

**IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEES'
PRODUCTIVITY IN AN ORGANIZATION
(A CASE STUDY OF DANSA FOODS COMPANY, ABUJA)**

BY

OGUNJIDE, Adeniyi Oladele

NSU/ADM/MBA/BUS/356/15/16

**A DESSERTATION SUBMITTED TO THE SCHOOL OF
POSTGRADUATE STUDIES, NASARAWA STATE UNIVERSITY,
KEFFI, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE AWARD OF MASTER OF BUSINESS ADMINISTRATION
DEGREE (MBA) IN HUMAN RESOURCES MANAGEMENT**

**DEPARTMENT OF BUSINESS ADMINISTRATION
FACULTY OF ADMINISTRATION
NASARAWA STATE UNIVERSITY, KEFFI, NIGERIA**

AUGUST, 2017

DECLARATION

I hereby declare that this Research Project has been written by me and it is a report of my research work. It has not been presented in any previous application for any degree. All quotations are indicated and sources of information specifically acknowledged by means of references.

OGUNJIDE, Adeniyi Oladele

NSU/ADM/MBA/BUS/356/15/16

CERTIFICATION

This Research Project titled “Impact of training and development on employee productivity in an organization” meets the regulations governing the award of Master of Business Administration degree (MBA Human Resources Management), of the School of Postgraduate Studies of Nasarawa State University, Keffi for its contribution to knowledge and literary presentation.

.....

Dr. A. C Igbokwe

Chairman Supervisor Committee

.....

Date

.....

Dr. James I.E. Abbah

Head of Department

.....

Date

.....

Prof. B.E. Barde

Dean, Faculty of Administration

.....

Date

.....

Prof. S.A.S Aruwa

Dean, School of Postgraduate Studies

.....

Date

DEDICATION

This project is dedicated to our Almighty God for His infinite mercy and blessings in my life time, especially during the course of my studies by seeing me through from day one to the conclusion of this programme.

To my beloved wife and children,

Also to my beloved late parent and the entire Ogunjides` family

ACKNOWLEDGEMENT

My profound gratitude goes to Almighty God who has brought me this far and completion of my master programme.

Million thanks to my able supervisor, Dr. Anthony Igbokwe for spending so much of his precious time to read through every single line of the manuscripts, suggestions, encouragements and open door policy have made work this in-depth research work a success.

I also acknowledge the assistance and contribution of my lecturers Dr. Aza Solomon, Dr. Abdul, Mr. Ahmed Ibrahim, Mr. Amos Pius, Dr. Mrs. Anda, Dr. Maichibi, Dr. Abbah among others who have imparted great ideas and knowledge into me.

My hearty thanks goes to my family and to my friends in the likes of Ibrahim, Sunday Gaiyilo, Emmanuel Orjar E. Innocent, Williams Dutse, Ezekiel Dekina, Bayo and many others too numerous to mention for being there for me throughout my course of study.

ABSTRACT

This project was undertaken and designed to study the effect of training and development on employees' productivity; a case study of Dansa foods, a subsidiary of Dangote group of companies. Abuja. The topic is to serve as a possible remedy to business failures. The researcher adopted a survey method of observation, studying of journals, collection of data's; this enabled him to obtain first-hand information. The researcher used the Chi-Square method to analyze data generated from the questionnaire and in testing the hypothesis. The findings show that there is significant relationship between the elimination of unnecessary costs through the application of training and development. And that employee productivity is to a high extent dependent on training and development amongst other variables. Most organizations neglect the efficacy of training and development, carrying the misconception that training and development practice is uneconomical in terms of general expenses and thus should be overlooked. The project concludes among others, A well-structured and good management, place a good value on their employee because they understand the fact that their employee is the most valuable assets resources they ever acquired. This is revealed by investing time, money, energy and program in training the lives of the employee since their employee is the most viable assets, so they ensure they increase the asset by training their employee. Also the author recommends that further studies it is important to stress the need for all organizations to take advantage of any training and development program by any of the trainers in order to increase the productivity of their employees and also increase the output level of the organization.

TABLE OF CONTENTS

Title Page	i
Declaration	ii
Certification	iii
Dedication	iv
Acknowledgement	v
Abstract	vi
Table of Contents	vii

CHAPTER ONE: INTRODUCTION

1.1	Background of the Study	1
1.2	Statement of Problem	6
1.3	Research Questions	6
1.4	Objective of the Study	7
1.5	Research Hypotheses	7
1.6	Significance of the Study	7
1.7	Scope of the Study	8
1.8	Definition of Terms	8

CHAPTER TWO: LITERATURE REVIEW

2.1	Introduction	9
2.2	Conceptual Review on Training, Development and Productivity	9
2.3	Empirical Review	27
2.4	Theoretical Framework	31

CHAPTER THREE: RESEARCH METHODOLOGY

3.1	Introduction	33
3.2	Research Design	33
3.3	Population, Sample Size and Sampling Technique	33
3.4	Methods of Data Collection	34
3.5	Method of Data Analysis	35

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1	Introduction	36
4.2	Presentation and Analysis of the Data	36
4.3	Test of Hypotheses	46
4.4	Discussion of Findings	50

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1	Summary	51
5.2	Conclusion	52
5.3	Recommendations	53
	Bibliography	54
	Appendix	65

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The effect of training and manpower development on employee's productivity and organization performance has attracted considerable interest in the analytical and empirical literature. On the whole, human resources management theory has paid considerable attention to this debate; however, the theoretical predictions are ambiguous. Depending on their underlying assumptions, some approaches predict that the performance of an organization is necessarily based on innovative labour force, technology, quality management, and customer satisfaction (Dhamodharan, 2010); while others see training as a tool in the hands of human resources managers to activate and empower the productive base of an organization (Dhamodharan , 2010).

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 human capital theory provides evidence which indicates that training and education raises the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings. Becker (1964) and Mincer (1974) also provide an explanation that links investment in training with workers' wages. In particular, their theory draws a crucial distinction between general education and firm-specific training,

and recognized training and human development as a basic skill provided for higher productivity of a worker. Training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce (Stone, 2002).

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 Onasanya (2005) defines training as a form of specialized education aimed at giving the trainee a particular or specialized knowledge, skill and attitude which he must possess to effectively perform in a given position while development is concerned with specific programmes designed to prepare and groom a worker with particular education and training for higher responsibilities. Capacity building according to Sanusi (2002) entails investment in human capital, institutions and practices necessary to enhance human skills, overhaul institutions and improve procedures and systems (Onasanya, 2005). Sanusi further sees capacity building as the internalization of the knowledge, skills and processes that enable the formulation, implementation, monitoring and evaluation of set goals in an efficient manner; while Anyanwu (2002) views it as a series of activities, which an organization, enterprise or even a nation needs to undertake to provide for itself, on a continuous basis, the supply of skilled manpower to meet its present and future needs (Sanusi, 2002). Manpower development according to Anyanwu (2002) is the process of building up human resources to meet the needs of an organization. He stated further that Manpower development includes investment by a society in education, investment by employers in training employees and investments by individual in time and money in their own development.

Any organization whose goals is to survive and prosper in this present day diverse and relapse economy has found it imperative to invest in ongoing training and development to improve

proficiencies in production as well as to acquire the greatest return in investment of human capital (Knoke & Kalleberg, 1994). Training and development seems paramount and an integral part of the employer-employee relationship, Knoke and Kalleberg (1994) imply direct evidence about company training practices based on representative samples of diverse employing organizations is almost non-existent.

Cheng and Ho (2001) buttress employee productivity as one of the crucial measures emphasized by the top management, employees are more concerned about their own productivity and are increasingly aware of the accelerated obsolescence of knowledge and skills in their turbulent environment. This will enable employees become more aligned for career growth – career potential enhances personal motivation.

Constantino and Merchant (1996), suggests training and development are necessary components for a successful conflict management system. Failure to provide training and development by the organization could result in conflict between employer and employee. Such conflict could potentially lead to any number of complicated scenarios, including but not limited to formal complaints by the employee which eventually become actual law suits against the organization, all of which could cost the industry time, energy, and money. When organizations withhold opportunities for training and development, they also fail to demonstrate an understanding of how to identify organizational conflict. All organizations should have a conflict management system in place.

Organizations need to grow and innovate continuously, pursue sustained development, and cope with rapid changes in their external environments as well as increasingly competitive international markets. Hence, organizations need to strengthen or expand the knowledge base, skills, and abilities of their employees. For this purpose, education and training must be

incorporated into a systematic and formal system if the goals of employees and corporation are to be attained (Liu, 2002).

Chiaburu & Teklab, (2005) defines training as the planned intervention that is designed to enhance the determinants of individual job performance. Training is related to the skills an employee must acquire to improve the probability of achieving the organization's overall business and academic goals and objectives. Positive training offered to employees may assist with reduction of anxiety or frustration, which most employees have experienced on more than one occasion during their employment careers.

According to Tsai, Yen, Huang, and Huang (2007), employees who are committed to learning showed a higher level of job satisfaction that has a positive effect on their performance. Moreover, job satisfaction as a pleasurable or positive emotional state resulting from a positive appraisal of the job or job experiences. This suggests that commitment results from adequate training and development for successful job completion and an increase in job performance.

The main object of every organization is to improve its performance but it can never be possible without the efficient performance of employees. Therefore, the performance management system came into effect as a management reform to address and redress concerns, organizations had about performance (Sharif, 2002). In banks sector, a wide range of reforms that focus on the performance have also been implemented (Downs, Chadbourne, & Hogan, 2000; Gleeson & Husbands, 2001).

Performance refers to the accomplishment of something or mere working effectiveness. In an organization performance is realized at the levels of organization, process and individuals and the interrelationships among these will define the vantage points of the organization. In

contributing to the overall goal of the organization, training and development processes are implemented as this benefits not just the organization but also the individuals making up that organization. For the organization, training and development leads to improve profitability while cultivating more positive attitudes toward profit orientation. For the individuals, training and development improve job knowledge while also helping in identifying with the goals of the organization. Training and development is defined as the planned learning experiences that teach employees how to perform current and future jobs (Neelam, Israr, Shahid, and Mohammad, 2014).

At its core is the improvement in the performance of individuals participating in training and development activities. Learning is achieved through training and development therefore means to be translated as organizational resource by which the people acquire, infer and utilized. As such, performance contributes to the growth of the organization specifically since they can implement in combination competences and expertise acquired through training and development. Further, training and development and how it impacts the performance of the employees in the business setting have received a significant attention from the researchers (Neelam, Israr, Shahid, and Mohammad, 2014).

In addition, the larger the gap between the skills required to perform a task and the actual skills available for performing a task, the greater the lack of job satisfaction and the greater the increase in employee turnover within the organization. Conversely then, not having the skills to perform a job correctly can set up employees for failure and put the business at a less-than-competitive disadvantage. The resulting high turnover would predict the need for even more training that would then have a direct impact on the bottom line of any business.

1.2 Statement of the Problem

In any organization human resource is very crucial to their survival. This is true since the adequate utilization of both material and financial resources, to realize the desired goals of the organization, depends mainly on the human resource. Ironically, many organizations carefully plan and review their physical and capital resources investment at the expense of its human capital investment; forgetting that without the latter, the former will all be vain investments. Not many organizations consider the necessity for a well-defined and sustained training and development for staff in order to upgrade their performance or they are not able to cope financially with training and development programs. Again, the very few organizations that consider this very important aspect of staffing functions approach them with lack of seriousness, and continuity. The programs are carried out not only once in a blue moon but are also lopsided in terms of content and staff participation.

