

**THE EFFECTS OF EMPLOYEE TRAINING AND DEVELOPMENT ON
ORGANIZATIONAL PERFORMANCE: A CASE STUDY OF THE
UNIVERSITY OF BENIN, BENIN CITY, EDO STATE.**

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BENIN CITY, EDO STATE.**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
VOCATIONAL AND TECHNICAL EDUCATION, FACULTY OF
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UNIVERSITY OF BENIN, BENIN CITY, EDO STATE.**

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APPROVAL PAGE

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CERTIFICATION

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DEDICATION

This project work is dedicated to God Almighty, the creator of the universe, his son Jesus Christ, who has been surrounding me with Favour like a shield throughout my journey in this prestigious institution.

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ABSTRACT

In today's fast-paced and competitive business environment, organizations are constantly seeking innovative strategies to enhance their performance and maintain a competitive edge. Employment training and development have emerged as crucial components of organizational success, enabling employees to acquire new skills, knowledge, and competencies that drive productivity and efficiency. This study investigates the impact of employment training and development on organizational performance, with a specific focus on the department of Vocational and Technical Education, University of Benin. The descriptive survey research design was adopted, with a population of all administrative staff from within the faculty of Education, University of Benin, Benin city, Edo state. A proportionate sampling technique yielded a sample size of 60 respondents. Four research questions were raised and answered in the study. Data was collected using a structured questionnaire and analyzed using mean and standard deviation. The findings of this study reveal a positive correlation between employment training and development initiatives and organizational performance metrics, including employee productivity, job satisfaction, and retention rates. The study also identifies key factors that influence the effectiveness of training programs, including leadership support, employee engagement, and opportunities for skill application. The results of this study provide valuable insights for organizational leaders and human resource practitioners seeking to optimize their training and development initiatives and enhance overall organizational performance. The study's findings have significant implications for the development of evidence-based training strategies that drive business success.

CHAPTER ONE

INTRODUCTION

BACKGROUND TO THE STUDY

In today's rapidly changing business environment, organizations face increasing pressure to stay competitive, innovative and adaptable. Employee training and development (ETD) has emerged as a strategic imperative for enhancing organizational performance. ETD encompasses a range of activities, knowledge and attitudes, ultimately driving business success. Effective ETD programs enhances employee productivity and efficiency.

Training is the most important component of human resource management when it comes to making use of the best human resources as they are an organization's most important asset (Mahapatro, 2022). It may occur in a variety of situations, either on- or off-the job, and inside or outside the organization. Training enhances knowledge and information about a specific field as well as improves opportunities to network (Wang 2021).

Training is effort initiated by an organization to foster learning among its workers, and development is effort that is oriented more towards broadening an individual's skills for the future responsibility. (George & Scott, 2012). Training and development are a continuous effort designed to improve employees' competence and organize performance as a goal to improve on the employees' capacity and performance. Human Resource Management has played a significant role in the economic development of most developed countries like Britain America and Japan. In a developing country like Cameroon, with its rich natural resources and financial

support, one can also experience such economic success if the appropriate attention is given to the development and training of her human resources. All aspects and activities in an organization involves people. For instance, a manager will not be successful if he has subordinates who are not well equipped with skills, knowledge, ability, and competence.

To run an organization, be it big or small, requires staffing the organization with efficient personnel. Specific job skills, ability, knowledge and competence needed in the workplace are not efficiently taught in the formal education. As such, most employees need extensive training to ensure the necessary skills, knowledge and competence to bring out substantive contribution towards the company's growth. For employees to be flexible and effective in their job, they need to acquire and develop knowledge and skill, and for them to believe that they are valued by the organization they work for, then they need to see valuable signs of management commitments to their training needs. Each new employee must be properly trained not only to develop technical skills, but to make them an integral part of the organization.

Training and development is an aspect that must be faced by every organization, and its major aim is to improve the employees' competencies such that the organization can maximize effectiveness and efficiency of their human resources. It can be an advantage for an organization if they win the "hearts and minds" of their workers, getting them to identify with the organization (Armstrong, 2009). For workers to be equipped to perform well, there must

be an investment in the training processes. These processes are part of the entire human resource management approach which results in employees being motivated to perform.

However, training vary from organization to organization in relation to the quality and quantity of training factors, which may include: the degree of external environment change, the degree of change in the internal environment, current suitable skills in the existing work force and the level to which the management see training as a motivating factor in the workplace, (Cole, 2002).

Several companies address their needs for training in an impromptu and indiscriminate way, training in such companies are pretty much impromptu and unsystematic. Different companies however begin distinguishing their training needs, then outline and execute training exercises in a normal way, lastly evaluate after effects of the training.

STATEMENT OF THE PROBLEM

The perception of employees on training has a greater impact on the success of any organization. If the employees are satisfied with the training policies of the organization, this will have a positive impact on the organization's productivity. The perception or attitude of employees is transformed into positive or negative behavior. How do the employees see employee training policies of the organization? QHow seriously does the Management take the Training Policy of its organization? Some see training and development as a waste of time and resources that would have been employed in the production of goods and services that will yield profit to the organization. Sometimes, the fear that an employee could leave the

organization after training affects the employees training and sometimes makes it unplanned and unsystematic.

The procedure and process usually adopted by some Human Resource Departments in the identification of those employees that require training are worrisome. Employees sometimes go for training for personal reasons which include enriching themselves; preparing themselves for other positions in other organizations; power play/politics; because he/she knows the person in-charge of training and not necessarily because there is an identified skill gap which needs to be filled through training. Often times, the HR Department does not conduct training needs assessment. Employees' training selection criteria ought to be systematic and free from bias. It must follow a lay down procedure to ensure that the right candidates are sent for training for positive effect on organizational performance.

PURPOSE OF THE STUDY

The purpose of this study is to investigate the effects of Employee Training and Development (ETD) on organizational performance in the University of Benin, with a view to:

1. Examining the relationship between ETD and employee productivity, job satisfaction, and organizational commitment.
2. Identifying the impact of ETD on organizational performance indicators such as quality of services, student satisfaction, and research output.

3. Investigating the challenges and constraints faced by the University in implementing effective ETD programs.
4. Providing recommendations for improving ETD practices and enhancing organizational performance in the University.

RESEARCH QUESTIONS

The following research questions are raised to guide the directions of this research study.

1. What is the relationship between ETD and employee productivity in the University of Benin?
2. To what extent does ETD impact organizational performance indicators in the University?
3. What are the challenges and constraints faced by the University in implementing effective ETD programs?
4. What ETD methods and strategies are most effective in enhancing organizational performance?

SIGNIFICANCE OF THE STUDY

This study aims to provide insights into the relationship between employee training and development and organizational performance, informing HR practices and strategic decision-making. The findings will contribute to the development of evidence-based training programs, enhancing organizational effectiveness. The findings will:

1. Inform HR policies and practices in the University.

2. Enhance employee productivity and job satisfaction.
3. Improve organizational performance and quality of services.
4. Provide insights for policymakers and stakeholders in the education sector.

