

Effect of Employees Training on Organizational Performance: A Study of Seven-Up Bottling Company, Enugu State Nigeria

Enyioko Victoria Uzoamaka, & Ikoro Emenike Innocent
Department of Industrial Relations and Personnel Management
Michael Okpara University of Agriculture,
Umudike, Abia State
enyiokovictoria@gmail.com, ikoroike@gmail.com

Abstract

The study focused on Effect of Employees Training on Organizational Performance Study of Seven Up Bottling Company, Enugu State, Nigeria. The process and procedure of identifying employee skill gap in most organizations pose a big challenge to the Human Resource Department (HRD). Employee training is based on various reasons which could be detrimental to the overall objective of the organization. The HRD ensure that sending an employee on training will translate to increase in productivity. Thus, adequate consideration should be taken by the HRD when selecting a candidate for training. The ability to manage and work around the challenges faced when carrying out this HR function will ensure a better training objective that will affect the productivity of the employee and the organization. Since the effect of these factors brings with it some negative implications and consequences of low productivity, high rate of employee turnover and high cost; this study therefore was aimed at identifying the effects of employee training on organizational performance with special emphasis on the process and procedure of selecting employee for training. Pursuant to this, some objectives were formulated by the researcher and these were to ascertain the extent to which unsystematic approach of employee training affects organizational productivity; to determine the extent of effect of training design on employee productivity; to ascertain the extent to which training delivery style affects employee productivity; to determine the relationship between employee perceptions of training and organizational productivity; and to determine the extent to which employee training affects organizational performance. In pursuit of the objectives, a survey research was carried out in Enugu State, Nigeria. The population used for the study was 110 staff of 7UP Bottling Company. Sample size was determined using taro Yamane (1964) formula. The study made use of data from primary and secondary sources which were collected using questionnaire administered to the 110 staff of the selected Organization. Personnel records and annual reports of the selected Organizations were used for secondary data. The data analyses was carried out using the Statistical Package for the Social Sciences (SPSS version 22), while the person product moment correlation coefficient and the one-sample test were used to test the hypotheses formulated in the study. Findings from the study reveal that the extent to which unsystematic approach of employee training affected organizational productivity was high. This was statistically supported by the one-sample test at 0.05 ($Z_c = 8.246 < Z_t = 0.000$). Again, the extent of effect of training design on employee productivity was high. The one-sample test ($Z_c = 0.679 < Z_t = 0.730$; $\alpha = 0.05$) confirms this assertion. The extent to which training delivery style affected employee productivity was high as attested to by the result of one-sample test ($Z_c = 0.681 < Z_t = 0.762$; $\alpha = 0.05$). Similarly, there was a very strong positive relationship between employee perception of training and organizational performance. This is confirmed with the Pearson Correlation coefficient value of 0.948 at 0.05 level of significance. The extent to which employee training alone affected organizational performance was low, however, when other variables like training design, training delivery style were considered,

its effect became significant. This is confirmed by the one-sample test at 0.05 ($Z_c = 0.705 > Z_t = 0.665$). Based on the finding, the study concludes that if the right employees are sent on training through the systematic training procedure of identifying and selecting employees for training, there would be a significant improvement on the organizational performance. Finally, it is recommended that a mechanism should be created for proper assessment and evaluation of employee performance after training as this will ensure that only employees who require training are sent on training.

1. Introduction

The history of training in business organizations is as long as the entire history of business organizations (Miller, 1996). This is because the knowledge base or skills of the normal employees in the labour market is not sufficient for the specialized tasks within the organizations. However, the academic study of various forms of training did not start until about a century ago, when researchers started a branch of research under the name of “vocational training” (Salas and Cannon-Bowers, 2001).

The beginning of the twentieth century and especially after World War II saw the widespread of training programs among organizations, involving more and more employees and also expanding in content (Luo, 2000). In the 1910s, only a few large companies such as Westinghouse, General Electric, and International Harvester had factory schools that focused on training technical skills for entry level workers. By the end of 1990, forty percent of the Fortune 500 firms in America had a corporate university or learning center (Meister, 1997).

