ASSESSMENT OF THE IMPACT OF EMPLOYEE TRAINING ON ORGANIZATIONAL PERFORMANCE OF VITAFOAM NIGERIA PLC

BY

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BEING A RESEARCH PROJECT SUBMITTED TO THE POSTGRADUATE SCHOOL, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS IN BUSINESS ADMINISTRATION (MBA)

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Declaration

I hereby declare that this research titled *Assessment of the Impact of Employee Training on Organizational Performance of Vitafoam Nigeria Plc* is carried out by me in my relentless efforts in the Department of Business Administration. The information derived from the literature has been dully acknowledged in the text and a list of references provided. No part of this project report was previously presented for another degree of any university.

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Certification

This to certify that this project titled *Assessment of the Impact of Employee Training on Organizational Performance of Vitafoam Nigeria Plc* meets the regulations governing the award of the degree of Master of Business Administration (MBA) of Ahmadu Bello University Zaria and it is therefore approved for its contributions to the knowledge and literary presentations.

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Dedication

This project work is dedicated to Almighty Allah for His creation and guidance throughout this study and to my family.

Acknowledgement

First and foremost I give thanks to the Almighty Allah for seeing me through this program. To my parents I thank them for their invaluable support, my husband for his understanding, support and tolerance. I want to also thank all the members of my family, for their support at various times.

My unreserved gratitude goes to my supervisor Mal. Aminu Gumi; I thank him for his criticism, suggestion and corrections. I want to also appreciate the Assistant MBA Coordinator Mallam Nasiru Abdullahi for his immense support and encouragement.

Alhamdulillah.

Abstract

This study examines the impact of training on workers performance in Vitafoam Nigeria Plc. The study utilized both field and documentary research method. Data were sourced both primary and secondary. The instruments for data collection were questionnaire and interview. The sample techniques adopted for the study was simple random technique. Hypothesis was stated and tested. Tables, charts and percentages were used as method of for data presentation and analysis. Chi- square was used to test the formulated hypothesis. It was found out that one of the roles of the management of the organization is providing adequate room for employee training. It was also found out that employee acknowledge and supported the techniques adopted by the management of the organization in training employee and they also recognized the role of training in improving performance in Vitafoam Nigeria Plc. In the course of the study, it was also found out that most employees in the organization acknowledges the relationship between performance and motivation (Job Satisfaction) and that employee training influences level of effective performance in the organization. Employee needs for training should be forecasted a head of time so as to reduce the problem of sudden and rush planning which have adverse effect on organizational performances.

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CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

The major aim of several organizations is how best they can improve their productivity. Enhanced productivity calls called for proper and efficient management of both human and material resources of the organization. Most managers recognized training as effective tools in achieving productivity. It is well known fact that organizations always focus and point those activities and programs that can help in the achievements of the objective for which such organizations were established.

It is important that every organization should have a well trained and experience workforce to carry out the various tasks and responsibilities that must be done to achieve organisational goals and objectives. Dynamism and complexity in today's world of business has made the need for manpower training and development increased tremendously. For an organisation to have an edge over its competitors, manpower training and development is a very important element that management should consider.

In the past, when jobs were simple, easy to learn and influenced only to a small extent by technological changes, there was little or no need for employees to upgrade or alter their skills. But, that situation rarely exist in today's world with the moving in the technological age and globalisation organisations are experiencing which requires frequent transformation and day-to-day update in employee skills.

Employee productivity is a function of ability, will and situational factors. An organization may have employees of ability and determination, with appropriate

equipment and managerial support yet productivity falls below expected standards. The missing factor in many cases is the lack of adequate skills, and knowledge which are acquired through training and development. Thus for any organization to really excel amidst its competitors in this technological era and globalization, new skills need to be learned and new abilities must be developed with the changes that comes their ways.

In this light, the Vitafoam Nigeria Plc is becoming increasingly aware of the need to train and develop their human resources to cope with the changes in today's technological age and globalization.

1.2 Statement of the Problem

Organisations yearly spends huge amount of money on training and development. The essence is to meet the challenges posed by dynamism of today's work place. It is expected that training and development should enhances and increase knowledge of employees on how to do more than it is done presently hence improved performance for the organisation. But the fact that organisations still remains where they were for years, elicit questions on whether training and development usually achieve desired results.

Based on the above mentioned, the study intend to evaluation the type of training and development policies being implemented by Vitafoam Nigeria Plc how effective is this policies in achieving its objective on training and also problems and solutions associated with the policies. The study also wants to know if there is relationship between training and development with employee's performance of Vitafoam Nigeria

Plc and the impact of employee training and development on the employee's performance of Vitafoam Nigeria Plc.

1.3 Research Questions

In order to give this research a clear guide and direction there is the need to ask certain fundamental questions that may verify some assumptions or prove otherwise. The research questions are:

1 What is the training policies implemented in Vitafoam Nigeria Plc?

2 How effective is the policies implemented by Vitafoam Nigeria Plc in achieving its stated goals?

3 Is there any relationship between training and employee performance in Vitafoam Nigeria Plc?

4 Does training have significant impact on employee performance in Vitafoam Nigeria Plc?

5 What are the problems and solutions associated with the training policies implemented by Vitafoam Nigeria Plc?

1.4 Objectives of the Study

The aim of this study is to evaluate the impact (effect) of training of employee job performance in Vitafoam Nigeria Plc. Specifically objectives of this study are:

1. To examine the training policies implemented in Vitafoam Nigeria Plc.
2. To examine the effectiveness of the policies in achieving its stated goals.
3. To examine if there is a relationship between training and employee performance in Vitafoam Nigeria Plc.

4. To determine if training have significant impact on employee performance in Vitafoam Nigeria Plc.
5. To examine the problems and solutions associated with the training policies implemented by Vitafoam Nigeria Plc.

1.5 Hypothesis of the Study

1. **H_0:** There is no significance Relationship between Training and Employee Performance Vitafoam Nigeria Plc.
2. **H_0:** Training has no significant Impact on Employee Performance in Vitafoam Nigeria Plc.

1.6 Significance of the Study

Many organizations in Nigeria, especially public enterprises are facing the problems of low performance, which in turn leads to non achievement of organizational goals. This situation needs urgent solution. Investigating the importance of training on employee performance is a means to attain these noble goal that is solving the problem of none or low performance. Furthermore, this study will help human resources managers to establish training programmes and policies suitable for effective performance in their organizations. Finally, this research will serve as a contribution to knowledge and a stimulant for further study on the area that influences employee performance.

Finally, this work will be of significance to Training Managers as a source of enlightening information since it will enlarge the existing literature on the area of manpower training policies in Nigeria.

The significances of this study are:

1. It will buttressed the importance of training in the organization
2. It will reveal vices that emanated as a result of lack or faulty employee training
3. It will recommend ways in which Vitafoam Nigeria Plc would maximize employee training for high performance.
4. It will help to check out redundancy, labour turnover and incidence of accident among employee in the organization.

1.7 Scope of the Study

This research work covers the training and manpower development policies of Vitafoam Nigeria Plc from the year 2000 to 2011. This period will cover period before the peak of technological outbreak and global competition (2000-2007) to period of technological peak (2008-2012) in Nigeria. The study will however limit itself to an evaluation of the impact of training as it affects employee productivity.

1.8 Limitation of the Study

A number of limitations had to be contended with in the course of this research work. However, it is pertinent to state here that despite these limitations, the findings are not in any way affected.

Lack of full cooperation from the selected companies. The researcher only got the little cooperation of staff of Vitafoam Nigeria Plc representation of the sample population.

1.9 Definition of Terms

Training: Training is an organizational effort aimed at helping on employee to acquire back skills required for the efficient execution of the expected function.

Employee Development: This deal with the activities undertaken to expose and employee to perform additional duties and assume positions of important in the organizational hierarchy.

Objectives: These are statement of aims of or goal which an organisation set to achieved or actualized.

Plans: These are statements of specific actions and activities to achieve objectives in an organisation.

Policies: This are limits to acceptable behaviour expressed in term of priorities, ethical and moral values, standards, social responsibilities and so on.

Management: It is the guidance or direction of people towards organizational goals or objectives.

Motivation: It is an internal psychological process whose presence or absence is inferred from observed performance.

Forecasting: It is estimate of sale in physical units (or monetary value) for a specific future period under proposed marketing plan or programme.

Manpower Planning: Is a process by which management determine how the organisation should move from its current manpower position to the desired position.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter entails a review of related literature on the issue of Training the concept of training, conditions necessitating training of an employee, needs for training, factors affecting individual performance, techniques for training and development, controlling performance as well as the evaluation of training e.t.c.

2.2 Concept of Training

According to Maureen, (2001) "training is the process of teaching, informing or educating people so that they may become as well qualified as possible to their work and so that they become qualified to perform in positions of greater difficulty and responsibility". Also Flippo (1997) conceptualize training as "calculated effort at increasing an employee skill for doing a particular job and developing a person's knowledge for a national purpose". From the above definitions, it can be deduced that staff training and development are deliberate efforts of an organization aimed at improving the knowledge, skill and behavioural modification required to perform a given task by the individual or employee.

