

TITLE PAGE

**AN ASSESSEMENT OF TRAINING AND EMPLOYEE
PRODUCTIVITY IN PUBLIC SECTOR ORGANISATION
(A CASE STUDY OF UMARU ALI SHINKAFI POLYTECHNIC,
SOKOTO)**

BY

YUSHA'U AHMAD RUFA'I

ADM NO. (16220904015)

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APPROVAL PAGE

This is to satisfy that this project work undertaken by Yusha'u Ahmad Rufa'i has been prepared in accordance with stipulated guidelines governing the preparation and presentation of the project in the department of Public Administration for the award of Master Degree in Public Administration (MPA) Usmanu Danfodiyo University, Sokoto.

Prof. M.U Alti
Project Supervisor

Date

Dr.Sanusi Ahmad
Head of Department

Date

External Supervisor

Date

DEDICATION

This research project is dedicated to my parent Late Malam Ahmad Rufa'i and Late Malama Hauwa'u Ahmad Rufai. May Almighty Allah forgive their shortcomings and reward them with Jannatu- al-firdausi. Ameen

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ABSTRACT

The research is set out with the objective of evaluating the impact of training on employee productivity in public sector organization. The review of literature revealed the various method of training, benefits of training like job satisfaction, increase employee motivation, Increase efficiency, increase capacity to adopt new technologies and method, risk management etc. An attempt was made to outline the various factors affecting training such as environmental factors, supervisors, lecturers, content of the training and how it is being done among others.

It has been observed that conducting training need analysis before training, proper planning and evaluation of training programs will by all means increase employee productivity.

Questionnaires were used in gathering data from the respondents and were further analysed to get meaningful and reliable information.

CHAPTER ONE

GENERAL INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Training is an organized procedure by which people acquire knowledge and skills for a definite purpose. The objective of training is to achieve a change in the behavior of those trained. In the industrial situation, this means that the trainees should acquire new manipulative skills, technical knowledge, problem solving ability or an attitude. It is also the systematic development of the attitude and skill behavior pattern by an individual in order to perform adequately a given task. Training is designed to change the behavior of the employee in the work place in order to stimulate efficiency and higher performance standards (Oliseh, 2005).

In a broader term, training is a systematic process of altering the behavior of workers towards the attainment of organizational goals and objective. The most important resources of an organization are its human resources (the people) who supply the organization with their works, talents, creatively and drive. Without competent people at the managerial as well as the operation level, the organization may end up pursuing inappropriate

goals. Once the goals have been set, the successful and essential ingredients will then come in and the difference between success and failure of an organization is the human element. Likert is of the view that all activities of any enterprise are stated and determined by the persons who make up that organization; plants, offices, computers and all other automated equipment that modern firms use are unproductive except for human effort and direction. However, it is in realization of the importance of human resources that most of the big organizations today create a Separate Human Resources Department in order to train, educate and improve the skills of the executives so that productivity in organization is considerably enhanced.

Conclusively, Odiorne and Rummler (1988) posit that training and development aims squarely at changing behavior in its members. Obviously, it isn't training alone which produces the behavior, for the social conditions at and the organizational culture act to produce patterns of behavior in the organization's members. It is the organization, its objectives, markets, management style, and a host of other things which produce the demand for training. Changes technology, such as the introduction of the computer, changes in organizational size and arrangements, and the demands of the society around us all forces changes in behavior to be produced. Fortunately,

human beings are capable of changing their behavior if they have a reason to do so.

1.2 STATEMENT OF PROBLEM

Employee training and manpower development is very vital to job productivity and organization performance. While some workers may have the requisite skills, knowledge, abilities and competencies needed to fit into a specific job function, some others may require extensive training to acquire the necessary skills to be able to make significant contribution to the organization's performance.

Despite the importance of training and manpower development in employee productivity and organizational performance, training programs are not sufficiently supported by organizations in Nigeria. These organizations consider the money spent on training programs as a waste rather than investment. They fail to foresee the desirability of continuous training and development of their employees in order to promote the efficiency and effectiveness of their organizations. Those that attempt to conduct trainings for their employees do so in an ad- hoc and haphazard

manner, and as such, training in those organizations is more or less unplanned and unsystematic. (Nwachukwu, 2015).

Most organizations do not conduct training need analysis to appropriately determine the area of employee training needs and design or make them undergo the requisite training they require. Furthermore, training is, in most cases, poorly planned and sadly evaluated to ensure its impact on the productivity of the employees trained.

The following research questions will be examined in the course of the research:

1. Is there any relationship between training and employee productivity?
2. Do organizations training need analysis before conducting training?
3. Is training properly planned and evaluated by the examination?

1.3 OBJECTIVES OF THE STUDY

The main objective of the research is to evaluate the impact of training on employees' productivity in the public service organization in Nigeria. The specific objectives are:

1. To examine whether or not the organizations conduct training need analysis before designing training program
2. To find out the various training methods adopted by the public service organizations in Nigeria, using Umaru Ali Shinkafi polytechnic Sokoto as a case study.
3. To determine the extent to which training is properly planned and evaluated in the organization
4. To find out the relevance and usefulness of the skills and knowledge acquired by the employees on individual behavior at work place.
5. Examining the contribution of training in achieving the organizational short and long term objectives.

1.4 RESEARCH HYPOTHESIS

H₁: There is no relationship between training and employee productivity in public sector organization.

H₂: Organization does not conduct training need analysis before conducting training.

H₃. That training programs are poorly planned and evaluated by organization.

1.5 SIGNIFICANCE OF THE STUDY

The significance of this study is to confirm the authentication of the assumption that inadequate and ineffective training programs in organizations lead to low employees' productivity; and in this regard the workable solutions are proffered to correct the undesirable effects both on individuals and the organizations. The research findings if concluded will also draw the attention of the management of organizations to the problems cause by lack of adequate training as they tend to affect them adversely and suggested very strongly relevant lines of action such as ensuring that prospective employees in organization possessed all the required academic and professional qualifications needed to perform task effectively; and hence increased productivity.