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

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

In order to fill this gap, we are compelled to conduct a study on the effect of employee training on organizational performance with focus on processes and procedures of identifying appropriate employees for training,, training design and delivery style and employee perception towards training in Seven Up Bottling Company in Enugu State.

The broad objective of the study is to identify the effects of employee training on organizational performance of Seven Up Bottling Company in Enugu state. While the, specific objectives of the study are:

1. To ascertain the extent to which inappropriate selection procedure of employee for training affects organizational performance;
2. To determine the effect of training design on employee performance;
3. To ascertain the extent to which training delivery style affects employee performance;
4. To determine how employee training affects organizational performance.

To achieve the objectives of this study, the following hypotheses were formulated for testing.

H₀₁: The extent training affect organizational performance is not significant.

H₀₂: Selection procedure of employee for training does not have a high effect on organizational productivity is not significant.

H₀₃: The extent to which training design affects organizational performance is not significant.

2. Review of Related Literature

2.2.1 Conceptual framework

There has been a general resistance to investment in training in organizations until recently because of the presumption that employees hired under a merit system are qualified and trained for their jobs (Okotoni and Erero, 2005). It was further assumed that if that was not the case then it means that initial selection of personnel was faulty (Stahl, 1956). This assumption no longer holds as the need for training became evident in all sectors (Okotoni and Erero, 2005). Training offers a way of “developing skills, enhancing productivity and quality of work, and building worker loyalty to the firm”.

Training has become the Holy Grail to some organizations, an evidence of how much the management truly cares about its workforce (Hamid, 2011). Hamid (2011) went further to say that the effectiveness with which organizations manage, develop, motivate, involve and engage the willing contribution of those who work in them is a key determinant of how well these organizations perform.

The importance of training has become more obvious given the growing complexity of the work environment, the rapid change in organizations and technological advancement which further necessitates the need for training and development of employees to meet the challenges. Training helps to ensure that organizational members possess the knowledge and skills they need to perform their jobs effectively, take on new responsibilities, and adapt to changing conditions (Jones, George and Hill, 2000). Similarly, training helps improve quality, customer satisfaction, productivity, morale, management succession, business development, profitability and organizational performance.

Usually, before training programmes are organized efforts are made through individuals and organization’s appraisals to identify the training needs (Olaniyan & Ojo, 2008). After the training programmes, an evaluation is carried out to ascertain the effectiveness of the programme in line with the need, which had been identified (Olaniyan & Ojo, 2008). The essence of evaluation is to know the extent to which the training has positively affected the employee’s productivity. Organization’s development follows the development of individual who form the organization. It therefore follows that no organization becomes effective and efficient until the employee has acquired and applied the required skills and knowledge.

2.2.2 Concept of training

Training has been defined differently by different authors. It is “a systematic acquisition and development of the knowledge, skills, and attitudes required by employees to adequately perform a task or job or to improve performance in the job environment” (Tharenou, Saks and Moore, 2007). Another concept opines that training primarily focuses on teaching organizational members on how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers (Jones, George and Hill, 2000). Other scholars view training as, “a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in any activity or range of activities” (Beardwell and Holden, 2001). Its purpose is to develop the abilities of the individual and to satisfy the current and future needs of the organization.

These definitions did not consider the dynamic and changing nature of the environment in which organizations operate (Okanya, 2008). It also implies that training automatically translate to organizational performance. Skills needed by employees are continuously changing; besides, the ever-changing improvement on information and technology makes knowledge and skills obsolete in a short while. This implies that employees should align their needs to that of the organization’s requirements and their own long-term development and the Human Resources Department should consider the current and future needs of the organization when planning for employee training (Holden, 2001).

These divergent views notwithstanding, all the scholars seem to point to one fact that the training aims at improving organizational performance.

