

**AN EXPLORATION OF TRAINING AS A TOOL FOR DEVELOPMENT AND
PRODUCTIVITY ON INDUSTRIAL WORKERS, IN ADO-EKITI LOCAL
GOVERNMENT AREA**

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CERTIFICATION

ORSMAN ARINOLA an under graduate student of the department of sociology with Registration Number SOC/13/1304 has satisfactorily completed the requirement for research work for the award of the bachelors' degree in sociology. The work embedded in this project work is original and has not been submitted in part or in full for any other diploma or degree of this or any other University.


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DEDICATION

This project is dedicated to the GLORY OF GOD ALMIGHTY, MY BELOVED MOTHER AND MY AMIABLE SIBLINGS who taught me how great the light of truth and knowledge is, that even in deep darkness, a little candle will show the way and make the going easier.

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TABLE OF CONTENTS

APPROVAL PAGE

CERTIFICATION

DEDICATION

ACKNOWLEDGEMENTS

TABLE OF CONTENT

ABSTRACT

CHAPTER ONE: INTRODUCTION AND PROBLEM STATEMENT

1.1 Background to the study	1
1.2 Statement of the problem	3
1.3 Research question	4
1.4 Objectives of the study	4
1.5 Hypothesis	5
1.6 Significance of the study	5
1.7 Organization of the study	6

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Training	7
2.2 Strategic training and development	8
2.3 Strategic training and development process	9
2.4 Training needs assessment	10

2.5 Benefit of training assessment	10
2.6 Methods of training	11
2.7 Difference between training and development	14
2.8 Needs assessment models	15
2.9 Organizing training function	16
2.10 Knowledge management system	17
2.11 Individual's contribution	17
2.12 Transfer of training	18
2.13 Five steps of training	18
2.14 Training resources	19
2.15 Measuring training effects	20
2.16 Training needs	20
2.17 Purpose of training	21
2.18 Resistance for training	21
2.19 Social cognitive theory	22
2.20 Social cognitive theory and theorist concepts	23
2.21 Social cognitive theory, importance to learning practice	26
 CHAPTER THREE: METHODOLOGY	
3.1 Research design	27
3.2 Sources of data collection	28
3.3 Study area	28
3.4 Population and unit of analysis	29

3.5 Sample of study	30
3.6 Sampling technique	30
3.7 Definition and measurement of variables	30
3.8 Data Gathering Instrument	31
3.9 Method of Data Analysis	32
CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA	
4.1 Results of demographic characteristics of the respondent	33
4.2 Results of Research on industry background	37
4.3 Results of Research on relevance of training and development activities	41
4.4 Results of Research on training and development and productivity and work performance	48
4.5 Test of hypothesis	52
4.6 The research findings	53
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	
5.1 Summary	55
5.2 Conclusions	55
5.3 Recommendations	56
5.4 Limitations of study	58
References	
Appendix	

LIST OF TABLES

Table 1: Sex	33
Table 2: Age	34
Table 3: Marital status	34
Table 4: Educational Qualification	35
Table 5: Religion	35
Table 6: Ethnic origin	35
Table 7: How long have you been working in the industrial sector	36
Table 8: Name of corporation	37
Table 9: Which of the following industries best describe your corporation	37
Table 10: What is the size of your corporation	38
Table 11: Which of the following best describes the ownership of your corporation	38
Table 12: Which department do you work in	39
Table 13: How long have you been employed in the corporation	40
Table 14: Which of the following best describe your position in the company	40
Table 15: Relevance of training and development activities	41

Table 16: Training is a must for enhancing productivity and performance	41
Table 17: Do you feel training is compulsory for the employees	42
Table 18: Did you attend the training program before induction in the organization	42
Table 19: Which type of training program have you undergone	42
Table 20: Do you like to attend training program	43
Table 21: Does training help people to improve employee-employer relationship	43
Table 22: Do training and development activities help the organization to maintain employee relation rate	43
Table 23: What kind of training method do you prefer	44
Table 24: What kind of training does your organization provide	44
Table 25: Do you agree that the induction of training is a well planned exercised in the organization	45
Table 26: How often does your organization conduct the training and development program	45
Table 27: What is your opinion about your present training system	46
Table 28: Are you satisfied with present method of selection of candidates for training	46
Table 29: Training and development and productivity and work performance	47