Staff training is a complex mixture of activities intended to improve the performance of individuals and groups within the organization. Stoner (2005) sees training as teaching technical skills to non-managerial personnel. Roberts and Wayne (2006) combine the two concepts into one definition thus: “training and development is the heart of a continuous effort designed to improve employee’s competency and organizational performance”. According to David Roach (2004) “training is an experience, a discipline or systematic action which causes people to acquire new skills and knowledge and predetermined behaviour. Another scholar, Robert and Coayne (2005), training is the provision of skills and knowledge needed for present job”. According to Nwachukwu (2004), “training is the organizational effort which is been aimed at helping an employee to acquired basic skills required for the efficient execution of the functions for which he/she was hired”. The definition put by Nwachukwu highlighted the acquisition of skill and responsibility for efficient performance. Training is also directed in helping employees to perform better on their current jobs while development represents future-oriented investment. Reilly (2001) defined training as "the development of a person's knowledge, skills and attitudes for a vocational purpose."

Campbell (1971) argues that there exists a distinction between Training and Development. According to him; training is designed for non-managers while development is aimed at managerial personnel. He also indicated that training courses are typically designed for short term and stated set purpose, such as the operation of some machinery, equipment etc. while development involves a broader education for long term purposes.

Fitzgerald (1992) also insists that Training differs from development. He explains that Training is reserved for people who have to be brought up to performing level in some specific skills and that these skills are almost always behavioural as distinct from conceptual or intellectual. Development in contrast is considered to be more general than training and more oriented to individual needs in addition to organisational needs and it is most aimed towards management people. Development is a broad, ongoing multi-faceted set of activities (training activities among them) to bring someone or an organization up to another threshold of performance, often to perform some job or new role in the future. Training tries to improve a specific skill relating to a job whereas development aims at improving the total personality of an individual.

Vemic (2007) propounded that Organizations which are constantly creating new knowledge, extending it through the entire organization and implementing it quickly inside the new technologies, develop good products and excellent services. These activities determine the company as a learning organization with constant innovation being its sole business. These are organizations which realize that learning and new knowledge are becoming the key of success, and that education is crucial for abundance.

Vemic (2007) also notes that continuous Employee training and development has a significant role in the development of individual and organizational performance and does not imply only obtaining new knowledge, abilities and skills, but also the possibility to promote entrepreneurship, introduce employees to changes, encourage the changes of their attitude, introduce the employees to important business decisions and involve them actively in the process of decision making.

Hacket (2000) more specifically defined the terms as follows:

a) Education is the process of acquiring background knowledge of a subject. It is a person oriented rather than job oriented.
b) Training is the preparation for a particular job. It is concerned with performance and the application of knowledge and skills to present works and
c) Development is a course of action designed to enable the individuals to realize his potentials for growth in the organization. It relates to future rather than present job.

Onuoha (2001) agrees with Hacket approach to these concepts. He observed that management education leads to the award of certificate, diploma or degree to the management studies, while management development enables organizations to obtain the best from their managers and make the managers feel satisfied and self actualized. Flippo (2003) summarized the three concepts by stating that “development would include both training to increase skills in performing a specific job and education to increase general knowledge and understanding of the total environment."

However, a most recent view of human resources development by Hitrop (2000) introduced a forth element, learning .He stated that human resource development involves integrating the four elements of education, training, development and learning into the wider framework of an employee resourcing policy and strategy. He defined learning as relatively permanent changes in behaviours that occur as a result of practice. Learning therefore provides the mechanism for transferring training and development activities into actual practice or performance.

From the foregoing, it is evident that human resource development involves a complex and continues process through which is made not only to master the intricacies of his present, but also being prepared for satisfactory and life long career in his chosen profession. As a result, human resource training and development is not only important but also necessity for achieving organizational goals.

Furthermore, Flippo (2000) maintained that "no one is a perfect fit at the time of hiring. Some training and development must take place."He also noted that where no organized programme exists, development would now be self development while learning on the job, Flippo (2000) further identified some benefits that will occur to any organization that has planned development programmes. Such benefit includes increase productivity, heightened morals, reduced costs, and greater organizational stability and requirements. Such programmes will also help meet the needs of individuals in their search for work assignments that can add up to life long careers.

Training and development encompasses three main activities: training, education, and development. Garavan, Costine, and Heraty (1995) of the Irish Institute of Training and Development, note that these ideas are often considered to be synonymous. However, to practitioners, they encompass three separate, although interrelated, activities:

Training: This activity is both focused upon, and evaluated against, the job that an individual currently holds.

Education: This activity focuses upon the jobs that an individual may potentially hold in the future, and is evaluated against those jobs.

Development: This activity focuses upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future, and is almost impossible to evaluate.

Training is the act of increasing knowledge and skills of an employee for performing a particular job. The major outcome of training is learning. Child (2005) sees organizational Learning as the process of development in the thinking and actions of people belonging to, or working with, organizations, which then becomes institutionalized into organizational properties. These properties take the form of new or revised routines, systems, structures, cultures and strategies. The outcome of learning is the acquisition of a new competence. After employees have been selected for various positions in an organisation, training them for the specific tasks to which they have been assigned assumes great importance. It is true in many organizations that before an employee is fitted into a harmonious working relationship with other employees, he is given adequate training.

Training and Development is therefore a key element of improved organizational performance as it increases the level of individual and organizational competence. It helps to reconcile the gap between what should happen and what is happening - between desired targets or standards and actual levels of work performance. It is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviours to enhance the performance of employees. However although, the potential benefits of Training and Development may be obvious, it does not necessarily follow that training per see will lead to improved performance. There has to be an appropriate training culture. Training has to be relevant to the needs and requirements of the organization. Tate (1996) acknowledges that training is an important lever to bring about improvement and change but questions whether individual competence would lead automatically to corporate competence, and emphasizes the importance of a sound business agenda and the distinction between training and education.

2.3 Purpose of Training

Training and development programmes are designed to achieve some objectives, which justify the human and material resources expended on such programmes. Objectives of training and development can be looked at from the individual and organizational viewpoints. That is, the benefits individual trainee and the organization stand to gain from training and development programmes. According to Akuezuilo and Agu (2002), common objective of any organizations training programme is the changing of the employee's attitude to gain support, loyalty for achievement of organizational goals.

Also training helps organizations to fill manpower needs. For instance if an organization anticipates future requirements of certain category of workers, which cannot be readily available in the labour market, they can resort to training of some of its present staff in those skills in order to fill in their future manpower need.

Furthermore, by maintaining qualified trainers and carefully controlled learning situation, management can be able to obtain shorter period for high productivity of new employees. Thus, training reduces the time to reach acceptable performance.

On the individual basis, training and development enhances job satisfaction. Since training is expected to lead to improved performance of the job, the employee will enjoy a greater sense of satisfaction and fulfilment. Training ensures employees development because as trained employees acquire new knowledge and skills, they become more mobile In terms of job opportunities as their improved skills become more marketable.

Also, training is expected to enhance job security as efficiency of workers on their jobs improves, it enhances employee's value within the organization. Training helps employees to acquire new skills that are needed to take up more challenging positions thereby enhancing promotion and advancement. Again, the emphasis of management techniques in achieving organizational goals.

The fundamental aim of training and Development according to Armstrong (2001) is to help the organization achieve its purpose by adding value to its key resource - the people it employs. Training means investing in people to enable them to perform better and to empower them to make the best use of their natural abilities. The particular objectives of training are to:

- Develop the skills and competences of employees and improve their performance;
- Help people to grow within the organization in order that as far as possible its future needs for human resources can be met from within;
- Reduce the learning time for employees starting in new jobs on appointment; transfer or promotion, and ensure that they become fully competent as quickly and economically as possible.

Training and development can be initiated for a variety of reasons for an employee or group of employees. McNamara (2007) proposes the following objectives:

- When a performance appraisal indicates performance improvement is needed
- To "benchmark" the status of improvement so far in a performance improvement effort.
- As part of an overall professional development program

- As part of succession planning to help an employee be eligible for a planned change in role in the organization
- To "pilot”, or test, the operation of a new performance management system
- Creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization.
- Enhancing the company's ability to adopt and use advances in technology because of a sufficiently knowledgeable staff.
- Building a more efficient, effective and highly motivated team, which enhances the company's competitive position and improves employee morale.
- Ensuring adequate human resources for expansion into new programs.

The goals of the training program should relate directly to the needs determined by the assessment process. Course objectives should clearly state what behavior or skill will be changed as a result of the training and should relate to the mission and strategic plan of the company. They should also include milestones to help take the employee from where he or she is today to where the firm wants him or her in the future. Setting goals helps to evaluate the training program and also to motivate employees. Allowing employees to participate in setting goals increases the probability of success.

Training and Development programs should be designed to consider the ability of the employee to learn the material and to use it effectively, and to make the most efficient use of resources possible. It is also important that employees be motivated by the training experience. Employee failure in Training and Development programs is not only damaging to the employee but a waste of money as well. Selecting the right trainees is important to the success of the program.

2.3.1 Needs for Training in Vitafoam Nigeria Plc

Some of the main needs for training employees include (Vitafoam, 2002):

a. **Increased Productivity/Performance**: This form the organization's point of view, performance is at the apex of all training programmes. A well trained employee is capable of performing more than an untrained employee of equal physical ability. The success or failure of an organization depends on employees' productivity or performance. A well trained staff produces more than his counterparts of lesser training (other things being equal).

b. **Higher Turnover Rate**: An employee who is incapable of performing is frustrated by failure and is more likely to abandon his work than those who are capable of performing better. The same situation applies to an unproductive employee. He hates his work and abandons it at the smallest provocation from any source.

c. **Higher Morale**: A man who is trained has confidence in his ability to perform. He believes that he has control of his environment and is equipped to tolerate occasional disappointments, frustrations and inconveniences. He learns to rationalize and to accept blame for his own failures instead of blaming the organization. A trained employee drives intrinsic satisfaction from his work which promotes his morale. Organizations that have regular training programmes give employees the feelings of being wanted and something to look up to.

d. **Better Coordination**: Training helps in the coordination of men and material. During the training programme, employees are taught company expectation and objectives. They are shown the ladder through which they can attain their own objectives this gives rise to goal congruency and, consequently, everyone pulls in the same direction. Coordination becomes easy (NCAT, 2002).