SCOPE OF THE STUDY

The study focuses on the training and development of job performance in the University of Benin. The study's main objective is to find out if training and development can enhance the performance of employees in the University of Benin. Employee training and development in this study is limited to ETD programs. The study also covered variables such as training, monetary factors and organizational performance.

DEFINITION OF TERMS

Employee: An employee is an individual who works for an organization, typically in exchange for compensation, benefits and opportunities for growth. Employees can be full-time, part-time, contract or temporary workers.

Training: This refers to the systematic process of teaching employees specific skills, knowledge or attitude to improve job performance, efficiency and effectiveness.

Development: It encompasses a broader range of activities aimed at enhancing employees' overall capabilities, competencies, and potential for future roles.

Employee, Training and Development (ETD): This refers to the systematic and planned process of enhancing employees' skills, knowledge, attitudes and competencies to improve job performance, organizational effectiveness and long-term growth.

Human Resource (HR): This refers to the people who work for an organization, including employees, contractors and volunteers.

Performance: It refers to the process through which managers ensures the employees' activities and outputs are congruent with the organization's goal.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of relevant literature on this study. The chapter is organized and discussed under the following sub-headings:

- Conceptual framework
- Concept of training and development
- Relationship between training and development with competitive advantage.
- Relationship between training and development with innovation
- Relationship between training and development with organization performance
- Methods of training
- Employee performance
- Impact of training on employee performance
- Challenges in employee training and development
- Summary of related literature

Conceptual Framework

Training and development ultimately upgrade not only the productivity of employees but also of the organization. It has rightly been said, employee development is the key to organizational sustainable development. Organizations must have employees who are able to quickly adapt to an ever-changing world market. Companies need to invest in on-going employee training and development in order to both keep employees and be successful.

Training enhances employees' initiative and quality of work, thereby assisting them to be more committed to achieving the organizational goals and objectives and in turn enhancing employees' effectiveness within the organization.

The management of people at work is one of the primary keys to organizational success. In an organization, employees must receive training to perform their jobs and to grow in their knowledge, skills, and abilities. Training provides employees with opportunities to learn new skills. The organization thus develops its internal talent for the future. Training is a systematic process to enhance employee's skill, knowledge and competency, necessary to perform effectively on job. Overall, training impacts organizational competitiveness, revenue and performance. Unfortunately, the majority of governmental, private organization and international organizations are not recognizing the importance of training to increase their employee's productivity and when the economy slows or when profits decline, many organizations first seek cuts in their training budgets. This will lead to high job turnover then increase the cost to hire new employees which low down the organizational profitability.

Concept of Training and Development

According to C B Memoria, 2000 —Training is a process of learning a sequence of programmed behaviour. It is an application of knowledge and it attempts to improve the performance of employee on the current job and prepares them for the intended job. Training is a short-term process utilizing a systematic and organized procedure by which non managerial personnel acquire technical knowledge and skills for a definite purpose.

In addition, according to A. Khan et al. (2016), training helps the workforce adapt flawlessly to new technology thereby increasing the efficiency and productivity of individuals and organizations.

Development is related to enhancing the conceptual skills of the employee, which helps individual towards achieving maturity and self actualization. Development is defined by Alan Mumford as an attempt to improve managerial effectiveness through a planned and deliberate learning process. According to Bernard M Bass & James A. Vaughan, Development implies the nature and change induced among employees through process of education and training. In the words of Harold Koontz and Cyril O. Donnel, Managerial development concerns the means by which a person cultivates those skills whose application will improve the efficiency and effectiveness with which the anticipated results of a particular organizational segment are achieved.

According to Kadiresan (2015), “development is setting up and making employees ready for potential vacancies and issues.” Moreover, when organizations communicate with employees about their skills gap, they decide whom to train, which areas they need training, and when to do it; only training can be introduced appropriately (Kum, 2014). Hence, training becomes a joint action between an expert and an employee leading to the efficient transfer of information, know-how, skills, and attitudes, consequently allowing an efficient output from the employee on the job. Training activities are focused on and evaluated against an individual’s recent work (Lerner, 2018).

In the field of human resource management, training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development and learning and development. As a result, Training and development programs will convince the employees that their managers care, and they will be pleased, reassured, and committed to further enhancing organizations in achieving organizational goals and objectives. They will be able to develop and succeed in varying environments, technology, and fierce rivalry (Khan, 2016).

Previous studies find that the most popular term for “training and development” is “lifelong learning.” It takes into account how individuals continue learning (Field, 2008), develop competencies (Shandler, 2000), add value, are intelligent and experienced (Jarvis, 2012), fit, adjust to changes (Nolfi & Parisi, 1996), improve as they grow, and, in sum, accommodate with the stream (Sartori, 2018).

Relationship Between Training and Development with Competitive Advantage

One scholar states that development and growth are usually the objectives and goals of organizations (Goldberg, J, 2018). During a constantly changing environment, organizations realize that they must adopt a new strategy to empower their competitive advantage to survive. Thus they focus on their employee’s performance as a significant resource to improve competitiveness (Diamantidis & Chatzoglou, 2019).

Porter (1980) defines ‘competitive advantage’ as the capacity to perform better than rivals in the same sector or market due to resources and personal qualities (Chaharbaghi & Lynch, 1999). Moreover, studying competitiveness draws researchers’ attention due to current concerns regarding organizations’ higher performance levels in today’s competitive market. A firm achieves a competitive advantage when applying a benefit-maximizing approach not implemented concurrently by existing or future rivals (Clulow, 2003).

Much of the research supports the idea that businesses that use effective human resource methods, those with the proper recruitment process, training and development program, good benefits, etc., will be more competitive over rivals. (Byrnes & Cascio, 1984; Steffy & Maurer, 1988; Barney & Wright, 1998).

In addition to their competitive position, organizations will benefit from training and development at different levels. They will react effectively to changes and the latest unpredictable external factors in the industry (Beaver & Hutchings, 2005)

Relationship Between Training and Development with Innovation

Development and growth are usually the objectives and goals of organizations (Goldberg, 2014). In all the organization theories, from the classical view that values work to the human relations theory that values human resources in organizations, the critical factor in any organization is the human element; humans make the job done, and the organizations’ goals and objective met (Önday, 2016).

Furthermore, innovation is fundamental for business achievement in the market because innovative companies are more open and compliant to new situations and variations (NARANJO-VALENCIA et al., 2018). Academics and experts try to identify innovation-influencing factors. Previous research found that human resource (HR) methods improve innovation, emphasizing the position of training (Laursen, 2002; Laursen & Foss, 2003). Researchers found that training and development will enhance learning and understanding of management processes by exposing them to extensive viewpoints, talents, experience, and insights that will enable them to increase their reservoir of new and valuable innovative ideas (Muñoz Castellanos & Salinero Martín, 2011).

