

## **Sway of Ethics and Interpersonal Skills Training on Staff Competence**

**Attah, F. M.**

*Department of Sociology  
University of Calabar, Cross River, Nigeria*

**Ojong, Felix E.**

*Department of Sociology  
University of Calabar, Cross River, Nigeria*

**Agba, A. M. Ogaboh**

*Corresponding Author, Department of Sociology  
University of Calabar, Cross River, Nigeria  
Tel: (+234)8072727272  
E-mail: ogabohagbagroup@yahoo.com*

**Coker, F.**

*Department of Sociology  
University of Calabar, Cross River, Nigeria*

### **Abstract**

This study examined the sway of ethical and interpersonal skills training on staff competence in selected agro-based industries in Cross River State, Nigeria. Two agro-based firms were purposively selected for the study. The study adopted the survey design method in sorting out 588 participants. The sample size was arrived at using Taro Yamane sample size determinant. Data generated was statistically tested using Pearson product-moment correlation statistical technique. Results revealed that interpersonal skills and ethics training significantly influenced staff competence. This result suggests that the management of agro-based industries and other organisations alike should provide opportunities for the career development of staff. Management should put in place, and judiciously following a well-defined training programme for all categories of workers based on identified needs.

**Keyword:** Skills training, interpersonal skills, ethics training, and staff competence

### **Introduction**

In modern-day industrial activities, the domestic and peripheral environment is constantly being altered due to technology innovations, globalisation, management, and government policies. It suggests that, for any organisation to survive competitively in such a dynamic environment, its resources, especially workers, must be effectively managed. This idea is because human resources remain the most crucial and valuable asset to the organisation. Consequently, many organisations put in place strategies to enhance employees' competence. These strategies include work arrangement/planning, work responsibility, public relations, recruitment, incentive, compensation, and training (Charney &

Conway, 1997; Asare-Bediako, 2008; Bashir, Tirmizi, Noor & Shoaib, 2009; Ikeji, Nwosu & Agba, 2011). Among these strategies, training remains a vital tool for obtaining maximum output from employees; this is because it builds up capacities, knowledge, skills and attitudes in employees' that are directly connected to their work (Charney & Conway, 1997; Cole, 2004; Asare-Bediako, 2008; Bashir, Tirmizi, Noor & Shoaib, 2009; Ushie, Agba, Ingwe & Igbaji, 2015; Agba, Eteng & Titus, 2017; Agba & Ushie, 2010).

Employees' training is an integral part of human resource management that boost employees' loyalty, reduce absenteeism and redundancy. Training creates a sense of belonging among employees as well as stimulate eagerness for career development (Heathfield, 2012). Similarly, McManus, McManus and Williamson (2004) posit that training is a means of equipping employees with the necessary information, skills and behaviour to execute a task in the way, to the standard and in the time required by the superior. The purpose of training is, therefore, to develop employees for continuous growth and advancement. It is an organised effort to improve the current and future performance of workers.

Despite the importance of training, many organisations do not have any laid down training policy; and where it exists, it is unsystematic and has no direct bearing with organisational goals. In most cases, they are generally enforced when business challenges are encountered, thus making employees view such training as an imposed obligation, which does not require their commitment. Consequent upon this, there has not been an improvement in employees' competence and productivity.

Employees' training and its effect on the performance of employees in agro-based industries in Cross River State, Nigeria, is the major concern of this study. It is generally observed that some of the companies pay little or no attention to employees' training, resulting in staff turnover, poor performance and in some cases, down-sizing of the workers (Agba, Ikoh, Ushie & Agba, 2008; Agba & Ushie, 2010; Agba, Mbotto & Agba, 2015; Iji, Angioha. & Okpa, 2019). However, there are other divergent views for and against the efficacy of training on staff competence, which makes this research necessary. More so, the near absence of empirical data on the correlation between specific training and staff output makes this study indispensable and pungent. Therefore, the study is set to bridge this knowledge gap by empirically investigating the sway of ethical and interpersonal training on staff competence in Cross River State, Nigeria. Specifically, the study sought to: Examine the correlation between interpersonal skills and staff competence, and Investigate the effect of ethics training on staff competence.