2.4 Methods of Training

Training methods are usually classified by the location of the instruction. Armstrong (2007) classified them as On the Job Training and Off the Job Training.

On The Job Training Methods

On the Job training is provided when the workers are taught relevant knowledge, skills and abilities at the actual workplace. **On-the-job training** is delivered to employees while they perform their regular jobs. In this way, they do not lose time while they are learning. After a plan is developed for what should be taught, employees should be informed of the details. A timetable should be established with periodic evaluations to inform employees about their progress. Armstrong (2007) discussed some common On the Job techniques as below:

Job rotation

This kind of training involves the movement of trainee from one job to another. This helps him to have a general understanding of how the organization functions. The purpose of Job Rotation is to provide trainees with a larger organizational perspective

and a greater understanding of different functional areas as well as a better sense of their own career objectives and interest.

Demonstration

This method is a visual display of how something works or how to do something. As an example, trainer shows the trainees how to perform or how to do the tasks of the job. In order to be more effective, demonstration method should be should be accompanied by the discussion or lecture method. To carry out an effective demonstration, a trainer first prepares the lesson plan by breaking the task to be performed into smaller modules, easily learned parts. Then, the trainer sequentially organizes those modules and prepares an explanation for why that part is required.

Mentoring

Mentoring is a relationship in which a senior manager in an organization assumes the responsibility for grooming a junior person. Technical, interpersonal and political skills are generally conveyed in such a relationship from the more experienced person. The main objective of mentoring is to help an employee attain psychological maturity and effectiveness and get integrated with the organization.

Projects

Projects require the trainees to do something on the job which improves the business as well as helps them learn about the topic of training. It might involve participation on a team, the creation of a database, or the forming of a new process. The type of project will vary by business and the skill level of the trainee.

Orientation

Orientation is for new employees. The first several days on the job are crucial in the success of new employees. This point is illustrated by the fact that 60 percent of all employees who quit do so in the first ten days. Orientation training should emphasize the following topics:

- The company's history and mission.
- The key members in the organization.
- The key members in the department, and how the department helps fulfill the mission of the company.
- Personnel rules and regulation.

2.5 Evaluation of Training.

A lot of research work has been done in the field of training and development of employees. Researchers have been constantly trying to find out ways and means to assess the impact of training and evaluate the extent of training effectiveness. But do the organizations and the training institutes gauge and measure the effectiveness of the imparted training and compile any data to produce as an evidence to support their claims?

Eseryel's work "Approaches to the Evaluation of Training" is on the ongoing debate about which approach is the best to evaluate and measure Training and Development in Organizations.

Eseryel (2002) maintains that current evaluation programs do not take into account the complexities of evaluation, specifically the multiple goals and multiple levels involved and the need for evaluation of training programs to be "viewed as a collaborative activity between training designers, training managers, floor managers,

and possibly others". Evaluation is a key component of the majority of instructional design (ID) models according to him, but a significant body of evidence points to evaluations of training programs as "inconsistent" or "missing".

He offers a number of reasons why evaluation is often inadequate; insufficient budget allocated; insufficient time allocated; lack of expertise; blind trust in training solutions; or lack of methods and tools. The complexity of evaluation of training itself, which involves multiple purposes at different levels, requires the collaboration of different people in different parts of an organization. Furthermore, not all goals may be well-defined and some may change.

Commonly used approaches to educational evaluation have their roots in systematic approaches to the design of training. They are typified by the instructional system development (ISD) methodologies, which emerged in the USA in the 1950s and 1960s and are represented in the works of Gagné and Briggs (1974), Goldstein (1993), and Mager (1962). Evaluation is traditionally represented as the final stage in a systematic approach with the purpose being to improve interventions (formative evaluation) or make a judgment about worth and effectiveness (summative evaluation) (Gustafson and Branch, 1997). More recent ISD models incorporate evaluation throughout the process (Tennyson, 1999).

He identified six general approaches to educational evaluation according to Bramley, (1991); Worthen & Sanders (1987), as follows:

- Goal-based evaluation
- Goal-free evaluation
- Responsive evaluation

- Systems evaluation
- Professional review
- Quasi-legal

Eseryel (2002) describes that Goal based and System based approaches are predominantly used for evaluation of training. He states that the Kirkpatrick Model follows the goal-based approach and is the most influential framework for evaluating Training. (Carnevale & Schulz, 1990; Dixon, 1996; Gordon, 1991; Philips, 1991, 1997). Kirkpatrick's work generated a great deal of subsequent work (Bramley, 1996; Hamblin, 1974; Warr et al., 1978) and is based on four simple questions that translate into four levels of evaluation. These four levels are widely known as reaction, learning, behaviour, and results.

On the other hand, under the systems approach, the most influential models include: Context, Input, Process, Product (CIPP) Model (Worthen & Sanders, 1987); Training Validation System (TVS) Approach (Fitz-Enz, 1994); and Input, Process, Output, Outcome (IPO) Model (Bushnell, 1990).

Eseryel (2002) asserts that Goal-based models (such as Kirkpatrick's four levels) may help practitioners think about the purposes of evaluation ranging from purely technical to covertly political purpose. However, these models do not define the steps necessary to achieve purposes and do not address the ways to utilize results to improve training. He also believes that on the other hand, systems-based models (e.g., CIPP, IPO, and TVS) seem to be more useful in terms of thinking about the overall context and situation but they may not provide sufficient granularity. Systems-based models may

not represent the dynamic interactions between the design and the evaluation of training.

Eseryel (2002) is critical of the fact that Kirkpatrick Model does not suggest the ways and means to get results and improvement in training. He further adds that practitioners are always lost in selection and implementation of evaluation methods (quantitative, qualitative or mixed). Resultantly, they do not use the entire model and end up at level 1 or 2 because level 3 or level 4 are highly complicated and not easy to implement. Furthermore, he undermines the use of CIPP, IPO or TVS models, as being suitable only in context and situation. These provide details of the processes but do not provide tools for evaluation. He believes that all training programs are not consistently evaluated.

He augments his views by stating that American Society for Training and Development found 45% surveyed US organizations only gauged trainees reaction to courses (Bassi & Van Buren, 1999), whereas 93% of training courses are evaluated at level 1, 52% of the courses are evaluated at level 2, 31% of the courses are evaluated at level 3 and 28% of the courses are evaluated at level 4.

Eseryel (2002) also describes the situation in Europe, which is not different either. One European Commission Project study stated that the information gained was used for feedback purposes of individuals, not for training revision or for ROI decisions. The second study showed that the most common activities of evaluation seem to be assessment and there was not enough evidence that evaluation results are used to revise the training design (Eseryel, 2001).

Eseryel (2002) further argues that few of these models provide detailed descriptions of the processes involved in each steps. To him the above models do not represent the interactions between the training design and training evaluation. In his words "existing models fall short in comprehensiveness and they fail to provide tools that guide organizations in their evaluation systems and procedures". He believes that these models do not address the collaborative process of evaluation, that is, the different roles and responsibilities that people may play during an evaluation process. His main argument is the need for a unified model of evaluation theory that takes into consideration the need for a collaborative approach to valuation and the complexities involved in the process.

Eseryel (2002) is of the view that automated systems should be used to expedite the performance of evaluations and expand the range and precision of data collection. He calls it an ADAPT (IT) instructional design. He cites a study conducted in Europe under the Advanced Design Approaches for Personalized Training Interactive Tools (ADAPT) Project, a European project within the Information Society Technologies Programme that provides design methods and tools to guide a training designer according to the latest cognitive science and standardization principles (Eseryel & Spector, 2000).The study revealed that majority of the participants expressed a need for evaluation software to support their practice. Considering the need for the use of internal resources and personnel in organizations, expert system technology can be useful in providing expert support and guidance and increase the power and efficiency of evaluation. Ross & Morrison (1997) suggest two categories of functions that automated evaluation systems appear likely to incorporate. The first is automation of

the planning process via expert guidance; the second is the automation of the data collection process which is embedded in instructional design tools that are efficient and an integrated solution for organizations.

For automated planning through expert guidance, an operational or procedural model can be used during the planning stages to assist the evaluator in planning an appropriate evaluation. The expert program will solicit key information from the evaluator and offer recommendations regarding possible strategies. Input information categories for the expert system include:

- Purpose of evaluation (formative or summative)
- Type of evaluation objectives (cognitive, affective, behavioural, impact)
- Level of evaluation (reaction, learning, behaviour, organizational impact)
- Type of instructional objectives (declarative knowledge, procedural learning, attitudes)
- Type of instructional delivery (classroom-based, technology-based, mixed)
- Size and type of participant groups (individual, small group, whole group)

Automated evaluation planning and automated data collection systems embedded in a generic instructional design tool may be an efficient and integrated solution for training organizations. In such a system it will also be possible to provide advice on revising the training materials based on the evaluation feedback. Therefore, evaluation data, individual performance data, and revision items can be tagged to the learning objects in a training program (Eseryel 2002).

However, this model's exercise needs an expert evaluator who specializes in system technology. This model lags behind in dissemination conceptualization and it needs further research for collaborative automated evaluation.