More so, the research was designed to encourage the management of various organizations to expose their employees to functional local and overseas courses and attachment on regular basis to assist in bridging the gap in skills and knowledge needed to perform effectively at the work place.

Aside the importance stated above, the research will serve as a reference material to researchers or scholars conducting further researches

in the subject matter. Students and others who want to know more about training and its impact on productivity.

1.6 SCOPE AND LIMITATIONS OF THE STUDY

The scope of this study is to examine training and its impact on employee productivity in the public sector organization as it affects employees' productivity, some limitations faced by the research is that it covers only Umaru Ali Shinkafi polytechnic, Sokoto and so its findings cannot be generalized to other organizations.

1.7 CHAPTER SCHEME

The research is organized and divided into five chapters. Chapter one covers the general introduction, statement of the problems, objectives of the study, significance of the study as well as scope of the study.

Chapter two deals with the literature review and contain definition of concept, strategies for increasing staff productivity and the impact of training and development on workers' productivity.

Chapter three is talking about research methodology. While chapter four focuses on presentation, analysis and interpretation of data, and finally chapter five is on summary, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Employee training and manpower development is very vital to job productivity and organization performance since the formal educational system does not adequately provide specific job skills for a position in a particular organization. While, few individuals may have the requisite skills, knowledge, abilities and competencies needed to fit into a specific job function, some others may require extensive training to acquire the necessary skills to be able to fit in a specific job function and also make significant contribution to the organization's performance

The relationship between training on one hand and employee productivity on the other hand is a complete issue. To understand it better, a critical review of the literature is necessary. Different studies have been conducted on training and productivity by academicians and they are unanimous in their views that there is positive relationship between the two terms. Despite the positive result of the relationship that exists between

these variables, only few organizations appreciate the effect of training on the productivity of their labor force.

2.2 DEFINITION OF TRAINING

Training has been defined as an organized procedure by which people learn knowledge and or skills for a definite purpose. It is a process for equipping the employees with specific skills for instance, technical skills like plumbing, electrical wiring, repairing, artistic skills, clerical and typing skills that would enable them to improve on their present performance and overall efficiency.

According to Gardner (1973), the objective of job training is to enable an employee to perform his job in such a way as to meet the standards of output, quality, waste control, safety and other operational requirements. According Cole (2002), in his book Personnel and Human Resource Management, training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task for example, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but a few.

Training is the planned and systematic modification of behavior through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively (Gordon 1992). Pheesey (1971) defines training as the systematic process of altering the behavior and or attitudes of employees in a direction to increase the achievement of organizational goals.

Goldstein (1980) defined training as the systematic acquisition and development of the knowledge, skills, and attitudes required by employees to adequately perform a task or job or to improve performance in the job environment. This implies that for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity. Similarly, Benton Louis (1978) defined training as "the organized procedure by which people acquire knowledge and skills for a definite purpose". Sumer (1982) distinguished further between the two terms, he refers to training as the "teaching of technical skills to non-managerial staff, whereas management development refers to the programmes that attempt to improve not only the technical but the human relation and conceptual skills of managers.

Bedman (1986) defined training as a practice of developing individual skills, knowledge and attitude so as to improve present and future performance".

2.3. STRATEGIES FOR TRAINING

A variety of training methods are used in different organizations today, to train different individuals. DeCauza et al (1996) explains that the most popular training and development method used by organizations can be classified as either on-the- job training and off-the-job training.

a. On-the-job training

As the name goes, on-the-job training (OTJ) is a method of giving training to employees when they are at work at their working environment. The purpose of this training is to make the employees get familiar with the normal working circumstance, i.e during the training time frame, the workers will get the direct involvement of using machinery, equipment, devices, materials, and so forth. Additionally, it helps the employees to figure out how to confront the difficulties that may occur during the execution of the job. The main idea of this training is learning by doing where the supervisor or the more experienced employees show the training how to perform out a specific task. The learners take after the directions of the supervisor and perform out the task.

This method is highly used by companies to train current and future workers, due to its simplicity. On-the-job training includes apprenticeship, coaching, internship, job rotation, job instruction and few others.

b. Off-the-job training

Off-the-job training is another method of training which is organized at a site, far from the original work environment for a specific period. The purpose of this method of training at place other than the job area is to give a peaceful domain to the employees where they can focus just on learning. Learning material is provided to the trainees, for a complete theoretical knowledge. The trainees can express their perspectives and opinions during these sessions. Additionally, they can investigate new and innovative ideas. Case studies, conferences, audiovisuals, seminars, role play and lectures are some basic system that the employee needs to experience during off-the-job training. This is one of the costly training methods. It includes choice of the place of training, arrangement of facilities for the employees, hiring experts to impart the training.

2.4. TRAINING CIRCLE

The training circle - or the training process - starts with identifying the training needs, which are sometimes considered the area of strategic training and development. HRD professionals have to know the strategic plans and goals of the company.

Based on that information, they schedule interviews with employees to know which goals and needs they have.

The same process is used for every employee. Through interviews, HRD staff will find out what knowledge and skills the employees possess and what knowledge and skills they currently lack in order to fulfill their wishes or goals in the company. Based on the plans of the company and their staff, they make training plans for the type of knowledge that would benefit the company at present.

Knowledge and skills that the company would need in the future is the field of company development and career development. For each and every training, the HRD needs to find the best courses - from topics to methods used. They also need to know how people and organizations learn.

Gap analysis includes information about employee's current skills and knowledge as well as the ones he or she currently lacks in order to perform better at his or her current position or even climb up the corporate ladder. Based on the company's needs and gap analysis, HRD professionals will know which employee is the best candidate for a certain position.

After gap analysis, HRD can define the training plan, what type of training the employee requires and who can provide it.

Based on set goals, the process of training design begins. HRD staff now has to decide on the specific content and methods of training. Building on that information, the place and budget for the training are to be set. If it's been decided that learning is the way to go, the cost of training can be reduced tremendously.

The training circle covers 3 stages discuss below:

1. Program design. Program design represents the organization plan for training activities. Here, the first step should be a design document, which can be made for one or several modules, courses or lessons. It represents the sum of all learning, aims and objectives, skills and knowledge content, material and technical conditions and methodical didactic components.