## **Literature Review**

### **Interpersonal Skills Training and Staff Competence**

Every employee in an industrial setting belongs to a team, and their output or competence to a large extent depends on their level of interaction with other team members. While some employees have exceptional interpersonal skills, others need the training to develop theirs. Klein, DeRouin, and Salas (2006:81) define interpersonal skills (IPS) as, "goal-directed behaviours, including communication and relationship-building competencies, employed in interpersonal interaction episodes characterised by complex perceptual and cognitive processes, dynamic verbal and nonverbal interaction exchanges, diverse roles, motivations, and expectancies". Essential parts of IPS as identified by Hayes (2002); Hargie and Dickson (2004); and Harrigan, Rosenthal and Scherer (2005) are the awareness of oneself, ability to listen and communicate effectively, facilitating assertiveness, and non-verbal communications (i.e. facial expressions, gaze, gestures, posture, and paralinguistic cues).

A wide range of researchers has recognised the need for strong interpersonal skills in virtually every unit of industrial organisations (Messmer, 2001; DiGiambattista, 2003; McConnell, 2004; Agba & Agba, 2008a; Agba & Agba, 2008b; Ukwayi, Angioha & Ojong-Ejoh, 2017). Besides, Hackman (1987) and Hayes (2002) postulates that the successful enhancement of interpersonal skills enables employees to function across a wide range of circumstances and situations effectively. According to

Argyle (1994:13) "It may be argued that the most pressing social problems are concerned with the relationships between people and that these are an essential part of human nature". Interpersonal skills play a vital role in our everyday activity and communications both within and outside our conventional work settings.

Hampson and Junor (2010) posited that the lack of IPS could result in negative consequences in any business organisations. It could lead to a lack of competence and a significant reduction in organisational output. According to Phillips (2004), maritime companies also emphasise good IPS. Similarly, DiGiambattista (2003) recognises the importance of IPS in military organisations where the leader's success in his job is dependent on his IPS level. In the same vein, Multinational corporations (MNCs) which are known for engaging the services of expatriates make it a point of duty to sharpen the expatriates' IPS and cross-cultural skills (CCS) before putting them to man their operations in a foreign subsidiary.

The importance of IPS cannot be overemphasised, even Bill Gates, the Microsoft Chairman posit that "Communication skills and the ability to work well with different types of people are essential". This report was during a survey commissioned by 500 board executives of Microsoft, where 61 per cent of participants confirmed the importance of interpersonal and team working skills even over information technology skills (Espiner, 2007:1). Also, Bambacas and Patrickson (2009) argue that IPS training provides the employees with fresh ideas to be more productive and interact well with other colleagues in the work setting. IPS is so important that it is viewed as a requirement for hiring employees.

### **Ethics Training and Staff Competence**

Ethical behaviour is a condition where the management of industries emphasises on fairness and engages in activities that benefit all their employees. People are alerted to the issue of business ethics as a result of the accounting scandals of organisations (Ponemon & Michaelson, 2000). Also, Carson (2003) and Berrone, Surroca, and Trib'O (2007) added that reports of ethics scandals had been constant right from the year 2000, thereby prompting organisations to value codes of conduct and activities that drive ethics training. More so, organisations' project their central principles using a code. Ethical behaviour, according to Toor and Ofori (2009), includes important values such as sincerity, reliability, justice, and care for others. Ethics training encourages qualities like confidence and dedication among stakeholders, with resultant lasting competence and performance.

In an industrial setting, codes of conduct are seemingly ineffective except disseminated to employees. Hence a variety of medium which may include memoranda, principles in print, manuals, and so on are adopted by organisations, to publicise their code of conduct to employees. However, despite this effort, there is no guarantee that employees would read it (Kaptein & Schwartz, 2008). According to Bagley (2003) even though organisational policies, regulations, and principles are documented by most industries to instil business ethics in employees, absence of ethics training would make relay of standards to employees futile. Ethics training, therefore, creates an opportunity for employees to be enlightened on the necessary organisational code and this will, in turn, affect their behaviours positively (Kaptein & Schwartz, 2008). Ethics training is vital in the promotion and transmission of the correct standard of behaviour to employees (Ferrell, Johnson & Ferrell, 2007 Agba, Nkpoyen & Ushie, 2010). It helps in the identification of ethical challenges and awareness of fundamental ethical matters by employees, as well as gives assurance about an organisation's ethical prospect. According to Weaver, Trevino and Cochran (1999), in a survey carried out in the 1,000 largest U.S. corporations, about 75 per cent of the employees undergo training on ethics, which usually form part of the orientation program of newly employed employees. This training teaches employees ethical ideology.

