

**TRAINING AND EMPLOYEES PERFORMANCE IN NIGERIAN**

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**TRAINING AND EMPLOYEES PERFORMANCE IN NIGERIAN BAKERIES**

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**BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF BUSINESS  
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BENIN, BENIN CITY, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE AWARD OF MASTER IN BUSINESS ADMINISTRATION (MBA) DEGREE IN  
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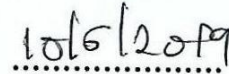
**JUNE, 2019**

## DECLARATION

I **MERIBE CHINYERE CHRISTY** with matriculation number of **PG/MGS0707993** do hereby declare that this project was entirely my own and composition. The works embodied in project Ins not been submitted in candidature for any degree and is not being submitted for any other degree. All references made to works of other persons have been duly acknowledged.



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.....  
**Date**

## CERTIFICATION

We certified that **Chinyere Christy MERIBE** with matriculation on number of **PG/MGS0707993** carried out this work, in the Department of Business Administration, Faculty of Management Science, University of Benin, Benin City, Nigeria and it is considered adequate in scope and quality in partial fulfillment of the requirements of the degree of MBA in Business Administration.

  
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**Date**

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**External Examiner**

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**Date**

## **DEDICATION**

This project work is dedicated to my heavenly father, the Lord God Almighty for His guidance and protection throughout this MBA Programme in the University of Benin, for giving me the requisite strength and wisdom required to succeed in life. I also dedicate this project work to my father Mr. Paul Meribe who believed so much in my potential even at early age in life and my dearest sweet mother Mrs. Anna Meribe who was and still a source of strength to me.

## ACKNOWLEDGEMENTS

I wish to express my profound gratitude to all who supported me in the course of completing this research project and particularly my MBA programme, there were several people whose undying love and support ensured my ultimate success. I wish to use this opportunity to express my gratitude and appreciation to them.

First and foremost, I give thanks to God Almighty for his love, kindness, strength, mercies, grace and guidance over me, who has made the completion of my MBA programme and the project successful.

My invaluable gratitude goes to my project supervisor, Dr. J. O. Ejechi for his painstaking and guide throughout the period of his supervision. He patiently guided and corrected errors as I progressed. His constructive suggestions made it possible for this work to be successfully completed rather than remaining just a “project in process”. I am most grateful to you sir, for finding this work worthy of supervision despite your tight schedules. Thanks and God bless you Sir.

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## **ABSTRACT**

The study examines the effect of training on employees' performance in Ugbowo Bakeries, Benin City. Training is a purposeful required skills, knowledge and attitudes in an employee in any organization. It is the process of developing an individual's skills, knowledge and abilities so as to improve the present and future productivity. Employees' utilization and performance in the Nigerian bakeries service are considered to be very poor.

The study basically adopted the survey research design in which structured questionnaire will be designed and distributed to the respondents. The population for this research was the employees of Ugbowo bakeries in Benin, Benin City, Edo state. The study uses the combination of stratified random sampling (SRS) and convenience sampling. For this research, sample size was 100 employees of Ugbowo bakeries in Benin. Researcher used the survey method for collection of data with instrument of questionnaire.

The result indicated that there is a significant relationship between training design and employees' performance in Ugbowo bakeries, it was also indicated that positive and significant relationship between training programmes and employees' performance in Nigerian bakeries lastly, positive and significant relationship between training policies and employees' performance in Nigerian bakery. The study recommends that employees should be exposed to regular professional training areas such as career or development, pre-service, on-the-job training and off-the-job training as to enhance their performance. It is also necessary for the employees to be exposed to training policies and workshops to enable them keep abreast with the challenges posed by the Nigerian bakeries.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

Employees are the most valuable asset in every organization as they can make or break a company's reputation or image and can adversely affect performance (Ajibade & Ayinla, 2014).

Employee training refers to programs that provide workers with information, new skills, or professional development opportunities, improved capabilities, knowledge and skills of the talented workforce proved to be a major source of competitive advantage in a global market (McKinsey, 2006). Employees often are responsible for the great bulk of necessary work to be done as well as customer satisfaction and the quality of products and events (Sung & Choi, 2014). Sung and Choi (2014) asserted that without proper training, employees both new and existing do not receive the information and develop the skills sets necessary for accomplishing their tasks at their maximum potential. Employees who undergo proper training tend to keep their jobs longer than those who do not (McKinsey, 2006).

Training is a necessity in the workplace, without it, employees don't have a firm grasp on their responsibilities or duties. To develop the desired knowledge, skills and abilities of the employees, to perform well on the job, requires effective training 'programs that may also affect employee motivation and commitment (Iwuoha, 2009). In order to prepare their workers to do their job as desired, organizations provides training as to optimize their employee's potential (Iwuoha, 2009). Most of the firms, by applying long term planning, invest in the building new skills by their workforce, enabling them to cope with the uncertain conditions that they may face in future, thus, improving the employees' performance through superior level of motivation and commitment

(Ajibade & Ayinla, 2014). When employees recognize their organization interest in them through offering training programs, they in turn apply their best efforts to achieve organizational goals, and show high performance on job (Ajibade & Ayinla, 2014).

Training basically deals with the acquisition of understanding, how, techniques and practices. As the process of 'increasing one's capacity to take action, organizations are now increasingly becoming particular with organizational learning and therefore collective development (Sung & Choi, 2014). 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. Several advantages can be achieved through training, including the enhancement of job satisfaction among commitment and collective empowerment (Ajibade & Ayinla 2014; & Choi, 2014; Voegtlin; Boehm, & Bruch, 2015). An important factor related modern methods and new learning theories. Successful training depends on the use of successful training methods which are capable of attracting the attention of employees and enhancing the learning process (Alwekaisi, 2015; Mishra & Smyth, 2015; Tech-Hua & Catherine, 2015). Training is the continuous and a systematic development among all levels of employees, knowledge, skills and attitudes which contribute to their welfare and that of organization (Adeniji, Babalola, & Adeniji, 2012).

Employee performance can be seen as the ability of employees to perform a job in an effective and efficient way to produce the best results. When the employees are provided with the proper training, they will be more committed towards their job and improve their performance in the organization (Alwekaisi, 2015). 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 is planned learning experiences which teach employees how to perform current and future jobs more

effectively. Puke (2002) asserted that training focuses on present jobs while development prepares employees for possible future jobs.

Puke (2001) pointed out that an employee who has not received adequate training before being assigned with responsibilities in an organization lacks the necessary confidence with which different tasks can be performed. In his words, training is therefore considered as the means of acquiring necessary skills and traits needed to perform certain task in an organization (Al-Awawdeh, 2011). Horner (2006) opined that investment in human resources through training and development improves individual employee and organizational capabilities. Kline and Harris (2008) also pointed out that training in an organization help employees to acquire basic skills, required for efficient execution of functions for which they are employed (Al-Awawdeh, 2011). Training reduces cost of production as it increases productivity and promotes goal convenience. This is because productivity is the relationship between output generated in the cause of production and the input provided to create such output. It is the best ways of integrating inputs that make organizations reach the highest level of performance with the least expenditure of resources (Idoko, Emmanuel & Dansuma, 2015).

## **1.2 Statement of the Research Problem**

The adverse effect of nepotism, god-fatherism and favouritism during recruitment exercise has great effects on employees' performance (Iwuoha, 2009). The resultant effect of this is that such person employed without due employment procedures or criteria find it extremely difficult to cope with the ever improving technologically business environment (Iwuoha, 2009). There is no doubt that high rate of mobility contributes to: the poor services rendered

by organizations. Studies like (Adeniji et al., 2012; Ajibade & Ayinla, 2014; Al-Awawdeh, 2011; Iwuoha, 2009) asserted that training are very essential; because a well planned training programmes have value to the organization in terms of increased performance, reduction of costs and enhanced efficiency in order to achieve the organizational goals and objectives. ‘

Consequently, the majority of governmental, multi-national organizations, Non- governmental organizations, private organizations and international organizations are not recognizing the importance of training to increase their employee's performance and when the economy slows or when profits decline, many organizations first seek cuts in their training budgets (Elnaga & Imran, 2013). This leads to high job turnover then increase the cost to hire new employees which low down the organizational performance. Researchers like (Elnaga & Imran, 2013; Idoko, Emmanuel, & Dansuma, 2015; Iwuoha, 2009) proved a positive relationship between training and employee performance, as training brings benefits for the employees’ along with for the firm by positively impacting employee performance through the enhancement of employee’s competencies and behaviour. Creating a gap on issues such as the effect of training on employee performance in Nigeria. This study will contribute in minimizing this gap in the literature and thereby establish the basis to understanding of some aspects of human resource management in general and training in particular in Nigeria. In spite of the large number of researches on the relationship between training and employee performance, it appears to be a gap, hence, the study is to close this gap by deeply investigating this phenomenon through the relevant literature, shedding more light into the relationship of training and employee performance in Nigerian Bakery and providing suggestions to the firms as how they can make best use of training programmes to make their employees perform well on job. Thus, the study fill the gap by examine the effect of training on employees performance in bakeries in Ugbowo area of Benin City.

### **1.3 Research Questions**

The study seeks to provide answers to the following questions;

- i. To what extent does training design influences employees' performance in bakery in Ugbowo area of Benin City?
- ii. What is the relationship between training programmes employees' performance in bakery in Ugbowo area of Benin City?
- iii. What is the relationship between training policies and employees' performance in bakery in Ugbowo area of Benin City?
- iv. To what extent does employees' training increases employees performance in bakery in Ugbowo area of Benin City'?

### **1.4 Objectives of the Study**

The broad objective of the study is to examine the effect of training on employees' performance in bakeries in Ugbowo area of Benin City. While the specific objectives were;

- i. To examine the extent to which training design influences employees' performance in bakery in Ugbowo area of Benin City;
- ii. To determine the relationship between training programmes and employees' performance in bakery in Ugbowo area of Benin City;
- iii. To ascertain the relationship between training policies and employees' performance in bakery in Ugbowo area of Benin City; and
- iv. To evaluate the extent to which employees' training increases employees performance in bakery in Ugbowo area of Benin City.

## **1.5 Research Hypotheses**

For the purpose of this study, the following hypotheses will be formulated in the null form.

**H01:** There is no significant relationship between training ‘design and employees’ performance in bakery in Ugbowo area of Benin City.

**H02:** There is no significant relationship between training programmes and employees’ performance in bakery in Ugbowo area of Benin City.

**H03:** There is no significant relationship between training policies and employees’ performance in bakery in Ugbowo area of Benin City.

**H04:** There is no significant relationship between employees’ training and employees’ performance in bakery in Ugbowo area of Benin City.

## **1.6 Scope of the Study**

This study focuses on the effect of training on employees’ performance in Nigerian bakery. This study is delimited to bakery in Ugbowo, Benin City, Edo State, Nigeria. And the choice of choosing bakery is informed by the fact that little has been done in a bid to study the training and employees performance in bakery business in Benin City.

## **1.7 Significance of the Study**

In Nigeria today, the desire of rapid economic development and technological advancement make this study a subject of significance. Various debates, researchers, for a conferences, fora and seminars have been conducted by firms.

This study will be of invaluable assistance to management development institutes, employers of labour, the government policy makers, human resources personnel, students and administrative leaders. It is expected that the study will inform the heads of organizations that to increase employees' performance, there is the need to have and retain well trained and motivated employees.