ABSTRACT

This work is aimed at ascertaining the exploration of training as a tool for development and productivity of workers in industry, knowing the extent to which training of workers' productivity have reduce most of the problems encountered in the organization. The research view that by the era of this work, the importance of training and development to the organization will be known. The instrument used for data collection was made up of primary data, questionnaire, and the presentation of table. The researcher used simple percentage method in analyzing the data and this helps in analyzing the data and ascertaining the fact that training are effective tools in an organization because they can lead to high level of technical competence, hence should be encouraged in an organization. Training has become the buzz word in the dynamic competitive. This study shows the objectives of training in an organization showing the identification of training program introduced, to assess the specific training programs that are used on the development and productivity of the industrial workers.

A cluster sample was adopted in selecting 30 respondents from four selected industries and responses obtained through administration of questionnaire. The population used was industrial workers in Ado-Ekiti while 120 were the sample size. The data was analyzed using tables and percentages and found that training and employee productivity correlates positively. This study main objective was to investigate whether training has impact on employees' performance and productivity. The data have been checked through statistical software to find the exploration of training as a tool for development on employee productivity. There were two variable Training (Independent) and workers (Dependant). Four industries were selected for the study. 120 questionnaires were distributed for the collection of data. Descriptive statistic tools SPSS were applied on the questionnaire to see the reliability and consistency. The goal was to see whether Training has a viral role to lay on development t and the productivity of workers. Data were analyzed and discussed.

The further discussion of findings are organization training and employee productivity and performance, Training and employee-employer relationship, Training and employee attitude, were all effective and significant and has also proven the extent at which training is delivered in the organization.

Training has come to be regarded as the most vital tool in an organization because its capable of making important contributions to the goals of the organization and also deals with the identification of the workers need and capabilities. Training is the most continuing activity, an integral part of the business system. It should also be noted that efficiency of any program depends directly on how well its members are trained.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

An organization having much better skilled and creative employees can easily avoid wasteful investment to improve efficiency and performance of the organization. Training and development of employees are typically associated with the improvement of performance, knowledge and skills in their present job position.

According to Cheng and Ho (2001), positive training offered to employees usually assist with the reduction of anxiety or frustration, which most employees have experienced on more than one occasion during their employment careers. Training and development of employees therefore has been identified by various scholars to be very crucial to an organization's effectiveness. In the light of this, most organizations have realized the imperativeness to train and develop their employees to the maximum of their abilities in order to enhance their effectiveness.

According to Chiaburu and Teklab (2005), training can be defined as the planned intervention that is designed to enhance the determinants of individual job performance". Training is related to the skills an employee must acquire to improve the probability of achieving the organization's overall business goals and objectives.

Training and development are also seen as the processes of investing in people so that they are equipped to perform. These processes are part of an overall human resource management approach that hopefully will result in people being motivated to perform (Barron and Haggerty 2001).

According to Armstrong (2001), there are three specific training objectives of employees in an organization. The first objective is to develop the competences of employees and improve their performance. Secondly training is supposed to help people grow within the organization in order that, as far as possible, future needs for human resources can be met from within the organization. Finally training is supposed to reduce the learning duration for employees starting new jobs on appointment, transfer or promotion, and ensure that they become fully competent as quickly and economically as possible.

It is very important therefore for the organization to offer systematic training and career development programs for their employees. Training has been recognized to help employees in their current jobs and help meet current performance requirements by focusing on specific skills required for the current need. The benefits of training and developing therefore may extend throughout a person's career and help develop that person for future responsibilities.

Any organization whose goal is to survive and prosper in this present day economy has found it imperative to invest in ongoing training and development of employees to improve proficiencies in production as well as to acquire the greatest return in investment of human capital (Knoke and Kalleberg, 1994). Although this area of training effectiveness seems paramount, Sahinidis and Bouris (2008) have suggested that training is most extensive only in establishments which operate in complex market environment.