In conclusion, there is a need for a unifying model for evaluation theory, research, and practice that will account for the collaborative nature of and complexities involved in the evaluation of training. Employees should be evaluated by comparing their newly acquired skills with the skills defined by the goals of the training program. Any discrepancies should be noted and adjustments made to the training program to enable it to meet specified goals. Many training programs fall short of their expectations simply because the administrator failed to evaluate its progress until it was too late. Timely evaluation will prevent the training from straying from its goals.

2.6 Effectiveness of Training

McClelland (2002) states that the significance and value of training as a central role of management has long been recognized by leading writers. Consider the popular and often repeated quotation, "Give a person a fish and you feed him for a day. Teach a person to fish and you feed him for a lifetime." This simple but profound saying is attributed to the wisdom of Confucius who lived in the 5^{th} century BC. Given today's business climate and the exponential growth in technology with its effect on the economy and society at large, the need for training is more pronounced than ever.

She goes further to state that Training, in the most simplistic definition, is an activity that changes people's behaviour. Increased productivity is often said to be the most important reason for training. But it is only one of the benefits. Training is essential not only to increase productivity but also to motivate and inspire workers by letting

them know how important their jobs are and giving them all the information they need to perform those jobs.

Mullins (2007) recommends that the one contribution a manager is uniquely expected to make is to give people vision and the ability to perform. A basic operation in the work of a manager is to direct, encourage and train subordinates. The general movement towards flexible structures of organizations and the nature of management moving towards the devolution of power towards the workforce give increasing emphasis to an environment of coaching and support. Training is therefore, necessary to ensure an adequate supply of staff that are technically and socially competent, and are capable of career advancement. There is therefore a continual need for staff development and training fulfils an important part of this process.

Vemic (2007) indicates that the period of mass production is over and the customers are very selective. Increased consumer demands require new solutions and knowledge. Due to increasing competition, the organization is required to constantly revise its product and service mix, managerial methods, and to increase productivity. Modern conditions of dynamic competition, sophisticated information technology, knowledge economy, market globalization, have magnified the importance of human resources in organizations. These conditions actualize the human capital as the strategic resource of every organization.

Differences between the organizations exist exactly due to the differences between human capital, i.e. the organizations human resources, ways of their management and development. In a more and more global, complex and turbulent environment, knowledge is the only reliable source of competitive advantage. Traditional factors of

manufacturing as the soil, labour and capital did not disappear, but their significance is not primary anymore. Knowledge is viewed as the key of realization of a competitive advantage. And therefore the question of where the knowledge is located, how to release it and develop to achieve organizational goals has become very important.

Since the organizational knowledge is largely located inside the human mind, i.e. the head of employees, as carriers of knowledge and activities, human resources are becoming the key factor of business success. Organizational development is always conditioned by human knowledge and skills. That is why; contemporary organizations pay more and more attention to the development of their employees. Thus, employee education and training are becoming an optimal answer to complex business challenges, and the management of human resources is taking central role in modern management. Through the process of employee training and development, the management of human resources provides constant knowledge innovation, creates conditions for mutual knowledge and experience exchange and proactive behaviour, in this way contributing to competitive advantage and satisfaction of all participants in business procedures.

Training and development both result in an observable change in employee skill and ability. In Training, it is horizontal movement i.e. an employee is able to perform additional job responsibilities whereas development is vertical, the employee ability is increased. McNamara (2007) lists some benefits to be derived from Training and Development as follows:

- **Optimum Utilization of Human Resources –** Training and Development helps in optimizing the utilization of human resource that further helps the employee to achieve the organizational goals as well as their individual goals.
- **Development of Human Resources –** Training and Development helps to provide an opportunity and broad structure for the development of human resources' technical and behavioural skills in an organization. It also helps the employees in attaining personal growth.
- **Development of skills of employees –** Training and Development helps in increasing the job knowledge and skills of employees at each level. It helps to expand the horizons of human intellect and an overall personality of the employees. It improves operational flexibility by extending the range of skills possessed by employees(multi-skilling);
- Armstrong, (2001) says training and Development attracts high **quality employees** by offering them learning and development opportunities, increasing their levels of competence and enhancing their skills, thus enabling them to obtain more job satisfaction to gain higher rewards and to progress within the organization:
- **Productivity –** Training and Development helps in increasing the productivity of the employees that helps the organization further to achieve its long-term goal. It improves individual, team and corporate performance in terms of output, quality, speed and overall productivity;

- **Team spirit** – Training and Development helps in inculcating the sense of team work, team spirit, and inter-team collaborations. It helps in inculcating the zeal to learn within the employees.
- **Organizational Culture –** Training and Development helps to develop and improve the organizational health culture and effectiveness. It helps in creating the learning culture within the organization. It helps to develop a positive culture in the organization, one for example that is oriented towards performance improvement;
- **Organization Climate –** Training and Development helps building the positive perception and feeling about the organization. The employees get these feelings from leaders, subordinates, and peers.
- **Quality –** Training and Development helps in improving upon the quality of work and work-life.
- **Healthy work environment – Training and Development** helps in creating the healthy working environment. It helps to build good employee, relationship so that individual goals aligns with organizational goal.
- **Health and Safety –** Training and Development helps in improving the health and safety of the organization thus preventing obsolescence.
- **Morale –** Training and Development helps in improving the morale of the work force.
- **Image –** Training and Development helps in creating a better corporate image.
- **Profitability –** Training and Development leads to improved profitability and more positive attitudes towards profit orientation.

- Training and Development aids in **organizational development** i.e. Organization gets more effective decision making and problem solving. It helps in understanding and carrying out organizational policies**.**
- Training and Development helps in developing **leadership skills,** motivation, loyalty, better attitudes, and other aspects that successful workers and managers usually display.

So, why would an organization not welcome and seek out the value-added benefits resulting from training? Training is not always the answer to performance problems. Brandt Sakakeeny, training industry analyst for Solomon Smith Barney believes that training can be a great investment and a waste of money (Rosner, 1999). Training is indeed a waste of money when the desired behaviour does not occur.

Gupta (1999) acknowledges that not all performance problems can be addressed by training. In many cases, non-training interventions are necessary (Gupta 1999). The key is to identify what problems can be attributed to training deficiencies and, once that is accomplished, to insure that the right training is implemented. Bartram and Gibson, in their Training Needs Analysis Toolkit agree.

Without the right training, employees can be an organization's biggest liability. Trained effectively, however, they can become its biggest asset (Bartram and Gibson, 2000). Rosner (1999) adds another ingredient for success – support after training. He states, "The most effective programs train workers in new behaviours and then train managers to support employees as they apply learning daily". Support and endorsement from management can greatly enhance training results. One can only

conclude that training is not always the answer and when it is the answer it has to be the right answer.

Training is big business. In 1998, American companies spent $60 billion on training (Rosner, 1999). So, how does an organization train effectively so that the investment results in growth and success? To make training count, it must be matched directly to the needs of the organization and people in it. One tool that is used to accomplish this is the Training Needs Assessment discussed earlier.

Ndunuju (2009) explains that Training and Development is the framework for helping employees to develop their personal and organizational skills, knowledge, and abilities. The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers.

All employees want to be valuable and remain competitive in the labour market at all times. This can only be achieved through employee training and development. Employees will always want to develop career-enhancing skills, which will always lead to employee motivation and retention. There is no doubt that a well-trained and developed staff will be a valuable asset to the company and thereby increasing the chances of his efficiency in discharging his or her duties.

The right employee training, development and education provides big payoffs for the employer in increased productivity, knowledge, loyalty, and contribution to general growth of the firm. In most cases external trainings for instance provide participants with the avenue to meet new set of people in the same field and network. The meeting

will give them the chance to compare issues and find out what is obtainable in each other's environment. This for sure will introduce positive changes where necessary.

2.7 Challenges of Training.

Many Evaluation Reports have been undertaken of Training and Development projects and programmes. A review of these indicates that there are a number of issues which are of concern to training programmes in Public Organizations. Some of these problems as reviewed by the United Nations Population Fund (1994) are highlighted hereunder.

1) Improper Needs Assessment: An important factor in designing training and Development programmes is the magnitude of the demand for the skills to be developed by the training. It has often been observed that the objectives of training activities, in terms of people to be trained, were not determined on the basis of the requirements for specific skills or projections of jobs to be created, especially in the public sector. This can have a negative effect on the sustainability of training imparted because, if trainees are not given ample opportunity to practice their skills, eventually such skills will be lost. An assessment of the capacity of national institutions to absorb trained personnel is therefore critical to ensure the effectiveness of training.

2) Persistent and Rapid turnover of staff: This is a recurrent problem in developing Countries. Training programmes often suffer because of the departure of qualified personnel for better job opportunities elsewhere. In some cases, the private sector is a significant pole of attraction, in part because of the large salary

differentials. To address this problem, several evaluations have stressed the necessity of a national or sectorial personnel training plan based on sound needs assessment.

3) Selection of Trainees: A major concern observed in many training projects relates to the selection of trainees. Evaluation findings have pointed out that trainees for long term training in specific technical topics were generally well selected, probably because selection requirements were usually clearly defined by the training institutions. On the other hand, the selection of participants for short-term training or workshops was much less systematic. Evaluations have shown that people sent to courses, especially when these were located abroad, often did not have the necessary substantive background. Trainees were, in many cases, not carefully identified in terms of anticipated use of the training. This problem becomes more prevalent at international workshops where the reward of trips tended to overshadow the practical reason for participation.