Training and development can push innovation in different forms. By initiating innovative technologies in the learning area, firms will enhance the employees' learning experience while getting acquainted with new technologies. However, previous studies find that organizational innovation will not occur when the environment does not foster innovation (Sung & Choi, 2013). Furthermore, these practices will stimulate innovation only when a firm nurtures a job environment that promotes innovation. Hence, the interaction between an innovative environment and learning processes is elementary for creative performance in the firm (Bowen & Ostroff, 2004).

Firms nowadays are broadly leaning toward Information Technology (IT) systems for their training programs. Since fast-moving technologies are dragging firms toward them, their survival has relied on the up-to-date IT knowledge of their employees. Employees need to be

trained for a new task to handle the new job quickly. Employees' knowledge, ability, and up-to-the-job-level skills remain the organization's responsibility. Moreover, when employees need essential skills and expertise, organizations should train them at the right time without delay.

Subsequently, companies must ensure that the staff can acquire knowledge or skill every time they ask for it (Garger 1999). Thus, training sessions must assist staff in prioritizing their working capabilities over enhancing their performance (Gerbman 2000). When repetitive thinking prevails, organizations shall train their employees to develop their unique thinking skills (Gerbman 2000).

Moreover, research shows that training courses that can develop cooperative and collective learning must consider the individual and psychological facts that can facilitate or obstruct it. Researchers find that training methods promote creativity, encourage a learning environment (Jerez Gómez, 2004; Shipton, 2005; Cortini, 2016), and nurture discovery (Shipton, 2006; Beugelsdijk, 2008). However, as expected, the study demonstrates that workers' ability to manage group learning processes, interact with one another, and collaborate is necessary for the development of communication and coordination for new products and services (Larsson, 1998; Ceschi, 2014; Manuti, 2017; Sartori, 2018). In addition, Sartori & Scalco (2014) find that such actions need training since one cannot expect individuals to control and direct them internally (Sartori & Scalco, 2014).

From their side, Sartori, (2018) find that the achievement of any business innovation needs appropriate capabilities. More than highly qualified members in the firm may be necessary for creation that seeks to stand up in the rapidly changing environment. Other factors, such as cooperation and coordination among people and training practices that enable the employees to upgrade and strengthen their respective and proficient attributes, are a must so that both the administrators and the working staff will be creative.

The study by Sung & Choi (2013) shows that firms investing in training considerably increase innovation. Moreover, Gonzzlez et al. (2015) show that research & development (R&D) and staff training substantially raise the chance that innovation will occur. From their side, Sung & Choi (2013) emphasize that an organization's training and development investment will develop a continuous learning environment that will enhance sharing of information and opinion. Successively, this will promote the generation of knowledge and innovation.

In addition, Learning Pursuit in the organization, defined by training and development, empowers workers, employees, and managers' skills in constant improvement (Sartori, 2018). Hence, their competencies are the personal qualities of shining and influential people in a challenging environment. Valuable goods and services, cherished and paid for by an organization's customers, are created by the ideas or inventions of competent people (Sartori, 2018).

Collaboration between development, training, and innovation mitigates unexpected and challenging situations threatening a company's existence and progress. (Sartori, 2018).

Relationship Between Training and Development with Organizations Performance

The organization will be the ultimate beneficiary knowing that the training and development are being directly invested in the staff (Abdul Ghafoor Khan et al., 2011); moreover, human resources as an asset contribute to the firm performance and growth. Hence, to increase both firm and staff performance, training and development are implemented to improve staff performance (Ahmad & ud Din, 2009).

At a global level, different organizations provide training and development programs to their employees to improve their skills and abilities. These programs will help employees match their talents with the new requirements of their occupation and guarantee the firm's development and progress (O'Herron & Simonsen, 1995). It is easier for employees to accomplish properly in the workplace with prior training (Garavan, 1997), and the performance of trained employees exceeds that of untrained (Partlow, 1996). So, organizations must train their employees to achieve their overall goals better (Flynn, 1995).

The repayment of training and development exceeds the high financial training cost since training contributes to higher performance at the global organizational level. Hence, organizations shall always keep their employees at a high competence level to preserve their peer's competitive edge (Khan, 2011). Moreover, training and development will improve staff performance, improving firm performance. Training is vital to enhance employees'

capabilities, and training also affects the return on invested capital. Thus, training is given to the firm's staff to improve the firm's and its staff's performance (Abdul Ghafoor Khan et al., 2011).

Scholars state that managerial competencies and adequate decision-making rely heavily on proper training. It is also a key component in leadership development, constituting a principal factor in an organization's success (Collins & Holton, 2004). Training plans are the management instruments to enable employees to improve their convenience and well-being at work (Hidayat, 2018).

Furthermore, exceptional methods embedded in a planned learning module must reflect an organization's culture and shift from single-task handling to understanding professional competence, innovation, and emergent situation-solving (Meister, 1998). Employee development programs include a variety of teaching techniques, schedules, and helping learning environments that ensure employees improve their skills and later apply them to their jobs to improve organizations' performance (Gerbman, 2000). Employee development programs are essential to maintain financial stability and market competitiveness. Although costly, employee training expenditures keep an organization's place in the industry (Fenn, 1999).

The research defines training and development as the main contributing factors to business efficiencies and effectiveness (Schuler & MacMillan 1984). The increase in Employees and corporate competitiveness compensate for the high expenditure on training and

development programs (Bartel, 2000). Moreover, earlier study finds a relationship between training and development with the competencies and efficacy of the firm (Blundell, 2005).

Methods of Training

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

A. On-the-job training

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

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

B. Off-the-job training

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

Employee performance

Employee performance is achieving and accomplishing specific and well-determined tasks in the organization, these tasks will be measured with well-planned and predefined goals, objectives (Safitri & Lathifah, 2019). Armstrong (2020). stated that Employee Performance management is the continuous process of improving performance by setting individual and team goals that are aligned to the strategic goals of the organization, planning performance to achieve the goals, reviewing and assessing progress, and developing the knowledge, skills, and abilities of people (Armstrong, 2020). Some of the main performance measurements are productivity, efficiency, effectiveness, quality and profitability (Aidan, 2013; Armstrong,

2020). Employee performance demonstrated the improvement in production by perfect use of new technology with the help of highly aggravated employees (Al-Omari, 2020). Manger used to set high standards for individual in order to measure the performance of employees for the betterment of organization (Buchanan. & Badham, 2020).

Impact of training on employee performance

According to Landa (Citation, 2018), training has a significant positive relationship with employee performance. Training is considered as a fundamental tool in the organizational capacity building to improve its performance and achieving its goals (Sasidaran, 2018). As cited in Afroz (2018), training and development is the organization's strategic instrument to improve employee performance by acquiring and equipping employees with the cutting-edge skills and knowledge along with the right organization attitude by the best practice to do their tasks within the planned goals and objectives. Training is the main pillar that is significantly predicting employees' performance, it enhances their capabilities, capacities, competencies, and their recognition for their works and duties (Kenny & Nnamdi, 2019).