1.2 Statement of the problem.

The perception of employees on training has a greater impact on the success of any organization. If the employees are satisfied with the training policies of the organization, this will have a positive impact on the organization's productivity. The perception or attitude of employees is transformed into positive or negative behavior. How do the employees see employee training policies of the organization? 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 Departments in the identification of those employees that require training are worrisome. Employees sometimes go for training for personal reasons which include enriching themselves; preparing themselves for other positions in other organizations; power play/politics; because he/she knows the person in-charge of training and not necessarily because there is an identified skill gap which needs to be filled through training. Often times, the HR Department does not conduct training needs assessment. Employees' training selection criteria ought to be systematic and free from bias. It must follow a lay down procedure to ensure that the right candidates are sent for training for positive effect on organizational performance.

It is found that previous researchers have concentrated on the importance and benefits of training and no study has been carried out on the challenges faced by some industries in the selection of employees for training. In order to fill this gap, the researcher is compelled to conduct a study on

the effect of employee training on organizational performance with focus on processes and procedures of identifying skill gaps, training design and delivery style and employee perception towards training.

1.3 Research question

The research questions were drawn in line with the objectives as follows:

1. To what extent does selection procedure of employee for training affect organizational productivity?
2. To what extent does training design affect organizational performance?
3. To what extent does training delivery style affect organizational performance?
4. What is the relationship between employee perception of training and organizational productivity?
5. To what extent does employee training affect organizational performance?

1.4 Objectives of the study

- (i) To identify the nature of training program introduced into the industrial sector
- (ii) To assess the specific training programs that is used
- (iii) To assess the usefulness of the training programmed on the development and productivity of the industrial workers.
- (iv) To assess usefulness of training programmes in enhancing the performance of employees.

1.5 Hypothesis

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

Ho: 1 Selection procedure of employee for training does not have high effect on organizational productivity

Ho 2: The extent to which training design affects organizational productivity and workers development is not significant

Ho 3: The extent to which training delivery style affects organizational productivity is not significant.

1.5 Significance of the study

Despite the fact that the impact of training and development programmes on employee performance is a widely researched and documented area in various organizations, there has been little or no study conducted to assess the impact of training programmes on development and the productivity of industrial workers in Ado-Ekiti. In addition, it is expected that the study will inform the Management as a whole the importance of training and developing their employees. The study will also come-out with the ideal training process and types of training needed for employees with regards to their position, department, units and sections.

Finally, the results of the study will highlight areas for the future researches in this field.

1.6 Organization of the study

The study is organized into five chapters.

Chapter one introduces the study by giving the background information on the research problem, objectives, hypothesis and significance of the study.

Chapter two deals with review of relevant literature on the research, concepts with specific reference.

Chapter three discusses the research methodology adopted for the study and relevant justifications. It outlines the methodology for carrying out data collections and how results were analyzed.

Chapter four presented the findings on the practices and impact of training and development in the selected financial institution. It will also lay out the researcher's analysis on the organization's responses to the impact and role of such training and development program on its employees in terms of performance and productivity.

Chapter five presents a summary of findings, major observations and setting recommendations on the improvement of workers.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAME WORK

In the previous chapter, training and its important has been discussed citing various references from the experts. The research questions, the problems, the significance and need of the study were also discussed. In this second chapter, an attempt has been made to discuss elaborately the theoretical concepts on training and developments.

The following are some of the definitions through which, the concept has been exhaustively studied in order to measure the effectiveness of its training program conducted for their employees across various levels.

2.1 TRAINING

“Accordingly, training refers to the methods used to give new or present employees the skills that they need to perform their jobs. Additionally, the focus of training is performance improvement. Which are directed towards maintaining and improving current job performance? Hence training is the important function that directly contributes to the development of human resources. “ Training is an essential part of the organization since technology develops continuously at a faster rate. Systems and practices get out- dated soon due to new discoveries in technology. These include technical, managerial and behavioral aspects. Organizations, which do not develop a system, to catch up with uses the growing technology which soon become stale. However, developing individuals in the organization can contribute towards effectiveness of the organization. A good training sub-system would greatly help in monitoring the directions in

which employees should develop in the best interests of the organization. “A good training system also ensures that employees develop in directions congruent with their career plans.