4) Content of Training: Many reports criticize the widespread tendency to train personnel without reference to their job description. This had led to irrelevant curricula and therefore, to insufficient preparation of trainees for their future tasks. Frequently, there are no clear guidelines to link training content to the specific tasks that the trainees should be prepared to perform on the job.

5) Training of Trainers:

The lack of qualified trainers is also a problem. Many reports emphasize the need for preparing a cadre of master trainers to ensure the sustainability of training efforts. If the person assigned to supervise the trainee is not competent, it will adversely affect his productivity.

6) Training Methods: The evaluations reviewed emphasized the importance of effective and innovative training methods that are culture sensitive and appropriate to the subject matter. Along with traditional teaching methods, such as formal lectures, seminars and workshops, all evaluation reports advocated the introduction of techniques that facilitate the sharing of ideas and thoughts among participants. Participatory learning by doing and group-dynamic approaches was found to be particularly effective in this regard.

7) Impact assessment: In most training programmes, no follow up system was Implemented that would allow trainers to collaborate with and help the trainees in their undertakings after the training. Even when evaluation is done after Training, findings infrequently entered the decision making process and that they are not used systematically for reorienting or designing training programmes.

8) Expense: Most of training and developmental programmes tend to be expensive and may rely heavily on packages, Grants, Aids or Loans. Lack of adequate provision of funds to cater for efficient running of training and development is also an issue.

9) Length of training time not enough for practical work. Constraints of time for preparation and participation in learning events.

10) Lack of Scientific placement of staff in accordance with their area of specialization.

11) Employees are not retained for a considerable time in their area of assignment, as such it negates efficiency.

12) Objectives set by trainers, rather than the learners

13) Little acceptance by learners of the need to take responsibility for their own development.

14) Lack of trust and openness - Many managers prefer to keep information to themselves. By doing so they keep information from subordinates and others who could be useful in the training and development process.

2.8 Empirical Study on Impact of Training on Performance

Khan (2011) studied the Impact of Training and Development on organisational performance. His main objective was on how training increase employee's performance that lead to overall organisational performance. He took training and development as the independent variable and organisational performance as the dependent variable. He chose these two variables to see the relationship between them. He developed four alternative hypotheses to be tested as follows: 1) Training design has significant effect on the organisational performance. 2) Job training has significant effect on the organisational performance. 3) Delivery style has significant effect on the organisational performance. 4) Training and development has significant effect on the organisational performance. His study sample comprised of 100 employees of different organizations of Islamabad, capital of Pakistan. His data was collected through a questionnaire consists of 15 questions and all questions are close ended questions with the use of a five point Likert scale consisted of strongly disagree, disagree, neutral, agree and strongly agree. Ninety five questionnaires were collected and 79 were found to be filled and the respond rate was 83%. The analysis of the questionnaire was undertaken using Statistical

Package for Social Sciences (SPSS). All mean and medians were calculated using SPSS. His study is a Descriptive method of research.

The results prove that the first Hypothesis which is :Training design has significant effect on the organizational performance shows that it has a positive effect on the organizational performance. It improves the organizational performance. Most of the means are in between the bracket of 4-5 and 3-4, it means that most of respondents think that Training Design has significant affect on the organizational performance. The z- test value it lies in the critical region. The results also prove that the second Hypothesis which is: On the job training has significant effect on the organizational performance and it shows that it has a positive effect on the organizational performance.

Also the results prove that the third Hypothesis which state that: Delivery style has significant effect on the organizational performance which is proved that it has a positive effect on the organizational performance. As analyzed, the results show that some of the respondents disagree with the term that Delivery style has a significant effect on organizational performance. But most of the respondents lie between the brackets of 4-5. So if we consider the majority. The majority of his respondents say that delivery style is very important in the training. And it has a positive effect on the organizational performance. Also the z-test value lies in the critical region. It means the data and the results are significant of our third hypothesis. The fourth Hypothesis which is: Training & development has significant effect on the organizational performance show a positive effect on the organizational performance. The means are in between the bracket of 4-5, it means that most of the respondents think that Training and Development has significant affect on the organizational performance. The analysis of his study shows a positive relationship of his hypothesis by using the z-score statistical method of data analysis. The weaknesses of this study was the use of means and median for testing the stated hypothesis for his study which cannot be an effective tool for examining the significant effect of training and development on organisational performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the basic methods and sources of data and procedures used in the gathering and analysis of data. This is used for the purpose of obtaining data to enable the researcher test hypothesis or answer research questions. It is an outline of a scheme that serves as a useful guide to the research in his effort to generate data for this study.

In this chapter, the research designs issues such as population and the sample, variables and the measures used, data collection method and data analysis techniques are discussed.

1.0 3.2 Research Design

According to Saunders and Thornhill (2003) research design means the plan and structure of investigation so conceived as to seek answers to questions for a research study. According to Babbie and Mouton (2001), research design is essentially the overall framework of a research project, the master plan within which various data gathering tools are used. It constitutes guidelines which direct the researcher towards solving the research problem. Hence research design constitutes the blue print for collection, measurement and analysis of data. The research work can best be described as a survey research. A survey research is one in which a group of people or items is studies by collecting and analyzing data from only a few people or items considered to be representative of the entire group (Sekaran 2000). More specifically this research

work is a comparative type of research where it will dual in survey research as only a sample of the population is studied.

3.3 Population and Sample Size

According to Gummesson (2000), population is sometimes referred to as the universe, and it is defined as the entire group whose characteristics are to be estimated. While, he defined sample as a limited number of elements selected from the population which is representative of that population.

For the purpose of this study, the population constitutes the totality of the staff (which involve both senior level staff, middle level staff and lower level staff) the various departments within the organisation under the five directorate of the organisation's Headquarter Abuja. The directorates includes governor's directorate, operations directorate, corporate service directorate, financial system stability directorate and economic policy directorate. The departments which includes: under governors directorate – corporate secretariat department, governors department, strategy and performance improvement department, internal audit department, and risk management department; under operations directorate – banking and payment system department, branch operations department, currency operations department, information technology department and reserve management department. Under corporate service directorate – human resource department, legal services department, procurement and support service department, finance department, medical service department, security service department and corporate communication department. Under financial system stability directorate – banking supervision department,

development finance department, financial policy and regulation department and other financial institution supervision department. For economic policy directorate – financial market department, monetary policy department, research department, statistics department and trade and exchange department.

The population of the study for the two branches of Vitafoam Nigeria Plc – Kano and Jos Branch is 154 staffs (i.e. 73 in Jos Branch and 81 in Kano Branch). The sample size of the study will be arrived at by using the Yamane's method of determining sample size because of the nature of the study.

$$n = \frac{N}{1+N(sig.level)^2}$$

where:

N = Population = 154

n = Sample Size

sig. level = Significance Level = 5% = 0.05

$$n = \frac{154}{1+154(5\%)^2}$$

$$n = \frac{154}{1+154(0.05)^2}$$

$$n = \frac{154}{1+154(0.0025)}$$

$$n = \frac{154}{1+0.385}$$

$$n = \frac{154}{1.385}$$

n = 111.2

n = 111 approximately

3.4 Sampling Technique

The total of 120 questionnaires will be distributed to the two branches which each branch will be given some number of questionnaire bases on proportion of its

population for the study. Therefore the questionnaire distribution for Kano branch will be 63 questionnaires while the questionnaire distribution for Jos branch will be 57 questionnaires. The research will adopted simple random or randomization for fairness and research objectivity. This will give room for every respondent to have equal chance of being a participant (representation of the population size).

3.5 Sources of Data Collection

In the collection of data for the purpose of this research work, both primary and secondary sources of data collection were used. Prominent among the primary sources used is the use of questionnaires to obtain relevant information. For the secondary sources of data collection journal reviews, textbooks, Bulletins, Reports and other publication on relevant topic are used.

Using the questionnaire, some structured questions; open and closed ended questions were made, in order to aid the researcher to obtain relevant information and to reach the selected sample size who could provide the relevant information for the research. To achieve this objective, two different questionnaires were drawn and given to both the management and the non management staff; each questionnaire contains set of questions relevant to the different category of staff.

3.6 Instrument for Data Collection.

The instrument for data collection of which this study adopted is:

Questionnaire: this are set of prepare question which responses are generated from respondents. The questionnaires of this study are prepared into 3 sections the first section was respondent's bio-data, the second section was for junior staffs and the

third section was for senior staff. The five point likerts scale was utilized in the designing of the questionnaires.

3.7 Method of Data Analysis

For the purpose of this research, data collected was analyzed based on the answers and opinions of the respondent derived from the questionnaire issued to both management staff and non management staff. The answers are tabulated and interpreted using the percentage method. Data collected from the questionnaire was also used to prove the hypothesis raised, and to establish a result of findings. So the chi-square method of analysis will be used to test the hypothesis for this research work.

Also statistical tools such as table, chart, and percentages were used in the presentation and analysis of data chi-square (X^2) was sued to test the stated hypothesis.

3.8 Justification of Method Used

In determining the sample for this study, judgmental sampling method was employed as it seemed to be the most appropriate method as regards the nature of the study. In purposive or judgmental sampling, specific elements which satisfy some predetermined criteria are selected, although the criteria to be used are usually a matter of the researcher's judgment. The method of data analysis employed for this study included Chi-square method of data Analysis, i.e. determining the relationship. This gives an indication of the strength of the relationship between two variables.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter deals with data that are collected from the field (i.e. primary source). This study utilized questionnaire as its major instrument for data collection from the field. This chapter contains aspect such as the presentation and analysis of the data gotten from the field, the testing of hypotheses and discussion of major findings. Statistical tool such as tables and chart were utilized. Chi-square was used to test the formulated hypotheses.