As a result of this lackadaisical attitude of management towards manpower training and development, there had been a progressive decline in the ability of manpower to cope with the challenges that attend the over unfolding new dispensation in the organization. In our findings, the consequence of this circumstance is that the rise in organizational output is inconsequential in spite of the enormous wave of modern technology that now exists in its activities. This study is therefore to assess the role of training on the human resource and how this affects employees' productivity.

1.3 Research Questions

The research questions drafted below were aimed at determining the effect of training and development on employee productivity.

- i. What is the relationship between training and development and employee productivity?

- ii. To what extent is the cost of training and development commensurate to the organization's performance?

1.4 Objectives of the Study

The main objectives of this research work are to determine the Impact of training and development on employee productivity in an organization. The specific objectives are;

- i. To examine the relationship between training and development and employee productivity.
- ii. To determine the effect of training and development cost on organizational performance.

1.5 Research Hypotheses

Based on the above objectives the following hypotheses shall be tested.

H₀₁: There is no relationship between training and development and employee productivity

H₀₂: Training and development cost have no significant effect on organizational performance

1.6 Significance of the Study

The purpose of the study was to find out the effects or impacts of training and development on employees productivity. Through this purpose, the establishment of the appropriate strategies among the employees was sought in organizations. The researcher believes that this study was very important and would go a long way to notifying all organizations, most especially those in public and private sectors on the need to ensure the effective management of training and development and strategic training programs for their employees. It will also enable those in charge of training and development issues in organizations to appreciate the impact of employee training programs. In other words, training of employees in organizations would not be a mere routine program but would ultimately yield expected results.

1.7 Scope of the Study

The study is limited on the elements of human resource management, particularly in the area of training and development and covered the period of five year between 2011 and 2016. This study was carried out at Dansa Foods, a subsidiary of Dangote Groups of Companies. Drawbacks are an inevitable part of almost every venture individuals carry out and overcoming them prepares or fortifies one for other tasks ahead. Even though these challenges to some extent hampered the progress of the study, they also helped in putting researchers on their toes to work tirelessly around the clock in making the success of this study a reality.

1.8 Definition of Terms

Training: Training is a sequence of experiences or opportunities designed to modify behavior in order to attain a stated objective.

Development: Development is a process that leads to qualitative as well as quantitative advancements of an employee; it is less considered with physical skills and is more concerned with knowledge, values, attitudes and behaviour in addition to specific skills.

Employee: The human resource of an organization; they include skilled and unskilled, junior and managerial level staff of the organization.

Productivity: The level of efficiency or performance produced. It is measured by time and resources input.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Training presents a prime opportunity to expand the knowledge base of all employees, but many employers find the development opportunities expensive. Employees also miss out on work time while attending training sessions, which may delay the completion of projects. Despite the potential draw backs, training and development provides both the company as a whole and the individual employees with benefits that make the cost and time a worthwhile investment.

2.2 Concept of Training and Development

Training is often interpreted as the activity when an expert and learner work together to effectively transfer information from the expert to the learner (to enhance a learner's knowledge, attitudes or skills) so the learner can better perform a current task or job. Training activity is both focused upon, and evaluated against, the job that an individual currently holds (Learner, 1986).

The term 'training' indicates the process involved in improving the aptitudes, skills and abilities of the employees to perform specific jobs. Training helps in updating old talents and developing new ones. 'Successful candidates placed on the jobs need training to perform their duties effectively' (Aswathappa, 2000).

Development is a process that leads to qualitative as well as quantitative advancements in the organization, especially at the managerial level; it is less considered with physical skills and is more concerned with knowledge, values, attitudes and behavior in addition to specific skills. Hence, development can be said as a continuous process whereas training has specific areas and objectives.

Development often includes a wide variety of methods, e.g., orienting about a role, training in a wide variety of areas, ongoing training on the job, coaching, mentoring and forms of self-development. Some view development as a life-long goal and experience. Development focuses upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future, and is almost impossible to evaluate (Nadler Leonard, 1984). So, every organization needs to study the role, importance and advantages of training and its positive impact on development for the growth of the organization.

2.2.1 Training and Development

Training and development are very important in any company or organization that aims at progressing. Training simply refers to the process of acquiring the essential skills required for a certain job. It targets specific goals, for instance understanding a process and operating a certain machine or system. Development, on the other side, puts emphasis on broader skills, which are applicable in wide range situations. This includes decision making, thinking creatively and managing people.

Training and development ensures that randomness is reduced and learning or behavioral change takes place in structured format. In the field of human resource management, training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development, and learning and development (Harrison Rosemary, 2005).

Training and Development basically deals with the acquisition of understanding, know-how, techniques and practices. In fact, training and development is one of the imperatives of human resource management as it can improve performance at individual, collegial and organizational levels. As the process of ‘increasing one’s capacity to take action,

organizations are now increasingly becoming particular with organizational learning and therefore collective development. Organizational learning, on the other hand, refers to the “efficient procedure to process, interpret and respond to both internal and external information of a predominantly explicit nature. According to Easterby-Smith (1999), the emergence of the concept of organizational learning is central on the hitherto idea that prior advocacies of learning are tended to its commercial significance and are lacking of empirical information on learning processes.

Strategically, organizational learning, which makes use of training and development as one of the several responses, deals with the acquisition of understanding, know-how, techniques and practices. These intellectual intangibles can be translated into an organizational resource through the people that acquire, infer and utilize such towards the achievement of the organization-wide training and development (Armstrong, 2006). Training and development are planned learning experiences which teach employees how to perform current and future jobs more effectively. Sims (2002) emphasizes that training focuses on present jobs while development prepares employees for possible future jobs. Basically, the objective of training and development is to contribute to the organization's overall goal.

Closing the skills gap is now a critical area of human resource development for organizations to continuously penetrate the market. Skills gap basically threatens the productivity and competitiveness both in organizational and operational levels. This requires that human resource management professionals should start the cultivation of the workforce from the recruitment period. However, this is not easy considering that there are specific works which require customization of skills and that not all newly hired employees acquire social skills aside from the basic skills. In responding to the challenges of the skills gap and skills

deficiency, HR professionals have to develop programs that will address the problem (Sims, 2006).

Building the organization hence is an imperative for the existence and survival of modern organizations. Consistently, companies are investing on their internal customers or employees thus taking advantage of the human capital management. Sense of ownership is also important, requiring HR professionals to develop strategies that will ensure superior knowledge, skills and experience to settle within the workforce. Learning activities shall put skills enhancement and development assignments at its core as well as empowerment and career development. This is lifelong learning which guide the organizations particularly human resource department to make an ongoing investment with organizational members and help them build their competencies (Sims, 2006).

The purposes of learning from the employee perspective are basically to acquire skills and knowledge to do the job and to gain promotion and advance career. In facilitating career changes, training and development also caters for the personal and professional developments of the employees. Learning can be defined as knowledge obtained by self-directed study, experience, or both; the art of acquiring knowledge, skills, competencies, attitudes, and ideas retained and used; or a change of behavior through experience (Maycunich 2000). Senge (1990) believes that learning has little to do with taking in information; rather it is a process that enhances capacity. Learning is about building the capacity to create that which one previously could not create.

Regardless of individual differences and whether a trainee is learning a new skill of acquiring knowledge of a given topic, the person should be given opportunity to practice what is being taught. Practice is also essential after the individual has been successfully trained (Sims 1990). There are two aspects of practice – active practice and over learning. Active learning

allows the trainees to perform the task repeatedly or use the knowledge being learned. Over learning occurs when trainees are given the opportunity to practice far beyond the point where the task becomes 'second nature' and is said to be 'over learned'. The fifth and most important of all which will give life to other four is application because training is useless unless learning can be applied.

Thereby, training and development is beneficial not just for the organization itself but also to the individual employees. On the one hand, training and development leads to improved profitability and/or more positive attitudes toward profit orientation, improves the job knowledge and skills at all levels of the organization, improves the morale of the workforce and helps the employees identify with organizational goals (Sims, 1990). On the other, training and development benefits individual employees through helping them make better decisions and effective problem solving, assisting in encouraging and achieving self-development and self-confidence, helping an employee a person handle stress, tension, frustration, and conflict, increasing job satisfaction and recognition and moving the person toward personal goals while improving interaction skills (Sims, 1990).

Training and Development have been defined in several ways by different authors. The main idea that each one of them highlighted in their studies is the workforce capability enhancement. Nadler & Nadler (1991, as cited in Kumpikaite & Sakalas, 2011) identified Training and Development as the components of the human resource development (HRD) model. The same authors Nadler & Nadler (1970, as cited in Khan, Khan, & Mahmood, 2012) have defined HRD to be a system or an assortment of such activities that enable organizations to add to the worth of their workforce by bringing behavioral reforms through training, development, and education within a specified time period. Thus, T & D help building and strengthening the work related attributes of the human resource (workers or employees) in any

organization. Moreover, in training there is a specialist who delivers the understanding about the expertise required for enhancing the job proficiency keeping in view both present and future job related skill requirements (Saleem et al., 2011). Hence, we may say that T & D is a more logical and organized way of improving the skills, knowledge, and attributes needed by the workers to better fulfill their job tasks

Although Training & Development have been taken as one for sake of simplicity in this study yet going into the depth there are present certain distinguishing features. These features, as given by Noe (2008), are: *focus, use of work experiences, goal, and participation*. In training the focus is current, use of work experiences is low, goal is to gain skills for the present job, and participation is mandatory if initiated while vice versa is applicable for development initiatives. Development is more self-directed and requires self motivation to explore and find the ways for career and personal advancement.

Similarly, Armstrong (2009) has differentiated training from development by putting his concept into words that development is meant to acquire new knowledge and skills that help to progress into some future job requirements while training helps in gaining those competencies that enable the employees to better perform in their present jobs. In the same way, we find training to be confined only on enhancement of skills pertaining to a particular job while development has its scope stretched across the growth and personal development of the employees (Obisi, 1996 as cited in Obisi, 2011). Moreover, Cambell (1971) has given his views as training improves the skill level of technical staff during a short period of time for a specific objective while development allows the managers to learn and grow during a long term learning period having wide-ranging objective. Hence, the two T & D may be used as one but there is a distinction based on the basis of broadness of scope, focus of the efforts, and time span as mentioned above.

2.2.2 Rationale of Training and Development in the Organizations

The changing business practices and broadened organizational scope strongly put stress on the importance of training & development in transforming the human resource into human capital (Gusdorf, 2009) for incorporating a culture of team work, innovation, and continuous learning (Paton, Peters, & Quintas, 2005) at the work place. The term human capital is associated to Garry Becker's workforce reforms in terms of investment in training and development of the employees to give a boost up to the organization's human capital (Paton et al., 2005). The similar concept is put forward by Saleem et al., (2011) in the way that Training and Development allows the organizations to maintain a collection of employees for promotion and replacement purposes.

This confidence to replace and promote employees comes due to the advancement and change management attributes rightly imparted into the workers by virtue of Training and Development. Karl, Alan, and Nigel (2010, as cited in Qayyum et al., 2012) in the same way advocate T & D practices by putting light on the benefits gained in terms of improved competencies engrossed into the employees thus changing their work behavior as well. Similarly, as given in the mission of Nestle Business Academy, "Training will play an ever more critical role, as organizational excellence can only be assured in a lifelong learning environment. For Nestlé, continuous learning, training and development, preparing people for their next task, is an integral part of our overall human resource policy" (SPUTNIC–Strategies for Public Transport in Cities, 2008). So, Training and Development are a strategic part of organizations' mission and vision.