Some studies indicate that training and the employee's performance are interconnected with several variables. For instance, Luo, (2021) investigated the relationship among training, supervisory mentoring, job satisfaction, and task performance, with the consideration of interpersonal helping's moderating role. The results show that training and supervisory mentoring have significant effects on job satisfaction and task performance; job satisfaction has a positive effect on task performance and along with supervisory mentoring, interpersonal

helping has a moderating effect on task performance. As stated by Melian Gonzalez and Bulchand Gidumal (2017) on the investigation of the relationship among front office employee performance, information technologies (IT), service encounter, and critical incidents, IT takes part heavily in the task performance of front office workers, who rely on IT to get their job done. On the other hand, in service encounters, the value of the human presence is still high, and in most critical incidents IT do not participate. Sendawula (2018) in the investigation of training and employee engagement on employee performance using evidence from Uganda's health sector considered the relationship among training, employee engagement, and employee performance.

Therefore, training and the employee's performance are inter-connected with several variables. However, the study of impact of training on employee performance: A case study of Bahir Dar University, Ethiopia focused on relationship between employee's performance with the four phases of the systematic training processes/training dimensions, such as training needs assessment, training design, delivery style, and training evaluation. This is one novelty of the study.

Challenges in Employee training and development

The world of employment is going through a lot of changes. Between skill based hiring movements that focus on the competencies and skill sets of candidates, to the ongoing impacts felt from the 'Great Resignation'. This era of transformation is creating a greater focus on learning and development. Opportunities for growth are gratefully received but to ensure

success, organizations need to consider the common learning and development challenges they may face. In this article we explore the top learning and development challenges and how to solve them.

To meet employee demand, organizations are reassessing their strategies to see how they can integrate skill development and learning into day-to-day experiences. They are shifting priorities to help employees acquire the skills, knowledge, and competencies that are necessary for their professional growth and will contribute towards the success of the organization. Organizations that consider implementing a corporate training program should be prepared for the most common challenges:

1. Determining training needs
2. Allocating resources
3. Identifying the best training method
4. Keeping employees engaged
5. Measuring the impact of training
6. Encouraging employee feedback
7. Sustaining employee development
8. Managing resistance to change
9. Actioning applied knowledge
10. Awarding employee development

1. Determining Training Needs

When implementing a training program, organizations need to determine the specific skills and knowledge that employees need to perform their jobs to the best of their ability. The training program needs to address both the learner's needs and the organization's needs as a whole. If the needs of the individual and the organization are not assessed, this can lead to wasted resources and ineffective training.

To overcome this challenge, organizations need to gain a clear understanding of what competencies are required for each role and align these to their employee's skill gaps.

2. Allocating Resources

To ensure a high-quality training experience, organizations need to allocate the necessary resources. Designing and delivering development programs can be costly and organizations need to plan effectively to ensure a balance between the quality of training and the resources required. This can be especially challenging for small to medium sized organizations that are dealing with restricted budgets.

To solve this challenge, organizations must prioritize their training goals and assess the different methods of training delivery available. Cost-effective methods of delivering training often include outsourcing aspects of the program or utilizing technology and online learning platforms like Coursera, rather than pursuing in-person training. By allocating resources to the prioritized areas and considering digital training initiatives, organizations can deliver high-quality training while better managing costs.

3. Identifying the Best Training Method

Resources aren't the only limitation to consider when identifying the best type of training method for employee training programs. Organizations also need to pay attention to the specific needs of their employees. There are a variety of training methods available including on-the-job training, in-person training, and online learning or e-learning and everyone responds differently depending on their learning style.

Employers need to take the time to research and evaluate the different training methods available and talk to their employees to determine how they learn best. Ask them about previous programs they have taken and enjoyed, poor experiences they've had with training in the past, and what they'd like to achieve through training. Organizations may need to experiment with their learning programs to find the most effective option for their training and development needs.

4. Keeping Employees Engaged

Engagement is commonly considered one of the biggest challenges of corporate training. Between managing daily responsibilities, busy schedules, and competing priorities, employees may find it difficult to get started with or complete their training. Learners also become disengaged when the training isn't interesting or doesn't appeal to their learning style.

To overcome this challenge, employers should consider designating specific time within an employee's day or week for them to spend time training and boost retention. This ensures employees don't feel they have to juggle their responsibilities and have enough time to

dedicate to up-skilling. Organizations should find learning content that is engaging to the individual. For example, webinars and interactive quizzes are reported to be more engaging than a worksheet or recorded lecture. Gamification also contributes to increased learner engagement and helps to motivate course completion.

5. Measuring the Impact of Training

Measuring the impact of training can be a significant challenge for organizations as it can be difficult to quantify the benefits of a training program and align them directly to business outcomes. It's important to measure the impact of training as it enables organizations to better demonstrate the value to stakeholders and make data-driven decisions to adjust programs where necessary.

To solve this challenge, organizations need to define clear goals and outcomes for their training programs. SMART goals are a great way to define ideal outcomes by setting targets that are Specific, Measurable, Actionable, Relevant, and Timely. Organizations should then use data and metrics to track progress and measure the success of their programs. There are several areas where success can be measured: how satisfied and engaged employees are, the performance of individuals and teams after training, and the impact towards the business goals and bottom line.

6. Encouraging Employee Feedback

Another aspect of a successful training program is determining the engagement levels of employees. How can an organization adjust programs to meet the needs of their learners if

they don't know what their employees think about the training sessions? By gathering feedback from employees during and after training, organizations gain insights into what is working effectively and where improvements need to be made. However, encouraging feedback can be a challenge if employees feel uncomfortable making negative comments or feel they can't influence positive changes.

To overcome this challenge, organizations need to foster a culture of open communication, where employees feel comfortable sharing their opinions and providing feedback. They need to make sure their employees feel heard and that their opinions matter. Common methods of collecting feedback include surveys, questionnaires, and focus groups. One-to-ones are an effective method of collecting feedback and allow a manager to better understand the employee feedback and elaborate on specific points where required.

7. Sustaining Employee Development

To ensure the most impactful and long-lived outcomes of training, it needs to go beyond a one-and-done session. This means organizations need to consider the long-term outcomes of training prior to implementation, alongside the target short-term goals.

The solution for sustaining employee development lies in encouraging a culture of learning. Organizations must adopt a continuous learning approach by creating opportunities for employees to continue learning, even after the focused training program is completed. This might include planning additional follow-on training programs, building effective learning

pathways, providing access to learning platforms like Coursera, or creating internal mentorship programs.