2.2.3 Purpose of Training

A number of authors recognize the purpose of training as being to develop capacities of employees and by extension represents an investment in human resources (Ulrich and Lake, 1990). The quality of employees and their development through training and education are major factors in determining long-term profitability of any business venture.

Human Resource professionals also believe that an organization is only as good as its employees, and this understanding suggests that training should be more specifically responsive to employees’ training needs (Noe, 2008). Arguing in the same line, Bratton and Gold (2000) affirm that successful corporate leaders recognize that their competitive edge in today’s market place is their people. They also acknowledge that few organization know how to manage human resources effectively, primarily because traditional management models are inappropriate in today’s dynamic work environment.

To manage an organization both large and small requires staffing them with competent employees. The formal educational system in Nigeria does not adequately teach specific job skills for a position in a particular organization and few employees have the requisite knowledge, abilities, skills and competencies needed to work. As a result, many employees require extensive training on the job to acquire the necessary knowledge, abilities, skills and competencies needed to make substantive contribution towards the organization’s growth.

The effectiveness and success of an organization lies on the people who form and work within the organization. It follows therefore that for the employees in an organization to be able to perform their duties and make meaningful contributions to the success of the organizational goals, they need to acquire the relevant skills and knowledge (Ospina and Watad, 1999). In the appreciation of this fact therefore, it becomes imperative for organizations to ascertain the training and development needs of its employees, through its training need analysis and align such needs to the organizational overall needs and objectives in order to actualize the organizational vision and mission.

Smith (2010) opines that training motivates employee and make them more productive and innovative. Smith asserts further that the reasons why training makes sense include, well-trained employees are more capable and willing to assume more control over their jobs; they need less supervision, with free management for other tasks; employees are more capable to answer questions from customers which enhances customer loyalty. Furthermore, employees who understand their job, complain less, are more satisfied and more motivated and thus improve management-employee relationships. Heathfield arguing in the same direction opines that the opportunity to continue to grow and develop through training and development is one of the most important factors in employee motivation.

2.2.4 Types of Training

The type of employee training which is best suited to a particular organization depends on a number of considerations. The skill gap to be filled, the job description, the employee present qualification and the challenges faced by the employee in performing his/her job. The approaches that can be used in implementing training fall broadly into two categories namely: on-the job and off-the job techniques, notwithstanding that some of the training techniques cut across (Kempton, 1995).

2.2.4.1 On-the-Job training

Adamu (2008) asserts that on-the-job training is designed to impart knowledge of job by working under an experienced worker. The trainer or the experienced worker teaches and advises the trainee on specific methods and techniques of doing the job. In some cases, the trainee is expected to learn by watching the master. The trainee is learning and at the same time working, although the trainee's output will not be much. The procedure is usually unsystematic and most times, it is by trial and error. Baum and Devine (2007) opine that it is better for the organizations to give their employees on the job training because it is cost effective and time saving. Besides, it helps their employees learn in a practical way.

2.2.4.2 Off-the-Job training

Off-the job training is a process of acquiring skill and knowledge at a location different from the employee office. It includes group discussion, individual tutorials, lectures, reading, training courses and workshops (Kempton, 1995). It permits individuals to leave their primary place of work for a different location. Its advantage includes, the trainee's ability to concentrate, analyse past behaviours and reflect on what has been successful and what has not (Okanya, 2008). This kind of training offers an opportunity to impart knowledge and skills that can be learnt or practiced in a safe and conducive atmosphere.

Kempton (1995) opines that if training is conducted in an organized and systematic way it should be able to develop new attitudes and experiences that contribute to the success of the organization, improve employee morale which would translate to better performance and greater productivity and create a psychological climate which orients the activities of each employee towards achieving the goals of the organization.