Various studies have been conducted to unveil the fruits of providing training to the employees in the form of improved organizational productivity. Hung (2010) suggests that training and development are without any doubt meant to give a boost up to performance at

work. This is the reason many renowned companies make considerable investments in training and developing the workforce i.e. in a report by National Economic and Development Office it has been mentioned that the rate of training in high performing companies is 8.9 days/employee/annually as compared to 2.8 days/employee annually of those companies whose performance is low (Garner, 2012). Not only this as we can see that Taiwan is making mark in terms of international business practices, in Taiwan the top performing organizations are also focusing on training and development of their workforce.

Chen, Holton and Bates (2005, as cited in Hung, 2010) in their paper give reference that a study conducted by *Common Wealth*, a key business and industrial magazine, revealed that out of 1000 Taiwan companies 47.8% considered Training and Development to be the top most business priority. This is how the emerging businesses and economies understand the importance of Training and Development for progress and growth. They respond to the changing world order, business globalization trends, and increasing customer expectations by investing into the training and development initiatives. According to the contemporary practices, any organization's productivity is measured using a balanced scorecard (BSC) across the four perspectives that are: *the organization's financial standing; services and satisfaction provided to its customers; the trends of growth and learning opportunities for both the organization itself and its employees; the internal and external business processes of the organization* (Glaveli & Karassavidou, 2011). So, providing the training and development opportunities is one of the metrics that quantify an organization's growth and success.

2.2.3 Role of Training and Development in the Organizations

Organizations reap undeniable fruits from training and development. Most important advantages are in the terms of improved productivity and customer services. Productivity is no doubt increased due to the enhanced performance of the workers attending various training

programs. So, there is no question in it that Training and Development uplifts both the employee work performance and organizational productivity but together with this while designing training and development programs it must be kept in the strategic purposes of training to generate creative thinking and innovativeness. These will then strengthen the organization's knowledge base enabling it to establish a competitive advantage. Training and development also makes ways for employees to take an active part in the decision making process (Vemic, 2007). Moreover, Saleem et al., (2011) have proposed that continuous training caters for bringing employees' motivation, confidence, their general behavior, and self esteem up.

Similarly, they are of the view that it is Training and Development that increase employees' satisfaction towards their job, improves their work efficiency, and gives return on investment (ROI) in terms of making the employees more knowledgeable, skilled, and productive. It also makes them more loyal, committed, and contributing to the organization. Batool & Batool (2012) also support this view that job satisfaction, confidence on self, and sense of self worth is given a boost up among the employees through training. Zenger (1989, as cited in Batool & Batool, 2012) points out that providing expert skills makes the workers to energetically take part in the process of improving quality. In the same way, Graig (1976); Akintayo (1996); Obisi (1996); Oribabor (2000); & Oguntimehin (2001) as cited in Saleem et al., (2012) have put forward the benefits of Training and Development as improvement in human, theoretical and managerial competencies, enhanced skills, work efficiency, knowledge, mind-set & punctuality (including be on time and less absenteeism), expertise in operating technology and handling machines with reduced wastage, and also decreased level of skill obsolescence. So, training is and should be meant to enhance the skills and performance level of employees in all ways (Obisi, 2011).

The central role of Training and Development in bringing transformational reforms to the organizational strength and capabilities in terms of making the employees competent, hence, gets proven. In the words of Glaveli & Karassavidou (2011), it is the human resource that acts as a multiplicative factor for putting the organization on the track of victory. Although each of the HR practices is vital at its place in supporting the advancement of its workforce but training plays the most vital role of all in developing an organization's leveraging factor for progress i.e. its human asset. The positive outlook of the job gained through training and development generates feelings of loyalty in the employees who then perform well in terms of serving the customers better. Hence, training promotes loyalty that in turn stimulates to perform up to the mark. Better performance of employees is significant as according to Khan et al., (2011), employee performance drives performance of the organization.

2.2.4 Role of Training and Development in Private Sector

We know this fact very well that private comes under the both production and services sector. But services sector is such that where people involvement is at the maximum. Customers interact with the employees and the first impression of the bank is built during this interaction. So, this is the reason for which Guest (1997, as cited in Glaveli & Karassavidou, 2011) declared people to be the most vital factor contributing to the organizational productivity, sustainability, and image building. People are, without any suspicion, an organization's ultimate strengthening asset. Customers undergo a complicated experience in gaining a service that involves both the mental and physical interaction (Haynes & Fryer, 2000) with the service providers i.e. the employees. These facts lead us to conclude that employees must be skilled enough to provide the delighting services to the customers that least chances remain there for customer switching or customer dissatisfaction. Skills are obviously injected into the workforce through some systematic process of competency training. Private sector focuses in their strategy building and philosophy that how and when to train their employees. They plan

out that what training methods to be used at the various levels of the organizational workforce. Role of Training and Development in private sector cannot be questioned.

2.2.5 Training and Development Effectiveness

Hung (2010) has proposed four categories of factors that can describe the effectiveness of a Training & Development program being implemented. These categories are: Behavioral changes, Improvements in knowledge, skills and attributes, Substantial and measureable outcomes, & Reaction of the trainees (employees) in terms of perceived training benefits and improved performance.

On the other hand, Noe (2008) presented some conditions that need to be fulfilled for making a Training and Development program efficient and beneficially effective. These are: employees who get training must be provided with sufficient chances to put the learned things into work and then get review response (feedback) on that; complete, relevant, and interesting training material should be delivered while keeping in view the outcomes expected from the training program; the basic requirements must also be met to ensure the smooth completion of training event and then getting transfer of learned skills; observation and practice based learning opportunities must be given to the individuals attending the training session. These all factors can help to develop and successfully implement a training program that will aid the employees to literally advance in their knowledge, skills and attributes (KSAs).

2.2.6 Employee Productivity

Employee productivity is an outcome of the employee's knowledge, capability, motivation, workplace environment, etc. Generally, productivity is defined as "output gained from the fixed amount of inputs". Likewise, it is the output gained by the inputs of the employee, with a goal to bring out profit to the company and to the employee himself. Enhancing an

employee's productivity is not only dependent on the inputs of the employee, but also by the aid provided by the organization and the nature of workplace environment (Buzzle, 2000).

Workforce productivity is the amount of goods and services that a worker produces in a given amount of time. According to OECD, it is the ratio of a volume measure of output to a volume measure of input. Volume measures of output are normally Gross Domestic Product (GDP) or Gross Value Added (GVA), expressed at constant prices i.e. adjusted for inflation. The three most commonly used measure of input are: i) Hours worked; ii) Workforce jobs; and iii) Number of people in employment.

Productivity as defined in Oxford dictionary (2007) is the efficiency with which things are being produced. Employee productivity however is the measure of output per unit of input economically. It is the log of net sales over total employees (Rohan & Madhumita 2012). Thus employee productivity of an economy as whole or industry could be determined.

Training has been invaluable in increasing productivity of organizations. It does not only enhance employees resourcefully, but also provides them with an opportunity to virtually learn their jobs and perform more competently. Hence, increasing not only employees productivity but also organizations' productivity. Various researches indicate the positive impact of training on employees' productivity. Training as a process is one of the most pervasive methods to enhance the productivity of individuals and communicating organizational goals to personnel (Ekaterini & Constantinos- Vasilios, 2009). Rohan & Madhumita (2012) also supported that investing in training employees on decision making, teamwork, problem-solving and interpersonal relations has beneficial impact on the organizations' level of growth, as well as impacting on employees' performance. Training affects employees' behavior and their working skills which results into employees enhanced performance as well as constructive changes (Satterfield & Hughes, 2007). Training is most

effective way of motivating and retaining high quality in human resources within an organization (Kate, Cherrie Brain, Cooper, Yiming & Sijun, 2009). Also added by Lowry, Simon & Kimberley (2002), training is a way of enhancing employee commitment and maximizing employee potential. According to Konings & Vanormelingen (2009), Colombo & Stanca (2008) and Sepulveda (2005) training is an instrument that fundamentally affects the successful accomplishment of organizations' goals and objectives. However, the optimum goal of every organization is to generate high revenue and maximize profit and a vital tool to realize this is an efficient and effective workforce. Thus, a workforce is only efficient and effective if the appropriate training and development is provided for such and therefore leading to productivity.

Development programs worth investing so much into, as most successful organizations consider the progress of workforce and therefore invest in their training. This result to increase in skill and competence that improve morale and productivity (Sheeba, 2011). Development seems to reduce the turnover rate of employees (Deckop et al. 2006). Thus advancement opportunities do not only reduce absenteeism, but it increases employee's commitment and satisfaction that helps reduce turnover (Atif et al. 2010).

2.2.7 Employee Performance in the Organizations

There is no doubt in it that employees are the building blocks of an organization. As put forward by Hameed & Waheed (2011), the most value adding possessions (assets) available to any firm, business, or organization are its workforce. The performance on part of the workforce is the driving force behind the survival of any business firm. Further, they are of the view that well performing employees contribute to the efficiency and success of the organization. So, performance is crucial for the organizations and making strategies to improve performance and measuring it from time to time are a basic step that is to be taken.

Without desired performance results, it is of no use continuing to invest in processes and projects. If we define employee performance then we may say that “the set of employee behavior, results, and outcomes that come after completing the job tasks using certain competencies and that are measured through different metrics constitute employee performance.”

Two types or dimensions of performance are being given by Aguinis (2006): *Tasks Dimension of Performance* (includes all those work activities that allow the completion of tasks in a job); *Contextual Dimension of Performance* (includes all those behaviors that make an employee act responsibly toward the organization).

2.2.8 Indicators/Determinants of Employee Performance

Determinants of employee performance are those competencies or factors that are used to measure the effectiveness and level of individual performance. These are the indicators of workforce performance in any organization. The indicators of performance as given by Aguinis (2006) are: procedural knowledge, declarative knowledge, and motivation. These are the constituents of performance and their product is equal to performing well i.e. ***Motivation* × *Declarative knowledge* × *Procedural knowledge* = *Performance***. It is important to know that ***motivation*** refers to the degree of hard work inserted into the job and the level of contribution toward achieving the goals; ***declarative knowledge*** is inclusive of the knowledge about different guiding principles, procedures, particulars and the job responsibilities; ***procedural knowledge*** is to know the way of doing the job properly and the skills required to perform the job e.g. technical, functional, and cognitive skills. Any one of these determinants equal to zero results in zero performance. It is not like that no performance exists in such a case, but actually the contribution of performance in producing results becomes zero.

On the other hand, Hailesilassie (2009), in his study about determinants of public sector employees' performance, has declared motivation and awareness about job roles as the determinants of employee performance. Moreover, in a lecture, available online at zeepedia.com (n.d.) for human resource management via VU (Virtual University) courses, the determinants for employee job performance are mentioned as: readiness of an employee to carryout job tasks (*willingness to perform*), an employee's individual capability to do the work (*capacity to perform*), and the encouraging conditions available to do a job (*opportunity to perform*).

According to the view of Glaveli & Karassavidou (2011), providing training and learning opportunities, innovation, and cost reductions stimulate performance. together with these the competencies gained during training and development have a dramatic impact on job performance if transferred properly. Khan et al., (2011) also declared training to be greatly impacting employee performance. The biggest issue that has been observed in failure of training programs in organizations and particularly in banks is the inability of the employees to not to apply at the workplace what they learned during training sessions.