The study helps to develop and maintain a quality work life, which will provide an opportunity for employees' job satisfaction and self-actualization.

The study enables the organization structure their training programmes to make them more effective in terms of helping to improve the efficiency of the workforce and lead to better performance of employees.

Finally, the study aid management to introduce modern schemes for training; to be able to meet the challenges of change in the future. It ensures the existence of a pool of skilled workforce who could be utilized for national development. Labour is a major input to the success of the organization, if labour is efficient it will help improve the performance of the organization.

## **1.8 Limitations of the Study**

Due to the fact that no study is perfect, some of the limitations that the study encountered were:

1. This study was restricted to Ugbowo Bakery in Benin City, Edo state.
2. The respondents insincerely in filling of questionnaire
3. Recovery of questionnaire.
4. Time and financial constraints

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter attempts a comprehensive review of literature on effect of training on employees' performance in Nigeria. To achieve this objective, this chapter discusses conceptual review of the study under review, include an overview of the dependent and independent variables, theory underpinning the subject matter and review of prior empirical studies on training and employees' performance.

#### **2.2 Conceptual Review**

##### **2.2.1 Concept of Employee Performance**

Brown (2068) defines performance as how well a person completes tasks and also the attitude with which he/she completes the tasks. Baldwin (2008) defines performance as carrying out actions efficiently and effectively to meet agreed job objectives. According to Hersen (2004), employee performance can be defined (and assessed) in terms of quantifiable outcomes of work behaviours such as amount of sales, numbers sold and also in terms of behavioral dimensions which may include work-related communication, decision making, problem solving among other skills. Employee performance means using their skills, ability, experience and so forth, to perform the assigned task required their subordinate with effectiveness and efficiency (DuBrin, 2006).

Employee performance is higher in happy and satisfied workers and the management finds it easy to motivate high performers to attain firm targets (Kinicki Kreitner, 2007). The employee could be only satisfied when they feel themselves competent to perform their jobs, which is

achieved through better training programs. Recognizing the role of training practices, enable the top executives to create better working environment that ultimately improves the motivational level as well as the performance of the workforce. According to Leonard-Barton (1992), an organization that gives worth to knowledge as a source of gaining competitive edge than competitors, should build up system that ensure constant learning, and on the effective way of doing so is training. Pfeffer (1994) highlights that well-trained workforce is more capable of achieving performance targets and gaining competitive advantage in the market.

Employee performance refers to the ability of employees to perform a job in an effective and efficient way to produce the best results. When the employees are provided with the proper training, they will be more committed towards their job and improve their performance in the organization. There are different types of training being given to the employees like orientation/induction, refresher training, product training, cross functional training etc. Organization must provide the training to the employees, if organization really wants the employees to perform well and has to improve the productivity profitability. Insurance is one such sector which concentrates more and invests more on the employee training. This training should have impact on the employees' performance.

According to Hawthorne (2005; 23), carried out research work on productivity of worker highlighted the fact that employees who are satisfied with their job will have higher job performance, and thus supreme job retention, than those who not happy with their jobs (Landy, 1985). Moreover, it is stated that employees are more likely to turn over if they are not satisfied and hence demotivated to show good performance. Employee performance is higher in happy and satisfied workers and the management find it easy to motivate high performers to attain firm targets (Kinicki & Kreitner, 2007). The employee could be only satisfied when they feel themselves

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Leonard-Barton (1992) an organization that gives worth to knowledge as a source of gaining competitive edge than competitors, should build up system that ensure constant learning, and on the effective way of doing so is training. Pfeffer (1994) highlights that well-trained workforce is more capable of achieving performance targets 'and gaining competitive advantage in the market. Training is determined as the process: of enabling employee to complete the task with greater efficiency, thus considered to be vital element of managing the human resource performance strategically (Delaney & Huselijd, 1996). The importance of training on the employee performance, through accelerating the learning process, is mentioned in many researches (McGill & Slocum, 1993; Ulrich et al., 1993; Nonaka & Takeuchi, 1995; DiBella et al., 1996). Employee performance, achieved through training, refers to immediate improvements in the knowledge, skills and abilities to carry out job related work, and hence achieve more employee commitment towards the organizational goals (Huselid, 1995; Ichniowski et al., 1997). Kamoche and Muelier (1998) mentioned that training should leads to the culture of enhancing learning, to raise employee performance and ultimately higher return on investment (in training) for the A term typical to the Human Resource field, employee performance is everything about the performance of employees in a firm or a company or an organization. It involves all aspects which directly or indirectly affect and relate to the work of the employees (employee performance). Employee's performance important for the company to make every effort to help low performers. Performance is classified into five elements: Planning, monitoring, developing, rating and rewarding. In the planning stage, Planning means setting goals, developing strategies, and outlining tasks and schedules to

accomplish the goals. Monitoring is the phase in which the goals are looked at to see how well one is doing to meet them. Monitoring means continuously measuring performance and providing ongoing feedback to employees and work groups on their progress toward reaching their goals. Ongoing monitoring provides the opportunity to check how well the employees are meeting predetermined standards and to make changes to unrealistic or problematic standards. During the developing stage an employee is supposed to improve any poor performance that has been seen during the time frame one has been working at the company. During planning and monitoring of work, deficiencies in performance become evident and can be addressed. The rating is to summarize the employee performance. This can be beneficial for looking at and comparing performance over time or among various employees. Organizations need to know who their best performers are at the end of the cycle is rewarding stage. This stage is designed to reward and recognize outstanding behavior such as.

Employee performance achieved through training refers to immediate improvements in the knowledge, skills and abilities to carry out job related work, and hence achieve more employee commitment towards the organizational goals (Huselid,; 1995; Ichniowski et al., 1997). Kamoche and Mueller (1998) mentioned that training should leads to the culture of enhancing learning, to raise employee performance and ultimately higher return on investment (in training) for the firm. A term typical to the Human Resource field, employee performance is everything about the performance of employees in a firm or a company or an organization. It involves all aspects which directly or indirectly affect and relate to the work of the employees (employee performance, website). Employee's performance important for the company to make every effort to help low performers. Performance is classified into five elements: Planning, monitoring, developing, rating and rewarding. In the planning stage, planning means setting goals, developing strategies, and

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The understanding of the concept of performance improvement requires clear definition of the following concept issues, performance, quality improvement and programmes. According to Ulrich (1997: 11), performance referred to a ratio of output to input. Input may include labour hours or costs, production costs and equipment costs. Output may consist of sales, earnings, and market share. Many firms now assume or have shown that productivity is affected by employee's knowledge, skills, abilities, attitude, motivation and behaviour.

The improvement programme starts with this assumption and proceeds with different intervention strategies. Prokopenko (1996) defined performance as the relationship between the output generated by a production or service system and the input provided to create this output.

According to Obikoya (2002: 31), quality can be assessed by looking at performance, reliability, conformance to standards, durability, serviceability, aesthetics and complying with customer requirements. Crosby (1979) defined quality as conformance to the requirements. Improvement refers to the deliberate efforts of an organization to increase in value or excellence. In other words, the enhancement or betterment of a company's performance, for example, increase in a company's share turnover from year to year gaining the company's share of the market or a continuous research and development activities of a company. Programme means a schedule of plan to be followed. It is an intended plan of action to guide the activities of a business organization. By productivity improvement programmes, it means the various schedules or plan put forward by an organization to enhance its effectiveness and efficiency. In other words, it is all the concerned efforts of an

organization to gain competitive advantage over its competitors to accomplish the organization's mission at a low enough cost. Better training and development programmes have been shown to improve the performance of current employees, while certain incentive and compensation systems translate into higher productivity and performance (Benker, Lee & Porter, 1996).

### **2.2.2 Concept of Training**

Training can be defined as the use of systematic and planned instruction activities to promote learning (Armstrong, 2010). Training could also be seen as a set of activities which react to present needs and is focused on the instructor and contrasts with learning as a process that focuses on developing individual and organizational potential and building capabilities for the future (Reynolds, 2004). Training is the systematic development of the attitude and skill behavior pattern required by an individual in order to perform adequately a given task (Oliseh, 2005). In his study,

he states that training is designed to change the behavior of the employee in the work place in order to stimulate efficiency and higher performance standards. Training of employees is equal to investing in the organizational most important asset which is the employee (Reynolds, 2004.) It develops their skills, changes their attitude towards work and builds their loyalty to the company hence improved performance. Training also helps build the foundation for career advancement hence staff recognition through promotions (Oliseh, 2005). This leads to job satisfaction. Training and development practices are aimed at enhancing employees' personal qualities that lead to greater organizational performance. Training is aimed at helping the employees obtain knowledge and skills required in performance and being able to develop their abilities to the full, within the areas that are relevant to the organization (Oliseh, 2005). For training to be effective, it should improve the performance and ability of the trained employee. Training refers to bridging the gap between the current performance and the standard desired performance. Training could be given through different methods such as on the coaching and mentoring, peers' cooperation and participation by the subordinates. This team work enable employees to actively participate on the job and produces better performance, hence improving organizational performance. Training programs not only develops employees but also help an organization to make best use of their human resources in favour of gaining competitive advantage. Therefore, it seems mandatory by the firm to plan for such a training programs for its employees to enhance their abilities and competencies that are needed at the workplace (Jie & Roger, 2005). Training not only develops the capabilities of the employee but sharpen their thinking ability and creativity in order to take better decision in time and in more productive manner (David, 2006). Moreover it also enables employees to deal with the customer in an effective manner and respond to their complaints in timely manner (Hollenbeck, Derue, & Guzzo, 2004).

Training develops self efficacy and results in superior performance on job (Svenja, 2007), by replacing the traditional weak practices by efficient and effective work related practices (Kathiravan, Devadason & Zakkeer, 2006). Training refers to a planned intervention aimed at enhancing the elements of individual job performance (Chiaburu & Tekleab, 2005). It is all about improving the skills that seems to be necessary for the achievement of organizational goals. Training programmes, may also help the workforce to decrease their anxiety or frustration, originated by the work on job (Chen et al., 2004). Those workers who feel they are unable to perform a task with the desired level of performance often decide to leave the firm (Chen et al., 2004). The greater the gap between the skills necessary and those possessed by the workforce, the higher the job dissatisfaction of the workers. Rowden (2002) suggest that training may also be an efficient tool for improving ones job satisfaction, as employee better performance leads to appreciation by the top management, hence employee feel more adjusted with his job. According to Rowden and Conine (2005: 12), trained employees are more able to satisfy the customers and (Tsai et al., 2007), employees who learn as a result of training program shows a greater level of job satisfaction along with superior performance.

Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon, 1992). There exists a positive association between training and employee performance.

Training generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behaviour (April, 2010). Organizations that are dedicated to generating profits for its owners (shareholders), providing quality service to its customers and beneficiaries, invest in the training of its employees (Evans & Lindsay, 1999). The more highly motivated a

trainee, the more quickly and systematically a new skill or knowledge is acquired. That is why training should be related to money, job promotion, and recognition etc, i.e. something which the trainee desires (Flippo, 1976). There are four prerequisites for learning: Motivation comes first. Cue is the second requirement. The learner can recognize related indicators (cue) and associate them with desired responses with the help of training.