The questionnaire used close ended questions. It was structured into two (2) sections. The first section contains the Bio data of respondents, the second section centre on question that will answers research questions of the study, out of the 120 questionnaire administered i.e. 57 in Jos branch and 63 in Kano branch, 107 were returned and 13 were not returned.

4.2 Data Presentation and Analysis

Table 4.1 Rate of Return

Rate of Distributions	Administered	Return	Not Return	Percentage Return
Jos Branch	57	51	6	**89.5**
Kano Branch	63	56	7	**88.9**
Total	**120**	**107**	**13**	**89.2**

Source: Research Survey, 2013.

The table above reveals that out of the total questionnaire administered in Jos branch 57 questionnaires, 51 questionnaires representing 89.5 percent was return and from Kano out of 63 questionnaires administered, 56 questionnaire was return which represent 88.9 percent. This shows that out of the total of 120 questionnaires administered to both branches 107 questionnaires was returned which is 89.2 percent.

Section A – BIO DATA of Respondents

Table 4.2: Sex of Respondents

	Jos	**Kano**	**Total**	**Percentage**
Male	36	47	83	77.6
Female	15	9	24	22.4
Total	**51**	**56**	**107**	**100**

Source: Field Survey, 2013.

Table 4.2 shows that 83 respondents representing 77.6 percent were male while 24 respondents representing 22.4 percent were female. This shows that there is more males than female respondents.

Table 4.3: Age Distribution of Respondents

Age Bracket	**Jos**	**Kano**	**Total**	**Percentage**
16 – 25	8	7	15	14.0
26 – 35	19	19	38	35.5
36 – 45	13	21	34	31.8
46 and Above	11	9	20	18.7
Total	**51**	**56**	**107**	**100**

Source: Field Survey, 2013.

Table 4.3 shows that 15 respondents representing 14.0 percent were from the age bracket 16 – 25 while 38 respondents representing 35.5 percent are of the age bracket

26 – 35, whereas 34 respondents representing 31.8 percent were from the age bracket 36- 45 and 20 respondents representing 18.7 percent were from the age bracket 46 and above. This shows that most of the respondents are of the age bracket of 26 – 45.

Table 4.4: Marital Status of Respondents

	Jos	**Kano**	**Total**	**Percentage**
Single	36	37	73	68.2
Married	15	19	34	31.8
Total	**51**	**56**	**107**	**100**

Source: Field Survey, 2013.

Table 4.4 depicts that 73 respondents representing 68.2 percent are single while 34 respondents representing 31.8 percent respondents are married. This signifies that most of the respondents are single.

Table 4.5: Academic Qualification of Respondents

Qualification	**Jos**	**Kano**	**Total**	**Percentage**
SSCE/NECO	0	0	0	0
OND/NCE	1	6	7	6.5
BSc/HND	31	35	69	64.5
PGD/Master/PhD.	13	15	31	29.0
Others	0	0	0	0
Total	**51**	**56**	**107**	**100**

Source: Field Survey, 2013.

Table 4.5 shows that 7 respondents representing 6.5 percent were holders of OND/NCE, while 69 respondents representing 64.5 percent are holders of BSc/HND, whereas 31 respondents representing 29.0 percent are holders of PGD/Master/PhD.

This explains that most of the respondents are BSc/HND and PGD/Master/PhD. holders.

Table 4.6: Category of Respondents

Rank	Jos	Kano	Total	Percentage
Junior Staff	38	39	77	72.0
Senior staff	13	17	30	28.0
Total	**51**	**56**	**107**	**100**

Source: Field survey, 2013.

Table 4.6 shows that 77 respondents representing 72.0 percent were junior staffs and 30 respondents representing 28.9 are senior staff. This signifies that most of the respondents are junior staff.

Section B

Table 4.7: Organizations cannot survive without employee training.

Responses	Jos	Kano	Total	Percentage
Strongly Agree	31	27	58	54.2
Agree	19	16	35	32.7
Undecided	0	9	9	8.4
Disagree	1	1	2	1.9
Strongly Disagree	0	3	3	2.8
Total	**51**	**56**	**107**	**100**

Source: Field Survey, 2013.

Table 4.7 shows that 58 respondents representing 54.2 percent strongly agree that organizations cannot survive without employee training, while 35 respondents representing 32.7 percent agree, 9 respondents representing 8.4 percent were undecided, whereas 2 respondents representing 1.9 percent and another 3 respondents

representing 2.8 percent disagree and strongly disagree respectively with the statement. This signifies that organisations cannot survive without employee training.

Table 4.8: Employee sees training as a Motivator

Responses	**Jos**	**Kano**	**Total**	**Percentage**
Strongly agree	25	27	52	48.6
Agree	9	5	14	13.1
Undecided	5	5	10	9.3
Disagree	3	3	6	5.6
Strongly Disagree	9	16	25	23.4
Total	**51**	**56**	**107**	**100**

Source: Field Survey, 2013.

Table 4.8 shows that 52 respondents representing 48.6 percent strongly agree that employee sees training as a motivator, while 14 respondents representing 13.1 percent agree, 10 respondents representing 9.3 percent were undecided, whereas 6 respondents representing 5.6 percent and 25 respondents representing 23.4 percent disagree and strongly disagree respectively with the statement. This signifies that employee sees training as a motivator to their job.

Table 4.9: Employee training leads to higher organizational profitability

Responses	**Jos**	**Kano**	**Total**	**Percentage**
Strongly agree	26	25	51	47.6
Agree	10	7	17	15.9
Undecided	5	12	17	15.9
Disagree	5	6	11	10.3
Strongly Disagree	5	6	11	10.3

Total	**51**	**56**	**107**	**100**

Source: Field Survey, 2013.

Table 4.9 shows that 51 respondents representing 47.6 percent strongly agree that employee training leads to higher organizational profitability, while 17 respondents representing 15.9 percent agree, another 17 respondents representing 15.9 percent were undecided, whereas 11 respondents representing 10.3 percent and another 11 respondents representing 10.3 percent disagree and strongly disagree respectively with the statement. This signifies that employee training leads to higher organizational profitability in an organisation.

Table 4.10: Can employee training lead to improved performance

Responses	**Jos**	**Kano**	**Total**	**Percentage**
Strongly agree	31	22	54	50.5
Agree	5	29	34	31.8
Undecided	5	0	5	4.7
Strongly disagree	5	0	5	4.7
Disagree	5	5	10	9.3
Total	**51**	**56**	**107**	**100**

Source: Field Survey, 2013.

Table 4.10 shows that 54 respondents representing 50.5 percent strongly agree that employee training can lead to improved performance, while 34 respondents representing 31.8 percent agree, 5 respondents representing 4.7 percent were undecided, whereas 5 respondents representing 4.7 percent and 10 respondents representing 9.3 percent disagree and strongly disagree respectively with the statement. This signifies that employee training can lead to improved performance.

Table 4.11: Organization value and encourages employee training.

Responses	Jos	Kano	Total	Percentage
Strongly agree	29	31	60	56.1
Agree	11	13	24	22.4
Undecided	10	6	16	15.0
Disagree	1	6	7	6.5
Strongly Disagree	0	0	0	0
Total	**51**	**56**	**107**	**100**

Source: Field Survey, 2013.

Table 4.11 shows that 60 respondents representing 56.1 percent strongly agree that organization value and encourages employee training, while 24 respondents representing 22.4 percent agree, 16 respondents representing 15.0 percent were undecided, whereas 7 respondents representing 6.5 percent and 0 respondents representing 0 percent disagree and strongly disagree respectively with the statement. This signifies that the organisations value and encourages employee training.

Table 4.12: Management uses training to help employee improve their performance.

Responses	Jos	Kano	Total	Performance
Strongly agree	24	31	55	51.4
Agree	11	13	24	22.4
Undecided	9	6	15	14.0
Disagree	5	6	11	10.3
Strongly Disagree	2	0	2	1.9
Total	**51**	**56**	**107**	**100**

Source: Field Survey, 2013.

Table 4.12 shows that 55 respondents representing 51.4 percent strongly agree that management uses training to help employee improve their performance, while 24 respondents representing 22.4 percent agree, 15 respondents representing 14.0 percent

were undecided, whereas 11 respondents representing 10.3 percent and 2 respondents representing 1.9 percent disagree and strongly disagree respectively with the statement. This signifies that organisations cannot survive without employee training.

Table 4.13: Management provide adequate room for employee training

Responses	Jos	Kano	Total	Percentage
Strongly agree	22	27	49	45.8
Agree	17	29	46	43.0
Undecided	5	0	5	4.7
Disagree	4	0	4	3.7
Strongly Disagree	3	0	3	2.8
Total	**51**	**56**	**107**	**100**

Source: Field Survey, 2013.

Table 4.13 shows that 49 respondents representing 45.8 percent strongly agree that management provide adequate room for employee training, while 46 respondents representing 43.0 percent agree, 5 respondents representing 4.7 percent were undecided, whereas 4 respondents representing 3.7 percent and 3 respondents representing 2.8 percent disagree and strongly disagree respectively with the statement. This signifies that management provides adequate room for employee training in the organisation.