Talking of the production and services sectors particularly, Glaveli & Karassavidou (2011) also pointed out loyalty of the employees with their branch of the bank they are working and the quality of services provided to the branch customers as the indicators of performance. Noe (2008) has given the factors that hinder the transfer of training on individual's part. These include the unavailability of appreciation and positive feedback from co-workers, managers, and the organization itself in terms of inadequate required resources and working conditions.

2.2.9 Measuring Employee Performance

Employee performance is measured using several methods based on the organizational preferences and the performance management system in practice over there. The performance

management system defines the performance measures for employees i.e. the criteria to quantify and calculate the level of performance. Kaplan & Norton (1992, as cited in Glaveli & Karassavidou, 2011) tell that the BSC transforms the mission and strategic vision of the firms into such metrics that can aid in measuring and quantifying performance of both the organizations and their workforce.

Dessler (2005); Aguinis (2006); and Dessler & Varkkey (2010) have discussed the various methods for measuring the performance of employees: *Alternate ranking* (ranks employees from best to the worst performer), *Graphic rating* (rank employees based on the score won in the list of traits included on the rating graph), *Paired comparisons* (making pairs of employees by deciding on certain traits then measuring the individuals' standing on each trait and declaring who is better), *Forced distribution* (employees are to be ranked on predefined criteria), *Critical incidents* (manager notes down the incidents of critical importance both good & bad and then evaluate the employee), and *Behaviorally anchored rating scale* (it uses a combination of rating methods and critical incidents). These methods are selected by supervisors based on the evaluation policies of the organization. also the selection of measure method could be based on the approach being preferred by the performance management system in practice in any organization.

Aguinis (2006) identified three basic approaches to performance measurement: *Approach of traits* is during the year approach and deals with measuring the individual characteristics indicating the performance; *Approach of behavior* deals with evaluating the ways employee uses to carry out his/her job; *Approach of results* that is an end of the year evaluation approach and deals with evaluating the employees based on achievement of targets.

2.2.10 Importance of Training and Development

Training presents a prime opportunity to expand the knowledge base of all employees, but many employers find the development opportunities expensive. Employees also miss out on work time while attending training sessions, which may delay the completion of projects. Despite the potential drawbacks, training and development provides both the company as a whole and the individual employees with benefits that make the cost and time a worthwhile investment (Shelley, 2007). According to Shelley, (2007) some of the benefits of training to employees and organizations are:

Help in addressing employee weakness: Most workers have certain weaknesses in their work place, which hinder them from giving the best services. Training assists in eliminating these weaknesses, by strengthening workers skills. Thus, organizations don't have to rely on specific employees.

Improvement in workers performance: A properly trained employee becomes more informed about procedures for various tasks. The employee becomes fully aware of his/her roles and responsibilities; hence, helping him/her carryout duties in better way.

Consistency in duty performance: Training and development program gives the worker constant knowledge and experience especially on company's procedures and policies.

Ensuring workers satisfaction: Training and development makes the employee feel satisfied with the role they play in the organization. This is driven by great ability they gain to execute their duties. They feel belong and in return give the best services they can to the organization.

Increased productivity: Based on the acquired skills and knowledge, workers can perform at a faster rate and with efficiency thus increasing overall productivity of the company. They also gain new tactics of overcoming challenges when they face them.

Improved quality of services and products: Employees gain standard methods to use in their tasks. They are also able to maintain uniformity in the output they give. This results with a company that gives satisfying services or goods.

Reduced cost: Training and development results with optimal utilization of resources in an organization; There is no wastage of resources, which may cause extra expenses. Accidents are also reduced during working.

Reduction in supervision: The moment they gain the necessary skills and knowledge, employees will become more confident, self-reliant, and require only little guidance as they perform their tasks. The supervisor can depend on the employee's decision to give quality output.

Having an understanding of the Training & Development importance for the organizations, a lot of research has been done in this area. This importance is in terms of the enhanced performance of the people working in the organization with increased work commitment and dedication. As emphasized by Abbas & Yaqoob (2009), this fact is of no question that the most imperative concern for organizations is performance. Researchers have engraved through their studies the different dimensions of Training and Development in various sectors of corporate world in gaining edge over the competition. Not that people are once trained and the game is over but the actual thing of concern is to continuously train the workforce about the change and learning to achieve high in such a change. Studies have been done discussing the training methods, their delivery, employees' perception of training, training defects, development opportunities, training investment outcomes for organizations, and impact of training on employees' behavior.

2.3 Empirical Review

Many studies conducted earlier revealed that human resource management practices have been strongly and positively related to employee performance and developments areas. There has been a lot of research to support the fact that employee performance can improve through training by building a sense of teamwork among employees and to develop specialized financial skills. Also employee's capabilities are enhanced when the organization is started to spend in improving the knowledge and ability of its employee's through training so in return more effective employees are produced and also provides efficacious relationship between employees and the employer. The evidence also proposes that training has a significant benefit to employee performance when joint with innovation. The research, performed by HR, reported that providing staff with training in how to deal with absenteeism occupy a huge part in improving absentee rates at their organizations (Patricia, 2014).

Paradise, (2007) in his report stated that U.S. organizations alone spend more than \$126 billion annually on employee training and development. In an environment where there is high uncertainty tends to present organizations with high risk, the knowledge of business and market intelligence present organizations with a reliable competitive advantage over those that do not have such (Jelena, 2007). Therefore knowledge is turning to basic capital that triggers development. The success of organizations is however dependent on its knowledgeable, skilled as well as experienced workforce. Therefore in order to maintain sustainability, organizations must see continuous employee training and development as invaluable. Training and development is very essential at all employee levels, due to the reason that skills erode and become obsolete over a period of time and has to be replenished (Nishtha & Amit, 2010).

Most organizations have long recognized the importance of training to its development. As new technology progresses, making certain jobs and skills redundant, an increasing emphasis is being placed on the need for a skilled and highly trained workforce. Many of the jobs being replaced by machines have been of an unskilled and semi-skilled nature, and this emphasizes the need for higher education and skills for those wishing to gain employment in the future. According to Blain (2009) research shows that in Europe, 44% of employees receive job-related technical skills training and 33% receive information technology (IT) skills training. 18% of employees have undertaken sales related training in the past year, while 25% have undertaken personnel development skills training, 21% management skills training and 15% leadership skills development (Blain, 2009).

Sabir et al. (2014) check the effects of training and development on the employees' productivity by using correlation and regression and find a positive relationship. The researcher use quantitative approach. The practical implication of this research on Electricity Supply Company illustrates a positive relationship between various factors and employees productivity. Mushtaq et al. (2014) check the outcome of employee's training and development on their performance by using correlation and regression and find out that the only factor which is point of hesitation for employer is the cost used for training and development other than there is always a positive result from training and development of employees. Naveed et al. (2014) check the effects of employees training on performance and find positive relationship. This study is conducted in Government sector that is suffering from terrible downfall. Regression method is used for results. Shahid jan et al. (2014) conducted a research in UBL at Peshawar city to check the benefits of training and development on employees' performance and productivity by using quantitative approach. Eight UBL banks were selected for survey. A positive relationship is found between training and performance. This study shows that administration that is interested in increasing productivity and

efficiency of employees has only one option that is to adopt training and development programs.

Franklin et al. (2014) checks the effects of training on employees' performance by using correlation and regression. ESCON (privately owned company in South Africa) offers consulting services to customers. This research says effective development programs allow organization to maintain a workforce that can replace employees who may or want to leave the company. Mehmood et al. (2012) successively determine the effects of T&D on employees' performance at Telecommunication sector in Pakistan by using correlation and regression. This study shows that there is intense optimistic link of training on employee performance and it increases the level of individual and organizational proficiency.

While Rohan and Madhumita (2012), explained in their research that training is an important tool for the purpose of enhancing the workforce performance and it'll ultimately increase the worth of an organization but organization ought to be balance amongst training worth and training disbursement. The end results revealed that in diverse industry the effect of training are varied.

According to Obisi (2011), in their paper 'employee training and development in Nigerian organization' describe the importance of training program and their evaluation process said that the organization should properly evaluate their training program by seeing that their organization objectives and missions are achieved or not and training cannot only change the ability of workforce not only concerning performing their current job but also aid them in the fulfillment of future expected task so for this reason it's a practice that cannot be discarded from an organizations.

Another study on the topic “training the knowledge worker: a descriptive study of training practices in Irish software companies “, gives the findings of a survey of 200 employees across 39 software companies. The study collected the information the types of training and the influence of training on knowledge retention. The end result shows that training narrate positively with the expectations of employee. The good training programs lead to increased employee job satisfaction. Almost one third of respondents believe that that the training provided by their organization does not structure in a way, based on employee feedback on requirements (Thomas & Golden, 2003). Steven and Brenda, (2004), in their article “Safety and customer service: contemporary practices in diversity, organizational development and training and development in the global civil aviation industry", said that excellent (HRM) expertise is required now in order to lead an internal marketing strategies for the purpose of gaining gain employee loyalty in order to promote fineness in customer service by conducting an audit of 13 executives from their respective firms. Khawaja et al (2013),said in their study on topic “association of training satisfaction with employee development aspect of job satisfaction” that training giving to employees will results in increasing the level of satisfaction of their current jobs. It underlines the needs of company to concentrate on building employee capability and development to achieve job satisfaction. Different analyses were applied to test the research question.

The study of Raja et al (2011), showed that there is a positive correlation between the two variables training & employee performance areas. Also, as per the conclusion results of Afshan et al (2012) which was investigated in the telecom sector of Pakistan resulted in R square of 0.501 meaning that 50.1% of change in the employee performance can only be achieved by proper training sessions. With T-value of 8.58 explaining that training is a good explanatory variable to the employee performance.

While Abdul (2011), in their research paper related to employee performance and development said that employee is the major element of every firm and their success and failure mainly based on their performance. The above explained literature is describing the merits of training and its positive influence on employee performance. If there is a proper planning for making the training procedures then it will be fruitful for both the employee and for the organization as well.

2.4 Theoretical Framework

The theoretical foundation for the study is the system approach to training by Eckstrand (1964). This approach is regarded suitable not only in term of the total organisation in which the individual will be performing his task but also training objectives and goals. The system theory was first developing in the engineering and biological sciences before it was employed by social scientists in explaining organisational and social features. Nwakwo (1988) adopted the system approach in his book titled “Education and training for public management in Nigeria”. Katz & Khan (1966) utilized the open system approach in studying “the social psychology of organisations” Easton (1965) used the approach in his study of political structure.

The fundamental concepts involved in the system theory can be summarized as follow (Comma, 2008): A system can be perceived as a whole with various paths and their independent relationships; A system has its boundary and can be viewed in terms of its relationship with other systems; Systems have sub-systems and are also part of a supra system; A system can be viewed as either open or closed. A system is seen as open if it exchanges information, energy or material within its environment as happens to social or biological system. It is viewed as closed if it does not have such interaction with the environment (Koontz & O'Donnell, 1980); A system interacts with its environment in terms

of process that involves input, conversion and output of energy, information and material. A system seems to re-energy or modifies itself via the process of information feedback from its environment; another system moves to arrest the entropic process by importing more energy from its environment than expected in order to survive.