The second component of the program design is a Course or lesson plan. It embodies a more detailed version of a specific part of the design document. It can include course and lesson title, length, goals, learning objectives, target audience and other items such as number of participants, prerequisites, location, room arrangement, materials and aids, methods, evaluation and assessment.

Materials are an important part of the training process. They should be prepared and analyzed in the planning stage of the training. If the materials

are inadequate or unavailable, the goals and aims of the course could be compromised.

2. Program implementation - an actual training to be done and monitored.

3. The final step in the Training circle is Program evaluation. Evaluation design should include evaluation of the complete training process, from the employee's reaction to the program, tests of specific knowledge and skills gained through the process, to course content and methods of delivery.

The most popular training evaluation method is Kirkpatrick's analysis.

Kirkpatrick evaluation contains of 4 aspects:

- a. Reaction - degree to which learners react positively to training
- b. Learning - degree to which learners gain knowledge and skills
- c. Behavior change - degree to which learners apply what they learned in the work tasks
- d. Results - degree to which the aims of learning are met

Evaluation of learning outcomes could be done twofold: by test of knowledge gained, and through questionnaires about learners' satisfaction with the course.

2.5. PURPOSE OF TRAINING

Training is defined by Wayne Cascio as “training consists of planned programs undertaken to improve employee knowledge, skills, attitude, and social behavior so that the performance of the organization improves considerably.”

The purpose of training and development can be explained as follows.

- a. Improving quality of work force: –Training and development help companies to improve the quality of work done by their employees. Training programs concentrate on specific areas. There by improving the quality of work in that area.
- b. Enhance employee growth: -Every employee who takes development program becomes better at his job. Training provides perfection and required practice, therefore employee's area able to develop them professionally.
- c. Prevents obsolescence: -Through training and development the employee is up to date with new technology and the fear of being thrown out of the job is reduced.
- d. Assisting new comer: -Training and development programs greatly help new employees to get accustomed to new methods of working, new technology, the work culture of the company etc.
- e. Bridging the gap between planning and implementation: -Plans made by companies expect people to achieve certain targets within certain time limit with certain quality for this employee performance has to be accurate and perfect. Training helps in achieving accuracy and perfection.
- f. Health and safety measures: -Training and development program clearly identifies and teaches employees about the different risk involved in their job, the different problems that can arise and how to prevent such problems. This helps to improve the health and safety measures in the company.

2.6. BENEFITS/ADVANTAGES OF TRAINING

- Amelia Jenkins is of the view that “training provides many benefits in a workplace. Training can teach employees new skills help implement a new internal process or software system or remind employees of important business policies” (Free management library: Employee training and development: Reasons and benefits)

Some of the benefits of training include:

- Increased job satisfaction and morale among employees
- Increased employee motivation
- Increased efficiencies in processes, resulting in financial gain
- Increased capacity to adopt new technologies and methods
- Increased innovation in strategies and products
- Reduced employee turnover
- Enhanced company image, e.g., conducting ethics training (not a good reason for ethics training!)
- Risk management, e.g., training about sexual harassment, diversity training

2.7. PRODUCTIVITY

Dorgan (1994) defines productivity as "the increased functional and organizational performance, including quality", and Rolloos (1997) claims that "productivity is that which people can produce with the least effort".

Nda & Fard (2013) describe employee productivity as the measure of output per unit of input economically. Rohan and Madhumita (2012) adopt a different view and see employee productivity as the log of net sales over total employees.

Productivity describes various measures of the efficiency of production. A productivity measure is expressed as the ratio of output to inputs used in a production process, i.e. output per unit of input. Productivity is a crucial factor in production performance of firms and nations. Increasing national productivity can raise living standards because more real income improves people's ability to purchase goods and services, enjoy leisure, improve housing and education and contribute to social and environmental programs. Productivity growth also helps businesses to be more profitable.

There are many different definitions of productivity and the choice among them depends on the purpose of the productivity measurement and/or data availability.

2.8. MEASURES OF PRODUCTIVITY

a. Partial productivity

Productivity measures that use one class of inputs or factors, but not multiple factors, are called partial productivities. In practice, measurement in production means measures of partial productivity. Interpreted correctly, these components are indicative of productivity development, and approximate the efficiency with which inputs are used in an economy to produce goods and services. However, productivity is only measured partially

– or approximately. In a way, the measurements are defective because they do not measure everything, but it is possible to interpret correctly the results of partial productivity and to benefit from them in practical situations. At the company level, typical partial productivity measures are such things as worker hours, materials or energy used per unit of production.

Before widespread use of computer networks, partial productivity was tracked in tabular form and with hand-drawn graphs. Tabulating machines for data processing began being widely used in the 1920s and 1930s and remained in use until mainframe computers became widespread in the late 1960s through the 1970s. By the late 1970s inexpensive computers allowed industrial operations to perform process control and track productivity. Today data collection is largely computerized and almost any variable can be viewed graphically in real time or retrieved for selected time periods.

b. Labour productivity

Labour productivity is a revealing indicator of several economic indicators as it offers a dynamic measure of economic growth, competitiveness, and living standards within an economy. It is the measure of labour productivity (and all that this measure takes into account) which helps explain the principal economic foundations that are necessary for both economic growth and social development. In general, labour productivity is equal to the ratio between a measure of output volume (gross domestic product or gross value added) and a measure of input use (the total number of hours worked or total employment).

c. Multi-factor productivity

When multiple inputs are considered, the measure is called multi-factor productivity or MFP. Multi-factor productivity is typically estimated using growth accounting. If the inputs specifically are labor and capital, and the outputs are value added intermediate outputs, the measure is called total factor productivity or TFP. TFP measures the residual growth that cannot be explained by the rate of change in the services of labour and capital