Table 4.14: Management utilizes appropriate method for employee training

Responses	Jos	Kano	Total	Percentage
Strongly agree	23	27	50	46.7
Agree	11	3	14	13.1
Undecided	3	4	7	6.5
Disagree	7	3	10	9.4

Strongly Disagree	7	19	26	24.3
Total	**51**	**56**	**107**	**100**

Source: Field Survey, 2003

Table 4.14 shows that 50 respondents representing 46.7 percent strongly agree that management utilizes appropriate method for employee training, while 14 respondents representing 13.1 percent agree, 7 respondents representing 6.5 percent were undecided, whereas 10 respondents representing 9.4 percent and 26 respondents representing 24.3 percent disagree and strongly disagree respectively with the statement. This signifies that management utilizes appropriate method for employee training in the organisations.

Table 4.15: Training and Development has significant relationship with employee performance.

Responses	**Jos**	**Kano**	**Total**	**Percentage**
Strongly agree	20	25	45	42.1
Agree	26	16	42	39.3
Undecided	0	12	12	11.2
Disagree	1	3	4	3.7
Strongly Disagree	4	0	4	3.7
Total	**51**	**56**	**107**	**100**

Source: Field Survey, 2013.

Table 4.15 shows that 45 respondents representing 42.1 percent strongly agree that training and development has significant relationship with employee performance, while 42 respondents representing 39.3 percent agree, 12 respondents representing 11.2 percent were undecided, whereas 4 respondents representing 3.7 percent and another 4 respondents representing 3.7 percent disagree and strongly disagree

respectively with the statement. This signifies that training and development has significant relationship with employee performance.

Table 4.16: Training and Development has a positive impact on employee performance.

Responses	Jos	Kano	Total	Percentage
Strongly agree	38	19	57	53.2
Agree	10	19	29	27.1
Undecided	1	13	14	13.1
Disagree	1	2	3	2.8
Strongly Disagree	1	2	3	2.8
Total	**51**	**56**	**107**	**100**

Source: Field Survey, 2013.

Table 4.16 shows that 57 respondents representing 53.2 percent strongly agree that training and development has a positive impact on employee performance, while 29 respondents representing 27.1 percent agree, 14 respondents representing 13.1 percent were undecided, whereas 3 respondents representing 2.8 percent and another 3 respondents representing 2.8 percent disagree and strongly disagree respectively with the statement. This signifies that training and development has a positive impact on employee performance.

4.3 Test of Hypothesis

The chi-square, denoted by the Greek letter X^2 is often utilised in hypothesis testing when the difference between a set of expected or theoretical frequencies are concerned.

X^2 is denoted by the formula

$$X^2 = \sum \frac{(fo - fe)^2}{fe}$$

For the purpose of accuracy, the contingency tables which are crossed classified tables that depicts observed frequencies of a sample when there are r numbers of rows and c columns in the table will be used. Computations of Respondent's frequencies are made using probability rules and the sum of expected frequencies. In this analysis, 5% or 0.05 is used as level of significance while the degree of freedom (df) given as (r – 1)(c – 1) will be utilised to determine the critical value under the significant level.

Decision Rule

For the fact that we are testing the null hypothesis, if the computed X^2 value is greater than the critical value under the level of significance., we reject the hypothesis otherwise we accept it.

Hypothesis One

H_0: There is no significant relationship between training & development and employee performance in Vitafoam Nigeria Plc.

H_1: There is a significant relationship between training & development and employee performance in Vitafoam Nigeria Plc.

Table 4.17: Adopted from Table 4.15

Variables	Jos	Kano	Total
Strongly Agree	20	25	45
Agree	26	16	42
Undecided	0	12	12
Disagree	1	3	4

Strongly Disagree	4	0	4
Total	**51**	**56**	**107**

Source: Questionnaire Administered 2013

Strongly Agree

Jos Branch: $f_{ei} = \frac{51 \times 45}{107}$

$= \underline{21.4}$

Kano Branch: $f_{ei} = \frac{56 \times 45}{107}$

$= \underline{23.6}$

Agreed

Jos Branch: $f_{ei} = \frac{51 \times 42}{107}$

$= \underline{20.0}$

Kano Branch: $f_{ei} = \frac{56 \times 42}{107}$

$= \underline{22.0}$

Undecided

Jos Branch: $f_{ei} = \frac{51 \times 12}{107}$

$= \underline{5.7}$

Kano Branch: $f_{ei} = \frac{56 \times 12}{107}$

$= \underline{6.3}$

Disagreed

Jos Branch: $f_{ei} = \frac{51 \times 4}{107}$

$= \underline{1.9}$

Kano Branch: $f_{ei} = \frac{56 \times 4}{107}$

$= \underline{2.9}$

Strongly Disagree

Jos Branch: $f_{ei} = \frac{51 \times 4}{107}$

$= \underline{1.9}$

Kano Branch: $f_{ei} = \frac{56 \times 4}{107}$

$= \underline{2.9}$

Using the formulae $X^2 = \sum \frac{(fo-fe)^2}{fe}$ we then calculate as follows

Table 4.18

Variables	Respondent	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
Strongly Agree	**Jos Branch**	20	**21.4**	-1.4486	2.0984	0.0978
	Kano Branch	25	**23.6**	1.4486	2.0984	0.0891
Agree	**Jos Branch**	26	**20.0**	5.9813	35.7761	1.7871
	Kano Branch	16	**22.0**	-5.9813	35.7761	1.6276
Undecided	**Jos Branch**	0	**5.7**	-5.7196	32.7141	5.7196
	Kano Branch	12	**6.3**	5.7196	32.7141	5.2089
Disagree	**Jos Branch**	1	**1.9**	-0.9065	0.8218	0.4311
	Kano Branch	3	**2.1**	0.9065	0.8218	0.3926
Strongly Disagree	**Jos Branch**	4	**1.9**	2.0935	4.3826	2.2987
	Kano Branch	0	**2.1**	-2.0935	4.3826	2.0935
Total						**19.7460**

If c = column and r = row, the degree of freedom df = (r-1) (c-1)
If r = 5
c = 2
df = (5-1)(2-1)
= 4*1
df = 4 => 9.488

Table 4.19: Chi-Square Table.

Df	0.995	0.99	0.975	0.95	0.90	0.10	0.05	0.025	0.01	0.005
1	---	---	0.001	0.004	0.016	2.706	3.841	5.024	6.635	7.879
2	0.010	0.020	0.051	0.103	0.211	4.605	5.991	7.378	9.210	10.597
3	0.072	0.115	0.216	0.352	0.584	6.251	7.815	9.348	11.345	12.838
4	0.207	0.297	0.484	0.711	1.064	7.779	9.488	11.143	13.277	14.860
5	0.412	0.554	0.831	1.145	1.610	9.236	11.070	12.833	15.086	16.750
6	0.676	0.872	1.237	1.635	2.204	10.645	12.592	14.449	16.812	18.548

7	0.989	1.239	1.690	2.167	2.833	12.017	14.067	16.013	18.475	20.278
8	1.344	1.646	2.180	2.733	3.490	13.362	15.507	17.535	20.090	21.955
9	1.735	2.088	2.700	3.325	4.168	14.684	16.919	19.023	21.666	23.589
10	2.156	2.558	3.247	3.940	4.865	15.987	18.307	20.483	23.209	25.188

Checking the chi-square of df = 4 under the level of significance of 0.05, we will get the critical value to be 9.488.

The calculated value is **9.488**. Therefore our critical value of 9.488 is less than our calculated value of **19.7460** we therefore reject the null hypothesis which says that there is no significant relationship between training & development and employee performance in Vitafoam Nigeria Plc and accept the alternative hypothesis which states that there is a significant relationship between between training & development and employee performance in Vitafoam Nigeria Plc.

Hypothesis Two

H_0: There is no positive impact of training & development on employee performance in Vitafoam Nigeria Plc.

H_1: There is a positive impact of training & development on employee performance in Vitafoam Nigeria Plc.

Table 4.20: Adopted from Table 4.16

Variables	Jos	Kano	Total
Strongly Agree	38	19	57
Agree	10	19	29
Undecided	1	13	14
Disagree	1	3	4
Strongly Disagree	1	2	3
Total	**51**	**56**	**107**

Source: Questionnaire Administered 2013

Strongly Agree

Jos Branch: $f_{ei} = \frac{51 \times 57}{107}$

$= \underline{27.2}$

Kano Branch: $f_{ei} = \frac{56 \times 57}{107}$

$= \underline{29.8}$

Agreed

Jos Branch: $f_{ei} = \frac{51 \times 29}{107}$

$= \underline{13.8}$

Kano Branch: $f_{ei} = \frac{56 \times 29}{107}$

$= \underline{15.2}$

Undecided

Jos Branch: $f_{ei} = \frac{51 \times 14}{107}$

$= \underline{6.7}$

Kano Branch: $f_{ei} = \frac{56 \times 14}{107}$

$= \underline{7.3}$

Disagreed

Jos Branch: $f_{ei} = \frac{51 \times 4}{107}$

$= \underline{1.9}$

Kano Branch: $f_{ei} = \frac{56 \times 4}{107}$

$= \underline{2.1}$

Strongly Disagree

Jos Branch: $f_{ei} = \frac{51 \times 3}{107}$

$= \underline{1.4}$

Kano Branch: $f_{ei} = \frac{56 \times 3}{107}$

= 1.6

Using the formulae $X^2 = \sum \frac{(fo-fe)^2}{fe}$ we then calculate as follows

Table 4.21

Variables	Respondent	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
Strongly Agree	**Jos Branch**	38	**27.2**	10.8318	117.3274	4.3186
	Kano Branch	19	**29.8**	-10.8318	117.3274	3.9330
Agree	**Jos Branch**	10	**13.8**	-3.8224	14.6110	1.0570
	Kano Branch	19	**15.2**	3.8224	14.6110	0.9627
Undecided	**Jos Branch**	1	**6.7**	-5.6729	32.1818	4.8228
	Kano Branch	13	**7.3**	5.6729	32.1818	4.3922
Disagree	**Jos Branch**	1	**1.9**	-0.9065	0.8218	0.4311
	Kano Branch	3	**2.1**	0.9065	0.8218	0.3926
Strongly Disagree	**Jos Branch**	1	**1.4**	-0.4299	0.1848	0.1293
	Kano Branch	2	**1.6**	0.4299	0.1848	0.1177
Total						**20.5567**

If c = column and r = row, the degree of freedom df = (r-1) (c-1)
If r = 5
c = 2
df = (5-1)(2-1)
= 4*1
df = 4 => 9.488

Table 4.22: Chi-Square Table.