Saks, Mudrack, and Ashforth (1996) gave proof of a direct connection between employees' conviction in work ethics and organisational dedication. Findings of many researchers like Trevino, Hartman and Brown (2000) also revealed that the culture and atmosphere of ethics have an influence on organisational dedication, hence the importance of ethics training in organisations. However,

encouragement from management is highly required in this respect (Bhatti, Zaheer, & Rehman, 2011) to create organisational learning, which is the basis for better ethical practice and innovativeness. According to Valentine, Godkin, Fleischman, and Kidwell (2011), the attitude of employees towards their job will be positively influenced when they are inspired to be innovative through training. Also, in research by Oliver, Statler and Roose (2009) on organisations revealed that employees' competence, ethical values and commitment towards their organisation increases when they undergo training on value creation.

### **Theoretical Framework**

The expectancy theory of motivation was initially used by Vroom (1964) with direct application to work settings and later advanced by Porter and Lawler (1968) and Pinder, (1987). The theory assumes that people get rewarded for their effort to perform a task. That is to say; people will be inspired to execute a given function if they believe that their effort will attract desired rewards. According to Vroom (1964), there are three key elements of the expectancy theory of motivation; these include: expectancy, instrumentality, and valence; based on four assumptions that:

- (i) People's expectations about what they desire, what motivates them and their history when they join organisations influence their reaction to the organisation.
- (ii) A person's manners are a consequence of a conscious choice based on his or her expectancy calculations.
- (iii) People desire to be fulfilled in the organisation through good remuneration, job security, progress and challenges.
- (iv) People's work outcome is a function of their choices among alternatives

According to expectancy, an individual is inspired by the measure of belief that effort will result in a satisfactory submission. The range of this theory is between 0 and 1 depending on probabilities. Expectancy becomes zero when the employee perceives that his or her effort will not bring about the desired performance height. With the perception, that employee's effort will attract positive performance; the expectancy will be 1. In the same vein, the range of instrumentality is from 0 to 1, is based on the likelihood that good performance will attract reward. For instance, instrumentality will have a value of 1 if an employee perceives that his/her salary will be increased when he/she performs excellently. If good performance does not lead to a rise in salary, then the instrumentality is 0. Whereas valence, unlike expectancy and instrumentality ranges from -1 to +1, it is the strength of the employees' choice for a positive reward. For instance, a strong desire for a reward will result in positive valence while a weak desire for a reward will yield negative valence. Moreover, if he or she is uninterested in a reward, valence is 0. Hypothetically, valence is attached to reward because of its connection to the needs of employees. The relationship between the three key elements of the expectancy theory of motivation is represented by Vroom in an equation as follows:

$$\text{Motivation} = \text{Expectancy} \times \text{Instrumentality} \times \text{Valence}.$$

The multiplier effect in the equation is momentous which implies that the resultant impact of high levels of expectancy, instrumentality, and valence is higher levels of motivation and if any of the three elements is zero, the result will be of motivation. For instance, if an employee's conviction about the expected reward for exertion to perform a task has no value, the motivation will be at a zero level.

Expectancy theory of motivation has important implications for this study because of the guidelines it provides for motivating employee through the alteration of the employee's effort-to-performance expectancy, performance-to-reward expectancy, and reward valences (Greenberg, 2011). The theory also implies that management of organisations needs to have faith in their employees' ability to perform their job productively by making the desired performance attainable through the following: (i) Employing people with the right understanding and competence. (ii) Providing the necessary training; clarifying the demand of the job. (iii) Providing adequate time and resources. (iv) Gradually empowering employees to take up higher responsibilities commensurate with training attended. (v) Paying attention to employees' suggestions about the way forward for the job and helping

them overcome their challenges and restoring their self-confidence. They should also have the trust that the excellent performance of theirs will attract cherished rewards by putting in place a measure for job performance and linking specific desired return to the awards desired by employees. This awards can be in the form of compensation known as pay-for-performance plans, "commission plans" applicable to salespersons, "piece-rate systems" relevant to industrial and field operatives, and the "incentive stock option (ISO) plans" for executives and other employees (Berger, 2009; Baker, 2011). Nevertheless, financial rewards for performance are not mandatory, emblematic and spoken acknowledgement can equally be applied. It suggests that management of organisations should endeavour to add value to rewards for achieved performance by distributing prizes that are valued by employees; individualising rewards according to employees' preference as well as avoiding rewards that have negative valences.