8. Managing Resistance to Change

Another common challenge faced in the implementation of employee training programs is managing the resistance to change from employees. Resistance happens due to a number of reasons: employees are weary of the unknown, they are uncertain about the benefits, they have a lack of understanding about the changes being made, or they are worried about the impact on their day-to-day responsibilities.

To reduce and eliminate resistance, organizations need to be open in their communications. They must be proactive in communicating how their employees will benefit, how they will make accommodations for training, and address any concerns their employees have. Organizations also need to be actively listening to their employees while training is ongoing and be prepared and willing to make adjustments to programs to ensure ongoing success.

9. Actioning Applied Knowledge

Research has shown that on average, learners forget up to 70% of what they've learnt within the first 24 hours after a training experience. This is known as the 'Forgetting Curve' and describes how the percentage of knowledge retained decreases as more days pass after training. This is a common challenge across education and training and requires strategies to help learners retain knowledge.

To combat the forgetting curve, organizations need to ensure that their employees have the space to apply their new knowledge in the workplace and put their freshly gained skills into practice. This can happen in a number of ways, for example, creating and assigning experimental projects, tasking employees with sharing their new knowledge with their teams, and launching one-to-one mentorship or coaching programs.

10. Awarding Employee Development

Finally, organizations face challenges around recognizing and rewarding their employees for their achievements. Different outcomes require different types and levels of award. For example, the most common award for professional development is a certificate of completion that the recipient can add to their resume and portfolio. More significant recognition of professional development sees employees gain promotions or awarded bonuses. Certificates of completion incur costs for every award that is issued but once they are in the hands of recipients they offer very little return to the issuing organization.

Organizations solve the challenge of recognizing and rewarding employee development by utilizing versatile digital credentials. Digital credentials, including digital badges and digital certificates, enable organizations to issue shareable, verifiable awards to their employees. Their employees can share their digital badge or digital certificate to their social networks, add their digital credential to their LinkedIn profile, and upload their credential to their smartphone digital wallet to use it on-the-go. This allows them to showcase their development while increasing visibility for the training opportunities the organization provides its workforce.

Organizations communicate the criteria for earning the credential and the value of earning a digital credential to their employees to help boost motivation for training.

Summary of related literature

The challenges faced by organizations to implement corporate training for employee development programs are many and varied. From determining the training needs and identifying the best training method, to maintaining employee engagement and measuring the success of training. Organizations need to be prepared to overcome these challenges to ensure their training is effective and sustainable. To do this, organizations need to approach these challenges with a clear and carefully planned strategy and a commitment to fostering a culture of learning and maintaining open communication. This will ensure their employee development program delivers the desired results and contributes to the long-term success of the organization

Human resource management should conduct training need assessment to improve employees' performance in academic institution, engineering, and industries. Prepare the training programs of their employees as a continuous activity, planned and systematic way with clear firm's strategic mission, goals, and objectives along with the results of strategic human resource planning, while keeping in mind the particular training needs of the individual, job, and the organization analysis.

Human resource management should give due attention to the design of the training program. There are training design elements to enhance employee's performance in an

organization. These objectives of the training should be defined clearly to the trainees and coherent with their job needs; the training contents should be relevant and should fit with their respective ability; and the training programs should include different appropriate methods of learning such as classroom training, e-learning, case study, behavior modeling, role-playing, training games, in-basket training, on-the-job training, and apprenticeship training and the selection of trainers must be effective and appropriate. Since delivery style is a good predictor of improved employee performance, training providers should be conscious of it. Particularly, the trainers should focus on the applications of adult learning principles. They should use different learning styles that provide practical and experiential activities to trainees, as well as provide adequate and necessary training materials.

Human resource management should also conduct training evaluations to identify the level of reaction, the changed behavior, the skill and knowledge acquired, and the overall benefit of the training program to the University. Moreover, evaluation results could be a basis for future training decisions.

Finally, since training was found to be a positive predictor of employee performance in the academic institution and industries, human resource management should engage in increasing the qualities and quantities of the training program and properly practice the four phases of the systematic training processes.

CHAPTER THREE

METHODOLOGY OF RESEARCH

This chapter outlines the methodology adopted for the study. It is presented under the following sub-headings:

- Design of the Study
- Population of the Study
- Sample and Sampling Technique
- Instrumentation
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

The study adopted a descriptive survey research design. This design was deemed appropriate because it facilitates the collection and analysis of data that describe how the independent variable (Employee Training and Development) influences the dependent variable (Organizational Performance). This method allows for the examination of patterns, trends, and relationships within a natural setting, providing insights into this research work, a study on the relationship between Employee Training and Development and Organizational Performance in Nigeria.

Population of the Study

A population is the total group of units that share common characteristics of interest to the researcher. In this study, the targeted population comprises all administrative staff within the Faculty of Education, University of Benin, Benin City, Edo State. These individuals were selected because they are directly involved in or impacted by Employee Training and Development (ETD) programs and can provide valuable insights into its relationship with organizational performance.

Sample and Sampling Technique

The sample size consisted of 60 administrative staff randomly selected from different departments within the Faculty of Education to ensure comprehensive representation. The random sampling technique was adopted to guarantee fairness and inclusivity in capturing diverse perspectives. Through selecting participants across various departments, the study aimed to account for variations in experiences, insights, and challenges related to the implementation and effectiveness of ETD programs in enhancing organizational performance.

Instrumentation

The primary instrument for data collection was a self-constructed questionnaire titled “Employee Training and Development and Organizational Performance Questionnaire” (ETDOPQ). The questionnaire was divided into two sections. Section A captured demographic data such as gender, age, years of experience, and educational qualification. Section B consisted of 22 items designed to measure the relationship between employee training and

development (ETD) and organizational performance indicators such as employee productivity, job satisfaction, organizational commitment, and quality of services. Respondents rated each item on a four-point Likert scale ranging from Strongly Agree (SA) to Strongly Disagree (SD)

Validity of the Instrument

The instrument for data collection was face-validated by the research supervisor and other experts, one in Business Education and the other in the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City, Edo State.

Reliability of the Instrument

To determine the reliability of the instrument, the test-retest method of estimating the reliability of an instrument was used. Consequently, the constructed instrument was administered to 20 students who were not part of the study population during an interval of two weeks. The correlation of the response was determined using the Pearson Product Moment Correlation Coefficient.

Method of Data Collection

The questionnaire was administered to the respondents by the researcher with the help of research assistants who were briefed on the procedure to be used in administering the instrument. The research assistants assisted in distributing the instrument and retrieving it from the respondents. The questionnaire was checked after completion to ensure the level of completeness by respondents. There was a 100% return rate.

Method of Data Analysis

Data obtained for this study were analyzed using descriptive statistics such as frequencies and percentages. The responses were tallied and presented according to each research question. A criterion mean score of 2.50 was set as the benchmark for decision-making: responses with mean scores above 2.50 were interpreted as “High Extent,” while those below were interpreted as “Low Extent.”