2.2.5 Concept of Employee Training

There are two main theoretical approaches towards employee training, namely, the human capital approach and the technology-based approach. According to Luo (2000), the human capital approach regards training as investment in human capital. Thus, training is provided only when the benefit from productivity gains is greater than the cost of training. On the other hand, the technology-based approach regards training as a skill formation process. According to this approach, the expanded training in the contemporary period is driven by the rapidly changing technologies and work reorganization. Thus, training is provided

because it satisfies the functional needs of an organization and equally contributes to human capital accumulation or skill formation. These approaches however, to a large extent overlooked the content of employee training, which could be a resultant effect of training design and training delivery style.

Luo (2000) opined that the confusion about employee training comes in the following four ways. First, it is not inherently or immediately related to the technical aspects of specific job tasks. Second, prior need analysis is rarely conducted for such training, despite suggestions to do so in many training handbooks. Third, organizations and trainers seldom conduct evaluations of behaviour or outcome changes brought out by such training. Evaluation, when there is one, is often about how one feels about the training or what one has learned. The evaluation questionnaire is often called a "smile sheet," as trainees often respond happily to the questions. But the impact of the training remains uncertain. Fourth, the rapid expansion of personal development training has taken place in the absence of scientific evidence of any link between such training and improvement in organizational bottom lines.

2.2.6 Implication of Training Delivery Style on Employees Performance

Training delivery style is a very important part of training (Carlos, 1995). Employees are very conscious about the delivery style (Armstrong, 2000)). Thus, if someone is not delivering the training in an impressive style and not capturing the attention of the audience, it means the trainer is wasting the time (Mark and Andrew, 2000). Therefore, it becomes imperative for a trainer to engage its audience during the training session (Phillip and Eves, 2005). Delivery style means so much in the training because it is what goes into making the change expected in the trainee. The Human Resource Department must ensure that no matter the type of method used, it must be able to catch the trainees' interests.

Once training has been designed, then the actual delivery of training can begin. The general recommendation is that training be pilot-tested or conducted on a trial basis in order to ensure that the training meets the needs identified and that the design is appropriate (Mathis and Jackson, 2004).

2.2.7 Concept of Organizational Performance

The knowledge and skills of workers acquired through training have become important in the face of the increasingly rapid changes in technology, products, and systems (Thang, Quang and Buyens, 2010). Most organizations invest in training because they believe that higher performance will result (Alliger, *et al.*, 1997; Kozlowski, *et al.*, 2000). Devanna, Formbrun and Tichy (1984) proposed the Michigan School model also known as the 'soft' Human Resource Management (HRM). This model's emphasis is on treating employees as a means to achieving the organization's strategy. Its assumption is that 'what is good for the organization is equally good for the employee'. According to Devanna, Fombrun, and Tichy (1984), training and other Human Resource Management activities aim to increase individual performance, which is believed to lead to higher organizational performance. Although the Michigan School model acknowledges the importance of motivating and rewarding people, it concentrates most on managing human assets to achieve strategic goals (Pinnington and Edwards, 2000).

A second 'soft' Human Resource Management theoretical model to show how Human Resource Management (HRM) policies can affect employees and organizational outcomes was developed by Guest. The central hypothesis of Guest's model is that if an integrated set of Human Resource Management practices is applied with a view to achieving the established goals, employees' performance will improve. It also assumes that this will

translate to increase in organizational performance. The strength of Guest's model is that it is a useful analytical framework for studying the relationship between Human Resource Management policies and organizational performance. This is because it expresses pathways for more careful, clear and ease of empirical testing. Guest also saw the goals of linking employees with organizational performance as important to ensure the high quality of products and services. He thus opines that training policy play an important role in Human Resource Management and contributes to improved strategic integration, employee commitment, flexibility and quality. He further asserts that Human Resource Management outcomes can lead to high job performance, high problem solving activity, high cost effectiveness, and low turnover, reduced absences and fewer grievances.