Response comes third. Training should be immediately followed by positive reinforcement so that the learner can feel the response. Last is the feedback; it is the information which learner receives and indicates in the quality of his response. This response must be given as quickly as possible to make sure successful learning (Leslie, 1990). Performance can be defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed. In an employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the contract. Efficiency and effectiveness are ingredients of performance apart from competitiveness, productivity and training are way of increasing individual's performance (Cooke, 2000). Kenney (1992) stated that employee's performance is measured against the performance standards set by the organization. Good performance means how well employees performed on the assigned tasks. In every organization there are some expectations from the employees with respect to their performance. And when they perform up to the set standards and meet organizational expectations they are believed to be good performers. Functioning and presentation of employees is also termed as employee performance. This means that effective administration and presentation of employees' tasks which reflect the quality desired by the organization can also be termed as performance. While much is known about the economics of training in the developed world, studies of issues associated with training in less- developed Countries are rarely found. Job

characteristics and firm background were found to play key roles in determining training provision (Oliseh, 2005). Workers who received off- the-job training were less likely to receive on-the-job training, while those who received on- the-job training were neither more nor less likely to have received off-the-job training. However, a complementary relationship was found between receiving informal training and receiving on-the-job or off-the-job training. Earnings differentials were not found to correlate with different types of training. Unlike in developed countries, training in China was usually intended to remedy skills deficiencies, rather than enhance productivity (Ying, 2004).

Training programmes help in making acquaintance of employees with more advance technology and attaining robust competencies and skills in order to handle the function and basics of newly introduced technical equipment's (Oliseh, 2005). More so, rarely it happens that employees are not fully trained regarding new working and technical techniques and they are unable to deliver to their assignments according to the desire of the organization. Effective training can bring down these flaws, (Robert, 2006). Along with training, worth of response from employees regarding working situations is of highly importance and it can help in drawing the attention of the managers and executives to the factors that are of enormous importance (Corretz, et al, 2008). Feedback not only adds to knowledge of employee and employer but also improves the process of evaluation of employees (Rosti, 1998). Firms can develop and enhance the quality of the current employees by providing comprehensive training and development. Training also has a significant effect on employee performance. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development. Indeed, research indicates that investments in training employees in problem-solving, teamwork and interpersonal relations result in beneficial firm level outcomes (Harel, 1999). It is observed that investigation directed at building a

contingency model of transfer-oriented training intervention design would provide information important for developing training environments more conducive to positive transfer in terms of productivity effectiveness. Identification of training needs, design and implementation of training programmes, transfer of training, and evaluation of programme benefits are key activities (Krishnaveni & Sripirabaa, 2008) in addition to studying general training variables such as types of training, selection of trainees, selection criteria, evaluation instruments etc. The success of training depends on the correct implementation of all steps of the process: previous analysis of training needs, development and implementation of an adequate training plan and evaluation (Mirabet, 1997). Training together with other activities positively affects results and are associated with a productivity increase and staff turnover decrease (Huselid, 1995). Francesconi and Zoega (2002) identified conditions under which the salary compression associated with imperfectly competitive labor markets will increase the incentive for firms to finance general or transferable training. In this context, salary compression implies that post-training productivity is increasing in training intensity at a faster rate than salary. Hence, the gap between productivity and salary is increasing in training intensity and, by definition, a firm's profits over some range. But the amount of training provided in equilibrium will be sub - optimal from society's viewpoint. Diverse results have been found in different research works regarding the effect of training on salary. According to Capital Theory on the Job Training has positive effect on salary increment because training has the potential to enhance labour productivity (Becker, 1962).

Organization's compensation system has foremost impact on transfer of training. When organization analyze the importance of training and reward their newly trained employees, then the workforce will be motivated towards passing on those skills. According to Expectancy Theory, Employee motivation increases when meaningful rewards are given to those employees who

effectively transfer training (Vroom, 1964). Training is categorized into different types: for example, on the job training which is known as specific training as well and off the job training, which is also termed as informal training. On the job training works as a catalyst in the increment of salary (Lillard & Tan, 1992). Off the Job Training does not have worthwhile effect on salary (Lynch, 1992; Veum, 1995). The increase in income from on the job training is approximately 12% to 15 % whereas it is 2 % to 8% increase in case of off the job training (Mincer, 1996). In case of: informal training, the increment in salary is about 2 % (Bowers & Swaim, 1994). In manufacturing sector there is 0.9% enhancement in earnings due to on the job training (Xiao, 2001). Salary tends to increase as a result of on the job training when the employee remains with the present employer. In case of change of employer, the previous on the job training will have no positive change on earnings (Booth, 1993; Lynch, 1992). There is an association between mentoring and coaching of employees with the enhancement of salary and earnings (Ok & Tergeist, 2003). Whereas the workforce who do not take training have minimal chances to avail increment in salary. Training of workforce significantly enhances the earnings of financially deprived females as well as of underprivileged males, further studies analyzed that mentoring and coaching do not show noticeable impact on the salary of newly hired employees (Heckman, Lalonde, & Smith, 1999).

Salary has been viewed as an important determinant factor for employee increased performance and have been shown to influence an employee's decision to leave or to stay in the organization (Kline & Hsieh, 2007). Performance based payments have an effective relationship with performance improvements. Every worker wants to earn more so they put extra effort to produce more units. Performance based payments stimulate and motivate workers to be more creative in generating more efforts. Due to performance based payments capable workers earn more than

ordinary workers (Lazear, 1999). case studies of different firms, it was found that production increased, when system changed from monthly salary to daily wages. This means that increased wages have direct effect on employee performance (Lazear, 2000). In case of fruit pickers, the progress of workers increased significantly when pay system was shifted from incentive pay (Bandiera, 2005). Managerial performance bonuses have the capability to enhance employee output. As far as posts of higher anagement are concerned, managers often emphasize on recruiting and retaining capable workers by moving from piece rate to salary. The core purpose of this activity is retaining efficient man power by providing more incentives (Bandiera, 2007).

### **2.2.3 Importance of Training in Nigerian Organization**

Training is important and an imperative tool for the organization to revamp the performance of all the personnel for organizational growth and success. It is beneficial to both employers and employees of an organization. An employee will become more efficient and productive if he is trained well. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development. Training s essential not only to increase productivity but also to motivate and inspire workers letting them know how important their jobs are and giving them all the information they need to perform those jobs (Anonymous, 1998). The general benefits received from employee training are: increased job satisfaction and morale, increased motivation, increased efficiencies in processes, resulting in financial gain, increased capacity to adopt new technologies and methods increased innovation in strategies and products and reduced employee turnover.

The stakeholders in training and development are categorized into several classes. The sponsors of training and development are senior managers. The clients of training and development are

business planners. Line managers are responsible for coaching, resources, and performance. The participants are those who actually undergo the processes. The facilitators are Human Resource Management staff. And the providers are specialists in the field. Each of these groups has its own agenda and motivations, which sometimes conflict with the agendas and motivations of the others.

Conflicts that are part of career consequences are those that take place between employees and their employers. The number one reason people leave their jobs is conflict with their bosses. And yet, as author, workplace relationship authority, and executive coach, Dr. John Hoover points out, Tempting as it is, nobody ever enhanced his or her career by making the boss look stupid. Training an employee to get along well with authority and with people who entertain diverse points of view is one of the best guarantees of long-term success.

Talent, knowledge, and skill alone won't compensate for a sour relationship with a superior, peer, or customer (William, 2005). Typical roles in the field include executive and supervisory/management development, new-employee orientation, professional-skills training, technical/job training, customer-service training, sales-and-marketing training, and health-and-safety training. Job titles may include vice-president of organizational effectiveness, training manager or director, management development specialist, blend-learning designer, training-needs analyst, chief learning officials, and individual career-development advisor. Talent development is the process of changing an organization, its employees, its stakeholders, and groups of people within it, using planned and unplanned learning, in order to achieve and maintain a competitive advantage for the organization.

Rothwell (1992) noted that the name may well be a term in search of a meaning, like so much in management, and suggested that it should be seen as selective attention paid to the top 10% of employees, either by potential or performance (Derek, 1004).

Training has been variously defined by scholars in the field (Dersal, 1968; McCormick & Tiffin, 1965; Bedeian, 1987) already cited in this study, Flippo (2i)05) defines it as the act of increasing the knowledge and skills of an employee in doing a particular job. Both definitions point to the fact that training leads to improved employees' performance, and there lies its importance. Specifically, training is important because of the following reasons:

- It leads to increased productivity. Adequate training increases skill which improves the quality and productivity of the workers.
- Training improves employee skills and thus builds up confidence and satisfaction. This helps to raise employee morale.
- Training ensures the availability of future human resources needs of the organization.
- Staff training reduces the rate of accidents, spoiled work and damage to machinery and equipment because the trained employees have acquired increased skill and dexterity in the performance of their jobs.
- Training reduces dissatisfaction, complaints, absenteeism and turnover. This emanates from the fact that trained workers develop sense of achievement and self- fulfillment. It promotes staff motivation. Consequently, they became more committed to their work.
- Training saves time; when an employee is not well trained, he learns by performing the job.

#### **2.2.4 Training Programmes and Employees Performance**

It is important that all employees be inducted into training and development programmes in order to improve their job related knowledge, skills and performance. The need for training and development in organization as noted by Yalokwu (2006) and Ezeani (2006) are given thus: adequate human resource training and development increases skill, which improves the quality as well as quantity of output, this result to increase in the level of performance; improvement in employee morale: development programmes improve needed skills, which builds up confidence and satisfaction (Ezeani, 2006). This in turn develops enthusiasm and pride, which are indicative of high morale, availability of skilled workforce for future personnel needs of organization: good development programmes develop employees and prepare them for future managerial and executive responsibilities positions (Ezeani, 2006).

As a result, when the need arises for personnel changes, the internal sources can be utilized more effectively, improvement in health and safety: Proper development programmes can help prevent industrial accidents and create a safer work environment, since experience and knowledgeable workers are less prone to accidents, trained employees supervised themselves, they are responsible and expect more freedom and autonomy and less supervision. Hence, promotes the spirit of participation and teamwork in organization, development programmes give the participants a wider awareness, a sense of self- satisfaction and fulfillment, an enlightened perspective and value system that support personal growth and lastly, development programmes can foster the initiative and creativity of employees, which increase the sense of inquisitiveness and improved skills as it prevents manpower obsolescence. There is no greater organizational asset than that of trained and motivated employees (Yalokwu, 2006).

According to Amuno (2009: 14), enumerates the different methods of training which includes in-service training, on-the-job training, conferences, seminars and workshops.

However, according to Richard and Johnson (2001) in training literature, two major forms of training employees in an organization have manifested: on-the-job off-the-job training.

Both forms have generated a lot of controversy on which should take precedence over the other. This in essence, means that there is yet to be a consensus among scholars on the various ways to meet the training needs of the organization. This is given to newly appointed staff immediately they are employed. This type of course is highly essential for newly recruited staff so that the new staff is protected from making costly mistakes. It makes the new staff to understand the general objectives, scope, programmes, problems, policy and Structure of the organization. Induction courses are also very necessary for newly employed officers to enable them gain Self-confidence and perform better to meet the desired expectation.

Bartel (1994) reports that there is a positive correlation between effective training programme and employee performance, however to make it possible. Swart et al., (2005) opined that the responsibility of the managers to identify the factors that hinders training program effectiveness and should take necessary measures to neutralize their effect on employee performance in addition. Ahmad and Bakar (2003) conclude that high level of employee commitment is achieved if employee performance. In add training achieves learning outcomes and improves the performance, both on individual and organizational level. These findings are also consistent with the results of Kim (2006) research work. .