In the light of the general perspective of system theory, the system approach to training as propounded by Esklstrand (1964) is considered appropriate approach for this study. In the approach, the development of a training programme is linked to the development of a weapon system. In this aspect, the system engineer commences with an operational requirement; a precise statement of the objectives to be attained by the system. The systems engineer then works a backward from these objectives to produce an arrangement of sub-systems which when operated based on some operational plan, will fulfill the requirement. The design of a training system can proceed in the same manner. These are behaviours that can be attained by the training system. The job of the training designer then is to select the sequence or series of learning experience which will produce its desired behaviour. An evaluation phase is needed to assume that the training programme succeeds in producing individuals capable of performing as specified.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research design aims at describing the methods employed in carrying out this study. The population of study, the sample size and the sampling technique, the instrument used to collect the needed data, the methods of processing and analyzing the collected data are discussed in this chapter.

3.2 Research Design

The research design is a method for gathering information for research purposes. The information that was used for this study was quantitative and qualitative. Qualitative information/data involve verbal/descriptive narration of an event; while the quantitative information was generated in figures. The study was conducted using the survey research design with structured questionnaire and personal interview in order to have a valid view of the respondents. This became imperative because of the study.

3.3 Population, Sample Size and Sampling Technique

Any research work should have the population it intends to study. Population can be seen as a set of objects that are to be studied. Population can also be seen as collection of all items. In this study the population targeted in this research was the employees of Dansa Foods Limited, a subsidiary of Dangote Groups Plc.

This study will cover the sampling size of staff of Dansa Foods Limited. Those to be used as respondents within the sampling plan will include: Top, Middle and Lower level personnel. The population covers all the Dansa Foods Limited. The study used a sample size of 100 employees covering the three categories of staff in the bank.

Table 3.1: Classification of Employees

Classification of Employees	Number of Questionnaire Distributed
Managerial Staff	20
Middle Level Staff	30
Junior Staff	50
Total	100

Source: Field Survey, 2017

Procedure: Questionnaire was administered personally on the One Hundred employees in the ratios 20:30:50, which are 20 Managerial staff, 30 Middle Level staff and 50 junior staff.

3.4 Methods of Data Collection

Data for the study were collected from both primary and secondary sources. The primary data was generated through the use of structured questionnaire aimed at eliciting required question. The questionnaire was structured to place the participants on objective response for requirement on a five point Likert scale. The response scoring weights were 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Neutral (N), 2 for Disagree (D), and 1 for Strongly Disagree (SD). The Researcher administered copies of the questionnaire to the staff of the organizations under where participants were asked to state their extent of agreement with each statement relating flexibility strategy and organizational performance. Secondary data for the study were obtained from available Dansa Foods and some other texts, and journals related to the study.

The questionnaire will form the major research instrument. The questionnaire will be divided into two parts A and B. Part A will contain question related to respondent personnel data like age, sex, educational background, marital status and job status.

Part B, contains all relevant question related to both dependent and independent variables as are contained in the research questions and hypotheses. In this research project, both the primary and secondary methods were adopted: the primary methods were the questionnaires that were administered to the employees of Dansa Foods Limited, while the secondary methods were the annual report and textbook.

The Likert-type scale was used to measure the degree of agreement by the respondents. The Likert-type scale has 5 points which range from “strongly agree” to “strongly disagree”. The points awarded to each are as follows:

3.5 Method of Data Analysis

The complete questionnaire copies collected, serialized, coded and analyzed sequentially according to the research questions. Tables were used to provide information to facilitate analysis. The hypotheses are analyzed using Chi-square method of data analysis.

The following formula would be used in computing the chi-square value of the data.

$$X^2 = \sum \frac{(FO - FE)^2}{FE}$$

Where F = Frequency

O = Observed frequency

E = Expected frequency

And \sum is given as:
$$\frac{\text{Total observed frequency}}{\text{Number of options}}$$

Decision Rule: If x^2 calculated exceeds (that is greater than) X^2 tabulated at 5% level of significance and (k-1) degree of freedom, reject the null hypotheses (H_0), otherwise accept.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter contains the presentation and the results of data analysis. These are presented in order of respondents' personal data, research questions and hypotheses. The formulated hypotheses was analyzed using the Chi-Square statistical method of data analysis while the personal data of respondents and other research questions were analyzed using the simple percentage analysis.

Interpretations of the results were made; summary of the major findings of the study was presented to conclude the chapter and the discussion of result was also included. The study appraised the effect of training and development on employee productivity in business organizations in Nigeria. One hundred and twenty (120) questionnaires were administered by the researcher but only one hundred questionnaires were duly returned. This shows that only the one hundred (100) returned questionnaires were valid instruments for data analysis.

4.2 Presentation and Analysis of the Data

Data collected from the respondents were presented, interpreted and analyzed in this section of the chapter. Also, the section consists of two sub-heading.

4.2.1 Respondents Bio-data

The data on personal characteristics of the respondents collected through the administration of the questionnaire are presented on Table 4.1 below:

Table 4.1: Personal Data of Research Respondents

S/N	Details	No's of Responses	Percentage (%)
1.	Sex:		
	Male	71	71
	Female	29	29
	Total	100	100
2.	Age:		
	Below 25 yrs.	15	15
	26-35 yrs.	38	38
	36-45 yrs.	27	27
	Above 45 yrs	20	20
	Total	100	100
3.	Marital Status:		
	Married	56	56
	Single	44	44
	Widowed	-	-
	Total	100	100
4.	Academic Qualification:		
	OND	15	15
	HND	25	25
	B.Sc.	52	52
	M.Sc.	8	8
	Total	100	100
5.	Management Staff	25	25
	Senior Staff	35	35
	Supervisor	20	20
	Junior Staff	40	40
	Total	100	100
6.	Years of Service:		
	1-5	22	22
	6-10	29	29
	11-15	38	38
	15 and above	11	11
	Total	100	100
7.	Departments:		
	Marketing/Sale	25	25
	Operation	17	17
	Systems Control	26	26
	Personnel/Human Resources	32	32
	Total	100	100

Source: Field Survey 2017

4.2.1.1 Analysis of the Personal Data of Respondents

This section of the chapter is meant for the analysis of the respondents' bio-data as contained in the research instrument. The analysis is done using simple percentage analysis.

Sex Distribution of Respondents: The data obtained on the sex of respondents is presented on Table 4.1 above. From the table, it can be concluded that 71% of the total respondents are male while 29% are female.

Age Distribution of Respondents: From Table 4.1 above, it can be inferred that 15% of the total respondents are 25 yrs and below, 38% are between the ages 26-35, 27% are between 36- 45 yrs., while 20% are 46 yrs and above.

Marital Status Distribution of Respondents: Table 4.1 depicted that 56% of the total respondents are married while 44% are single. None of the respondents is widowed.

Job Status: Table 4.1 reveals that 25 respondents representing 20.8% are management staff, 35 respondents representing 29.2% are senior staff, and 20 respondents representing 16.7% are supervisors while 40 respondents representing 33.3% are junior staff in this research. Thus, the staffs in all cadres of the organization represented.

Academic Qualification: The information contained on Table 4.1 indicated that 15% of the total respondents are OND holders, 25% are HND holders, and 52% are B.Sc. holders while 8% are M.Sc. holders. Academic qualification shows the education attainment of the respondents. This shows that the respondents are well educated and have contributed to the research work as professionals in their areas of professionalism.

Years of Service Distribution of Respondents: Table 4.1, item 5 showed the years of experience of respondents. The table indicated that 22% of the total respondents have between 1-5 years' experience, 29% have between 6-10 years' experience, 38% have between 11-15 years' experience while 11% have above 15 years' experience.

Departmental Distribution of Respondents: The information contained in Table 4.1 indicated that 25% of the respondents are in the marketing department of the organization under study, 17% work in the production department, 26% work in the finance/account department while 32% work in the human resources department.

4.2.2 Presentation of Data on the Research Questions

This section of the study is dedicated to the presentation of data obtained through the administration of the research instruments related to the research questions as contained in the section B of the questionnaire. The data are presented on Table 4.2 below:

Table 4.2: Responses to Research Questions

S/N	SA	%	A	%	D	%	S D	%	Total	Total %
8. Training prepares every employee for higher level tasks.	78	78	20	20	1	1	1	1	100	100
9 Training focuses on short terms goals of the organization while development focuses on the employees as an individual.	65	65	19	19	9	9	7	7	100	100
10. Training and development betters the performance of employees and the entire organization.	68	68	26	26	2	2	4	4	100	100
11. Intensity of labour effort and the quality of labour effort is used in evaluating employee's productivity.	45	45	35	35	10	10	10	10	100	100
12. Employee's rewards and payment structure influences their productivity at work.	74	74	22	22	2	2	2	2	100	100

13. Positive feedback is when an employee is corrected and told what he or she is doing right.	62	62	32	32	4	4	2	2	100	100
14. Negative feedback is when an employee is praised and told what he or she is doing wrong.	74	74	22	22	3	3	1	1	100	100
15. Positive feedback reinforces good behaviour and encouragement for better work performance.	51	51	42	42	4	4	3	3	100	100
16. Negative feedback creates less quality work.	80	80	15	15	3	3	2	2	100	100
17. Training and development addresses employee weakness.	70	70	24	24	4	4	2	2	100	100
18. Employee's productivity depends on the amount of time at which an employee is efficiently functioning at work.	57	57	21	21	13	13	9	9	100	100
19. On the job training is the right kind of training for our employees.	80	80	12	12	6	6	2	2	100	100
20. Off the job training is the right kind of training for our employees.	59	59	23	23	11	11	7	7	100	100
21. Development is a life-long goal and experience.	81	81	12	12	5	5	2	2	100	100
22. Development emphasizes on broader skills which are applicable in wide range situations such as decision making and managing people.	55	55	34	34	7	7	4	4	100	100

23. Developing employees in an organization is more expensive than training employees.	62	62	31	31	4	4	3	3	100	100
24. Training helps in updating old talents and developing new ones.	70	70	23	23	5	5	2	2	100	100
25. Successful candidates placed on the jobs need training to perform their duties effectively.	72	72	21	21	5	5	2	2	100	100
26. Training and development is not a waste of time and money in an organization.	79	79	13	13	5	5	3	3	100	100
27. Development is a continuous process while training has specific areas and objectives.	68	68	26	26	4	4	2	2	100	100

Source: Field Survey, 2017

4.2.2.1 Analysis of Research Questions

This section of the chapter deals with the analysis of the data presented on Table 4.2 above. The simple percentage analysis is used to analyze and interpret the data. The analysis and interpretation are done here under:

Training prepares every employee for higher level tasks.

From the data presented on Table 4.2, it can be inferred that 78% of the total respondents strongly agreed while 20% agreed, 1% disagreed and 1% strongly disagreed. It is therefore concluded that training prepares every employee for higher level tasks in most business organization.

Training focuses on short terms goals of the organization while development focuses on the employees as an individual.

The result showed that 65% of the total respondents strongly agreed, 19% agreed, 9% disagreed while 7% strongly disagreed. Based on the analysis it can be inferred that training focuses on short terms goals of the organization while development focuses on the employees as an individual.

Training and development betters the performance of employees and the entire organization.

The result shows that 68% of the total respondents strongly agreed, 26% agreed, 2% disagreed while 4% strongly disagreed to the question. Based on the analysis it can be inferred that training and development betters the performance of employees and the entire organization.

Intensity of labor effort and the quality of labor effort is used in evaluating employee's productivity.

From Table 4.2 above, 74% of the total respondents strongly agreed, 22% agreed, 2% disagreed while 2% strongly disagreed. It is concluded that intensity of labor effort and the quality of labor effort is used in evaluating employee's productivity.

Employee's rewards and payment structure influences their productivity at work.

The result indicated that 74% of the total respondents strongly agreed while 22% agreed, 2% disagreed and 2% strongly disagreed. The result implied employee's rewards and payment structure influences their productivity at work.