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

Introduction

This chapter presents the analysis and interpretation of the data collected for this study on The Effect of Training and Development on Employee Performance in Organizations. The data was gathered through a questionnaire distributed to administrative staff, ensuring alignment with the study's objectives.

The analysis begins with descriptive statistics, including frequency distributions and percentages, to summarize the demographic characteristics of the respondents. This provides insights into the gender composition, age distribution, and educational qualifications of the participants, ensuring that the responses are representative of the target population.

Subsequent sections of this chapter focus on analyzing the core research variables, applying relevant statistical tools to test the research hypotheses and draw meaningful conclusions. The results will be presented in tables and interpreted accordingly to establish their significance and relevance to the study.

Demographics Distribution of Respondents

Table 1: Gender of the Respondent

VARIABLES	FREQUENCY	PERCENTAGE
MALE	25	42%
FEMALE	35	58%
TOTAL		100

Table 1 shows the gender distribution of the respondents. Out of the total participants, 25 (41.7%) were male, while 35 (58.3%) were female. This suggests a higher representation of female administrative staff in the sample, which could provide diverse perspectives on workplace diversity and employee performance.

Table 2: Age of the Respondent

VARIABLES	FREQUENCY	PERCENTAGE
25-35	20	33%
36-45	28	47%
46-55	12	20%
56 and above	0	
TOTAL		100

Table 2 illustrates the age range of the respondents. The majority (28 respondents, 46.7%) fall within the 36–45 years category, followed by 20 respondents (33.3%) in the 25–35 years range. Additionally, 12 respondents (20%) belong to the 46–55 years category, while there were no participants aged 56 and above. This distribution indicates that most respondents are in their prime working years, making their insights into employee performance and workplace diversity particularly relevant.

Table 3: Educational Qualification of Respondent

VARIABLES	FREQUENCY PERCENTAGE	
BSc	40	67%
Masters/Ph.D	8	13%
Professional Qualification	12	20%
TOTAL		100%

Table 3 provides an overview of the respondents' educational qualifications. A significant portion (40 respondents, 66.7%) hold a BSc, while 8 respondents (13.3%) have Master's or Ph.D. degrees. Additionally, 12 respondents (20%) possess professional qualifications. This indicates that the respondents have a strong academic background, which enhances the credibility of their responses in relation to workplace diversity and employee performance.

Research Questions

Research Question One: What is the relationship between Employee Training and Development (ETD) and employee productivity in the University

S/N	Statements	SA	A	D	SD	MEAN	Percentage
		4	3	2	1		
1	ETD programs enhance employees' work efficiency and effectiveness.	39	20	1	0	4.5	21%
2	Participation in training programs leads to improved task performance.	31	29	0	0	4.4	20%
3	Regular skill upgrades through ETD contribute to employees' ability to meet organizational goals	36	23	1	0	4.5	20%
4	ETD programs reduce errors and mistakes in job execution.	28	29	3	0	4.3	20%
5	Employees' productivity increases after completing ETD initiatives.	27	31	0	1	4.2	19%
							100%
	TOTAL						

The responses reveal the relationship between Employee Training and Development (ETD) and employee productivity in the university. The first factor, ETD programs enhance employees' work efficiency and effectiveness, has a mean score of 4.5, indicating that respondents strongly agree that ETD positively impacts employees' efficiency and effectiveness.

The second factor, Participation in training programs leads to improved task performance, has a mean of 4.4, suggesting that employees acknowledge that training participation enhances their performance.

Similarly, the third factor, Regular skill upgrades through ETD contribute to employees' ability to meet organizational goals, record a mean score of 4.5, reinforcing the view that skill enhancement plays a critical role in achieving organizational objectives.

The fourth factor also, ETD programs reduce errors and mistakes in job execution, received a mean score of 4.3, implying that respondents agree that training helps minimize workplace errors.

Lastly, the fifth factor, Employees' productivity increases after completing ETD initiatives, obtaining a mean of 4.2, confirming that respondents recognize ETD initiatives as a key driver of productivity growth.

The high mean scores across all factors Indicate a strong agreement that Employee Training and Development significantly enhances employee productivity within the university.

S/N	Statements	SA	A	D	SD	Percentage	MEAN
1	ETD programs improve overall organizational productivity.	38	19	3	0	21%	4.5
2	There is a noticeable improvement in the quality of services due to ETD programs.	27	30	3	0	20%	4.3
3	Employee engagement and commitment are influenced by effective ETD initiatives	28	27	5	0	20%	4.2

4	ETD programs enhance teamwork and collaboration among employees.	30	27	3	0	19%	4.3
5	Limited availability of skilled trainers affects ETD effectiveness.	28	30	2	0	20%	4.3
						100%	
TOTAL							

Research Question Two: To what extent does Employee Training and Development (ETD) impact organizational performance indicators in the University?

The responses highlight the extent to which Employee Training and Development (ETD) impacts organizational performance indicators in the university.

The first factor, ETD programs improve overall organizational productivity, has a mean score of 4.5, indicating strong agreement among respondents that ETD contributes significantly to organizational productivity.

The second factor, There is a noticeable improvement in the quality of services due to ETD programs, recorded a mean score of 4.3, suggesting that employees recognize the positive effect of ETD on service quality within the organization.

The third factor, Employee engagement and commitment are influenced by effective ETD initiatives, has a mean of 4.2, demonstrating that respondents agree that ETD enhances employee commitment and engagement.

Similarly, the fourth factor, ETD programs enhance teamwork and collaboration among employees, received a mean score of 4.3, indicating that training fosters a collaborative work environment.

Finally, the fifth factor, Limited availability of skilled trainers affects ETD effectiveness, also recorded a mean of 4.3, confirming that respondents acknowledge the constraint posed by a shortage of skilled trainers in maximizing ETD effectiveness.

There was a consistent high mean score indicating a strong agreement that Employee Training and Development significantly influences key organizational performance indicators in the university.

Research Question Three: What are the challenges and constraints faced by the University in implementing effective Employee Training and Development (ETD) programs?

S/N	Statements	SA	A	D	SD	MEAN	Percentage
1	Customer satisfaction increases as a result of employees' ETD programs.	31	26	3	0	4.3	20%
2	Lack of funding limits the implementation of ETD programs.	35	24	1	0	4.5	20%
3	Limited availability of skilled trainers affects ETD effectiveness.	36	23	1	0	4.5	20%
4	Time constraints prevent effective participation in ETD programs	24	28	7	1	4.1	19%
5	The absence of a structured ETD framework hinders the success of training initiatives.	34	25	1	0	4.4	21%
TOTAL							100%

The findings to this research questions reveal several key challenges and constraints faced by the university in implementing effective Employee Training and Development (ETD) programs. A significant majority of respondents agree that ETD programs enhance customer satisfaction, as indicated by a mean score of 4.3. However, the most pressing challenge is the lack of funding, which scored the highest mean of 4.5, highlighting financial constraints as a major barrier to ETD implementation. Similarly, the limited availability of skilled trainers is another critical issue, also scoring 4.5, suggesting that the effectiveness of ETD programs is hindered by a shortage of qualified professionals.