Generally, it can be debated that the effect of training programme on employee outcomes such as motivation, job satisfaction and organizational commitment, did not received much attention so far. Rare work was done to test whether firms can affect their workers attitude, through proper training interventions. According to Lang (1992) training should be planned in such a way that it

results in organizational commitment. On the other hand Gaertner and Nollen (1989) proposed that employees' commitment is a result of some human resource practices, that is, succession planning and promotions, career development and training opportunities. All these practices, when achieved results in greater employee performance.

Moreover, Meyer and Smith (2000), investigate the link between Human Resource Management practices and organization effective employee performance.

Although the above literature provides the evidences regarding the benefits of training and its positive influence on employee performance, Cheramie et al. (2007) argue that, management, mostly feel hesitant while investing in its human resource due to various reasons. Sometime, in spite of receiving effective and timely training programs, employee are intended to cash it for the sake of their own market value and employment opportunity, or willing to change job just because of higher salaries, and thus, firm investment in training results as a cost rather than profit. It is also observed that due to the resistance of the organization towards offering training, propels individuals to invest themselves for their career development and greater performance (Baruch, 2006).

### **2.2.5 Training Policies and Employees Performance**

Training policies depend on the class or level of employment or level of employees to be trained (Kenney et al., 1992). They pointed out that training policies are necessary for the following reasons: To provide guidelines for those responsible' for planning and implementing training, to ensure that a company's training resources are allocated to pre- determined requirements, to provide for equality of opportunity for training throughout the company; and, to inform employees of training and development opportunities (Kenney et al., 1992). As much as these policies seem

to be accurate, they are silent on the elements of budgetary provision and top management support for training. Training policies are expressions of the training philosophy of the organization. He also affirms the assertion Kenny et al (1992), but even further stated that training policy shows the proportion of turn over that should be allocated to training. Training and development falls under human resources department function which has been argued to be an important function of human resources management (Weil & Woodall, 2005). Nadler (1984) noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives.

This is also a form of on-the-job training method which involves movement from one job to the other at planned intervals (Dessler, 2008). Job rotation helps the employee to develop, become multi-skilled and be able to take over any of the jobs in the work area (Rae, 2000).

Therefore Organizations must give employees the opportunity to multi-skilled and multi- tasked by rotating them within different department and areas normally for about seven to eight months.

This helps a lot especially in situations where an employee is being promoted or sitting in for an absent or sick colleague. Job rotation builds team work and attitude because you know what goes on in other departments and the problems faced in that department and it makes it easier to get assistance from other colleagues (Dessler, 2008).

This gives the employee firsthand experience and opportunity to work on actual problems, finding solutions to those problems. It also helps the individual to acquire the desired skill and knowledge. Special assignment is essential especially when specialists need to know the practices that go on in other department in order to manage "hand-offs" without any difficulty as well as when middle

or staff managers need insight on how other departments operate, Laird et al, (2003). This is normally seen with lower level executives. In some of the multinational organizations, employees are given the opportunity to work on an actual problem by moving them from one region to the other for a period of time normally five or six months and this enables the employee to exhibit his or her talent and skill and serves as a source of motivation to them since they believe their employers know they are able to execute any assignment given to them.

Most workers and managers experience their work environment; as increasingly uncertain, with greater pressure to deliver high levels of performance using fewer resources and people (Macneil, 2001). Both workers and managers are expected to demonstrate more knowledge and a wider range of skills, along with self-motivation, initiative and innovation. Emphasis is placed on teams that work collaboratively and share knowledge, which assumes that managers have relinquished the traditional “command and control” approach. At various times managers need to act as instructor, conflict mediator, mentor and coach. Flatter organizational structures rely more on relationships and informal networking. The study found that line managers (rather than HR) had primary responsibility for promotions, coaching, performance management, employee disciplinary action, termination decisions, career development, and recruitment and selection. At the same time, the study found that line managers did not feel comfortable with many of these responsibilities. This is not surprising. Antonioni (2000) says that most managers are appointed because of their prowess in technical functions, and they therefore tend to be uncomfortable with the training and development aspects of the managerial role.

### **2.2.6 Training Design and Employees Performance**

Training design plays a vital role in improving employees' performance as well as increasing productivity and eventually putting organizations in the best position to face competition and stay at the top. This means that there is a significant differences between the organizations that train their employees and or design is a type of activity which is planned, systematic and that there is a significant difference between the organizations that do not (April, 2010). Training design is a type of activity which is planned, systematic and results in enhanced level of skill, knowledge and competency that are necessary to perform work or effectively (Gordon, 1992). There exists a positive association between training and employee performance.

Training generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills ability, competencies and behavior (April, 2010).

Organizations that are dedicated to generating profits for its owner s (shareholders), providing quality service to its customers and beneficiaries, invest in the training of its employees (Evans & Lindsay, 1999). The more highly motivated a trainee, the more quickly and systematically a new skill or knowledge is acquired. That is why training should be related to money, job promotion, and recognition i.e something which the trainee desires (Flippo, 1976). There are four prerequisites for learning: Motivation comes first. Cue is the second requirement. The learner can recognize related indicators (cue) and associate them with desired responses with the help of training. Response comes third. Training should be immediately followed by positive reinforcement so that the learner can feel the response. Last is the feedback; it is the information which learner receives and indicates in the quality of his response. This response must be given as quickly as possible to ensure successful learning is acquired (Leslie, 1990).

This is a means of providing new employees with basic information about the employer and this training programme is used to ensure that the new employee has the basic knowledge required to perform the job satisfactorily. Orientation programs not only improve the rate at which employees are able to perform their jobs but also help employees satisfy their personal desires to feel they are part of the organization's social fabric. The Human Resource department generally orients newcomers to broad organizational issues and fringe benefits and supervisors complete the orientation process by introducing new employees to coworkers and others involved in the job. Dessler (2008) apprenticeship is "a structured process by which people become skilled workers through a combination of classroom instruction and on-the-job training. This is usually under the tutelage of a master craftsman. This method of training is usually done in crafts, trades and in technical areas.

It is the oldest and most commonly used method, if the training is relatively for a longer period. Here a major part of training is spent on the job productive work as each apprentice is given a program of assignments according to a pre-determined schedule, which provide for efficient training in trade skills (Dessler, 2008). Most companies have adopted an apprenticeship approach to training which involves giving the employee the opportunity to understand and identify problems as well as providing efficient and effective solutions for the problems. .

This is the most common on-the-job training method. This is all about having experienced worker trains the employee and they learn by observation or having the trainer showing the employee the basic procedures of what is done in the organization (Dessler, 2005). In some organizations, each manager gets the opportunity to have a face to face or telephone coaching from a qualified life coach. This is having a more experienced staff member who provides help and support to a less experienced colleague to improve his or her job performance (Landale, 2000). Coaching and

mentoring provides an internal answer to employee and individual training needs since it can be personalized and there is more validation if the coach or mentor is the employee's immediate boss or superior Laird et al, (2003). Also, Johnson et al (2005) states that coaching and mentoring is used to "support self-development and they are important skills for individuals if their organization's strategies are changing and developing constantly".

### **2.2. 7 Employees Training on Employees ' Performance**

An organization is seen to be effective and efficient if there is demonstrable increase in productivity. Productivity can be seen as the *raison d'être* of management since it provides how efficiently production inputs are used in an economy (Bartel, 1994). As the development is focusing more in the employee's personal growth, successful employees prepared for positions of greater responsibility, must have analytical, human, conceptual, and specified skills. For this reason, corporate management globally is concerned with productivity because it is regarded as a main indicator of efficiency when comparisons are made with competitors in the labour markets (Babaita, 2010).

The importance of productivity in any organization can hardly be overstated, that is why the organization exposed their employees including accountant for maximum productivity.

Productivity is often seen as total output/total input. That is effectiveness of the use of the factors of production to produce goods and services. When an organization integrates resources, physical and human will, this will result a better output. Babaita (2010) recommended that organization should monitor their firm's productivity using the following tools: employment costs per unit of output and costs as a ratio of sales value; add value per employee; labor costs as a percentage of added values, sales value per employee.

Most of the previous studies provide the evidence that there is a strong positive relationship between human resource management practices and organizational performance (Purcell et al., 2003). According to Guest (1997), mentioned in his study that training and development programmes, as one of the vital human resource management practice, positively affects the quality of the workers knowledge, skills and capability and thus results in higher employee performance on job. This relation ultimately contributes to supreme organizational performance. The result of Farooq and Aslam (2011) study depicts the positive correlation between training and employee performance as  $r=.233$ . Thus, we can predict from this finding that it is not possible for the firm to gain higher returns without best utilization of its human resource, and it can only happen when firm is able to meet its employee's job related needs in timely fashion. Training is the only ways of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals.

Moreover, the result of the study of Sultana et al., (2012) conducted in telecom sector of Pakistan, states the  $R^2$  as .501 which means that 50.1% of variation in employee performance is brought by training programs. Further, the T-value was 8.58 that explain training is good predictor of employee performance. As depicted by the work of Harrison (2000), learning through training influence the organizational performance by greater employee performance, and is said to be a key factor in the achievement of corporate goals.

However, implementing training programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance (Swart et al., 2005).

According to Swart et al., (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing employee performance. He further elaborate the concept by stating that training facilitate organization to recognize that its workers are not performing well and a thus their knowledge, skills and attitudes needs to be moulded according to the firm needs. There might be various reasons for poor performance of the employees such as workers may not feel motivated anymore to use their competencies, or may be not confident enough on their capabilities, or they may be facing work- life conflict. All the above aspects must be considered by the firm while selecting most appropriate training intervention that helps organization to solve all problems and enhance employee motivational level to participate and meet firm expectations by showing desired performance. As mentioned by Swart et al. (2005) this employee superior performance occur only because of good quality training program that leads to employee motivation and their needs fulfillment.

Wright and Geroy (2001) employee competencies changes through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills an ‘attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner.

However, employee performance is also affected by some environmental factors such as corporate culture, organizational structure, job design, performance appraisal systems, power and politics prevailing in the firm and the group dynamics. If the above mentioned problems exist in the firm,

employee performance decreases not due to lack of relevant knowledge, skills and attitude, but because of above mentioned hurdles. To make training effective and to ensure positive effect of training on employee performance these elements should be taken into consideration Wright and Geroy (2001). BICSId6S, Eisenberger et al. (1986) stated that workers feel more committed to the firm, when they feel organizational commitment towards them and thus show higher performance.

Obisi (2001) reports that training is a systematic process of enhancing the knowledge, skills and attitude, hence leads to satisfactory performance by the employees at job. He further mentioned that the need and objectives of the training program should be identified before offering it to the employees.

Scott, Clothier and Spriegel (1977) argued that training is the crux of better organizational management, as it makes employees more efficient and effective. They further elaborated that training practice is have a strong bond with all other human resource practices as (Mamoria, 1995), it enables employees to develop themselves within the firm and raise their market value in the market. Moreover, training supports to shape employees' job related behavior and facilitate them to participate for the success of the organization and ultimately firm gets higher return due to superior performance of its employees.

Mamoria (1995) further mentioned that a well trained worker is able to make a best use of organizational resources along with minimum level of wastages. As stated by Ohabunwa (1999), when employees are well trained organization can delegate responsibility and authority to them with full confidence of ensuring organizational success.

### **2.3 Theoretical Framework**

The study is anchored on the system theory.