Positive feedback is when an employee is corrected and told what he or she is doing right.

From the data on Table 4.2, it can be seen that 62% of the total respondents strongly agreed, 32% agreed, 4% disagreed while 2% strongly disagreed. It is therefore concluded that positive feedback is when an employee is corrected and told what he or she is doing right.

Negative feedback is when an employee is praised and told what he or she is doing wrong.

From the data on Table 4.2, it can be seen that 74% of the total respondents strongly agreed, 22% agreed, 3% disagreed while 1% strongly disagreed. It is therefore concluded that negative feedback is when an employee is praised and told what he or she is doing wrong.

Positive feedback reinforces good behavior and encouragement for better work performance.

Table 4.2 showed that 51% of the total respondents strongly agreed, 42% agreed, 4% disagreed while 3% strongly disagreed. The result implied that positive feedback reinforces good behavior and encouragement for better work performance.

Negative feedback creates less quality work.

Table 4.2 indicated that 80% of the total respondents strongly agreed, 15% agreed, 3% disagreed while 2% strongly disagreed. It is therefore concluded that negative feedback creates less quality work in an organization.

Training and development addresses employee weakness.

Table 4.2 showed that 70% of the total respondents strongly agreed, 24% agreed, 4% disagreed while 2% strongly disagreed to the question. This implied that training and development addresses employee weakness.

Employee's productivity depends on the amount of time at which an employee is efficiently functioning at work.

Table 4.2 indicated that 57% of the total respondents strongly agreed, 21% agreed, 13% disagreed while 9% strongly disagreed. The result implied that employee's productivity depends on the amount of time at which an employee is efficiently functioning at work.

On the job training is the right kind of training for our employees.

From Table 4.2, it can be said that 80% of the total respondents strongly agreed, 12% agreed, 6% disagreed while 2% strongly disagreed to this question. The result implied that on the job training is the right kind of training for our employees.

Off the job training is the right kind of training for our employees.

The result showed that 59% of the total respondents strongly agreed, 23% agreed while, 11% disagree and 7% strongly disagreed. The finding depicted that off the job training is the right kind of training for our employees.

Development is a life-long goal and experience.

The result showed that 81% of the total respondents strongly agreed, 12% agreed, 5% disagreed while 2% strongly disagreed. The finding depicted that development is a life-long goal and experience.

Development emphasizes on broader skills which are applicable in wide range situations such as decision making and managing people.

The result showed that 55% of the total respondents strongly agreed, 34% agreed, 7% disagreed while 4% strongly disagreed. The finding depicted that development emphasizes on broader skills which are applicable in wide range situations such as decision making and managing people.

Developing employees in an organization is more expensive than training employees.

The result shows that 62% of the total respondents strongly agreed, 31% agreed, 4% disagreed while 3% strongly disagreed to the question. The result implied that developing employees in an organization is more expensive than training employees.

Training helps in updating old talents and developing new ones.

Table 4.2 showed that 70% of the total respondents strongly agreed, 23% agreed, 5% disagreed while 2% strongly disagreed to the question. The result implied that training helps in updating old talents and developing new ones.

Successful candidates placed on the jobs need training to perform their duties effectively.

Table 4.2 showed that 72% of the total respondents strongly agreed while 21% agreed, 5% disagreed while 2% strongly disagreed to the question. The result implied that successful candidates placed on the jobs need training to perform their duties effectively.

Training and development is not a waste of time and money in an organization.

Table 4.2 showed that 79% of the total respondents strongly agreed, 13% agreed, 5% disagreed while 3% strongly disagreed to the question. The result implied that training and development is not a waste of time and money in an organization.

Development is a continuous process while training has specific areas and objectives.

Table 4.2 showed that 68% of the total respondents strongly agreed, 26% agreed, 4% disagreed while 2% strongly disagreed to the question. The result showed that development is a continuous process while training has specific areas and objectives.

4.3 Test of Hypotheses

This section of the chapter deals with the analysis of the formulated hypothesis. The hypothesis formulated is re-stated below.

Test of Hypothesis One

H₀: There is no relationship between training and development and employee productivity

H₁: There is a relationship between training and development and employee productivity

Question 10: Training and development betters the performance of employees and the entire organization.

This section of the chapter sees to the analysis of the hypothesis. The hypothesis is tested using Chi-square method of data analysis. The analysis is contained below.

Table 4.3: Contingency Table for Hypothesis One

S/N	Departments	SA	A	D	SD	Total
1	Marketing	15	5	3	2	25
2	Operations	11	4	1	1	17
3	Systems Control	22	2	1	1	26
4	Human Resources	17	8	4	3	32
	Total	65	19	9	7	100

Source: Extract from Table 4.3 Item 10.

The Chi-square is given by the formula $X = \sum (O-E)^2 / E$

However, the expected values are computed thus:

$$E_{11} = 25 \times 65 / 100 = 16.25$$

$$E_{19} = 25 \times 9 / 100 = 2.25$$

$$E_{12} = 17 \times 65 / 100 = 11.1$$

$$E_{20} = 17 \times 9 / 100 = 1.53$$

$$E_{13} = 26 \times 65 / 100 = 16.9$$

$$E_{21} = 26 \times 9 / 100 = 2.34$$

$$E_{14} = 32 \times 65 / 100 = 20.8$$

$$E_{22} = 32 \times 9 / 100 = 2.88$$

$$E15 = 25 \times 19 / 100 = 4.75$$

$$E23 = 25 \times 7 / 100 = 1.75$$

$$E16 = 17 \times 19 / 100 = 3.23$$

$$E24 = 17 \times 7 / 100 = 1.19$$

$$E17 = 26 \times 19 / 100 = 4.94$$

$$E25 = 26 \times 7 / 100 = 1.82$$

$$E18 = 32 \times 19 / 100 = 6.08$$

$$E26 = 32 \times 7 / 100 = 2.24$$

Table 4.4: Computation of Calculated Value for Hypothesis One

O	E	O – E	(O – E) ²	Σ(O – E) ² / E
15	16.25	-1,25	1.56	0.1
11	11.1	-0.1	0.01	0.001
22	16.9	5.1	26.01	1.18
17	20.8	-3.8	14.44	0.69
5	4.75	0.25	0.0625	0.0125
4	3.23	0.77	0.60	0.15
2	4.94	-2.94	8.64	4.32
8	6.08	1.92	3.69	0.46
3	2.25	0.75	0.563	0.188
1	1.53	-0.53	0.281	0.281
1	2.34	-1.34	1.80	1.80
4	2.88	1.12	1.25	0.313
2	1.75	0.25	0.063	0.032
1	1.19	-0.19	0.0361	0.0361
3	2.24	0.76	0.58	0.19
χ^2				9.75

Source: Manipulation of the Contingency Table

The degree of freedom is computed thus:

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

$$= (4-1) (4-1)$$

$$= 3 \times 3$$

$$= 9 \quad T_{tab} = 5.46$$

Interpretation of Result

Table 4.4 above showed that the Calculated Chi-Square (X^2) value of 9.75 is greater than Critical Chi-Square (X^2) value of 5.46 at 0.05 level of significance. This implies that the alternative hypothesis one which states that there is a relationship between training and development and employee productivity is hereby accepted. This implies that the null hypothesis is hereby rejected. In other words, information transferred from an expert to the learner with the aim of enhancing his or her knowledge, attitude or skills can easily better the productivity of an employee at his or her current task or job.

Test of Hypothesis Two

H_0 : Training and development is not cost effective on the organization performance

H_1 : Training and development is cost effective on the organization performance

Question 26: Training and development is not a waste of time and money in an organization.

This section of the chapter sees to the analysis of the hypothesis. The hypothesis is tested using Chi-square method of data analysis. The analysis is contained below:

Table 4.5: Contingency Table for Hypothesis Two

S/N	Departments	SA	A	D	SD	Total
1	Marketing	17	7	2	1	27
2	Operations	8	15	1	1	25
3	Systems Control	11	4	3	2	20
4	Human Resources	9	15	2	2	28
	Total	45	41	8	6	100

Source: Extract from Table 4.2 Item 26.

The Chi-square is given by the formula $X = \sum (O-E)^2 / E$

However, the expected values are computed thus:

$$E_{11} = 27 \times 45 / 100 = 12.15$$

$$E_{19} = 27 \times 8 / 100 = 2.16$$

$$E_{12} = 25 \times 45 / 100 = 11.25$$

$$E_{20} = 25 \times 8 / 100 = 2$$

$$E_{13} = 20 \times 45 / 100 = 9$$

$$E_{21} = 20 \times 8 / 100 = 1.6$$

$$E_{14} = 28 \times 45 / 100 = 12.6$$

$$E_{22} = 28 \times 8 / 100 = 2.24$$

$$E_{15} = 27 \times 41 / 100 = 11.07$$

$$E_{23} = 27 \times 6 / 100 = 1.62$$

$$E_{16} = 25 \times 41 / 100 = 10.25$$

$$E_{24} = 25 \times 6 / 100 = 1.5$$

$$E_{17} = 20 \times 41 / 100 = 8.2$$

$$E_{25} = 20 \times 6 / 100 = 1.2$$

$$E_{18} = 28 \times 41 / 100 = 11.48$$

$$E_{26} = 28 \times 6 / 100 = 1.68$$

Table 4.6: Computation of Calculated Value for Hypothesis Two

O	E	O – E	(O – E) ²	$\sum(O - E)^2 / E$
17	12.15	4.85	23.52	1.94
8	11.25	-3.25	10.56	0.94
11	9	2	4	0.44
9	12.6	-3.6	12.96	1.03
17	11.07	5.93	35.2	2.1
15	10.25	4.75	22.56	1.50
4	8.2	-4.2	17.64	4.41
15	11.48	3.52	12.4	0.83
2	2.16	-0.16	0.026	0.013
1	2	-1	1	1
3	1.6	1.4	1.96	0.65
2	2.24	-0.24	0.058	0.029
1	1.62	-0.62	0.3844	0.3844
1	1.5	-0.5	0.25	0.25
2	1.2	0.8	0.64	0.32
2	1.68	0.6	0.32	0.16
X				16

Source: Manipulation of the Contingency Table

The degree of freedom is computed thus:

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

$$= (4-1) (4-1)$$

$$= 3 \times 3$$

$$= 9$$

$$T_{tab} = 5.46$$

Interpretation of Result

The result above showed that the calculated value ($X^2_{cal}=16$) is greater than the tabulated value ($X^2_{tab} = 5.46$). This led to the rejection of the null hypothesis and the subsequent acceptance of the alternative hypothesis that training and development is cost effective on the organization performance. The findings therefore implied that there is a significant relationship between cost expended on training and development of the employee and the organization performance.

4.4 Discussion of Findings

The result above showed that there is a significant relationship between cost expended on training and development of the employee and the organization performance. Training and development helps in utilizing available resources in an organization. It also helps to prevent wastage resources, which may cause extra expenses and also to avoid accidents during working hours.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study has attempted to access the benefits training and development has conveyed into various organization such as good performance of employee and the productivity of the organization as a whole. The study also appraises some programs different industries and organizations adopted which suits their needs such as On-the-Job Training and Off-the-Job Training. Stages where training and development programs are needed, factors affecting employee productivity, measurement of employee productivity and importance of training and development are also examined intensely.

In summary, organizations are advocated as a matter of utilizing available resources in an organization efficiently and effectively so as to prevent wastage resources which may cause extra expenses and also to avoid accidents during working hours. Information is acquired by the employee from an expert with the aim of carrying out the task and also enhancing knowledge, attitude and skills towards their performance at the current task or job.