TFP is often interpreted as a rough average measure of productivity, more specifically the contribution to economic growth made by factors such as technical and organisational innovation. (OECD 2008,11). The most famous description is that of Solow's (1957):" I am using the phrase 'technical change' as a shorthand expression for any kind of shift in the production function. Thus slowdowns, speed ups, improvements in the education of the labor force and all sorts of things will appear as 'technical change'. The original MFP model (Solow 1957) involves several assumptions: that there is a stable functional relation between inputs and output at the economy-wide level of aggregation, that this function has neoclassical smoothness and curvature properties, that inputs are paid the value of their marginal product, that the function exhibits constant returns to scale, and that technical change has the Hicks'n neutral form (Hulten, 2009,5). In practice, TFP is "a measure of our ignorance", as Abramovitz (1956) put it, precisely because it is a residual. This ignorance covers many components, some wanted (like the effects of technical and organizational innovation), others unwanted (measurement error, omitted variables, aggregation bias, model

misspecification) (Hulten 2000,11). Hence the relationship between TFP and productivity remains unclear.

d. Total productivity

When all outputs and inputs are included in the productivity measure it is called total productivity. A valid measurement of total productivity necessitates considering all production inputs. If we omit an input in productivity (or income accounting) this means that the omitted input can be used unlimitedly in production without any impact on accounting results. Because total productivity includes all production inputs it is used as an integrated variable when we want to explain income formation of production process.

Davis has considered the phenomenon of productivity, measurement of productivity, distribution of productivity gains, and how to measure such gains. He refers to an article [6] suggesting that the measurement of productivity shall be developed so that it "will indicate increases or decreases in the productivity of the company and also the distribution of the 'fruits of production' among all parties at interest". According to Davis, the price system is a mechanism through which productivity gains are distributed, and besides the business enterprise, receiving parties may consist of its customers, staff and the suppliers of production inputs.

e. National productivity

In order to measure productivity of a nation or an industry, it is necessary to operationalize the same concept of productivity as in a production unit or a

company, yet, the object of modelling is substantially wider and the information more aggregate. The calculations of productivity of a nation or an industry are based on the time series of the SNA, System of National Accounts. National accounting is a system based on the recommendations of the UN (SNA 93) to measure total production and total income of a nation and how they are used. (Saari 2006, 9)

International or national productivity growth stems from a complex interaction of factors. Some of the most important immediate factors include technological change, organizational change, industry restructuring and resource reallocation, as well as economies of scale and scope. A nation's average productivity level can also be affected by the movement of resources from low-productivity to high-productivity industries and activities. Over time, other factors such as research and development and innovative effort, the development of human capital through education, and incentives from stronger competition promote the search for productivity improvements and the ability to achieve them. Ultimately, many policy, institutional and cultural factors determine a nation's success in improving productivity.

At the national level, productivity growth raises living standards because more real income improves people's ability to purchase goods and services (whether they are necessities or luxuries), enjoy leisure, improve housing and education and contribute to social and environmental programs. Some have suggested that the UK's 'productivity puzzle' is an urgent issue for policy makers and businesses to address in order to sustain growth. [citation needed] Over long periods of time, small differences in rates of productivity

growth compound, like interest in a bank account, and can make an enormous difference to a society's prosperity. Nothing contributes more to reduction of poverty, to increases in leisure, and to the country's ability to finance education, public health, environment and the arts'.

Productivity is considered basic statistical information for many international comparisons and country performance assessments and there is strong interest in comparing them internationally. The OECD [33] publishes an annual Compendium of Productivity Indicators [34] that includes both labor and multi-factor measures of productivity. Several statistical offices publish productivity accounting handbooks and manuals with detailed accounting instructions and definitions. For example, the following

2.9 Benefits of productivity growth

Productivity growth is a crucial source of growth in living standards. Productivity growth means more value is added in production and this means more income is available to be distributed.

At a firm or industry level, the benefits of productivity growth can be distributed in a number of different ways:

- ✓ To the workforce through better wages and conditions;
- ✓ To shareholders and superannuation funds through increased profits and dividend distributions;
- ✓ To customers through lower prices;
- ✓ To the environment through more stringent environmental protection;
- and

- ✓ To governments through increases in tax payments (which can be used to fund social and environmental programs).

Productivity growth is important to the firm because it means that it can meet its (perhaps growing) obligations to workers, shareholders, and governments (taxes and regulation), and still remain competitive or even improve its competitiveness in the market place. Adding more inputs will not increase the income earned per unit of input (unless there are increasing returns to scale). In fact, it is likely to mean lower average wages and lower rates of profit. But, when there is productivity growth, even the existing commitment of resources generates more output and income. Income generated per unit of input increases. Additional resources are also attracted into production and can be profitably employed.

2.10. IMPACT OF TRAINING ON EMPLOYEE PRODUCTIVITY

According to Sanusi (2018) Training is an important part of human resource management and development for the following reasons.-

- a. Training helps in the recruitment of staffs and ensure a better quality of applicant
- b. It eliminates risk, since trained employees can make better and economic use of materials, and equipment thereby reducing and avoiding waste
- c. Training serves as a monitoring factor for employees in an organization

- d. It leads to greater efficiency and productivity
- e. It increases the loyalty and adaptability of staffs
- f. It improves staff's moral

2.11. FACTORS AFFECTING TRAINING

Birdi identified the various factors influencing training extending from environment, supervisors, lecturers, content of the training and how it is being done. These variables can be expanded and better understood by discussing them below. -

a. Individual factors

At whatever point people are included in some sort of activity or practice, they generally influence the environment or process they are experiencing. The same is the situation with employee training. As it is a process of transferring skills and technology from the expert to the new learner. The main parties are obviously workers themselves seeking training and the trainer or member of the staff delivering the training. Authorities organizing training and giving assets to it can be considered a third party, as they oversee the prearrangement and post quality evaluation of training (Birdi 2005).

b. Human resource policy

Base on the designed policy by human resource fo training programs, an excessive number of training programs affects the main aim of training which is skill development and conduct change (Haywood 1992).

c. Organizational factors

Everything tends to be affected by its surrounding and environment, so too with training organizers. Birdi claimed that the absence of managerial support could restrain the impact of creative training in-conductive environment affects training effectiveness. (Birdi 2005)

d. Other factors

To fischer and Ronald open mindedness is additionally a factor in training effectively. It has been claimed that training will be as much effective as the learners and the instructors are open minded (Fischer 2011). Driskell stated that the kind of training conducted, training content and training expertise equally affect the results of training. Achievement depends on the way training has been conducted by the trainer and its content (Driskell 2011).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

Basically this chapter explains the general procedures employed to carry out the research, it outlines the research design, Population, sample and sampling techniques, instruments for data collection, and method of Data analysis

3.1 RESEARCH DESIGN.

This study will be basically on descriptive survey design. Survey research is one of the most important areas of measurement in applied social research. The broad area of survey research encompasses any measurement procedures that involve asking questions to respondent. This type of design was praised for requiring less time compared to longitudinal approach.

