primary source

The above findings show that 60.7% of the sample, or the majority of respondents, have stayed between 1 and 5 years, but earlier findings showed that youth make up the largest fraction of the population, accounting for 46.6%.

Table 6: Respondents' responses on promotion opportunities

Could you think that training has given employees opportunities for promotion?	Frequency	Valid percent	Cumulative percent
Valid	01	20	74.0
	02	3	11.1
	08	4	14.9
	Total	27	100.0
Missing	System	3	
Total	30		

Source: Primary source

According to the above table, the findings portrayed that majority of workers at Coca Cola Kwanza got promotion. Training as revealed is one among the causes of such promotion about 74.0% regardless of the respondents probably got promotion. On the other hand, 14.9% of the respondents were indifferent meaning that, they are not sure if trainees have either got promotion or not. Another reason which was given by operation manager is that; they conduct training as a part of performance management. The findings have revealed that, in order to know whether the employees skills are updated or not is through conducting performance appraisal and if there is a gap between actual and standards (yard stick) of performance, appropriate training is given.

Table 7: Respondents' responses on the performance management

Has training assisted you to bridge the gap between actual and desired performance?	Frequency	Valid percent	Cumulative percent
Valid	096	13	46.4
	098	10	28.6
	099	2	7.1
	097	3	17.6
	Total	28	100.0
Missing	System	2	
Total	30		

Source: Primary source

From the above table the researcher observed that 46.4% of the respondents performed well their work due to training, in other words, it has assisted them to meet performance yardsticks

Table 8: Respondents' responses on the relationship between training and attitude change

Is it true that attitude can be indirectly influenced through training that changes underlying belief?		Frequency	Valid percent	Cumulative percent
Valid	01	20	66.7	66.7
	02	7	23.3	90.0
	08	3	10.0	100.0
	Total	30	100.0	
Missing	System			
Total		30		

Source: Primary source

The findings revealed that performance appraisal is done so as to recognize training needs and hence adoption of a training method that meets employee needs and aspirations. The findings were as tabulated here under;

Table 9: Respondents' responses on the performance appraisal and trainings needs

Does your supervisor use performance appraisal to identify training needs?		Frequency	Valid percent	Cumulative percent
Valid	01	24	80	80
	02	2	6.6	86.6
	08	4	13.3	100.0
	Total	30	100.0	
Missing	System			
Total		30		

Source: Primary source

From the above frequency distribution table, the researcher observed that there is a mechanism called open performance appraisal and review (OPRAS) used to recognize training needs. It is through recognition or identification of the training needs that appropriate training interventions (methods) are adopted. The majority of the respondents (80%) were in favor of the adoption of this mechanism

DISCUSSION

The findings of this study revealed that there is a close relationship between management training and organizational productivity. These findings are in line with the observations of Garrido-Moreno, Martín-Rojas and García-Morales[28], who noted that such relationship assist firms to continuously overcome new challenges to compete and survive. This helps firms to have clear measures for implementing their training programs, many of which are incorporated into the firm's human resource development policy[25]. Furthermore, the findings indicated that training has been adopted as a manpower development tool or capability-building strategy. Through this human resource business tool, all employees are developed to the required competence level to meet strategic imperatives and future business needs [29]. The findings also revealed that creating a committed, competitive, and retained staff depends on training. Training has successfully fostered loyalty to top management, resulting in a retained and competitive staff capable of responding to changes in today's vibrant and dynamic global business environment[30]

CONCLUSION

Acquiring needed organizational skills help an employee perform his/her job effectively. This can lead to higher productivity for the organization, as its members can dedicate a certain level of inputs, such as skills, knowledge, attitude, and values acquired through management training.

RECOMMENDATIONS

Based on the research findings, the researcher makes the following recommendations, the study calls for a sensitization seminar. A seminar could help increase participation in educational opportunities. It is equally recommended for training managers or training service providers to develop realistic goals or measures for each on-the-job training area, plan specific training schedules for each trainee, and set periods for evaluation and feedback. More so, the researcher recommends that the human resource department should ensure that a business

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policy consistent with the corporate one is adopted. Finally, training managers need to involve subordinates in identifying training needs. Using the latest training interventions like asymmetric tests or interest inventories, training managers can tap into the deep interests of their employees. Additionally, rewarding those who satisfactorily pass their training courses would serve as a good motivator, leading to organizational effectiveness.

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