Similarly, Kozlowski and Salas (1997) offered an excellent analytical framework, which uses a multi-level approach to training. This model bridges the gap between theoretical models of training needs assessment, design, and evaluation, and the higher levels at which training must have an impact if it is to contribute to organizational effectiveness (Kozlowski and Salas 1997). The model focuses on training transfer. There are two types of training transfer namely horizontal and vertical transfer. Horizontal transfer concentrates on traditional models of training effectiveness, while the vertical transfer examines the link between individual training outcomes and organizational outcomes. The vertical transfer processes are composition and compilation. Composition concentrates on individual contribution at the same content, while compilation focuses on individual contribution at the different or diverse content.

2.3 Theoretical Framework

The study will make use of human capital theory as its theoretical Framework

2.3.1 The Human Capital Theory

Although there is a strong belief that training is related to organizational-level outcomes (Alliger *et al.*, 1997; Kozlowski *et al.*, 2000), the theoretical rationale for this relationship has seldom been the focus of training research. As noted by Kozlowski *et al.* (2000), most models of training end with the transfer of individual-level outcomes to the training context and there is little theoretical development or research on how individual-level training outcomes result in organizational-level outcomes.

Accordingly, human capital is considered to be a resource that can provide a competitive advantage to the extent that Human Resource practices produce skilled employees who provide value to the firm and have unique inimitable skills. Applying the resource-based view to training suggests that training can be viewed as an investment in human capital that provides employees with unique knowledge, skills and abilities that add value to the firm and enable the performance of activities required to achieve organizational goals, thus resulting in positive organizational-level outcomes (Tamkin, 2005).

Kempton (1995) proposed that the relationship between the Human Resource Management system and organizational performance is mediated by organizational climate, defined as a shared perception of what the organization is like, in terms of practices, policies, procedures, routines, and rewards. The sole consideration of Human Resource Management content, i.e., the set of Human Resource Management practices designed with a certain strategic focus, is insufficient because these practices may be idiosyncratically interpreted by employees, not allowing the desired type of organizational climate to materialize in the organization. Hence, they argue, it is important to understand how Human Resource Management practices are

perceived by individual employees, if one wants to comprehend how Human Resource Management is linked to organizational performance. Following this reasoning, they coin the term ‘strength of the HRM system’ (SHRMS), which indicates the ability of the Human Resource Management function to send unambiguous signals about collective and desired responses and actions regarding organizational goals and purposes. The new concept, according to Bowen and

2.3.1 Application of the theory to the study

In order to explain how the Human Resource Management practices influence employees’ behaviors, Kempton (1995) introduced the concept of ‘strength of the HRM system’ (SHRMS), and argue that strong Human Resource Management systems lead to strong organizational climates, by sending consistent messages to employees about which behaviors are valued by the organization. Kempton (1995) argue that with strong Human Resource Management systems the process of collective sense making is likely to produce the intended organizational climate, whereas weak Human Resource Management systems are likely to produce variability and unintended climates. Following Kelley’s attribution theory (1967; 1973; also Kelley & Michela, 1980), they propose that strong Human Resource Management systems are the result of three features: distinctiveness, consistency and consensus.

3. Methodology

3.1 Research Design

The research design will encompass the methods for the collection, measurement and analysis of data related to the research objectives. The research design chosen for this study will be survey method. The survey research method will be the most appropriate because the researcher has no control of the variables as well as the outcome.

The researcher will make use of primary and secondary sources of data in the data gathering and analysis.

Primary data are firsthand or raw data, original records and materials created by participants or witnesses of the event(s) under study. In collecting primary data for the study, personal interview and questionnaire were used.

Secondary data are information that has been gathered and often interpreted by other researchers and recorded in books, articles, and other publications. In collecting secondary data, existing but related records like newsletters, annual reports, books, publications etc. were used.

Eboh (2009) defines population as “all items in any field of enquiry or study”. In other words, population is any group the researcher has focused his attention to and has been chosen as the approved subject of study.