## **Methodology**

The survey design method was adopted in this study because of its efficacy in gathering accurate information from respondents at relatively low cost and higher proficiency. The study was carried out in Cross River State, Nigeria. Specifically, the study selected two private agro-based organisations. The population comprises of the total number of employees (including managers and supervisors) in the employment list which totals 2360. The figure includes both male and female employees. The sample size for this study, however, is 588 respondents. This figure was arrived at using the Taro Yamane's sample size determinant. Purposive sampling technique was used to select the two companies. The questionnaire was the main instrument of data collection. Pearson product-moment correlation (PPMC) statistical technique was used to test the study hypotheses at 0.05 level of significance. Frequency distribution and simple percentages were also used to analyse the data.

## **Results**

The information generated from 588 participants on the sway of ethics and interpersonal skills training on staff competence in Cross River State, Nigeria, is presented.

### **Interpersonal Skills and Staff Competence**

Table 1 showed responses to the sub-scale on interpersonal skills training, and staff competence with four response options of either "strongly agree, agree, disagree and strongly disagree". The report arrived at to the questions in the sub-scale showed a higher response for strongly agreed and agreed. This report, however, decided simultaneously that: (1) We carry out both in-house and external training in our organisation. (2) Our organisation has the proper facilities, equipment and expertise to conduct properly in-house training. (3) Training is investing in employees. (4) Employees skill and attitude to work changes after training. (5) Training improves the quality of work, life and output.

**Table 1:** Interpersonal skills scale

ITEM 1	We carry out both in-house and external training in our organisation				Total
	SD	D	A	SA	
Company A	(2.2)6	(13.6)37	(60.7)165	(23.5)64	(100)272
Company B	(2.8)9	(18.0)57	(58.2)184	(20.9)66	(100)316
<b>Total</b>	<b>(2.6)15</b>	<b>(16.0)94</b>	<b>(59.3)349</b>	<b>(22.1)130</b>	<b>(100)588</b>
ITEM 2	Our organisation has the proper facilities, equipment and expertise to conduct properly in house training				Total
	SD	D	A	SA	
Company A	(2.9)8	(13.2)36	(63.2)172	(20.6)56	(100)272
Company B	(1.3)4	(22.1)70	(56.3)178	(20.2)64	(100)316
<b>Total</b>	<b>(2.0)12</b>	<b>(18.0)106</b>	<b>(59.5)350</b>	<b>(20.4)120</b>	<b>(100)588</b>
ITEM 3	Training is investing in employees				Total
	SD	D	A	SA	
Company A	(3.3)9	(12.1)33	(54.8)149	(29.4)80	(100)272
Company B	(3.5)11	(18.0)57	(53.5)169	(25)79	(100)316
<b>Total</b>	<b>(3.4)20</b>	<b>(15.3)90</b>	<b>(54.1)318</b>	<b>(27.0)159</b>	<b>(100)587</b>
ITEM 4	Employees skill and attitude to work changes after training				Total
	SD	D	A	SA	
Company A	(2.6)7	(16.2)44	(67.3)183	(13.6)37	(100)272
Company B	(3.2)10	(20.2)64	(60.4)191	(15.5)49	(100)314
<b>Total</b>	<b>(2.9)17</b>	<b>(18.4)108</b>	<b>(63.6)374</b>	<b>(14.6)86</b>	<b>(100)585</b>
ITEM 5	Training improves the quality of work, life and output.				Total
	SD	D	A	SA	
Company A	(2.6)7	(13.2)36	(61.8)168	(22.4)61	(100)272
Company B	(3.5)11	(18.0)57	(56.3)178	(21.8)69	(100)315
<b>Total</b>	<b>(3.1)18</b>	<b>(15.8)93</b>	<b>(58.8)346</b>	<b>(22.1)130</b>	<b>(100)587</b>

\*Response to the items are indicated while percentages are written in parenthesis.

## Hypothesis 1

The hypothesis, as presented in its null form, states that there is no significant relationship between interpersonal skills training and staff competence. In this hypothesis, the independent variable is interpersonal skills training, while the dependent variable is staff competence. The result is presented in Table 2. Pearson product-moment correlation analysis was conducted to investigate the relationship between interpersonal skill training and staff competence. The result presented in Table 2 shows that the calculated r-value of 0.422\* at 586 degrees of freedom is more than the critical r-value of 0.138. With this figure, the null hypothesis which states that there is no significant relationship between interpersonal skills and staff competence in selected agro-based industries is rejected while the alternate hypothesis is upheld. It, therefore, means that when employees are exposed to interpersonal skills' training, it will lead to staff competence.