### **2.3.1 System Theory**

This study is anchored on the system theory which was propounded by Easton (1961). The systems perspective assumed a system as a set of interrelated and inter-dependent parts arranged in manner that produces a unified whole. From a system perspective, an organization is seen as being made up of interdependent factors, including individuals (managers, accountants, supervisors, etc), groups, attitudes, motives formal structure, interactions, goals, status and authority (Owojor & Asaolu, 2011). The system approach believes that system is made up of parts which are differentiated in some ways but are connected to make up the whole through the interaction between its component parts and with the external environment. The organization as an open system cannot exist in isolation. It must exchange energy and information/competencies with its environments. Every system is loosely connected with many other sub-system or sub-units. For example, organizational system is loosely coupled by the following elements; raw materials, equipment, administrative personnel, working tools, managers, accountants, supervisors and other employees. The organization is environments within the larger environment. It is important for the organization to expand its functions in order to bring it into closer relations with the surrounding environment. For example, managers, accountants, supervisors are recruited from outside the organization; while funds may be internally or externally generated. The system theory gives the managers a way of looking at an organization as a whole and as part of the larger external environments. In doing so, systems theory is of the view that activity of any of the organization affects activity of every other part. The job of a manager is to ensure that all parts of the organization are coordinated internally so that the organization's goal can be achieved.

With this, the manager has to ensure that the activities of both human resources and materials are well coordinated and represented in terms of motivation and training of staff- including

accountants to enable them fit in the environment‘ of work. Training and development is a mixture of activities aimed at improving the performance of personnel in organization for the attainment of continuous improvement in productivity. An organization does not exist in a vacuum; hence it is dependent on its external environment. Organization invests in people to enable them to perform better and to empower them to make the best use of their natural abilities for overall effectiveness and efficiency of an organization. An organization is seen to be effective and efficient if there is demonstrable increase in productivity. The accountants are expected to meet the needs mid expectations of the organization by performing their responsibilities to the organization. The Job of an organization manager, supervisor etc, is to assume that all parts ‘of the organization are coordinated internally so that the organization are not self-contained.

## **2.4 Empirical Review**

In the study conducted by Hafeez and Akbar (2015) explore the impact of Training on Employee Performance in Pharmaceutical Industry in Karachi Pakistan”, in which the training is considered as independent whereas dependent variable „Employee Performance, having its performance areas i.e.; demonstrating team work, communication skill, customer service, interpersonal relationship and reduced absenteeism and its development areas i.e. job-satisfaction, employee motivation, new technologies, efficiencies in process and innovation in strategies as its levers. Four pharmaceutical companies are selected. A survey of 356 employees via self administrated questionnaire with the help of random sampling technique is conducted with the response rate of 96%. The analysis shows that when the employees get more the training, more efficient their level of performance

would be. In another study by Gamage and Imbulana (2013) identifying the effectiveness of the training and development of the call center staff of the Sri Lanka Telecom. The performance was measured with the dimensions of employees Productivity, Absenteeism and the Job Satisfaction. The statistical analysis of the study revealed that there is a significant positive relationship between the training & development and the employee productivity. Hemanalini (2013) examines the impact of the training and development programmes on employee performance in IBF I Federal Life Insurance Company Ltd, Coimbatore. The available evidence from descriptive research and the model were tested with a survey sample (n=200). This study carried two dimensions such as training and development and employee performance with two inter-dependent variables such as work attitude and job involvement. The data was obtained by questionnaire method and random sampling method was used. The purpose of this study was to examine and gain a better understanding of the drivers that influence the impact of training and development on the employee performance. It is found that there is a high relationship between training & development and employee performance. It is found that performance. The factors age, tenure and marital status over employed performance is high association between each other. In another study of Elnaga and Imran (2013) examine the impact of training and development on the employee performance. Training plays vital role in the building of competencies of new as well as current employees to perform their job in an effective way. Their study in hand chiefly focuses on the role of training in enhancing the performance of the employees. It also prepares employees to hold future position in an organization with full capabilities and helps to overcome the deficiencies in any job related area. Training is considered as that sort of investment by the firm that not only brings high return on investment but also supports to achieve competitive advantage.

In the study conducted by Korkeakoulu (2013) evaluates the effects of training on employee performance, using the telecommunication industry in Uganda. The study was based on three case studies of the biggest telecommunication companies operating in Uganda. A qualitative research approach of the data collection was adopted using a questionnaire comprising of 18 questions distributed to 120 respondents. Based on this sample the results obtained indicate that the training is a clear effect on the performance of employees. In the insurance sector, the training and development function holds key responsibility by helping employees to upgrade their performance on a continuous basis.

Ameeq-ul-Ameeq and Hanif (2013) examine “Impact of Training on Employee Performance in Private Insurance Sector, Coimbatore District”. The training in services sector is very important because most of the staff are directly in contact with the customer and they are giving them the services. Their study reveals that the training programs of the hotels of Lahore are actually helping the employees to develop and perform their task. The relationship between the training and performance has been studied in previously in many researches. But the impact of training on employees’ performance in the private insurance sector with respect to Coimbatore district has not been studied so far.

In another study by Verma and Goyal (2011) analyzes the status of the various training and development practices in Life Insurance Corporation in India and explores the proposed link between the training and employees productivity. This study emphasizes the importance of training for the effective functioning of the organization. The employee performance is measured in terms of the improvement in Productivity, Absenteeism and the Employee Job Satisfaction.

Farooq and Khan (2011) had conducted a study to elaborate the impact of Training and Feedback on increasing the performance of employees. The review of the literature conducted explains and highlights the role of effective training and the feedback in improving the quality of task process which ultimately results in the improvement of performance of employees. An empirical study was conducted and data was collected through questionnaires to find the results. Findings of this study suggest arranging and adopting more effective training programs and techniques in order to give the progressive shape to the results achieved through this study. Hotel sector which is actually the services business needs a lot of training for all the staff of the hotel.

European Centre for the Development of Vocational Training (21011) provides advance understanding of the effects of training on organizational-level outcomes by reviewing the results of previous studies that have investigated the relationship between training and human resource, performance, and financial outcomes. The results of meta-analysis from 67 studies suggest that training is positively related to human resource outcomes and organizational performance but is only very weakly related to financial outcomes.

Furthermore, training appears to be more strongly related to organizational outcomes when it is matched with key contextual factors such as organization capital intensity and business strategy, in support of the contingency perspective. Further, training related independently to organizational outcomes in support of the universalistic perspective of strategic human resource management rather than a configurationally perspective.

In the study of Babaita (2010) examines productivity as a driving force for investment in training and management development in the banking industry. The population was made up of 320 old and new generation banks. Simple random sampling techniques were used. The study relied on

both qualitative and quantitative analysis of data. I-flue found that productivity is really one of the driving forces for investment in training and management development. He recommended that it is vital that managers, senior executive, as well as all employees receive training.

In another study carried out by Iwuoha (2009) investigates Impact of Training and Development Programmes on Secretaries Productivity in selected Business Organization in Owerri aimed at identifying the adequacy of development programme provided to the secretaries in the selected business organizations in Owerri. The researcher employed a survey research design. The population of the study was 50 respondents using simple random sampling technique, while questionnaire was used for d collection and mean scores for data analysis. It was found that development programmes were adequately provided for the secretaries by the management of these organizations in such areas as seminar, conferences, workshops, etc. The researcher recommended that the secretaries should be given periodic leave with full pay to fully acquaint them with the latest skills.

Igwegbe (2009) examines the Role of Management (Employers) in Human Capital Development focused on the role of management as employers of labour in the development of human capital. The found that human capital development is inevitable and the need for the entire work force to be at home with modem information and technology (ICT) in line with global trends if organizations must remain relevant in the world today

In the study carried out by Okotoni and Erero (2005) examined “Manpower Training and Development in the Nigerian Public Service” aimed at identifying the experience of Nigerian public services on manpower training and development with view to understanding the problems being faced. The researchers found out that training and development helps to ensure that

organizational members possess the knowledge and skills they needed to perform their job effectively, taken on new responsibilities, and adapt to changing conditions. They also found that the experience of manpower training and development in the Nigerian public service has been more of use and waste. They recommended that the government should avoid the use of quack consultants in training the public servants.

Richard and Johnson (2001) conduct a study to determine if productivity is a driving force for investment in training and management development in the Banking Industry in Nigeria. The study relied on both qualitative and quantitative analysis of data, using descriptive and inferential statistics. The entire staff of the 25 commercial banks as at 2007 in Nigeria was the population of the study and a total of 320 questionnaires were administered. The study found that productivity is really one of the driving forces for investment in training and management development.

Anyanwu (1993) studies the effects of training on employee productivity. The paper provides a review of the current evidence of such a relationship and offers suggestions for further investigation. They reviewed extensive the literature in terms of research findings from studies that had attempted measuring and understood the impact that training have on employee productivity across various sectors. The focal point of their review was on training practices and employee productivity and their relationship. The outcome of their findings varied. While some studies reported a positive association between training and employee productivity, some reported negative and some no association whatsoever.

Ugoji (1988) conducts a research on the effect of training and development on organizational performance. The study used secondary data. Four hypotheses were developed to see the impact of all the independent variables on the overall Organizational Performance. The results show that

training and development, on the job training, training design and delivery style have positive significant effect on organizational performance. Presented a report on the impact of training (and vocational education) investments on company productivity and other performance indicators using a meta analysis. The study yields a clear result that investment in training have a positive and significant impact on company performance indicators. This result confirms the key role attributed to the investment in skills in the European strategy for smart and sustainable growth, Europe 2020, and the initiative agenda for new skills and jobs.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter deals with the methods, steps and procedures that will be employed in the research study to collect and present the data. It was also revealed data collected and how it was analyzed. For the purpose of this study specific attention is given to research design, population of the study, sample and sampling technique, sources of data, research instruments, method of data collection, method of data analysis In chapter, the researcher also presents the methodological steps taken in analyzing the data generated in order to arrive at very meaningful conclusions which helps achieve the objectives of the study.

#### **3.2 Research Design**

Research design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy procedure (Asika, 2005). The research design for this study is the descriptive survey. This study basically adopted the survey research design in which structured questionnaire will be designed and distributed to the respondents. A survey could be defined as the systematic gathering of information from respondents for the purpose of understanding or predicting some aspects of the behaviour of the population of interest (Agbonifoh & Yomere, 2009).

### 3.3 Population of the Study

Population refers to a complete set of individuals (subjects), objects or events having common observable characteristics in which the researcher is interested. Population is also made up of all conceivable elements, subjects and observations relating to a particular phenomenon of interest to the researcher from which sample and conclusion are drawn. Thus, the population size of the study comprises of all the workers of Ugbowo Bakeries in Benin City, Edo state, Nigeria. Thus, for the purpose of this study, the population covers all the bakeries in Ugbowo, Benin City, Edo state, Nigeria are indicated below:

#### Distribution of Population Study

Name of Bakeries	Number of workers	Percentage (%)
Uniben Bread	20	15
Nadia Bread	20	15
Our Home Made Bread	15	11
Fresh Bread (PPRH Bread)	20	15
Faith Bread	10	7.40
Efe Bread	10	7.40
Emma Bread	10	7.40
Destiny Bread	10	7.40
Plymouths Bread	10	7.40
My joy Bread	10	7.40
<b>Total</b>	<b>135</b>	<b>100</b>

*Source: Field Survey, 2019*

### 3.4 Sampling and Sample Technique

A total of one hundred (100) workers of these Ugbowo bakeries in Benin City, Edo state, Which was conveniently selected, formed the sample size for the study. The sample size is arrived at by the use of number estimation formula as suggested by Taro Yamane (1967) as calculated below.

$$n = \frac{N}{1+N(e)^2}$$

Where:

n = Sample size;

N= population size;

e = percentage level of significance; and

$$N = 135$$

$$n = \frac{135}{1+135(0.05)^2}$$

$$= 100$$

Approximately = 100

The justification for the use of the formula is to scientifically use an appropriate and considerable sample of workers that currently working with different bakeries in Ugbowo in Benin City, Nigeria. For the purpose of arriving at a more realistic, accurate and clear result, the sample size of the respondents will be proportionately determined among the bakeries using stratified random sampling procedure. The questionnaire will be distributed to each bakery workers in Ugbowo, Benin City, Edo State.