The population will consist of:

- (a) 60 senior staff and 240 junior staff, total of 300 staff of 7UP Bottling Company, Enugu Plant

Table 2: Population of the study

Company	Population		Total
	Senior	Junior	
7UP Bottling Company	60	240	300

Source: *Human Resource Departments of Seven UP Bottling Company*

The categorization of the population as senior and junior is based on the fact that they are classes of employees in the organizations under study.

4. Results and Discussion

4.1 Presentation of Data

This chapter deals with the presentation and analysis of the data obtained from the respondents in the selected manufacturing organizations in Enugu State. The study was conducted to evaluate the effect of employees training on organizational performance – a case study of Seven Up Bottling Company situated in Enugu State. A total of One Hundred and fifty (150) copies of questionnaires were distributed, out of which, one hundred and ten (110) were fully completed and returned while forty (40) copies were not returned.

Research Question 1

To what extent does employee training affect organizational performance?

In sourcing respondents' opinion on the extent to which employee training affect organizational performance, responses from the questionnaire to the following questions as presented in Tables 24 to 26 below were sought.

Questionnaire #17: To what extent does employee training affect organizational performance?

Table 25: Extent of employee training effect on organizational performance

	Frequency	Percent	Cumulative Percent
Very low extent	0	0	0
Low extent	4	3.6	3.6
Undecided	8	7.3	10.9
High extent	58	52.7	63.9
Very high extent	40	36.4	100
Total	110	100.0	

Source: *Fieldwork, 2017*

Interpretation

Table 25 show that 40(36.4%) of the respondents said that employee training to a very high extent affect organizational performance. 58(52.7%) opined that employee training to a high extent affect organizational performance. 8(7.3%) were undecided, while, only 4(3.6%) opined that employee training to a low extent affect organizational performance.

Research Question 2

Questionnaire #6: To what extent do you agree or disagree with the following statement: Training design affects organizational performance

Table 14: Extent to which training design affects organizational performance

	Frequency	Percent	Cumulative Percent
Very low extent	12	10.9	10.9
Low extent	15	13.6	24.5
Undecided	13	11.8	36.3
High extent	54	49.1	85.4
Very high extent	16	14.5	100
Total	110	100.0	

Source: *Fieldwork 2017*

Interpretation

From Table 14 above, 12(10.9%) of the respondents are of the opinion that training design to a very low extent have effect on organizational performance. 15(13.6%) said it has a low effect on organizational performance, while 13(11.8%) were undecided. Contrary to that, 54(49.1%) of the respondents believe that training design to a high extent affect organizational performance and 16(14.5%) said training design to a very high extent affect organizational performance. Again, the implication is that if there is a good training design, it shows on employee's productivity which in turn impacts on organizational performance positively.

Research Question 2

To what extent does selection procedure of employee training affects organizational productivity?

In sourcing respondents' opinion on the extent to which unsystematic approach of employee training affects organizational productivity, responses from the questionnaire on the following questions as presented in Tables 9 to 12 were sought.

Questionnaire #2: Immediate supervisors and the HR Department have a strong influence on the selection of an employee for training

Table 10: Immediate supervisors and the HR influence on the selection of an employee for training

	Frequency	Percent	Cumulative Percent
Strongly Disagree	8	7.3	7.3
Disagree	15	13.6	20.9
Undecided	17	15.5	36.4
Agree	48	43.6	80.0
Strongly Agree	22	20.0	100.0
Total	110	100.0	

Source: *Fieldwork, 2017*

Interpretation

Table 10 show that immediate supervisors and HR Department could influence the selection of an employee for training. 48(43.6%) of the respondents agreed to that assertion, while 22(20%) strongly agreed. Based on the result, 17(15.5%) were undecided and 15(13.6%) did not agree. What this implies is that employees will pay more attention in winning the hearts of their supervisors, by going on personal errands for them, while their job suffers. Besides, politics will be used to decide who goes for training.