“Training can provide employees with knowledge and skills to perform more effectively, preparing them to meet the inevitable changes that occur in their jobs. However, training is only an “opportunity” for learning. What is learnt depends on many factors such as the design and implementation of training, the motivation and learning style of trainees, and the learning climate of the organization? Evidence now shows that companies investing more in training will show higher net sales per employee, gross profits per employee and ratio of market to book value. Training is an important process because employees need to learn new knowledge and skills.

“Action learning is a powerful form of training for organizational change because it develops management skills while discovering ways to improve the organization.

“Subsequently, some of the most often mentioned reasons for adults engaging in new learning are problems on the job, job/occupational changes, home and personal responsibilities, and competency at some hobby or recreational activity.

2.2 STRATEGIC TRAINING AND DEVELOPMENT

Strategic Training and Development focuses on the design and implementation of training systems to successfully impact organizational performance. Tannenbaum (2002) provided one of the most comprehensive models of the strategic training and development process.

2.3 THE STRATEGIC TRAINING AND DEVELOPMENT PROCESS

Firstly, the above model exhibits that the strategic process begins with identifying the business strategy. Secondly, the strategic learning imperatives which refer to the strategic training and development goals which support the business strategy that has been identified. Thirdly, the strategic learning imperatives are then translated into specific training and development activities, and while the final step involves evaluating whether training has helped in contributing to the goals of the organization, by utilizing the appropriate metrics.

Additionally, the above model suggests that training and development cannot be differentiated. All training interventions should be carefully planned, designed, and evaluated in support of organizational goals and objectives. Several authors suggest that most organizational training and development initiative that has occurred in the last decade have been strategic because they have emphasized knowledge management, continuous learning and development programmes to help organizations increase their ability to detect change, adapt and anticipate trends (Kraiger and Ford 2006) (Sessa and London 2006).

Before implementing any training program, the company should assess the needs of the training. With respect to needs assessment, the emphasis is on aligning training systems with the organizations business strategy and operating constraints. Further the training design is on the development of systems of interventions to support knowledge as well as skills acquisition and transfer, rather than on the design and implementation of discrete training activities or methods. Evaluation is therefore focused on demonstrating an organizational impact of training investments.

2.4 TRAINING NEEDS ASSESSMENT

The goal of needs assessment from a strategic perspective is to link training initiatives with the overall goals of the organization. Needs assessment is critical because it helps evaluate whether training is a viable option for the organization based on its resources and strategy. This determines the type of training that should be provided, and identifies the outcomes or metrics for subsequent evaluation.

Lepak (1992) and Snell (2002) have focused on the adoption of the following employment modes with occupational groups, which vary in strategic value and uniqueness.

2.5 BENEFITS OF TRAINING ASSESSMENT

CommLab (2013) highlighted the following as the importance of training needs assessment to organizations:

1. It explores ways in which the competency, capability and potential of organization can be enriched.
2. It enables organizations obtain better outcomes with optimum utilization of resources.
3. It establishes relevance of training for employees as data obtained from the assessment reveals training requirements.
4. It aligns organizational goals with training.
5. It enlists standards that need to be followed for ideal competency levels.
6. It helps to work on areas in which employees need skills development.

7. It identifies the list of skills or knowledge that employees need in order to achieve organizational goals.

2.6 METHODS OF TRAINING

Training methods refer to the means by which learning contents are communicated to learners or trainee. The effectiveness of training depends on the methods and techniques used. However, choice of any method by an organization will depend on cost, time available, number of employees to be trained, the depth of knowledge required and the trainee's background. (Adamu, 2008).