Df	0.995	0.99	0.975	0.95	0.90	0.10	0.05	0.025	0.01	0.005
1	---	---	0.001	0.004	0.016	2.706	3.841	5.024	6.635	7.879
2	0.010	0.020	0.051	0.103	0.211	4.605	5.991	7.378	9.210	10.597
3	0.072	0.115	0.216	0.352	0.584	6.251	7.815	9.348	11.345	12.838
4	0.207	0.297	0.484	0.711	1.064	7.779	9.488	11.143	13.277	14.860
5	0.412	0.554	0.831	1.145	1.610	9.236	11.070	12.833	15.086	16.750
6	0.676	0.872	1.237	1.635	2.204	10.645	12.592	14.449	16.812	18.548
7	0.989	1.239	1.690	2.167	2.833	12.017	14.067	16.013	18.475	20.278
8	1.344	1.646	2.180	2.733	3.490	13.362	15.507	17.535	20.090	21.955
9	1.735	2.088	2.700	3.325	4.168	14.684	16.919	19.023	21.666	23.589
10	2.156	2.558	3.247	3.940	4.865	15.987	18.307	20.483	23.209	25.188

Checking the chi-square of df = 4 under the level of significance of 0.05, we will get the critical value to be 9.488.

The calculated value is **9.488**. Therefore our critical value of 9.488 is less than our calculated value of **20.5567** we therefore reject the null hypothesis which says that there is no positive impact of training & development on employee performance in Vitafoam Nigeria Plc and accept the alternative hypothesis which states that there is a positive impact of training & development on employee performance in Vitafoam Nigeria Plc.

4.4 Summary of Findings

Based on the above test of hypothesis of the study the major findings of this study found out that there is significant relationship between training & development and employee performance in Vitafoam Nigeria Plc and also the study found out that there is positive impact of training & development on employee performance in Vitafoam Nigeria Plc. Other findings are as follows:

1. That organisation cannot survive without employee training and that employee sees training as a motivator to their job.
2. That employee training leads to higher organizational profitability in an organisation and that employee training can lead to improved performance.
3. That the organisations value and encourages employee training and that the management provides adequate room for employee training in the organisation.

4. That management utilizes appropriate method for employee training in the organisations.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The first chapter of this study contains issues such as the background to the study, the problem statement, research questions, objectives of the study, the formulated hypotheses, the significance of the study, the scope of the study, limitation of the study and the definition of terms.

The second chapter which titled the literature review contains the conceptual exploration of training, condition requiring training in Vitafoam Nigeria Plc, objectives of training, determining training needs, praxeonomy of training, employee development and the theoretical framework adopted for the study.

The third chapter contains the research methodology used for this research work. The research design was highlighted with the population of the study, the sample size and sample technique, Sources of data, method of data collection and analysis techniques were areas of focus for this chapter.

The forth chapter contains the presentation and analysis of data gotten from the field, the testing of the formulated hypotheses, and discussion of major findings. Statistical

tools such as tables and chart were to analyze questions from the questionnaire whereas Chi-square was used to test the formulated hypothesis.

The last chapter of the study contains the summary of the whole work, the conclusions which were drawn in the course of the study and the proffered recommendations which were provided for improvement.

5.3 Conclusion

The primary objective of training is to promote human learning which results in a relatively change in behaviour that occurs as a result of practice and experience. All training are directed, changing people, their knowledge, experience, attitude and other element of their behaviour.

The purpose of training is therefore, to equip employee with the knowledge, skills and attitude to enable them contribute to higher productivity. Fewer mistakes and greater job satisfaction. Training in Vitafoam Nigeria Plc enable employee to cope with organisational social and development potentials or retraining of employee.

The impact of qualified manpower in the growth of any organisation can hardly be overstated. No nation is known to have attained sustained high level of success without an ample supply of qualified manpower. Of all the factors that unlock the forces of organisation performance, organisational human resources is most vital, for without it, all the other factors have to wait, changes in the quality of work force account for the rapid growth and success in Vitafoam Nigeria Plc.

Based on the test of hypothesis of the study it is concluded that there is significant relationship between training & development and employee performance in Vitafoam Nigeria Plc and also the study found out that there is positive impact of training &

development on employee performance in Vitafoam Nigeria Plc. Other conclusion are as follows:

1. That organisation cannot survive without employee training and that employee sees training as a motivator to their job.
2. That employee training leads to higher organizational profitability in an organisation and that employee training can lead to improved performance.
3. That the organisations value and encourages employee training and that the management provides adequate room for employee training in the organisation.
4. That management utilizes appropriate method for employee training in the organisations.

5.4 Recommendations

Recommendations provided in this study are:

a) There is the need for employee in the organisation to be evaluated after training to ascertain the level of improvement of the employee.
b) Management of the organisation should made employee training a policy in the organisation. This would pave way in improving performances and increasing level of profitability.
c) The management of the organisation should harmonize the training needs of the organization with the objectives of the organisation training needs should be tailored toward the organizational objectives.
d) Training in the organisation should be accompanied with certain allowance. This will help to boosting the morale and the zeal of employee in the organization.

e) There is need for management of the organization to distinguish the rationale of training in the organization. This would help to stimulate employee to see training as a motivator (employee development) and not only because of the accompany allowance.

f) Adequate facilities should be made available for the employee in the organisation so as to create room and relationship between training and practice.

g) Employee needs for training should be forecast a head of time so as to reduce problem of sudden and rush planning which have adverse effect on organizational performances.

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Appendix I
Questionnaire

Department of Business Administration,
Faculty of Administration,
Ahmadu Bello University, Zaria.
10th October, 2012

Dear Sir/Madam

I am an MBA student in the above Department of Ahmadu Bello University, Zaria. As one of the requirement of partial fulfillment for the award of Master Degree in Business Administration (MBA), I am required to summit a researchable project.

In this regard, I have chosen your organisation to be one of my case study. To enable me collect the data necessary for writing the project, I am requesting you to please fill the attached questionnaire by simply ticking the provided boxes.

I assure you that any information collected will be used for academic purpose only and be strictly confidential.

Thanks for your cooperation.

Yours faithfully,

Halima AMINU
G10BAMP8047

Respondents are to tick the appropriate answer, please.

Section A: Bio Data

1. Sex:
   a. Male ☐
   b. Female ☐

2. Age Bracket ☐
   a. 16 – 25 ☐
   b. 26 – 35 ☐
   c. 36 – 45 ☐
   d. 46 – above ☐

3. Marital Status
   a. Single ☐
   b. Married ☐

4. Rank
   a. Management Staff ☐
   b. Non Management Staff ☐

5. Management provides adequate room for employee training in the organization.
   a. Strongly Agree ☐
   b. Agree ☐
   c. Undecided

d. Strongly Disagree

e. Disagree

6. Management use training as a mean of helping subordinates to improve performance.

a. Strongly Agree ☐

b. Agree ☐

c. Undecided ☐

d. Strongly Disagree ☐

e. Disagree ☐

7. Management utilizes appropriate method for employee training.

a. Strongly Agree ☐

b. Agree ☐

c. Undecided ☐

d. Strongly Disagree ☐

e. Disagree ☐

8. Employee in the organisation sees training as a motivator.

a. Strongly Agree ☐

b. Agree ☐

c. Undecided ☐

d. Strongly Disagree ☐

e. Disagree ☐

9. Employee training lead to higher profitability.

a. Strongly Agree ☐

b. Agree ☐

c. Undecided ☐

d. Strongly Disagree ☐

e. Disagree ☐

10. The organisation can survive without training.

a. Strongly Agree ☐

b. Agree ☐

c. Undecided ☐

d. Strongly Disagree ☐

e. Disagree ☐

11. Training has a significant relationship with employee performance.

a. Strongly Agree ☐

b. Agree ☐

c. Undecided ☐

d. Strongly Disagree ☐

e. Disagree ☐

12. Training has positive impact on the employee performance.

a. Strongly Agree ☐

☐

☐

☐

b. Agree

c. Undecided

d. Strongly Disagree

e. Disagree

13. Can employee training lead to improve performance?

a. Strongly Agree ☐

b. Agree ☐

c. Undecided ☐

d. Strongly Disagree ☐

e. Disagree ☐

14. Employee training boost profitability level in the organization.

a. Strongly Agree ☐

b. Agree ☐

c. Undecided ☐

d. Strongly Disagree ☐

e. Disagree ☐

15. The organisation value and encourages employee training.

a. Strongly Agree ☐

b. Agree ☐

c. Undecided ☐

d. Strongly Disagree ☐

☐

e. Disagree