**Table 2:** Pearson product-moment correlation of interpersonal skills training and staff competence

Variables	N	Mean	SD	r-value	Sig.
Interpersonal skills training	588	16.88	2.29	0.422*	.000
Staff competence	588	17.73	2.41		

\*significant at  $P < .05$ ; critical r-value = 0.138; df = 586.

## Effect of Ethics Training on Staff Competence

Table 3 showed responses on ethics training, and staff competence with four response option of either "strongly agree, agree, disagree, and strongly disagree". The report arrived at to the questions in the sub-scale (presented in Table 3) showed a higher response for strongly agreed and agreed. This report,

however, decided simultaneously that: (1) Training raise the morals of workers in times of dwindling resources. (2) Training reveals the strength and weaknesses of employees. (3) Organisations should train their employees at least once a year. (4) Our employees are motivated to improve their performance through training. (5) Workers' productivity is a function of knowledge acquisition.

**Table 3:** Ethics training scale

ITEM 1	Training raise the morals of workers in times of dwindling resources				Total
	SD	D	A	SA	
Company A	(2.2)6	(13.6)37	(60.7)165	(23.5)64	(100)272
Company B	(2.8)9	(18.0)57	(58.2)184	(20.9)66	(100)316
<b>Total</b>	<b>(2.6)15</b>	<b>(16.0)94</b>	<b>(59.3)349</b>	<b>(22.1)130</b>	<b>(100)588</b>
ITEM 2	Training reveals the strength and weaknesses of employees				Total
	SD	D	A	SA	
Company A	(0.7)2	(11.8)32	(60.3)164	(27.2)74	(100)272
Company B	(3.2)10	(14.9)47	(60.7)192	(21.2)67	(100)316
<b>Total</b>	<b>(2.0)12</b>	<b>(13.4)79</b>	<b>(60.5)356</b>	<b>(24.0)141</b>	<b>(100)588</b>
ITEM 3	An organisation should train their employees at least once a year				Total
	SD	D	A	SA	
Company A	(1.8)5	(13.2)36	(61.4)167	(23.5)64	(100)272
Company B	(5.1)16	(14.9)47	(57.6)182	(22.5)71	(100)316
<b>Total</b>	<b>(3.6)21</b>	<b>(14.1)83</b>	<b>(59.3)349</b>	<b>23.0)135</b>	<b>(100)588</b>
ITEM 4	Our employees are motivated to improve performance after training				Total
	SD	D	A	SA	
Company A	(1.8)5	(9.2)25	(56.2)153	(32.7)89	(100)272
Company B	(1.9)6	(18.0)57	(53.8)170	(26.3)83	(100)316
<b>Total</b>	<b>(1.9)11</b>	<b>(13.9)82</b>	<b>(54.9)323</b>	<b>(29.2)172</b>	<b>(100)588</b>
ITEM 5	Workers productivity is a function of knowledge				Total
	SD	D	A	SA	
Company A	(1.8)5	(11.8)32	(57.7)157	(28.7)78	(100)272
Company B	(4.4)14	(18.0)57	(55.7)176	(21.8)69	(100)316
<b>Total</b>	<b>(3.2)19</b>	<b>(15.1)89</b>	<b>(56.6)333</b>	<b>(25/0)147</b>	<b>(100)588</b>

\*Response to the items are indicated while percentages are written in parenthesis.

## Hypothesis 2

The null hypothesis states that ethics training has no significant relationship with staff competence in selected agro-based industries. In this hypothesis, the independent variable is ethics training, while the dependent variable is staff competence. The result is presented in Table 4. Pearson product-moment correlation analysis was conducted to investigate the relationship between ethics training and staff competence. The result presented in Table 4 showed that the calculated r-value of 0.701\* at 586 degrees of freedom is greater than the critical r-value of 0.138. With this figure, the null hypothesis, which states that ethics training has no significant relationship with staff competence in selected agro-based industries, is rejected while the alternate is upheld. It, therefore, means that employee exposed to professional ethics is likely to do his/her job well with little or no harm either to himself or those around him and will get better results.

**Table 4:** Pearson product-moment correlation of ethics training and staff competence

(N = 588)

Variables	N	Mean	SD	r-value	Sig.
Ethics training	588	16.89	2.77	0.701*	.000
Staff competence	588	17.73	2.41		

\*significant at  $P < .05$ ; critical r-value = 0.138; df = 586.