3.2 POPULATION OF THE STUDY

This consists of all element and individuals that are of primary concern to a study or research. Population is the aggregate of individual persons or objects for investigation (Bailey, 1982) that is the sum total of the unit of analysis. The population for this study comprises all the academic and non-academic staff of Umaru Ali Shinkafi Polytechnic Sokoto, totaling six hundred and forty-six (646).

3.3 SAMPLE AND SAMPLING TECHNIQUES

Sample comprises the element of the population considered for actual inclusion in the study.

Stratified random sampling techniques will be used to select the sample of 60 employees i.e 30 respondents will be selected from each of academic and non-academic staffs to represent the population. The main advantage of stratified is that it gives equal chances for both academic and non-academic staff to be sampled for the study.

| S/NO | ITEM | TOTAL POPULATION | SAMPLE SIZE | SAMPLE TECHNIQUES |
|------|--------------|---------------------|-------------|----------------------|
| 1 | ACADEMIC | 297 | 30 | RANDOM SAMPLING |
| 2 | NON-ACADEMIC | 349 | 30 | RANDOM SAMPLING |
| | TOTAL | 646 | 60 | |

3.4 INSTRUMENT FOR DATA COLLECTION

The researcher employs a questionnaire instrument as suitable by considering the literacy level of the targeted respondents. The instrument is

divided into two sections (A & B). Section “A” is about the information or bio-data of the respondents and section “B” concentrates on the questions on training and employee productivity by using close ended form. Linkert scale is adopted in which findings are graded in to five levels in order to adequately get the appropriate responses.

3.5 METHOD OF DATA ANALYSIS

Kerlinger (1973) defined data analysis as “the categorizing, ordering, manipulating and summarizing of data to obtain answer to research question. The purpose of data analysis is to reduce data to interruptible form so that the relation of research problem can be studied and tested”

In this study, descriptive statistics in form of table and simple percentage will be used to analyses the data.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.0 INTRODUCTION

This chapter focuses on presentation and analysis of data collected in the course of the research, hypotheses will be tested and summary of findings.

4.1 ANALYSIS OF RESPONSES TO QUESTIONNAIRE

A total of 60 questionnaires were administered from both academic and non-academic staffs of the polytechnic and all were duly filled and returned without any one damage, this forms the basis of the **analysis**.

Table 4.1 Sex of respondents

| Sex | Frequency | Percentage |
|--------|-----------|------------|
| Male | 49 | 81.7 |
| Female | 11 | 18.3 |
| Total | 60 | 100 |

Source: Questionnaire administer, 2019

The table shows that 49(81.7%) of respondents are males, while 11(18.3%) are females.

Table 4.2 Age of respondents

| Age | Frequency | Percentage |
|--------------|-----------|------------|
| 18-30 | 8 | 13.3 |
| 31-40 | 24 | 40 |
| 41-50 | 21 | 35 |
| 51 and above | 7 | 11.7 |
| Total | 60 | 100 |

Source: questionnaire administer, 2019

The table shows that, 8(13.3%) respondents are between 18-30 years of age, 24(40%) are between 31-40 years of age, 21(35%) are between 41-50 years of age, while 7(11.7%) are between the age of 51 and above.

Table 4.3 marital status of respondents

| Marital status | Frequency | Percentage |
|----------------|-----------|------------|
| Married | 51 | 85 |
| Single | 9 | 15 |
| Divorce | 0 | 0 |
| Total | 60 | 100 |

Source: questionnaire administer, 2019

From the table, 51(85%) of the respondents are married, while 9(15%) are single.

Table 4.4 Educational qualification

| Qualification | Frequency | Percentage |
|---------------|-----------|------------|
| ND/NCE | 4 | 6.7 |
| HND/B.SC | 27 | 45 |
| PGD/M.SC | 22 | 36.7 |
| PHD | 7 | 11.6 |
| Total | 60 | 100 |

Source questionnaire administer, 2019

From the table 4(6.7%) of respondents possess diploma/NCE, 27(45%) are holders of HND/B.SC, 22(36.7%) possess PGD/M.SC, while 7(11.6%) of the respondents are PHD holders.

Table 4.5 Length of service of respondents

| Length of service | Frequency | Percentage |
|-------------------|-----------|------------|
| 6 month-1 year | 5 | 8.3 |
| 2-5 years | 9 | 15 |
| 6-9 years | 17 | 28.3 |
| 10 years above | 29 | 48.4 |
| Total | 60 | 100 |

Source questionnaire administer, 2019

From the table, 5(8.3%) respondents are between 6month to1year of service, 9(15%) respondents are between 2-5 years of service, seventeen respondents representing 17(28.3%) of the respondents fall between 6-9 years, while 29(48.4%) of the responses are above ten years of service.

Table 4.6 Training increases employee willingness to help other colleagues to achieve a goal.

| Responses | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 26 | 43.3 |
| Agree | 31 | 51.7 |
| Strongly Disagree | 0 | 0 |
| Disagree | 2 | 3.3 |
| Undecided | 1 | 1.7 |
| Total | 60 | 100 |

Source: Questionnaire administer, 2019

From the table,26(43.3%), respondents strongly agreed that training increases employees' willingness to help others to achieve goal, 31(51.7%) respondents have agreed, while only 2(3.3%)of the respondents are with contrary view and 1(1.7%) is not yet decided.