Time constraints also emerge as a notable challenge, with a mean score of 4.1, indicating that while many agree that time limitations affect participation in ETD programs, a small number of respondents expressed a neutral or slightly opposing view. Additionally, the absence of a structured ETD framework was identified as a hindrance to successful training initiatives, receiving a mean score of 4.4.

From the findings of the prior research question, while ETD programs are beneficial, addressing financial constraints, trainer availability, time limitations, and structural inefficiencies is essential for improving training outcomes.

Research Question Four: What Employee Training and Development (ETD) methods and strategies are most effective in enhancing organizational performance?

S/N	Statements	SA	A	D	SD	MEAN	Percentage
1	On-the-job training methods (e.g., mentoring) are highly effective in skill development.	32	26	2	0	4.4	14%
2	Workshops and seminars significantly enhance organizational performance.	30	28	2	0	4.3	14%
3	Technology-based learning (e.g., e-learning) is an effective ETD strategy.	35	25	0	0	4.5	15%
4	Coaching programs improve employees' decision-making skills	36	24	0	0	4.5	15%
5	Leadership programs improve employee's decision-making	33	25	2	0	4.4	14%
6	Collaborative projects enhance employee's problem-solving	26	29	5	0	4.2	14%
7	Peer learning projects enhance employees' problem-solving abilities	23	33	4	0	4.1	14%
TOTAL							100%

Analysis highlights that the most effective Employee Training and Development (ETD) methods and strategies for enhancing organizational performance are On-the-job training methods, such as mentoring with a mean score of 4.4. Workshops and seminars also play a significant role in improving organizational performance, as indicated by a mean score of 4.3.

Technology-based learning, including e-learning, emerged as one of the most effective ETD strategies, receiving the highest mean score of 4.5. Similarly, coaching programs, which focus on enhancing employees' decision-making skills, also scored 4.5, emphasizing their importance in leadership development. Leadership programs, in general, were also rated highly, with a mean score of 4.4, reinforcing their role in improving employee decision-making.

Collaborative projects were also recognized as beneficial in enhancing employees' problem-solving abilities, scoring 4.2, while peer learning projects, which promote shared knowledge and teamwork, received a mean score of 4.1. These results suggest that a combination of hands-on training, technological advancements, coaching, and collaborative learning can significantly improve employee performance and organizational success.

Discussion of Findings

The findings of this study provide valuable insights into the impact of Employee Training and Development (ETD) on organizational performance within the university. The results indicate that ETD programs significantly contribute to overall organizational productivity, with strong agreement among respondents. Specifically, training initiatives enhance service quality, employee engagement, teamwork, and collaboration, all of which are crucial for institutional success. The mean scores across various indicators suggest that employees recognize the effectiveness of training in fostering a more productive work environment.

Despite the benefits of ETD programs, the study also highlights several challenges that hinder their effective implementation. A lack of funding was identified as a major constraint, limiting the scope and accessibility of training initiatives. Additionally, the limited availability of skilled trainers poses a significant challenge to the effectiveness of these programs. Time constraints further hinder participation in training sessions, affecting their overall impact. The absence of a well-structured ETD framework was also noted as a key obstacle, suggesting the need for better institutional policies and planning to support continuous employee development.

Regarding the most effective ETD methods and strategies, the findings reveal that on-the-job training, such as mentoring, is highly effective in skill development. Technology-based learning, including e-learning, was also rated as a valuable strategy, indicating a growing preference for digital learning tools in professional development. Coaching and leadership programs were identified as essential for improving employees' decision-making abilities, reinforcing the need for targeted training in leadership skills. Furthermore, collaborative and peer learning projects were found to enhance problem-solving capabilities, underscoring the importance of teamwork in organizational growth.

The research gave more light to the critical role of ETD programs in enhancing employee performance and organizational success. However, addressing key challenges such as funding constraints, trainer availability, and structural inefficiencies is essential to maximizing the impact of these programs. The results suggest that a combination of traditional

and technology-driven training approaches, along with institutional support, can significantly improve the effectiveness of ETD initiatives.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

This study examined the impact of Employee Training and Development (ETD) methods and strategies on organizational performance, with a focus on identifying the most effective training techniques. The study was guided by four research questions, each addressing different aspects of ETD, including on-the-job training, technology-based learning, coaching programs, leadership training, collaborative learning, and problem-solving enhancement through team-based initiatives. The research aimed to understand how these training methods influence employees' decision-making, problem-solving skills, and overall work performance, ultimately contributing to the organization's growth.

To achieve this, data were collected through structured questionnaires administered to respondents within the university setting. The questionnaire covered key aspects such as the perceived effectiveness of different training methods, challenges associated with ETD implementation, and the extent to which organizations prioritize training initiatives. The responses were analyzed using mean scores, with items scoring 2.5 and above being considered as agreed-upon constraints or effective training methods, while those below 2.5 were seen as less significant.

The findings indicated that organizations, including universities, face multiple challenges in effectively implementing ETD programs. Funding constraints were highlighted

as a major barrier, affecting the ability to conduct frequent and high-quality training sessions. Additionally, the availability of skilled trainers was a concern, as some organizations lack access to experienced professionals who can facilitate impactful learning experiences. Time constraints were another issue, with many employees unable to participate in training due to their workload and other professional commitments.

Despite these challenges, the study revealed that certain ETD methods are highly effective in enhancing organizational performance. On-the-job training, such as mentoring and practical skill development, received strong support as it allows employees to gain hands-on experience while working. Workshops and seminars were also seen as valuable, as they provide opportunities for employees to engage in collaborative learning and knowledge sharing. Technology-based learning, including e-learning platforms, was identified as a modern and efficient approach to training, especially for employees with tight schedules. Coaching and leadership programs were also found to significantly improve employees' decision-making abilities, helping them develop critical thinking skills and take on more responsibilities within the organization. Collaborative projects and peer learning further contributed to problem-solving skills, promoting teamwork and innovation among employees.

Conclusion

The findings of this study highlight the significant role that Employee Training and Development (ETD) plays in enhancing organizational performance. The study confirms that well-structured training programs contribute to improved employee efficiency, better decision-

making, and enhanced problem-solving abilities. However, despite the recognized benefits, several challenges hinder the effective implementation of ETD initiatives. Key constraints identified include financial limitations, inadequate access to skilled trainers, insufficient time for training due to work commitments, and a lack of proper infrastructure to support continuous learning. These challenges pose significant barriers to organizations striving to maintain a competitive and well-equipped workforce.