### **3.5 Research Instrument**

Questionnaire will be used as the instrument in this study to collect data. Questionnaire employs a typical form of fixed- response alternative questions that required the respondent to select from a predetermined set of answers to every question or fill an open-ended statement(s). For the purpose of this study, the survey method will be adopted with the use of questionnaire instrument designed to elicit the needed responses on training and employees performance in Ugbowo Bakeries. The questionnaire that will be administered to the respondents is divided into two Sections of A and B. Section A is concerned with the persona bio-data of the respondents among which are: gender, age, educational qualification, and marital status of the respective respondents. Section B is consists of questions directly related to the objectives of the study and set in Likert scale and ranking forms. The administration would be by approaching the respondents and handing over the questionnaire to them. They will therefore be expected to complete and return them. This is basically to allow them to be free and analyze the questions objectively. One hundred (100) questionnaire will be administered to Ugbowo Bakeries workers in Benin City, Edo states.

### **3.6 Validity and Reliability of the Research Instrument**

In this study, adequate consideration will be given to issues of face and content validity of the instrument used. To ensure face and content validity, the instrument will be given to academic staff in the Department of Business Administration, University of Benin, as well as an expert in Faculty of Management Sciences, University of Benin. They will be basically required to review and criticize the items on the instrument in terms of their clarity, appropriateness of the language and instructions that the respondents are expected to adhere to. They also aided in determining whether the items in the questionnaire can elicit the relevant information that they are expected to

generate from the respondents. Their criticisms will be incorporated in modifying the items on the instrument used. In addition, content validity will be further ensured by making sure that each item in the questionnaire addressed a specific problem of the study as identified from the trial testing of the instrument to ensure its reliability. With respect to the reliability of the research instrument, pilot study was conducted by testing and pre-testing the research instrument with 30 randomly selected workers of the various bakeries in Ugbowo, Benin City, Edo state. Feedbacks were incorporated and questions were then revised. The final version of the questionnaire consisted of 20 closed-ended questions as presented in Table 3.1. The Cronbach's alpha as a diagnostic measure was used to test the reliability of the research instrument. It assesses the consistency of the entire scale. The results of the reliability analysis are summarized in Table 3.1

**Table 3.1 Reliability Test using Cronbach Alpha**

S/N	Variables	Number of items	Cronbach's Alpha Value
1	Training Design	5	0.680
2	Training Programmes	5	0.692
3	Training Policies	5	0.710
4	Employees Training	5	0.721
5	Employees' performance	20	0.832

*Source; Field survey, 2019*

The Cronbach's alpha value for each construct as shown in the table above is above 0.6 This means that the questionnaire are reliable and can be depended upon to elicit the necessary information from the respondents.

### **3.7 Source of Data**

The source of data for this study is primary data source. Primary data come from original sources and have not been previously collected or used. The data consists of the information to be elicited from the sampled respondents using the research instrument (questionnaire). The Questionnaire was designed using a summated rating scale (Likert scale) to measure the degree of agreement by the respondents to a statement that describes a situation.

### **3.8 Method of Data Analysis**

Data analysis involves converting a series of recorded observation (data) into descriptive statements and or inferences about relationships. It is the process of converting data into information (Agbonifoh & Iyomere, 1999). Data collected generated from the questionnaire will be analyzed using the simple percentages, mean, correlation and multiple regression techniques via the Statistical Package for Social Sciences (SPSS) 24.0

### **3.9 Model Specification**

For the purpose of this study simple percentage, mean and multiple regression techniques were performed. The statistical packages for social sciences (SPSS) to explain the variation in the values of the dependent variable (employees' performance) on the basis of change in other independent variables (training design, training programmes, training policies, training and employee training).

The model for this study is expressed in functional form; firm's consistency

$$\text{EMPYPERF} = f(\text{TDSIGN}, \text{TPROG}, \text{TPOL}, \text{EMPLYTR}) \dots\dots\dots (3.1)$$

This is further expressed in mathematical form as:

$$\text{EMPYPERF} = \beta_0 + \beta_1\text{TDSIGN} + \beta_2\text{TPROG} + \beta_3\text{TPOL} + \beta_4\text{EMPLYTR} + \mu_n \dots\dots\dots (3.2)$$

Where;

EMPYPERF = Employees performance

TDSIGN = Training Design

TPROG = Training programmes

TPOL = Training Policies

EMPLYTR = Employees Training

$\beta_0$  = constant

$\beta_1, \beta_2, \beta_3$  and  $\beta_4$  = Co-efficient

$\mu_n$  = stochastic disturbance

A priori equation  $\beta_1 > 0; \beta_2 > 0; \beta_3 > 0; \beta_4 > 0 \dots\dots\dots (3.3)$

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSES AND DISCUSSION OF EMPIRICAL**

#### **RESULTS**

##### **4.1 Introduction**

This chapter contains the presentation, analysis and interpretations of the various data collected for this study. Consequently, it entails the application of both mathematics and statistical techniques to provide the basis for the testing of the research hypotheses listed in chapter one. Hence, it is a vital part of this study since it forms the basis for conclusion and recommendations at the end of the research.

##### **4.2 Data Presentation and Analytical Techniques**

Tables and percentages were used in this chapter, the use of table is Most appropriate means of interpreting information for easy understanding. In analyzing the data, judgment shall be based on the number of favourable or unfavourable responses received on each statement in the questionnaire. Generally, the favourable responses are, “strongly agree” and “agree” while the unfavourable responses are “strongly disagree” and “disagree”. The results of the data collected are analyzed below based on each research questions, and out of the one hundred (100) questionnaire distributed, ninety five (95) questionnaire were well completed and valid for analysis of this study. Ninety five (95) questionnaires retrieved, represent 95 percent of total distributed questionnaire.

#### 4.2.1 Demography Analysis

**Table 4.1: Frequencies and percentages relating to sex, age, marital status, educational qualifications, job cadre and number of year experience of respondents**

<b>Age distribution of respondents</b>	<b>Frequency</b>	<b>Percentages %</b>
Below 20 years	4	4.2
21-30 years	61	64.2
31-40 years	27	28.4
41-50 years	3	3.2
51 and Above	0	0
<b>Total</b>	<b>95</b>	<b>100</b>
<b>Sex distribution of respondents</b>	<b>Frequency</b>	<b>Percentages %</b>
Male	87	91.6
Female	8	8.4
<b>Total</b>	<b>95</b>	<b>100</b>
<b>Marital Status</b>	<b>Frequency</b>	<b>Percentages %</b>
Single	33	34.7
Married	61	64.2
Divorced	1	1.1
Widowed	0	0
<b>Total</b>	<b>95</b>	<b>100</b>
<b>Highest Educational Qualification</b>	<b>Frequency</b>	<b>Percentages %</b>
SSCE	64	67.4
ND/NCE	16	16.8
HND/BSC	6	6.3
Others	9	9.4
<b>Total</b>	<b>95</b>	<b>100</b>
<b>Job Cadre</b>	<b>Frequency</b>	<b>Percentages %</b>
Senior staff	11	11.6
Junior staff	76	80.0
Casual workers	8	8.4
<b>Total</b>	<b>95</b>	<b>100</b>
<b>Year of experience</b>	<b>Frequency</b>	<b>Percentage %</b>
Below 1 year	30	31.6
1-2 year	42	44.2
2-3 year	13	13.7
3 and above	10	10.5
<b>Total</b>	<b>95</b>	<b>100</b>

*Source: Field Survey, 2019*

**Interpretation:**

From table above, 4.2 percent of the total respondents are between the age brackets of below 20 years, 64.2 percent of the total respondents are between the age brackets of 21-30, 28.4 percent of the total respondents are between the age brackets of 31-40, 3.2 percent of the total respondents are between the age brackets of 41-50, while 0 percent of the total respondent is between the age brackets of 51 and above. Furthermore, 91.6 percent of the total respondents are male, while 8.4 percent of the total respondent are female. This implies that more male are working with Nigerian bakeries in Berlin City, Edo state. It was also indicated that 34.7 percent of the respondents are single, 64.2 percent of the respondents are married, 1.1 percent of the respondents are divorced while 0.0 percent of the respondent are widowed. The table further shows that 67.4 percent of the total respondents have SSCE, 16.8 percent of the total respondent have ND/N CE, 6.3 percent of the total respondent have HND/BSC, while 9.4 percent of the total respondent have other certification. Under the job cadre it was indicated that 11.6 percent of the respondents are senior staff, 80.0 percent of the respondents are junior staff, While 8.4 percent of the respondents are casual workers.

Lastly, under the number of year experience, it shows that 31.6 percent of the total respondents have spent less than 1 year in the bakery, 44.2 percent of the total respondent have spent 1-2 year in the bakery, 13.7 percent of the total respondent have spent 2-3 years in the bakery, while 10.5 percent of the total respondent have spent p years and above.