Table 4.7 Training improves employees' ability and creativity in solving the work problem

| Responses | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 32 | 53.3 |
| Agree | 27 | 45 |
| Strongly Disagree | 1 | 1.7 |
| Disagree | 0 | 0 |
| Undecided | 0 | 0 |
| Total | 60 | 100 |

Source: Questionnaire administer, 2019

From the table, 32(53.3%) respondents strongly agreed that Training improves employee's ability and creativity in solving the work problem, 27(45%) of respondents have agreed, while 1(1.7%) respondent is with contrary view.

Table 4.8 Training increases employee's willingness to take on new responsibilities

| Responses | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 19 | 31.7 |
| Agree | 34 | 56.7 |
| Strongly Disagree | 2 | 3.3 |
| Disagree | 4 | 6.6 |
| Undecided | 1 | 1.7 |
| Total | 60 | 100 |

Source questionnaire administer, 2018

From the table, 19(31.7%) of respondents strongly agreed that Training increase employee's willingness to take new responsibilities, 34(56.7%) respondents have agreed, while 2(3.3%) of the respondents strongly disagree, 4(6.6%) respondents have disagreed and 1(1.7%) is not yet decided.

Table 4.9 Training equips employees with required skills to meet deadlines and complete assignments.

| Responses | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 17 | 28.3 |
| Agree | 41 | 68.3 |
| Strongly Disagree | 0 | 0 |
| Disagree | 2 | 3.4 |
| Undecided | 0 | 0 |
| Total | 60 | 100 |

Source: Questionnaire administer, 2019

From the table,17(28.3%) respondents strongly agreed that training equip employees with required skills to meet deadlines and complete assignments ahead of specific deadline,41(68.3%) respondents have agreed, and 2(3.4%) of the respondents are with contrary view.

Table 4.10 Capacity building has proved to be very effective and efficient in Nigerian public sector.

| Responses | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 20 | 33.3 |
| Agree | 36 | 60 |
| Strongly Disagree | 3 | 5 |
| Disagree | 1 | 1.7 |
| Undecided | 0 | 0 |
| Total | 60 | 100 |

Source: Questionnaire administer, 2019

The table shows that, 20(33.3%) respondents strongly agreed that Capacity building has proved to be very effective and efficient in Nigerian public sector, 36(60%)responses have agreed, while 3(5%) of the respondents strongly disagree and only 1(1.7%) have disagreed.

Table 4.11 Capacity building enhances the achievement of performance and organizational goals.

| Responses | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 14 | 23.3 |
| Agree | 42 | 70 |
| Strongly Disagree | 0 | 0 |
| Disagree | 4 | 6.7 |
| Undecided | 0 | 0 |
| Total | 60 | 100 |

Source: Questionnaire administer, 2019

From the table, 14(23.3%) respondents strongly agreed that Capacity building enhances the achievement of performance and organizational goals, 42(70%) respondents have agreed, while 4(6.7%) of the respondents are with contrary view.

Table 4.12 Training has direct link in changing the behavior of employee and enhance organizational performance.

| Responses | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 21 | 35 |
| Agree | 37 | 61.7 |
| Strongly Disagree | 02 | 3.3 |
| Disagree | 0 | 0 |
| Undecided | 0 | 0 |
| Total | 60 | 100 |

Source: Questionnaire administer, 2019

The table shows that, 21(35%) respondents strongly agreed that training has direct link in changing the behavior of employee and enhance organizational performance, and 37(61.7%) respondents have agreed, while 2(3.3%) of the respondents are on the contrary view.

Table 4.13 Poor manpower training in public sector is one of the reasons for its inefficiency and inability to attain set goals.

| Responses | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 22 | 36.7 |
| Agree | 37 | 61.7 |
| Strongly Disagree | 0 | 0 |
| Disagree | 1 | 1.6 |
| Undecided | 0 | 0 |
| Total | 60 | 100 |

Source: Questionnaire administer, 2019

From the table, 20(36.7%) strongly agreed that poor manpower training in public sector is one of the reasons for its inefficiency and inability to attain set goals, and 37(61.7%) respondents have agreed, while 1(1.6%) of the respondents have disagree.

Table 4.14 Lack of conducting training need analysis before designing training in public sector is one of the reasons for its inability to attain set goals

| Responses | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 15 | 25 |
| Agree | 41 | 68.3 |
| Strongly Disagree | 0 | 0 |
| Disagree | 4 | 6.7 |
| Undecided | 0 | 0 |
| Total | 60 | 100 |

Source: Questionnaire administer, 2019

The table shows that, 15(25%) respondents strongly agreed that Lack of conducting training need analysis before designing training in public sector is one of the reason for its inability to attain set goals, and 41(68.3%) respondents have agreed, while 4(6.7%) are with contrary view.

Table 4.1.15- Poor planning and evaluation of training adversely affect its quality.

| Responses | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 21 | 35 |
| Agree | 34 | 56.7 |
| Strongly Disagree | 2 | 3.3 |
| Disagree | 2 | 3.3 |
| Undecided | 1 | 1.7 |
| Total | 60 | 100 |

Source: Questionnaire administer, 2019

The table shows that, 21(35%) respondents strongly agreed that Poor planning and evaluation adversely affect the quality of training, 34(56.7%) respondents have agreed, and 2(3.3%) of the respondents each have strongly disagree and disagree respectively, while 1(1.7%) is not yet decided.

Table 4.16 Lack of training leads to low quality of work in the organization.

| Responses | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 18 | 30 |
| Agree | 39 | 65 |
| Strongly Disagree | 0 | 0 |
| Disagree | 3 | 5 |
| Undecided | 0 | 0 |
| Total | 60 | 100 |

Source: Questionnaire administer, 2019

From the table, 18(30%) of respondents strongly agreed that lack of training leads to low quality of work in the organization, 31(65%) respondents have agreed, while 3(5%) of the respondents go contrary with the view.

Table 4.17 Training is positively related to employee productivity

| Responses | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 27 | 45 |
| Agree | 29 | 48.3 |
| Strongly Disagree | 0 | 0 |
| Disagree | 4 | 6.7 |
| Undecided | 0 | 0 |
| Total | 60 | 100 |

Source: Questionnaire administer, 2019

The table shows that, 27(45%) respondents strongly agreed that training is positively related to employee productivity, and 29(48.3%) responses have agreed with the view, while 4(6.7) respondents disagree.