## Discussion of Findings

The hypothesis that there is no significant relationship between interpersonal skills training and staff competence was rejected. The statistical outcome, however, revealed a significant relationship between interpersonal skills training and staff competence. It, therefore, means that interpersonal skills training could lead to improved staff competence. In support of this finding, a wide range of researchers has recognised the need for frequent interpersonal skills training for staff (Messmer, 2001; DiGiambattista, 2003; McConnell, 2004). Besides, Hackman (1987) and Hayes (2002) posit that interpersonal skills enable employees to achieve success across a wide range of circumstances and situations. Argyle (1994:13) opined that "most pressing social problems are concerned with the relationships between people and that these are an essential part of human nature"; interpersonal skills play a vital role in our everyday life.

Hampson and Junor (2010) also contend that the lack of IPS may result in a negative outcome in any business setting. According to Phillips (2004), the maritime body also emphasised on the need for good IPS. DiGiambattista (2003) also recognises the importance of IPS in the military. The leader's success in his/her job is dependent on his/her IPS level. Likewise, Multinational Corporations (MNCs), - known for engaging the services of expatriates - makes it a point of duty to sharpen the expatriates' IPS and cross-cultural skills (CCS) before engaging them in operations in a foreign subsidiary (Caliguiri, Phillips, Lazarova, Tarique & Bürgi, 2000). The importance of IPS cannot be overemphasised, Bambacas and Patrickson (2009) from their findings agree that IPS training introduces the employees to fresh ideas which makes them more competent and interactive with colleagues.

Furthermore, the study revealed that the implementation of ethics training translates to a significant improvement in staff competence. This was the result of the test of the hypothesis, which was judged statistically significant, leading to the dismissal of the null hypothesis which states that ethics training has no significant relationship with staff competence in selected agro-based industries while the alternate was upheld. Evident from the investigation, it was upheld that the focus on ethics training has led to improved staff competence and organisational productivity. In support of this finding, Kaptein and Schwartz (2008) posit that ethics training guarantees that employees become vested with the content of the code (and this will, in turn, affect employee perceptions positively. Ferrell, Johnson, and Ferrell (2007) also added that ethics training plays a vital role in equipping employees with acceptable code of conduct and equally creates the consciousness in employees about ethical challenges and how to overcome them to the enhancement the organisation's prospect.

According to Saks, Mudrack, and Ashforth, (1996), Weaver, Trevino and Cochran (1999), employees' faith in work ethics positively attracts organisational commitment. Trevino, Hartman and Brown (2000) supported the notion that organisational commitment is brought about by ethical beliefs and ambience, hence the importance of ethics training in organisations. Meredith and Benton (2005) argued that organisations' prospect for quality performance, ability and flexibility can be achieved through ethics training. The study confirmed the positive effect of ethics training of employee competence and on the firm's performance. Ethics training motivates employees to higher production and better service delivery. The two organisations studied attach great importance to ethics training by incorporating the organisational ethics and culture into the induction training conducted for their newly engaged employees to guide their conduct towards the achievement of organisational goals.

## Conclusion and Recommendations

This research examined the sway of training on staff competence in selected agro-based firms in Cross River State, Nigeria. Emphasis was laid on the effect of interpersonal skills and ethics training on staff competence. The study, therefore, concluded that a well-structured and implemented training programme is *sin-qua-non* to improved staff competence at the workplace. Organisations cannot wax strong and stand the test of time with untrained and unmotivated employees. The incorporation of the different types of training and timely planning of training programmes for every employee in



organisations translates to a significant improvement in individual staff competence as well as the overall organisation's performance. Training of all categories of the workforce must be placed in the front burner through the design and implementation of training policy and a well-structured training programme. This study suggested some ways of argument on the effect of training on staff competence; however, it is worthy of note that these suggestions are not exhaustion, and that the last can be extended given sufficient interest. The study suggests that to achieve all year round productivity in agro-based industries with motivated and skilled employees, management of industries needs to provide opportunities for the career development of their employees. Top management should be committed to continuous training and retraining of their employees if they must stay afloat in a competitive business environment. Training should be seen as a catalyst for improved organisational performance; therefore, every line manager should be made to be involved in the appraisal and training needs analysis of their subordinates. Management of these organisations should initiate an organisation-wide consciousness of the need for the different types of training in the overall interest of achieving the organisational goals.

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