### 4.3 The Effect of Training Design on Employees Performance in Nigerian Bakeries

**Table 4.2: Frequencies and percentages of the effect of training design on employees performance in Nigeria**

<b>Designing training courses is based on well stated aims and Standards</b>	<b>Frequency</b>	<b>Percentages</b>
Strongly Agree	31	32.6
Agree	50	52.6
Disagree	9	9.5
Strongly Disagree	5	5.3
<b>Total</b>	<b>95</b>	<b>100</b>
<b>Training design courses is delivered through the human resources management decisions</b>	<b>Frequency</b>	<b>Percentages</b>
Strongly Agree	26	27.4
Agree	63	66.3
Disagree	4	4.2
Strongly Disagree	2	2.1
<b>Total</b>	<b>95</b>	<b>100</b>
<b>Training designs are identified based on the regular assessment of employees performance</b>	<b>Frequency</b>	<b>Percentages</b>
Strongly Agree	43	45.3
Agree	37	38.9
Disagree	11	11.6
Strongly Disagree	4	4.2
<b>Total</b>	<b>95</b>	<b>100</b>
<b>Training design aiming at solving work problems in organization</b>	<b>Frequency</b>	<b>Percentages</b>
Strongly Agree	34	35.8
Agree	48	50.5
Disagree	9	9.5
Strongly Disagree	4	4.2
<b>Total</b>	<b>95</b>	<b>100</b>
<b>Employees performance prior and after training are compared in order to evaluate the impact of training design</b>	<b>Frequency</b>	<b>Percentages</b>
Strongly Agree	45	47.3
Agree	47	49.5
Disagree	1	1.0
Strongly Disagree	2	2.1
<b>Total</b>	<b>95</b>	<b>100</b>

*Source: Field Survey, 2019*

## **Interpretation**

Table 4.2 shows that 32.6 percent of the total respondents strongly agree that designing training courses is based on well stated aims and Standards, 52.6 percent of the total respondents agree that designing training courses is based on well stated aims and Standards, 9.5 percent of the total respondents disagree that designing training courses is based on well stated aims and Standards, while 5.3 percent of the total respondents strongly disagree that designing training courses is based on well stated aims Standards. It was also showed that 27.4 percent of total respondents strongly agree that training design courses is delivered through the human resources management decisions, 66.3 percent of the total respondents agree that training design courses is delivered through the human resources management decisions, 4.2 percent of the total respondents disagree that training design courses is delivered through the human resources management decisions, while 2.1 percent of the total respondents strongly disagree that training design courses is delivered through the human resources management decisions. On Table 4.2, 45.3 percent of total respondents strongly agree that training design are identified based on the regular assessment of employees performance, 38.9 percent of the total respondents agree that training design are identified based on the regular assessment of employees performance, 18.6 percent of the total respondents disagree that training design are identified based on the regular assessment of employees performance, while 4.2 percent of the total respondents strongly disagree that training design are identified based on the regular assessment of employees performance. It was also indicated that 35.8 percent of total respondents strongly agree that Training design aiming at solving work problems in organization, 50.5 percent of the total respondents agree that Training design aiming at solving work problems in organization, 9.5 percent of the total respondents disagree that Training design aiming at solving work problems in

organization, while 4.2 percent of the total respondents strongly disagree that Training design aiming at solving work problems in organization. Lastly, Table 4.2 shows that 47.3 percent of the total respondents strongly agree that employees performance prior and after training are compared in order to evaluate the impact of training design, 49.5 percent of the total respondents agree that employees performance prior and after training are compared in order to evaluate the impact of training design, 1.0 percent of the total respondents disagree that employees performance prior and after training are compared in order to evaluate the impact of training design, while 2.1 percent of the total respondents strongly disagree that employees performance prior and after training are compared in order to evaluate the impact of training design.

#### 4.4 The effect of training programmes and employees performance in Nigeria

**Table 4.3: Frequencies and percentages of the effect Training programmes and employees performance in Nigeria**

<b>A variety of training programmes are offered to improve employees skills</b>	<b>F</b>	<b>%</b>
Strongly Agree	35	36.8
Agree	53	55.8
Disagree	3	3.2
Strongly Disagree	4	4.2
<b>Total</b>	<b>95</b>	<b>100</b>
<b>Employees have equal chances for being selected for training programmes</b>	<b>Frequency</b>	<b>Percentages %</b>
Strongly Agree	16	16.8
Agree	25	26.3
Disagree	37	39
Strongly Disagree	17	17.9
<b>Total</b>	<b>95</b>	<b>100</b>
<b>High morale employees' give better performance as a result of training programmes</b>	<b>Frequency</b>	<b>Percentages %</b>
Strongly Agree	26	27.4
Agree	31	32.6
Disagree	23	24.2
Strongly Disagree	15	15.8
<b>Total</b>	<b>95</b>	<b>100</b>
<b>Employees' consider training programmes as a vital for job performance</b>	<b>Frequency</b>	<b>Percentages %</b>
Strongly Agree	36	37.8
Agree	41	43.1
Disagree	13	13.7
Strongly Disagree	5	5.3
<b>Total</b>	<b>95</b>	<b>100</b>
<b>Skills and knowledge gained in training programmes results in organizational performance</b>	<b>Frequency</b>	<b>Percentages %</b>
Strongly Agree	41	43.1
Agree	43	45.3
Disagree	8	8.4
Strongly Disagree	3	3.2
<b>Total</b>	<b>95</b>	<b>100</b>

*Source: Field Survey, 2019*

## **Interpretation**

Table 4.3 shows that 36.8 percent of the total respondents strongly agree that a variety of training programmes are offered to improve employees skills, 55.8 percent of the total respondents agree that a variety of training programmes are offered to improve employees skills, 3.2 percent of the total respondents disagree that a variety of training programmes are offered to improve employees skills, while 4.2 percent of the total respondents strongly disagree that a variety of training programmes are offered to improve employees skills. From Table 4.3, 16.8 percent of total respondents strongly agree that employees have equal chances for being selected for training programmes, 26.3 percent of the total respondents agree that employees have equal chances for being selected for training programmes, 39 percent of the total respondents disagree that employees have equal chances for being selected for training programmes, while 17.9 percent of the total respondents strongly disagree that employees have equal chances for being selected for training programmes. It was also indicated that 27.4 percent of the total respondents disagree that employees have equal chances for being selected for training programmes, 32.6 percent of the total respondents agree that high morale employees' give better performance as a result of training programmes, 24.2 percent of the total respondents disagree that high morale employees' give better performance as a result of training programmes, while 15.8 percent of the total respondents strongly disagree that high morale employees' give better performance as a result of training programmes. It was also indicated that 37.8 percent of total respondents strongly agree that employees' consider training programmes vital for job performance, 43.1 percent of the total respondents agree that employees': consider training programmes vital for job performance, 13.7 percent of the total respondents disagree that employees' consider training programmes vital for job performance, while 5.3 percent of the total respondents strongly disagree that employees'

consider training programmes vital for job performance. It was also indicated that 43.2 percent of total respondents strongly agree that skills and knowledge gained in training programmes results in organizational performance, 45.3 percent of the total respondents agree that skills and knowledge gained in training programmes results in organizational performance, 8.4 percent of the total respondents disagree that skills and knowledge gained in training programmes results in organizational performance, while 3.2 percent of the total respondents strongly disagree that skills and knowledge gained in training programmes results in organizational performance.

#### **4.5 The effect of Training policies and employees performance in Nigerian bakeries**

**Table 4.4: Frequencies and percentages of the Training policies and employees performance in Nigerian bakeries**

<b>Training policies increase the efficiency of employees performance</b>	<b>Frequency</b>	<b>Percentages</b>
Strongly Agree	38	40.0
Agree	39	41.1



**Interpretation:**

Table 4.4 shows that 40.0percent, 41.1percent, 11.6percent and 7.6 percent of the total respondents are strongly agree, agree, disagree and strongly disagree respectively that training policies increase the efficiency of employees' performance. It was also shows that 14.7%, 26.3%, 31.6% and 27.4% of the total respondents are strongly agree, agree, disagree and strongly disagree respectively that our organization follows the policy of matching pay with performance; it was also shows. that 7.4%, 24.2%, 38.9% and 29.5% of the total respondents are strongly agree, agree, disagree and strongly disagree respectively that performance assessment are the basis of the policies selection of trainees; it was also indicates that 38.9%, 44.2%, 7.4% and 9.5% of the total respondents are strongly agree, agree, disagree and strongly disagree respectively that policies used in identifying the training needs is based on the work requirements of the employees performance assessment are the basis of the policies selection of trainees; on Table 4.4, 29.5 percent of total respondents strongly agree that results of performance assessment are the basis of the policies selection of trainees, 34.7 percent of the total respondents agree that results of performance assessment are the basis of the policies selection of trainees, 16.8 percent of the total respondents disagree that the results of performance assessment are the basis of the policies selection of trainees, while 18.9 percent of the total respondents strongly disagree that results of performance assessment are the basis of the policies selection of trainees.

**4.6 The effect of employees training and employees' performance in Nigerian bakeries**

**Table 4.5: Frequencies and percentages of the effect employees training and employees' performance in Nigerian bakeries**

<b>Employees training improves the self-confidence of trainees</b>	<b>Frequency</b>	<b>Percentages</b>
Strongly Agree	40	42.1
Agree	50	52.6
Disagree	2	2.1
Strongly Disagree	3	3.1
<b>Total</b>	<b>95</b>	<b>100</b>
<b>There is no connectivity between employees training and employees' performance</b>	<b>Frequency</b>	<b>Percentages %</b>
Strongly Agree	6	6.3
Agree	3	3.1
Disagree	39	41.1
Strongly Disagree	47	49.5
<b>Total</b>	<b>95</b>	<b>100</b>
<b>Training courses increase the efficiency of Employees</b>	<b>Frequency</b>	<b>Percentages %</b>
Strongly Agree	46	48.4
Agree	41	43.2
Disagree	3	3.1
Strongly Disagree	5	5.2
<b>Total</b>	<b>95</b>	<b>100</b>
<b>Training courses improves job satisfaction of the trainees</b>	<b>Frequency</b>	<b>Percentages %</b>
Strongly Agree	43	45.3
Agree	41	43.1
Disagree	6	6.3
Strongly Disagree	5	5.2
<b>Total</b>	<b>95</b>	<b>100</b>
<b>Favoritism plays a role in selecting the trainees</b>	<b>Frequency</b>	<b>Percentages %</b>
Strongly Agree	31	32.6
Agree	33	34.7
Disagree	18	18.9
Strongly Disagree	13	13.6
<b>Total</b>	<b>95</b>	<b>100</b>

*Source: Field Survey, 2019*

## **Interpretation;**

Table 4.5 shows that 42.1 percent of the total respondents strongly agree that employees training improves the self-confidence of trainees, 52.6 percent of the total respondents agree that employees training improves the self-confidence of trainees, 2.1 percent of the total respondents disagree that employees training improves the self-confidence of trainees, while 3.1 percent of the total respondents strongly disagree that employees training improves the self-confidence of trainees. From Table 4.5, 6.3 percent of total respondents strongly agree that there is no connectivity between employees training and employees' performance, 3.1 percent of the total respondents agree that there is no connectivity between employees training and employees' performance, 41.1 percent of the total respondents disagree that there is no connectivity between employees training and employees' performance, while 49.5 percent of the total respondents strongly disagree that there is no connectivity between employees training and employees' performance. It was also indicated that 48.4 percent of total respondents strongly agree that training courses increase the efficiency of employees, 43.2 percent of the total respondents agree that training courses increase the efficiency of employees, 3.1 percent of the total respondents disagree that training courses increase the efficiency of employees, while 5.2 percent of the total respondents strongly disagree that training courses increase the efficiency of employees. It was also indicated that 45.3 percent of total respondents strongly agree that training courses improves job satisfaction of the trainees, 43.1 percent of the total respondents agree that training courses improves job satisfaction of the trainees, 6.3 percent of the total respondents disagree that training courses improves job satisfaction of the trainees, while 5.2 percent of the total respondents strongly disagree that training courses improves job satisfaction of the trainees. It was also indicated that 32.6 percent of total respondents strongly agree that favoritism plays a role in selecting the trainees, 34.7 percent of the

total respondents agree that favoritism plays a role in selecting the trainees, 18.9 percent of the total respondents disagree that favoritism plays a role in selecting the trainees, while 13.6 percent of the total respondents strongly disagree that favoritism plays a role in selecting the trainees.

#### 4.7 Discussion of One Sample t-test Statistics Result

**Table 4.6: One sample T-test statistics result**

	Test Value = 0.05				95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
TDSIGN	28.324	94	.000	3.662	3.41	3.92
TPROG	45.456	94	.000	4.094	3.92	4.27
TPOL	25.862	94	.000	3.255	3.045	4.125
EMPLYTR	37.642	94	.000	3.742		3.84

*Source: Computed by author using SPSS 2019*

#### 4.8 Test of Hypotheses

##### Hypothesis One

H<sub>1</sub>: There is significant relationship between training design and employees performance in bakery in Ugbowo area of Benin City.