4.2 TEST OF HYPOTHESES

Hypotheses one states that, there is no relationship between training and employee productivity.

To test the hypotheses, we refer to table 4.17 which is represented below:

| Options | S.A | A | SD | D | UD | TOTAL |
|---------|-----|----|----|---|----|-------|
| S.A | 27 | - | - | - | - | 27 |
| A | - | 29 | - | - | - | 29 |
| SD | - | - | 0 | - | - | 0 |
| D | - | - | - | 4 | - | 4 |
| UD | - | - | - | - | 0 | 0 |
| TOTAL | 27 | 29 | 0 | 4 | 0 | 60 |

The table is converted into a contingency table as below:

Table 4.18 Contingency Table

| R/C | FO | Fe | FO-Fe | (FO-Fe) ² | $\frac{(FO-Fe)^2}{Fe}$ |
|-----|----|-------|-------|----------------------|------------------------|
| 1/1 | 27 | 12.15 | 14.85 | 220.5 | 18.14 |
| 2/2 | 29 | 14.02 | 14.98 | 224.4 | 16.0 |
| 4/4 | 4 | 0.27 | 3.73 | 13.9 | 51.5 |

$$\chi^2 = 85.9$$

$$Fe_1 = \frac{27 \times 27}{60} = 12.15$$

$$Fe_2 = \frac{29 \times 29}{60} = 14.02$$

$$Fe_3 = \frac{4 \times 4}{60} = 0.27$$

Using 5% level of significance, we test the degree of freedom of hypotheses.

$$Df = (r-1) (c-1)$$

$$Df = (5-1) (5-1)$$

$$Df = (4) (4)$$

$$Df = 16$$

We check for the value of 16 under 0.05 in the table of chi-square = 26.30

Rule of acceptance of hypotheses

The rule states that, if the calculated table value is greater than critical value, we accept alternative hypothesis and reject the null and vice versa.

As far as this study is concerned, the null hypotheses which state that there is no relationship between training and employee productivity in public sector organization is rejected because the calculated table value CTV = 85.9 is greater than the critical value CRV = 26.30 i.e. $CTV > CRV$ or $85.9 > 26.30$.

Testing of hypotheses 2

Hypotheses two states that lack of conducting training need analysis before designing training in public sector is one of the reasons for its inability to attain set goals.

To test the second hypotheses, we refer to table 4.14 which is represented below:

| Options | S.A | A | SD | D | UD | TOTAL |
|---------|-----|----|----|---|----|-------|
| S.A | 15 | | | | | 15 |
| A | | 41 | | | | 41 |
| SD | | | 0 | | | 0 |
| D | | | | 4 | | 4 |
| UD | | | | | 0 | 0 |
| TOTAL | 15 | 41 | 0 | 4 | 0 | 60 |

$$Fe1 = \frac{15 \times 15}{60} = 3.75$$

$$Fe2 = \frac{41 \times 41}{60} = 28.01$$

$$Fe3 = \frac{4 \times 4}{60} = 0.27$$

The table is converted into a contingency table as below:

Table 4.19 Contingency Table

| R/C | FO | Fe | FO-Fe | (FO-Fe) ² | $\frac{(FO-Fe)^2}{Fe}$ |
|-----|----|-------|-------|----------------------|------------------------|
| 1/1 | 15 | 3.75 | 11.25 | 126.6 | 33.8 |
| 2/2 | 41 | 28.01 | 12.9 | 166.4 | 5.9 |
| 4/4 | 4 | 0.27 | 3.73 | 13.9 | 51.5 |

$$\chi^2 = 91.2$$

Using 5% level of significance, we test the degree of freedom of hypotheses.

$$Df = (c-1) (r-1)$$

$$Df = (5-1) (5-1)$$

$$Df = (4) (4)$$

$$Df = 16$$

We check for the value of 16 under 0.05 in the table of chi-square = 26.30

Rule of acceptance of hypotheses

The rule states that, if the calculated table value is greater than critical value, we accept alternative hypothesis and reject the null and vice versa.

As far as this study is concerned, the null hypotheses which states that lack of conducting training need analysis before designing training in public sector is one of the reasons for its inability to attain set goals is rejected because the calculated table value CTV = 91.2 is greater than the critical value CRV = 26.30 i.e. CTV > CRV or 91.2 > 26.30.

Testing of hypotheses 3

Hypotheses three states that poor planning and evaluation of training adversely affect its quality.

To test hypotheses three, we refer to table 4.15 which is represented below:

| Options | S.A | A | SD | D | UD | TOTAL |
|---------|-----|----|----|---|----|-------|
| S.A | 21 | - | - | - | - | 21 |
| A | - | 34 | - | - | - | 34 |
| SD | - | - | 2 | - | - | 2 |
| D | - | - | - | 2 | - | 2 |
| UD | - | - | - | - | 1 | 1 |
| TOTAL | 21 | 34 | 2 | 2 | 1 | 60 |

$$Fe1 = \frac{21 \times 21}{60} = 7.35$$

$$Fe2 = \frac{34 \times 34}{60} = 19.2$$

$$Fe3 = \frac{2 \times 2}{60} = 0.067$$

$$Fe4 = \frac{2 \times 2}{60} = 0.067$$

$$Fe5 = \frac{1 \times 1}{60} = 0.016$$

The table is converted into a contingency table as below:

Table 4.20 Contingency Table

| R/C | FO | Fe | FO-Fe | (FO-Fe) ² | $\frac{(FO-Fe)^2}{Fe}$ |
|-----|----|-------|-------|----------------------|------------------------|
| 1/1 | 21 | 7.35 | 13.75 | 189.06 | 25.7 |
| 2/2 | 34 | 19.2 | 14.8 | 219.04 | 11.4 |
| 3/3 | 2 | 0.067 | 1.93 | 3.72 | 55.5 |
| 4/4 | 2 | 0.067 | 1.93 | 3.72 | 55.5 |
| 5/5 | 1 | 0.016 | 0.84 | 0.70 | 43.6 |

χ^2 191.7

Using 5% level of significance, we test the degree of freedom of hypotheses.

$$Df = (c-1) (r-1)$$

$$Df = (5-1) (5-1)$$

$$Df = (4) (4)$$

$$Df = 16$$

We check for the value of 16 under 0.05 in the table of chi-square = 26.30

Rule of acceptance of hypotheses

The rule states that, if the calculated table value is greater than critical value, we accept alternative hypothesis and reject the null and vice versa.