4.2 Hypotheses Testing

In analyzing the five (5) hypotheses earlier stated in chapter one, One-Sample Kolmogorov Smirnov Test (Z_c) and Pearson Product Moment Correlation (r) were used to test the hypotheses. Hypothesis one, two, three and five were tested with One-Sample Kolmogorov-Smirnov Test while hypothesis four was tested with Pearson Product Moment Correlation. Below are the analysis and the results of the hypotheses formulated to answer the research questions that guided the study.

Decision rule:

If Z is less than -1.96 or greater than 1.96 reject the null hypothesis.

4.2.5 Hypothesis 1

H_0 : The extent to which employee training affects organizational productivity is not significant (low)

H_1 : The extent to which employee training affects organizational productivity is significant (high)

To test the hypothesis, the response to question 16 in the questionnaire as found in Table 24 and Figure 25 was used.

Test of Hypothesis for Research Question 1

Our goal is to determine the extent to which employee training affects organizational performance. The One-Sample Kolmogorov Smirnov Test was used as shown below.

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
UD	8	9.50	5.339	1	8
A	40	46.50	26.702	1	40
SA	62	69.50	39.981	1	62

One-Sample Kolmogorov-Smirnov Test

		UD	A	SA
N		8	40	62
Normal Para		9.50	46.50	69.50
		5.339	26.702	39.981
		.078	.061	.060
Most meters(a,b) e				
Extrem Differences				
Mean				
Std. Deviation				
Absolute				
Positive		.078	.061	.060
Negative		-.078	-.061	-.060
Kolmogorov-Smirnov Z		.332	.589	.705
Asymp. Sig. (2-tailed)		1.000	.879	.704
Monte Carlo Sig. (2-tailed)		1.000(c)	.851(c)	.665(c)
Sig.		.988	.806	.607
95% Confidence Interval		1.000	.895	.724
		Lower Bound		
		Upper Bound		

- a Test distribution is Normal.
- b Calculated from data.c Based on 110 sampled tables with starting seed 957002199.

Interpretation

Response	Z _c	Z _t	df
UD	0.332	1.0	-0.678
A	0.589	0.851	-0.262
SA	0.705	0.665	0.04

From the above, the Test Statistics, ($Z_c = 0.705 > Z_t = 0.665; \alpha = 0.05$) shows that majority of the respondents strongly agree that employee training affects organizational performance. But bearing in mind from the preceding tests, employee training alone does not improve organizational performance. Other factors such as procedure, perception, training design and delivery style must be considered to improve organizational performance. On these grounds, it is safe to say that the effect of employee training alone on organizational performance is low. Therefore, we accept the alternate hypothesis and reject the null hypothesis.

4.3 Discussion of Findings

The discussion of findings revolved around the set objectives in chapter 1. The findings in this study were compared to empirical findings made in other related studies; and where there are illogicalities, efforts were made to reconcile them.

For ease of reference, the objectives are presented again below:

1. To ascertain the extent to which selection procedure of employee for training affects organizational productivity;
2. To determine the effect of training design on employee performance;
3. To ascertain the extent to which training delivery style affects employee productivity;
4. To findout the relationship between employee perceptions of training and organizational productivity
5. To determine the extent to which employee training affects organizational performance.

Research Objective One

From the analysis of data collected from the respondents, it was observed as shown in Tables 4.7 to 4.9 that the respondents' opinion clearly indicated that the extent to which unsystematic approach of employee training affects organizational productivity was high ($Z_c < Z_t; \alpha = 0.05$). The respondents' views to a large extent synchronized with the assertion by Olaniyan and Ojo (2008) that non-systematic approach of training like administrative approach, welfare approach, and political approach affects the overall performance of the organization because the purpose is incongruent with organizational policy and vision. This is also in line with the assertion by Adamu (2008) that systematic approach of employee training is a deliberate corporate policy instrument designed with the goal and objective to guide its programme choice and content packaged to evaluate or solve identified training needs or problems.