In the line of study, training also indicated a process in improving the aptitudes, skills and abilities of the employees to perform specific jobs and also helps in updating old talents and developing new ones. Objectives of training such as individual; organizational, functional and social objectives were also looked into which are to ensure the availability of a skilled and willing workforce to the organization.

Development is also known as a process that leads to qualitative as well as quantitative advancements in the organization, especially at the managerial level; it is less considered with physical skills and is more concerned with knowledge, values, attitudes and behavior in

addition to specific skills. Hence, development can be said as a continuous process while training has specific areas and objectives. Training and Development are very important in any company or organization that aims at progressing.

5.2 Conclusion

From facts gathered, there is evidence that training and development of an employee at the right time provides big payoffs for the employer in increased productivity, knowledge, loyalty and contribution. A well structured and good management, place a good value on their employee because they understand the fact that their employee is the most valuable assets resources they ever acquired. This is revealed by investing time, money, energy and program in training the lives of the employee since their employee is the most viable assets, so they ensure they increase the asset by training their employee.

Nowadays, information technology is leading in the industry sector which requires every employee to acquire training at their specific task so as to follow the trend and invention of new things in the industry. Knowledge and skills acquired in most industries or organization has a very high premium.

One of the purposes for evaluation appraisal in an organization is to have training and development program in order to identify the weaknesses in the organization. Therefore, training means teaching people some knowledge, skills and also to help them change some of their attitudes to work. It is also gathered that development exposes employees to general knowledge and attitudinal aspects of overall self improvement, aimed at helping employees to grow and assume responsibilities in higher position.

Training is usually done for workers and supervisors while development is generally for executives and managers. It was also concluded that training and development input various

skills such as technical skills, motor skills interpersonal skills, education and development knowledge. Although, often training is imparted on an ad hoc basis as “one-of” module, in order to derive the maximum benefit, a holistic process should be followed in a logical sequence such as design of the training program, conducting the training program, obtaining feedback on the program and correcting or altering programs in terms of the feedback.

5.3 Recommendations

Nowadays, most of the organization are after making profits in every of their business chains, in order to avoid waste and loss of profit in the course of production there is a need for the organization to invest on the employees. Therefore, all hands must be on deck to control waste and be cost effective in their operations. The researcher therefore recommends that organizations should critically assess the following recommendations which are stated below:

Training must be assessed at both the individual and the group, (departmental/functional/organizational) levels by using the following methods: Group Analysis and Individual Analysis.

Group Analysis comprises of organizational goals, skills inventories, organizational climate indices, efficiency indices, exits interview and customer survey. Individual analysis comprises of performance appraisal, working sampling interviews, questionnaires and attitude surveys.

In essence, it is worth noting that conducting training requires the following:

- i. Monitoring progress and compiling the results of the feedback from the trainees as well as trainers.
- ii. Administration and accounts: the cost incurred on training and development.
- iii. Acting on feedback: course content duration, effectiveness of the program as well as past-training coordinating with the departments to ascertain effectiveness.

BIBLIOGRAPHY

- Abbas, Q., & Yaqoob, S. (2009). Effect of Leadership Development on Employee Performance in Pakistan. *Pakistan Economic and Social Review* , 47 (2), 269-292.
- Abdul Hameed, Aamer Waheed (2011),” Employee Development and Its Affect on Employee Performance Framework” *International Journal of Business and Social Science*, Vol. 2 No. 13, pp.224-229[Special Issue -July2011]
- Afshan Sultana, Sobia Irum, kamran Ahmed & Nasir Mahmood (2012). “Impact of Training on Employee Performance: A Study of Telecommunication Sector in Pakistan”, *Interdisciplinary Journal of Contemporary Research in Business*, Vol. 4, No. 6, pp. 646-661.
- Aguinis, H. (2006). *Performance management*. Denver, Colorado, USA: Prentice Hall, Inc.
- Anyanwu U (2002). Productivity and Capacity Building. Proceedings of the 9th Annual Conference of the Zonal Research Units, Gateway Hotel, Abeokuta, 12-16 June.
- Armstrong, M. (2006). *A Handbook of Human Resource Management Practice*, London, UK: Kogan Page, Ltd.
- Armstrong, M. (2009). *Armstrong's Handbook of Human Resource Management Practice* (11th ed.). London (UK) and Philadelphia (USA): Kogan Page Limited.
- Aswathappa K. (2000). *Human Resources and Personal Management. Text and Cases*, Tata McGraw Hill Publishing Company Ltd., New Delhi
- Atif et al. (2010). “ Employee Retention Relationship to Training and Development: A Compensation Perspective”. *African Journal of Business Management*. Vol. 5(7), pp. 2679-2685.

- Batool, A., & Batool, B. (2012). Effects of Employees Training on the Organizational Competitive Advantage: Empirical Study of Private Sector of Islamabad, Pakistan. *Far East Journal of Psychology and Business*, 6 (1), 59-72.
- Becker G (1964). Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education. New York: Columbia University Press.
- Blain, J. (2009). Current Learning Trends in Europe and the United States. (online) <https://cdns3.trainingindustry.com/media/2505191/cegos-current%20learning%20trends%20in%20europe%20and%20us>
- Cambell, J. (1971). Personnel Training and Development. *Annual Review of Psychology*.
- Cascio, W.F. (1989). *Managing Human Resources*, 2nd ed. New York: McGraw- Hill Book Company.
- Chen, H. C., Holton, E. F., & Bates, R. (2005). Development and Validation of the Learning Transfer System Inventory in Taiwan. *Human Resource Development Quarterly*, 16 (1), 55-84.
- Cheng E.W.L. and Ho D.C.L. (2001). The Influence of Job and Career Attitudes on Learning Motivation and Transfer. *Career Development International*.
- Chris Obisi (2011). "Employee Training and Development in Nigerian Organizations: Some Observations and Agenda for Research", *Australian Journal of Business and Management Research* Vol.1 No.9 [82- 91].
- Chiaburu D.S. and Teklab A.G. (2005). Individual and Contextual Influences on Multiple Dimensions of Training Effectiveness. *Journal of European Industrial Training*, 20, 282-290.
- Colombo, Emilio & Stanca, Luca. (2008): "The Impact of Training on Productivity: Evidence from a Large Panel of Firms, Available at SSRN.

- Comma, R. M. (2008). Effect of Manpower Training and Development on Staff Performance and Retention in Federal College of Education, Zaria. Unpublished MPA Thesis, Department of Public Administration, Faculty of Administration, ABU, Zaria.
- Colwell, R. (2006). *Handbook of Research Methodologies*. Oxford University Press, US.
- Constantino C.A. and Merchant C.S. (1996). Designing Conflict Management Systems: A Guide to Creating Productive and Healthy Organizations. San Francisco, CA: Jossey-Bass.
- Dalal, R. S. & Hulin, C. L. (2008). Motivation for What? A Multivariate Dynamic Perspective of the Criterion. In R. Kanfer, G. Chen, & R. D. Pritchard (Eds.), *Work Motivation: Past, Present, and Future* (pp. 63-100). New York: Routledge.
- Deckop et al. (2006). "The Effect of Human Resource Management Practices on The Retention of Former Welfare Clients". *Hum. Res. Mgt.*, vol. 45(4). Pp 539-559.
- Denzin, N. K. & Lincoln, Y. S. (2005). *The SAGE Handbook of Qualitative Research*. Sage Publications Inc, UK.
- Dhamodharan et al. (2010). An Empirical Study on Assessing Trainees' Expectations and Their Perceptions. *International Business Research*.
- Easterby-Smith, M., Burgoyne, J. and Araujo, L. (eds.) (1999). *Organizational Learning and the Learning Organization*, Sage, London.
- Easton, D. (1965). *A System Analysis of Political Life*, New York: John Wiley and Sons.
- Eckstrand, G.A. (1964). A System Approach to Training: Current Status of the Teaching of Training. *AMRL Document Technical Report*, 64, 36.

- Ekaterini Galanou, Constantinos-Vasilios Priporas (2009). "A Model for Evaluating the Effectiveness of Middle Managers" Training Courses: Evidence from a Major Banking Organization in Greece". *International Journal of Training and Development*, pp 221-245.
- Franklin K. D., & Cowden, R. (2014). The Impact of Training and Development on Employee Performance: A Case Study of ESCON Consulting
- Garner, E. (2012). *Training Skills: How to Improve the Skills and Performance of your Employees*. Ventus: Eric Garner & Ventus Publishing ApS. Available at: <http://www.bookboon.com/>
- Gilley, J., England, S. and Wesley, A. (1998). *Principles of Human Resource Management*. Perseus Publishing.
- Gilley, J. W. and Maycunich, A. (2000). *Beyond the Learning Organization: Creating a Culture of Continuous Growth and Development through State-Of-The-Art Human Resource Practices*. Cambridge, MA: Perseus Books.
- Goldstein, L. (1980). Training in Work Organizations. *Annu. Rev. Psychol.*, 31:229-72
- Gusdorf, M. L. (2009). Training Design, Development, & Implementation. *Society for Human Resource Management (SHRM)*, 1-34.
- Hailesilasie, G. (2009). Determinants of Public Employees' Performance: Evidence from Ethiopian Public Organizations. *International Journal of Productivity and Performance Management*, 58 (3), 238-253.
- Hameed, A., & Waheed, A. (2011). Employee Development and its Affect on Employee Performance: A Conceptual Framework. *International Journal of Business and Social Science*, 2 (13), 224-229.

- Hashim, M. (2012). "Islamic Perception of Business Ethics and the Impact of Secular Thoughts on Islamic Business Ethics". *International Journal of Academic Research in Business and Social Sciences*, 2 (3): p98-120. 23p.
- Hashim, M. (2012). "Human Resource Management in 21st Century: Issues and Challenges and Possible Solution to Attain Competitiveness". *International Journal of Academic Research in Business and Social Sciences*, 2 (9): p44-52. 9p.
- Hashim, M. (2012). "A Case Study of Annual and Semester Systems of Examination on Government College of Management Sciences, Peshawar, Pakistan". *International Journal of Academic Research in Business and Social Sciences*, 2 (9): p53-73. 21p.
- Hashim, M.et al. (2012). "The Impact of Management Information System on the Overall Performance and Efficiency of the Workforce of the Accountant General (Peshawar): A Research Base Study". *International Journal of Academic Research in Accounting, Finance & Management Sciences*, 2 (2): p167-182. 16p.
- Hashim, M. (2013). "A Case Study of Annual and Semester Systems of Examination on Government College of Management Sciences, Peshawar, Pakistan". *Wudpecker Journal of Educational Research*, 2(3), pp. 034 – 048.
- Hashim, M. (2013). "A Guide to Human Resource Management: Basic Concepts". *Academic Press Corporation*, Salk lake city, United State
- Hashim, M. (2013). "Understanding Organizational Behavior". *Academic Press Corporation*, Salk Lake City, United State.
- Hashim, M. (2012). "A Guide to Human Resource Management: Basic Concepts". LAP Germany.