As far as this study is concerned, the null hypotheses which states that training programs are poorly planned and evaluated by organization is rejected because the calculated table value CTV = 191.7 is greater than the critical value CRV = 26.30 i.e. $CTV > CRV$ or $191.7 > 26.30$.

4.3 SUMMARY OF FINDINGS

From the test of hypotheses, the findings indicate that

1. Training contributes immensely towards improvement in skills, knowledge and talents which leads to increase in productivity and also serve as yardstick for efficient and effective service delivery in public sector organization.
2. Organizations do not conduct training need analysis before conducting training.
3. Employees from different units and departments receive similar training which adversely affect the organization.
4. Poor planning and evaluation of training programs on the part of the organization leads to inefficient and ineffective training delivery

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

The influence of training in an organization is a researchable topic the researcher has taken much of his time to find out the factors influence training and employee productivity in public sector organization.

It is noted that any organization that embark on training its employees will breakthrough by increase in productivity, efficiency and effectiveness, good cordial relationship between management and employees etc.

The study is of almost important to the employees and the organization. This is because the employees are trained to put in their best towards the achievement of the organizational aims and objectives which in turn increase productivity and efficiency of the organization.

The study is also important to the organization because it enable them to develop effective planning to appropriately determine the area of employee training needs to enable the management to have a good understanding with the employees at any time.

5.2 CONCLUSION

Attempt has been made by various researchers on the overall importance of training of employees and productivity in an organization.

Because of the significance of training, this study is meant to highlight various influence of training in an organization and the resulting effects.

Organization must be at alert at all the time to ensure that employees training is handle with care at all time so as to achieve organizational goals.

In a nutshell, training of employee with various training methods will result in effective and efficient operation and increase in productivity. Therefore, employees should be trained adequately in any organizational set up.

5.3 RECOMMENDATIONS

On the basis of the discussion of this study, the following recommendations were suggested:

1. Government should concentrate more in training its manpower in order to have efficiency in productivity
2. Government should engage in conducting training need analysis before embarking on training so as to appropriately determine the area of employee training need.
3. There should be proper planning and evaluation of trainers and trainees in order to have quality training and impact on the productivity

4. Training of employees should be a continues process in order to promote efficiency and effectiveness in the organization.
5. Government should adopt various training methods to its employees and should strictly be adhered to.
6. There should be a kind of well-defined policy in the selection of staff for training.
7. Junior staffs should be given consideration in the areas of training.
8. Employees should be allowing to use the skills and knowledge acquired while training in order to make it useful and to increase productivity.
9. Training centers should be established and adequately equipped so that it will help in reducing the cost of training.
10. The training method should be wisely chosen because according to Samuel D.D (1978), many different techniques are used to train people. Some are more appropriate for certain learning objectives than others. Some are more appropriate for subordinates than for managers and more are costlier than others.

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**AN ASSESSEMENT OF TRAINING AND EMPLOYEE
PRODUCTIVITY IN PUBLIC SECTOR ORGANISATION**

QUESTIONNAIRE.

I'am Yusha`u Ahmad Rufa`i, a post graduate student of the department of public administration, Faculty of management sciences, Usmanu Danfodiyo University, Sokoto conducting a research as part of the requirement for the award of Master Degree in Public Administration (MPA).

The questionnaire addresses Training and employee productivity in public sector organizations.

I am assured you that the information provided in respect of this questionnaire will be used confidentiality and only for the purpose of the research.

Instruction: please tick as appropriate

☒

SECTION A
BIO-DATA OF THE RESPONDENTS.

1). Sex:

(a) Male ☐

(b) Female ☐

2). Age:

a) 18-30 years ☐

b) 31-40 years ☐

c) 41-50 years ☐

d) 51 and above ☐

3). Marital Status:

(a) Married ☐

(b) Single ☐

(c) Divorcee ☐

(4) Highest Qualification:

a) NCE / ND ☐

b) HND/B.SC ☐

c) PGD/M.SC ☐

d) PHD ☐

(5) Grade Level (optional):.....

(6) Length of Service:

a) 6months – 1yr ☐

b) 2-5years ☐

c) 6 – 9years ☐

d) 10 years and above ☐

SECTION B

Please indicate the extent of your agreement with each of the following
statement:

**1. Strongly Agree (SA) 2. Agree (A) 3. Strongly disagree (SD) 4.
Disagree (D) 5. Undecided (UD).**

| NO | ITEM | SA | A | SD | D | UD |
|----|---|----|---|----|---|----|
| 1 | Training increases employee willingness to help other colleagues to achieve goal | | | | | |
| 2 | Training improves employees ability and creativity in solving the work problem | | | | | |
| 3 | Training increases employee's willingness to take on new responsibilities. | | | | | |
| 4 | Training equip employees with required skills to meet deadlines and complete assignments. | | | | | |
| 5 | Capacity building has proved to be very effective and efficient in Nigerian public sector. | | | | | |
| 6 | Capacity building enhances the achievement of performance and organizational goals. | | | | | |
| 7 | Training has direct link in changing the behavior of employees and enhance organizational performance. | | | | | |
| 8 | Poor manpower training in public sector is one of the reasons for its inefficiency and inability to attain set goals | | | | | |
| 9 | Lack of conducting training need analysis before designing training in public sector is one of the reasons for its inability to attain set goals. | | | | | |
| 10 | Poor planning and evaluation of training adversely affect its quality. | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 11 | Lack of training leads to low quality of work in the organization. | | | | | |
| 12 | Training is positively related to employee productivity. | | | | | |