One of the most critical observations from the research is that organizations that prioritize employee development tend to experience higher levels of productivity and innovation. Employees who receive continuous training are more likely to adapt to changing industry trends, utilize new technologies effectively, and contribute meaningfully to problem-solving within their teams. Moreover, leadership training programs were found to be instrumental in preparing employees for managerial roles, equipping them with the necessary skills to make strategic decisions and lead teams effectively.

Another important aspect of the study's findings is the role of modern training methods in bridging skill gaps and enhancing employee competencies. While traditional training methods such as workshops and seminars remain valuable, the increasing adoption of technology-based learning, including e-learning platforms and virtual training sessions, has proven to be a game-changer. These digital learning solutions offer employees the flexibility to acquire new skills without disrupting their work schedules, thereby making learning more accessible and cost-effective.

The study emphasizes the need for organizations to foster a learning-oriented culture. When employees are encouraged to engage in continuous learning, whether through peer-to-peer training, mentorship programs, or leadership coaching, they develop stronger analytical skills, improve their work efficiency, and enhance overall job satisfaction. A workforce that actively participates in learning is more motivated, adaptable, and innovative, leading to long-term organizational success.

Despite the positive impacts of training and development, the study also recognizes that not all organizations allocate sufficient resources to ETD programs. Many companies, particularly those with limited financial capacity, struggle to invest in training, leading to knowledge gaps and skill deficiencies among employees. This research suggests that organizations must view ETD not as an expense but as a strategic investment that yields long-term benefits, including increased employee retention, improved work performance, and sustainable growth.

In conclusion, employee training and development remain essential for organizations aiming to stay competitive in an evolving business landscape. While challenges such as financial constraints, limited time for training, and accessibility to skilled trainers persist, organizations that implement structured and innovative ETD programs can overcome these barriers. Investing in modern learning methods, providing flexible training schedules, and fostering a culture of continuous improvement are crucial steps toward optimizing workforce potential. Ultimately, organizations that commit to the continuous professional growth of their

employees are better positioned for sustained success, innovation, and higher overall performance.

Recommendations

Based on the findings, the following recommendations are proposed:

1. Increased Funding – Organizations should allocate sufficient financial resources to
2. ETD programs to ensure their sustainability and effectiveness.
3. Trainer Development – More skilled trainers should be recruited, and existing trainers should undergo continuous professional development to enhance training quality.
4. Flexible Training Schedules – Organizations should implement flexible training schedules, allowing employees to participate in learning activities without disrupting their daily work.
5. Structured ETD Framework – A well-defined ETD framework should be established to ensure consistency and long-term success of training initiatives.
6. Technology Integration – The use of e-learning platforms should be expanded to provide employees with more accessible and convenient learning options.
7. Encouragement of Peer Learning – Organizations should create a culture that promotes collaborative learning and knowledge sharing among employees to enhance problem-solving skills.

If these recommendations are taken into consideration, organizations can overcome existing barriers to ETD and optimize training initiatives for improved workforce performance and overall organizational success.

Suggestions for Further Research

The following suggestions are given as suggestions to aid further research

1. Impact of Digital Learning on Employee Performance – Future research can explore how digital training methods, such as virtual reality (VR), artificial intelligence(AI)-driven learning, and mobile learning apps, influence employee productivity and skill development.
2. Longitudinal Study on Training and Employee Retention – A long-term study can be conducted to examine the direct relationship between employee training programs and retention rates over several years to understand their lasting impact.
3. Industry-Specific Training Effectiveness – Research can focus on the effectiveness of employee training and development in specific industries, such as finance, healthcare, manufacturing, or technology, to identify sector-based training needs.
4. Employee Training and Organizational Innovation – Future studies can investigate how continuous training and upskilling initiatives contribute to fostering innovation within organizations and driving business competitiveness.
5. Financial Constraints and Training Program Implementation – Analyzing the financial barriers organizations face in implementing training programs and exploring cost-

effective solutions can provide practical recommendations for companies with limited resources.

6. Influence of Leadership Training on Organizational Success – A study can assess how leadership development programs impact managerial decision-making, company culture, and overall business performance.
7. Cross-Cultural Analysis of Training Methods – Comparative research can be conducted to evaluate the effectiveness of various employee training strategies across different cultural and geographical settings, identifying best practices for multinational companies.

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**DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF BENIN, EDO STATE**

I, **OKOMADU CHIDINMA FAVOUR** is a final year student of the above named department, I am carrying out a study as part of my final year project on the topic, “The relationship between employee Training and Development (ETD) and Organizational Performance in the University of Benin”. Your response will assist in meeting the aim of the study. I solicit for your responses to items on the questionnaire. All response would be treated with utmost confidentiality

Yours faithfully,

OKOMADU CHIDINMA FAVOUR

(Researcher)

Section A: Demographic Information

Gender: Male [] Female []

Age Group: a) 25-35 [] b) 36-45 [] c) 46-55 [] d) 56 and above []

Highest Education Qualification: a) BSc [] b) Masters/Ph.D. [] c) Professional Qualification []

Section B: Research Questions

INSTRUCTION: Tick (✓) any response that corresponds with your opinion.

NB: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

S/N	Statements	SA (4)	A (3)	D (2)	SD (1)
RQ1	What is the relationship between Employee Training and Development (ETD) and employee productivity in the University				
1	ETD programs enhance employees' work efficiency and effectiveness.				
2	Participation in training programs leads to improved task performance.				
3	Regular skill upgrades through ETD contribute to employees' ability to meet organizational goals				
4	ETD programs reduce errors and mistakes in job execution.				
5	Employees' productivity increases after completing ETD initiatives.				
RQ2	To what extent does Employee Training and Development (ETD) impact organizational performance indicators in the University?				

6	ETD programs improve overall organizational productivity.				
7	There is a noticeable improvement in the quality of services due to ETD programs.				
8	Employee engagement and commitment are influenced by effective ETD initiatives				
9	ETD programs enhance teamwork and collaboration among employees.				
10	Limited availability of skilled trainers affects ETD effectiveness.				
RQ3	What are the challenges and constraints faced by the University in implementing effective Employee Training and Development (ETD) programs?				
11	Customer satisfaction increases as a result of employees' ETD programs.				
12	Lack of funding limits the implementation of ETD programs.				
13	Limited availability of skilled trainers affects ETD effectiveness.				
14	Time constraints prevent effective participation in ETD programs				

15	The absence of a structured ETD framework hinders the success of training initiatives.				
RQ4	What Employee Training and Development (ETD) methods and strategies are most effective in enhancing organizational performance?				
16	On-the-job training methods (e.g., mentoring) are highly effective in skill development.				
17	Workshops and seminars significantly enhance organizational performance.				
18	Technology-based learning (e.g., e-learning) is an effective ETD strategy.				
19	Coaching programs improve employees' decision-making skills				
20	leadership programs improve employees' decision making skills.				
21	Peer learning projects enhance employees' problem-solving abilities				
22	Collaborative projects enhance employees' problem solving abilities				