Research Objective Two

The respondents opined that to a high extent, training design affects employee productivity as shown in Tables 4.10 to 4.11. The finding ($Z_c < Z_t; \alpha = 0.05$) is in line with the position of

Partlow (1996) that Organizations that develop a training design according to the needs of the employees and that of the Organization always get good results.

Research Objective Three

The respondents' standpoint is that training delivery style to a high extent affects employee productivity ($Z_c < Z_t$; $\alpha = 0.05$). This is shown in Tables 4.14, 4.15 and 4.16. The respondents' view supports Mark and Andrew (2000) assertion that if training is not delivered in an impressive style and is not capturing the attention of the audience; it means the trainer is wasting the time. Similarly, Phillip and Eves (2005) opined that delivery style means so much in training because it is what goes into making the change expected in the trainee.

Research Objective Four

The respondents are of the view that employee perceptions of training are very closely related to organizational performance ($r=0.948$; $\alpha = 0.05$). This is shown in Tables 4.17, 4.18, 4. This position is in line with Bryan (1990) that people learn if they accept the need for training and commit to it. If their motivation is weak, no matter how well their training is designed and implemented, its effectiveness will be limited.

Research Objective Five

The respondents standpoint is that employee training to a high extent affects organizational performance $Z_c > Z_t$; $\alpha = 0.05$, as shown in Table 4.22. The respondents' view to a large extent synchronized with Smith (2010) assertion that training motivates employee and make them more productive.

5. Summary, Conclusions and Recommendations

5.1 Summary of Findings

The major findings of the study include the following:

1. The extent to which selection procedure of employee training affected organizational productivity was high ($Z_c = 8.246 < Z_t = 0.000$; $\alpha = 0.05$)
2. The extent of effect of training design on employee productivity was highly significant ($Z_c = 0.679 < Z_t = 0.730$; $\alpha = 0.05$)
3. The extent to which training delivery style affected employee productivity was high ($Z_c = 0.681 < Z_t = 0.762$; $\alpha = 0.05$).
4. There was a very strong positive relationship between employee perception of training and organizational performance ($r = 0.948$; $\alpha = 0.05$).
5. The extent to which employee training affected organizational performance was less significant i.e. low ($Z_c = 0.705 > Z_t = 0.665$; $\alpha = 0.05$), however, when other variables like training design, delivery style, it effect becomes significant.

5.2 Conclusion

The study concludes that if the right employees are sent on training through the systematic training procedure of identifying and selecting employees for training, there would be a significant improvement on the organizational performance. Therefore, for organizations to become more productive and remain in business, especially in this era of increased global competitiveness and growing complexity of the work environment, adequate training need assessment should be conducted by the Human Resource (HR) department before sending employees on training. In addition Seven Up Bottling Company should have a mechanism for evaluating employee post training performance. Emphasis should be on skill gap and not on sentiment when selecting employees for training.

5.3 Recommendations

In the light of the findings and conclusion of the study the following recommendation are made, which if adopted would make the training function of the Human Resource department of Seven Up Bottling Company more productive and efficient.

- Seminars and workshops should be organized for the Human Resource department on the importance of systematic approach of training and proper procedure to follow in identifying skill gaps in the various departments.
- Heads of Department should be sensitized on the importance of sending the right employee on training. They should not see training opportunities as pay back opportunities for their loyalists.
- Recommending employees for training based on favouritism should be discouraged by the management.
- A mechanism should be created for proper assessment and evaluation of employee performance after training. Some of the employee performance indicators enumerated in this research work could be adopted by the organizations.
- The Human Resource department should ensure also that adequate training design, rich in content is used for employee training. The content should be able to include all the identified skill gaps, while making sure that a trainer who is knowledgeable and experienced in that area is contracted for the training delivery.
- Employees should be encouraged to embrace other developmental courses that could impact on their general performance and increase organizational performance.

The recommendations would impact positively on other organizations, especially those in the manufacturing sector.

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