1). Apprenticeship: Apprenticeship is a system of training of a new generation of practitioners of structured competency based on set of skills. Apprenticeships ranged from craft occupations or trades to those seeking a professional license to practice in a regulated profession. Apprenticeship training provides an individual with the knowledge and skill in doing a craft or a series of related job (Ezeigbo, 2011). Most of their training is done while working for an employer who helps the apprentices learn their trade or profession, in exchange for their continuingly labour for an agreed period (say 4-6 years) after they have achieved measurable competencies. During the apprenticeship period, the employer pays them allowance for their upkeep. Sometimes, apprenticeship program combines on-the-job training and formal or classroom instruction (Ezeigbo, 2011).

2). Induction/Orientation: This type of training is carried out for new entrants on the job to make them familiar with the total corporate requirements like norms, ethics, rules and regulations of the organization(Olaniyan and Ojo, 2008). This training is concerned with the introduction of new employees into new roles usually during their first day in office's

3). Internship: This is a system of on-the-job training, but usually for white-collar and professional careers. Internships for professional careers is similar to apprenticeships for trade and vocational jobs. The major difference is that internship is typically for college or university students. Sometimes, post-graduate adults go on internship. Generally, the internship works as an exchange of services for experience between the student and his or her employer. Students exchange their cheap or free labour to gain experience in a particular field. Internship could also be used to determine if a person has interest in a particular career. An internship may be paid, unpaid or partially paid. Paid internships are common in professional fields. Non-governmental and non-profit organizations have unpaid internships.

4). Coaching and Understudy: According to Ezigbo (2011:419), “understudy is a type of training where an employee works as a subordinate partner with a boss so that eventually the subordinate will assume the full responsibilities and duties of the particular job” . Merriam-Webster, a free online encyclopedia defines understudy as ‘the act of studying another actor’ s part in order to substitute in case of an emergency’ .Christy Lively posits that the incoming or current employee should work directly with a senior manager or supervisor he or she is to replace for weeks to ensure proper training with the intent that the new employee will become the new manager. She argues that for understudy to be effective, coaching and understudy training should be implemented as part of a manager’ s day-to-day work far before retiring or leaving a company.

5). Job Rotation; this is a training technique that assigns trainees to various jobs and departments over a period of few years. Job rotation is an effective approach to management development in that individual is moved from a schedule of assignments designed to expose him or her to the

entire operations of the organization A well structure job rotation program in an organization has huge potential of positive impact on job satisfaction, engagement of people as well as retention of people. Its benefits include leadership development, job enrichment, and effective motivation to perform caused by newer challenges and career development.

6). Informal Training: Informal training occurs through interactions and feedback among employees. Much of what employees know about their jobs is learnt informally from asking questions and getting advice from other employees and their supervisors, rather than from formal training programs (Mathis and Jackson, 2004).

7). E-Learning: On-line training: E-learning is the use of the internet or an organizational intranet to conduct training on-line. As more and more employees use computers and have access to internet portals, their employers look for training opportunities on-line that will be beneficial to the employee. Computer-supported simulations within organizational training can replicate the psychological and behavioural requirements of a task, in addition to providing some amount of physical resemblance to the trainee' s work environment (Mathis and Jackson, 2004)

8). Vestibule training: This is a system of training whereby an employee is sent to a replica organization in another location outside his place of work. The training place looks exactly like the employee' s work environment. The difference between the training venue and employee' s workplace is that emphasis is on learning instead of production. The trainee is there only to acquire the desired knowledge or skill. Some banks in Nigeria have this kind of training facility. The essence is to ensure that the trainee learns the job skills without necessarily imbibing some bad customs and practices of the work environment. Another advantage of this method is that

costly mistakes are avoided and acquisition of knowledge is enhanced since the trainee practices with identical equipment and tools.

9). Classroom instruction technique: This method is usually designed for the purpose of passing on knowledge in an off-the-job location such as training centres, schools, professional institutions. The emphasis is on developing an understanding of general principles, background knowledge and general awareness of comparative ideas (Adamu, 2008). The techniques used in this method include case study, role-playing, in-basket and lectures. Workshops, seminars, conferences and symposiums also belong to this category of training. Sometimes, an examination is conducted at the end of the training and a certificate of participation issued.