- Hashim, M. (2012). *"An Easy Approach to Understand Organizational Behavior"*. LAP Germany
- Hashim, M. (2012). *"Introduction to Logic: An easy approach"*. Lambert Academic Publishing Germany.
- Harrison R. (2005). Learning and Development. 5th ed. *Human Resource Management International Digest*, Vol. 18 Iss: 6. Emerald Group Publishing Limited.
- Hatch, M. J. & Cunliffe, A. L. (2006). *Organization Theory: Modern, Symbolic, and Postmodern Perspective*. Oxford University Press, Oxford.
- Hung, T. K. (2010). An Empirical Study of the Training Evaluation Decision-Making Model to Measure Training Outcome. *Journal of Social Behavior and Personality*. 38(1) , 87-102.
- Jan, shahid, Israr, M. Haq, Z. Tariq, M. & Jahangir M. (2014). "The Effect of Performance Management System on Teacher's Efficiency: A Case Study of Private Schools in District Peshawar". *Life Science Journal*; 11(4):79-85.
- Learner H. (1986). Concepts and Theories of Human Development (2nd ed.) New York: Random House).
- Jelena Vemic(2007). "Employee Training and Development and the Learning Organization". Facta Universitatis Series; *Economics and Organization* Vol. 4, No 2, 2007, Pp. 209 – 216.
- Kate Hutchings, Cherrie J. Zhu, Brain K, Cooper, Yiming Zhang and Sijun Shao (2009). "Perceptions of the Effectiveness of Training and Development of "Grey-collar" Workers in the People's Republic of China". *Human Resource Development International*, Vol.12, No.3, pp 279-296.
- Katz, D. and Kahni, R. (1966). *The Social Psychology of Organisation*, New York: John Willey and Sons.

- Khan, A. G., Khan, F. A., & Khan, M. A. (2011). Impact of Training and Development on Organizational Performance. *Global Journal of Management and Business Research*, 11(7), 63-68.
- Khan, M. T., Khan, N. A., & Mahmood, K. (2012). An Organizational Concept of Human Resource Development – How Human Resource Management Scholars View ‘HRD’ (Literature Review). *Universal Journal of Management and Social Sciences*, 2(5). 36-47.
- Khawaja Fawad Latif, Shahid Jan, Nasir Shaheen (2013), ‘ Association of Training Satisfaction with Employee Development Aspect of Job Satisfaction’ *Journal of Managerial Sciences*, Volume 162 VII Number 1
- Knoke D. and Kalleberg A.L. (1994). Job Training in U.S. Organizations. *American Sociological Review*, 59, 537-546.
- Konings, Jozef & Vanormelingen, Stijn. (2009). “The Impact of Training on Productivity and Wages: Firm Level Evidence”. *Discussion Paper* No. 244, Available at SSRN.
- Koontz, H. & O'Donnell, W.H. (1980). *Management*, Tokyo: McGraw-Hill.
- Kumpikaite, V., & Sakalas, A. (2011). The Model of Human Resource Development System's Evaluation. International Conference on E-business, Management and Economics (pp. 46-50). Singapore: IACSIT Press.
- Liu M.C. (2002). Learning Satisfaction and Learning Performance of Taipei Elementary School. National Taiwan Taipei Normal University, Taiwan.
- Lowry, D.S., Simon, A. and Kimberley, N. (2002). “Toward Improved Employment Relations Practices of Casual Employees in the New South Wales Registered Clubs Industry”. *Human Resource Development Quarterly*, Vol. 13, No1, pp 53-69.

- Mehmood, N., Ahmed, K., Sultana, A., & Irum, S. (2012). *Interdisciplinary Journal of Contemporary Research in Business*.
- Mincer, J. (1974). *Schooling, Experience, and Earnings*. New York: Columbia University Press.
- Nadler, L., & Nadler, Z. (1970). *Developing Human Resources*. San Francisco: Jossey-Bass.
- Nadler, L. (1984). *The Handbook of Human Resource Development*. New York: John Wiley & Sons.
- Nadler, L., & Nadler, Z. (1991). *Developing Human Resources*. (3rd ed.). San Francisco: Jossey-Bass.
- Nishtha Langer and Amit Mehra (2010). "How Training Jump-Starts Employee Performance", *Indian Management*, Vol 49 (6), pp: 14-18.
- Noe, R. A. (2008). *Employee Training & Development*. New York: McGraw-Hill, Inc.
- Nwankwo, G.O. (1988). *Education and Training for Public Management in Nigeria*, Ibadan: UPC.
- Obisi, C. (2011). Employee Training and Development in Nigerian Organisations: Some Observations and Agenda for Research. *Australian Journal of Business and Management Research*, 1 (9), 82-91.
- Obisi, C. (1996). *Personnel Management*. Ibadan: Freeman Publications.
- Onasanya, C.M.D. (2005). *Effective Personnel Management and Industrial Relations*.
- Paradise A. (2007). *State of the Industry: ASTD's Annual Review of Trends in Workplace Learning and Performance*. Alexandria, VA: ASTD
- Paton, R., Peters, G., & Quintas, P. (2005). *Corporate Education Strategies: Corporate Universities in Practice*. UK: OU Business School.

- Patricia Lotich (2014). *Absenteeism*.
Available from: <http://thethrivingsmallbusiness.com/4-ways-to-reduce-employee-absenteeism/>
- Qayyum, A., Sharif, M. T., Ahmad, A., Khan, M. S., & Rehman, K. -u. (2012). Training & Development Practices in National Bank of Pakistan. *Information Management and Business Review*, 8-17.
- Raja Abdul Ghafoor Khan, Furqan Ahmed Khan, Dr. Muhammad Aslam Khan (2011). "Impact of Training and Development on Organizational Performance" *Global Journal of Management and Business Research*, Volume 11 Issue 7 Version 1.0.
- Rohan Singh and Madhumita Mohanty (2012). "Impact of Training Practices on Employee Productivity: A Comparative Study", *Inter science Management Review (IMR)* ISSN: 2231-1513 Volume-2, Issue-2, pp.87-92,
- Sabir, R. I., Akhtar, N., Bukhari, F. A. S., Nasir, J., & Ahmed, W. (2014). Impact of Training on Productivity of Employees: A Case Study of Electricity Supply Company in Pakistan. *International Review of Management and Business Research*, 3(2), 595.
- Saleem, Q., Shahid, M., & Naseem, A. (2011). Degree of Influence of Training and Development on Employees' Behavior. *International Journal of Computing and Business Research*, 1-13.
- Sanusi, J.O. (2002). Key Note Address at the PGDPA and CPA Graduation Ceremony of the Administrative Staff College of Nigeria: 13th December.
- Satterfield JM, Hughes E. (2007): "Emotion Skills Training for Medical Students: A Systematic Review". *Medical Education*, 41:935–41.

- Senge, P. M. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday.
- Sepulveda, Facundo. (2005). "Training and Productivity: Evidence for US Manufacturing Industries" Available at SSRN.
- Sheeba Hamid (2011): "A Study of Effectiveness of Training and Development Programmes of UPSTDC, India – An Analysis", *South Asian Journal of Tourism and Heritage*, Vol.4 (1).
- Shelley F. (2007). *The Importance of Training and Development in the Workplace*. Demand Media.
- SPUTNIC– Strategies for Public Transport in Cities. (2008). Competency Based HRM and Training & Development Corporate Management. *3rd. Working Group Meeting* (pp. 1-16). Leipzig: SPUTNIC – Strategies for Public Transport in Cities.
- Sims, R. (2002). *Organizational Success through Effective Human Resources Management*. Westport CT: Quorum Books.
- Sims, R. (1990). *An Experiential Learning Approach to Employee Training Systems*. New York: Quorum Books.
- Sims, R. S. (2006). *Human Resource Development: Today and Tomorrow*. IAP.
- Steven H. Appelbaum, Brenda M. Fewster, (2004). "Safety and Customer Service: Contemporary Practices in Diversity, Organizational Development and Training and Development in the Global Civil Aviation Industry", *Management Research News*, Vol. 27 Iss:10,pp.1–26). <http://dx.doi.org/10.1108/01409170410784301>.
<http://dx.doi.org/10.1108/01409170410784635>
- Stone R (2002). *Human Resource Management* (4th ed.) Milton, QLD: John Wiley & Sons Australia Ltd.

- Subba, P. Rao (2009). *“Essentials of Human Resource Management and Industrial Relations”*, Himalaya Publication House, 3rd Revised & Enlarged Edition.
- Tahir, N., Yousafzai, I. K., Jan, S., & Hashim, M. (2014). The Impact of Training and Development on Employees Performance and Productivity: A Case Study of United Bank Limited Peshawar City, KPK, Pakistan. *International Journal of Academic Research in Business and Social Sciences*, 4(4), 86-98.
- Thomas Acton, Willie Golden, (2003). "Training the Knowledge Worker: A Descriptive Study of Training Practices in Irish Software Companies", *Journal of European Industrial Training*, Vol. 27 Iss: 2/3/4, pp.137 – 146).
<http://dx.doi.org/10.1108/03090590310468958>
- Tsai P. and Huang L. (2007). A study on Motivating Employees' Learning Commitment in the Post-downsizing Era: Job Satisfaction Perspective. *Journal of World Business*, 42, 157-169.
- Vemic, J. (2007). Employee Training and Development and the Learning Organization. *Facta Universitatis; Series: Economics and Organization* , 4 (2), 209-216.
- Zenger, J. H. (1989, November). Leadership Skills for Quality Improvement. *Executive Excellence*, pp. 11-12.

APPENDIX

SECTION A

Instruction: please mark (x) in the appropriate box provided.

1. Sex: (a) Male ()
- (b) Female ()
2. Age: (a) Below 25years ()
- (b) 26 – 35years ()
- (c) 36 – 45years ()
- (d) Above 45years ()
3. Marital Status: (a) Married ()
- (b) Single ()
- (c) Divorced ()
- (d) Widowed ()
- (e) Widower ()
4. Job Status (a) Management Staff ()
- (b) Senior Staff ()
- (c) Supervisor ()
- (d) Junior Staff ()
5. Academic Qualification:
- (a) Primary School/SSCE/NECO ()
- (b) OND/NCE ()
- (c) HND/Bsc/BA/B.Ed ()
- (d) MSc/MBA/M.Ed and others ()

6. Years in Service: (a) Below 5 years ()

(b) 5 – 10years ()

(c) 11 – 15years ()

(d) Above 15years ()

7. Departments:

(a) Marketing/Sale ()

(b) Production ()

(c) Finance/Account ()

(d) Personnel/HM/Admin ()

(e) Other departments, please write it.....

SECTION B

S/No	Views	SA	A	U	D	SD
8.	Training prepares every employee for higher level tasks.					
9.	Training focuses on short terms goals of the organization while development focuses on the employees as an individual.					
10.	Training and development betters the performance of employees and the entire organization.					
11.	Intensity of labor effort and the quality of labor effort is used in evaluating employee's productivity.					
12.	Employee's rewards and payment structure influences their productivity at work.					
13.	Positive feedback is when an employee is corrected and told what he or she is doing right.					
14.	Negative feedback is when an employee is					

	praised and told what he or she is doing wrong.					
15.	Positive feedback reinforces good behavior and encouragement for better work performance.					
16.	Negative feedback creates less quality work.					
17.	Training and development addresses employee weakness.					
18.	Employee's productivity depends on the amount of time at which an employee is efficiently functioning at work.					
19.	On the job training is the right kind of training for our employees.					
20.	Off the job training is the right kind of training for our employees.					
21.	Development is a life-long goal and experience.					
22.	Development emphasizes on broader skills which are applicable in wide range situations such as decision making and managing people.					
23.	Developing employees in an organization is more expensive than training employees.					
24.	Training helps in updating old talents and developing new ones.					
25.	Successful candidates placed on the jobs need training to perform their duties effectively.					
26.	Training and development is a waste of time and money in an organization.					
27.	Development is a continuous process while training has specific areas and objectives.					