H<sub>0</sub>: There is no significant relationship between training design and employees performance in bakery in Ugbowo area of Benin City.

There is a significant and positive relationship between training design and employees' performance in Ugbowo bakeries, Benin City, Edo State. This means that training design contributes to the employees' performance in Ugbowo bakeries and null hypothesis is rejected.

### **Hypothesis Two**

H<sub>1</sub>: There is significant relationship between training programmes and employees' performance in bakery in Ugbowo area of Benin City.

H<sub>0</sub>: There is no significant relationship between training programmes and employees' performance in bakery in Ugbowo area of Benin City. There is significant relationship between training programmes and employees' performance in bakery in Ugbowo area of Benin City. The second hypothesis the p-value is less than 0.05, the alternative hypothesis is accepted meaning that training programmes and employees' performance in Ugbowo bakeries, and H<sub>0</sub> is rejected.

### **Hypothesis Three .**

H<sub>1</sub>: There is significant relationship between training policies and employees' performance in bakery in Ugbowo area of Benin City.

H<sub>0</sub>: There is no significant relationship between training policies and employees' performance in bakery in Ugbowo area of Benin City.

The third hypothesis the p-value is less than 0.05, the alternatives hypothesis i.e There is significant relationship between training policies and employees' performance in bakery in Ugbowo area of Benin City. H<sub>1</sub> is accepted meaning that the relationship between training policies and employees' performance in Ugbowo bakeries, and H<sub>0</sub> is rejected.

#### **Hypothesis Four**

H<sub>1</sub>: There is significant relationship between employees' training and employees' performance in bakery in Ugbowo area of Benin City.

H<sub>0</sub>: There is no significant relationship between employees' training and employees' performance in bakery in Ugbowo area of Benin City.

While the fourth hypothesis the p-value is less than 0.05, the alternatives hypothesis i.e There is significant relationship between employees' training and employees' performance in bakery in Ugbowo area of Benin City. Meaning that the employees' training increases employees performance in Ugbowo bakeries, and H<sub>0</sub> is rejected. The research findings show that there is a significant relationship between employees' training and employees' performance in Ugbowo bakeries.

#### **4.7 Discussion of Findings**

Firstly, there is a significant relationship between training design and employees' performance in bakery in Ugbowo area of Benin City. This finding is in line with the study conducted by Ameer-ul-Ameer and Hanif (2013) their study reveals that the training design of the hotels of Lahore are actually helping the employees to develop and perform their task.

It was also supported by Elnaga and Imran (2013) that training design plays vital role in the building of competencies of new as well as current employees to perform their job in an effective way. It also prepares employees to hold future position in an organization with full capabilities and helps to overcome the deficiencies in any job related area. Training is considered as that sort of investment by the firm that not only brings high return on investment but also supports to achieve competitive advantage.

Secondly, there is a positive and significant relationship between training programmes and employees' performance in Ugbowo bakery. This finding is aligned with the study carried out by Iwuoha (2009) the study found that development programmes were adequately provided for the secretaries by the management of these organizations in such areas as seminar, conferences, workshops, etc. The researcher recommended that the secretaries should be given periodic leave with full pay to fully acquaint them with the latest skills. Thirdly, there is a positive and significant relationship between training policies and employees' performance in Ugbowo bakery. This is in agreement with study of Dessler (2008) that job rotation builds team work and attitude because you know what goes on in other departments and the problems faced in that department and it makes it easier to get assistance from other colleagues. Laird et al, (2003) employees are given the opportunity to work on an actual problem by moving them from one region to the other for a period of time normally five or six months and this enables the employee to exhibit his or her talent and skill and serves as a source of motivation to them since they believe their employers know they are able to execute any assignment given to them.

Lastly, there is a positive and significant relationship between employees' training and employees' performance in Ugbowo bakery. This finding is in line with the study conducted by Hemanalini (2013) the study found that there is a high relationship between training & development and employee performance. The factors age, tenure and marital status over employee performance is high association between each other. The study emphasizes the importance of training for the effective functioning of the organization.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

The study examines the effect of training on employees' performance in Ugbowo bakeries. Having reviewed existing literature on this study, and empirical analysis being carried out on primary data gathered, it was necessary to present observations made in respect of training and employees performance in Nigerian bakeries. Therefore, this chapter concentrates on summary of findings, conclusion and recommendations on the study under review.

#### **5.2 Summary of the Findings**

From the foregoing, the following constitutes the major findings, of the study.

1. There is a significant relationship between training design and employees' performance in bakery in Ugbowo area of Benin City.
2. There is a positive and significant relationship between training programmes and employees' performance in Ugbowo bakery.
3. There is a positive and significant relationship between training policies and employees' performance in Ugbowo bakery.
4. There is a positive and significant relationship between employees' training and employees' performance in Ugbowo bakery. .

### **5.3 Contributions to Knowledge**

The study has contributed to literature in the field of business administration with respect to training and employees performance related studies, particularly with regard to training, development and employees performance in the Nigeria context.

To the best of our knowledge, none of the previous studies on training and employees performance in Nigeria have used Nigerian bakeries as a case study in a bid to ascertain various training design, programmes and policies that influence employees performance and lastly, this study contributed methodologically to knowledge as it introduce the multiple regressions techniques in variant from Statistical Packages for Social Sciences (SPSS). 24.0.

### **5.4 Conclusion**

This study examined the effect of training on employees' performance in Ugbowo bakeries. Training is of great importance to the organization and as a result of this the training should be evaluated regularly and several times during the process as well. Effective and efficient training goals and objectives set by the organization for the training program should be duly followed and the organization should be able to evaluate it employees by comparing the skills acquired from their training to their performance on the job. In this case performance appraisal must handle effectively and comprehensively. It has been established that training design, policies, programmes enables workers acquire skills crucial for effective performance. These skills also make them more committed, satisfied, motivated and proficient. These go a long way in enhancing employees' performance in Ugbowo bakeries. Training in Nigerian organizations remains the most invaluable asset for growth and developments, hence training are essential components of manpower development in Nigerian bakeries. Training programmes is a mixture of activities aimed at improving the performance of staff in Nigeria for the attainment of continuous improvement in

performance. Therefore, the results show that positive and significant relationship exists between training programmes and employees' performance in Ugbowo bakeries. It was also discovered that training design and policies have positive and significant relationship with employees' performance in Nigeria. Lastly, it was also indicated that training employees enhances employees performance in Ugbowo bakeries.

#### **5.4 Policy Recommendations**

Having analyzed our research findings, the following recommendations were therefore put forward;

- i. Employees should be exposed to regular professional training areas such as career or development, pre-service, on-the-job training and off-the-job training as to enhance their performance. It is also necessary for the employees to be exposed to training policies and workshops to enable them keep abreast with the challenges posed by the Nigerian bakeries.
- ii. It is also very important to evaluate training in order to assess effectiveness in producing the learning outcomes specified when the training intention is planned, and to indicate where improvements or changes are required to 'make the training even more effective. This will put the training practices, method and activities in Nigerian bakeries in line with the best practices regarding the planned and systematic nature of the training programmes as well as its process.
- iii. Employers should use more informal approach like informal review sessions and forum and ask their employees if the method they are using to train is the best and how they think they could improve the training method since the employees would be the ones benefiting

from the training. Also training is on-going process and should not be ignored in the running of the organization.

iv. There should not be a communication gap between junior and inexperienced employees and their immediate bosses, so that they can communicate with each other and managers can get a proper feedback from all employees on their needs, skill gaps to be able to carry out effective training and development activities. Manager should be able to provide a feedback to employees on their performance. This will give the employees the idea of how selection is done for the training programmes as well as the objectives of those programmes.

v. Lastly, government has a hand in the educational services in the country and therefore should make clearly defined policy in staff training and development and among all provide adequate fund needed for proper implementation of the training programmes in Nigerian deposit money banks.

### **5.5.1 Suggestion for Further Studies**

Improvements can be made to this study, in order to provide better evidence. Future researchers can expand the scope covered by the study to accommodate various sectors of the economy. Firms from other sectors should also be incorporated in a sector-by-sector analysis; with such an expansion, it would be possible to better predict the impact of training on employees' performance in Nigeria.

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## APPENDIX 1

### One sample T-test statistics result

	Test Value = 0.05				95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
TDSIGN	28.324	94	.000	3.662	3.41	3.92
TPROG	45.456	94	.000	4.094	3.92	4.27
TPOL	25.862	94	.000	3.255	3.045	4.125
EMPLYTR	37.642	94	.000	3.742		3.84

**Appendix 11**  
**Questionnaire**

Department of Business Administration,  
Faculty of Management sciences,  
University of Benin, Benin City,  
Edo State.

20<sup>th</sup> April, 2019

Dear Respondents,

**ADMINISTRATION OF QUESTIONNAIRE**

I am a post-graduate student of the above named institution undertaking research on **Training and Employees' performance in Nigerian Bakery**. The study is a Master of Business Administration prerequisite for the partial fulfillment for the award of (MBA) in Business Administration. I therefore crave your indulgence assist to fill the questionnaire. Any information given will be treated with utmost confidentiality. Your response is highly appreciated.

Yours faithfully,

.....

**Dr. J. O. Ejechi**  
(Supervisor)

**Christy Chinyere MERIBE**  
Student

**Instruction**

Kindly tick (  ) on **that** which agrees with your opinion.

**Section A (Demographic Data)**

1. Age: Below 20 (  ), 21-30 (  ), 31-40 (  ), 41-50 (  ), 51 and above (  ).
2. Sex: Male (  ), Female (  ).
3. Marital Status: Single (  ), Married (  ), Divorced (  ), Widowed (  )
4. Educational Status: SSCE (  ), NCE/OND (  ), HND/B.SC (  ), OTHERS (  ).
5. Job Status: Senior staff (  ), Junior staff (  ), Casual staff (  ).
6. Year of experience: Below 1 year (  ), 1-2 year (  ), 2-3 years (  ), 3 years and above (  )

**Section B (Opinionated section)**

SA= Strongly agree, A= Agree, D = Disagree, SA= Strongly disagree

S/N	Training design and employees performance	SA	A	D	SD
1	Designing training courses is based on well stated aims and Standards				
2	Training design courses is delivered through the human resources management decisions				
3	Training design are identified based on the regular assessment of employees performance				
4	Training design aiming at solving work problems in organization				
5	Employees performance prior and after training are compared in order to evaluate the impact of training design				
	<b>Training programmes and employees performance</b>				
6	A variety of training programmes are offered to improve employees skills				
7	Employees have equal chances for being selected for training programmes				
8	High morale employees' give better performance as a result of training programmes.				
9	Employees' consider training programmes vital for job performance.				

10	Skills and knowledge gained in training programmes results in organizational performance.				
	<b>Training policies and employees performance</b>				
11	Training policies increase the efficiency of employees performance				
12	Our organization follows the policy of matching pay with performance				
13	performance assessment are the basis of the policies selection of trainees				
14	The policies used in identifying the training needs is based on the work requirements of the employees				
15	Results of performance assessment are the basis of the policies selection of trainees				
	<b>Employees training and employees performance</b>				
16	Employees training improves the self-confidence of trainees				
17	There is no connectivity between employees training and employees' performance				
18	Training courses increase the efficiency of Employees				
19	Training courses improves job satisfaction of the trainees				
20	Favoritism plays a role in selecting the trainees				