2.7 DIFFERENCE BETWEEN TRAINING AND DEVELOPMENT

Some authors use the terms “training” and “development” as synonyms. However, some view the two concepts as being different. Jones, George and Hill (2000) posit that training primarily focuses on teaching organizational members how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers. Development on the other hand focuses on building the knowledge and skills of organizational members so that they will be prepared to take on new responsibilities and challenges (Ezigbo, 2011). According to Crawford in Adamu (2008), training is the ways in which specific knowledge and skills necessary to perform specific jobs are taught and learnt, development entails an analogous process in which people acquire more general abilities and information, but in ways that cannot always be tied directly to a particular task they perform. Training refers to the acquisition of skills, knowledge and information directly required for the performance of a specific role. It

includes on-the-job training, workshops, seminars and conference. Development broadly refers to job enrichment that has an intrinsic mechanism to motivate an employee to accept and play challenging organizational tasks (Chukwunye and Igbokwe, 2011). Development is not as specific as training; it is more general in application. It is used in relation to the process of helping managerial employee who performs non-routine jobs to improve their managerial, administrative and decision making abilities and competence (Adamu, 2008). Training is any learning activity which is aimed at the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task, while development is a learning activity which is directed towards future needs rather than present needs (Adamu, 2008)

2.8 NEEDS ASSESSMENT MODELS

Leigh, Watkins, Plat and Kaufmann (2000) reviewed various NA models and differentiated on the outcomes addressed to societal, organizational and individual as well as small group efforts, activities, and resources. Suitable models are those that link the training needs to what organizations use, do, produce and deliver which serve its purpose.

Nelson, Whitener and Philcox (1995) model, which draws on Ostroff and Ford' s (1989) content level application matrix, focuses on process and inputs at the organizational small group and individual levels. Moreover, Kaubman' s (1972 1992 1998) organizational elements model addresses linkage between societal, organizational, small group and individual results as well as organizational resources and activities. The strength of this framework from a strategic perspective is the multi level systems perspective.

Competency modeling may be a valuable means to link training and development systems to organizational objectives (Shippmann et al., 2000).

Competencies refer to areas of personal capability that enable employees to perform their jobs by achieving specific outcomes or accomplishing tasks (Lucia and Lapsinger, 1999), and a corresponding model identifies competencies required for a job along with the requisite knowledge, skills, behaviors and personality characteristics for each competency. In a dynamic business environment, competency modeling may have more advantages than traditional needs assessment approaches. Further, competency model can serve as a foundation for integrating systems of Human Resource Management (HRM) practices thereby creating a horizontal fit, which is a key principle in strategic HRM (Huselid, 1995).

Tannenbaum (2002) argues that needs assessment should focus on whether appropriate support is present in the work environment to support transfer of training on the application of trained skills. If transfer of training does not occur, training will not have an organizational impact. Research has demonstrated that transfer can be facilitated through rewards, incentives and social support (Rociller and Goldstein 1993); (Tracey et al; 1995).

2.9 ORGANIZING TRAINING FUNCTION

An important strategic issue is whether an organization should assume responsibility for training or outsource its responsibility to outside vendors. A survey conducted by the Society for Human Resource Management found that 57% of the HR and training professionals outsourced all or portion of their training programmes (Johnson 2004).

Different models have been used for organizing and using training and development resources. These include consulting firms (a group from outside the organization that advises on training), internal profit center (internal group that offers training services and makes a profit), internal cost center (Internal group that offers training at a cost), leveraged expertise (small internal group of trainers), development shop (external group that builds courses on a contract basis), and course

marketers (building courses). Neo (2008) suggests that the business embedded model (BE) was becoming popular. The BE model provides the opportunity to gain the benefits of centralized training, while ensuring that programmes meet the business needs. As such, the BE training function views trainees as customers. The corporate university model however centralizes training to ensure that best training practices are disseminated across the company. Also, the corporate university model enables organizations to control costs by developing consistent training practices and policies.

2.10 KNOWLEDGE MANAGEMENT SYSTEM

The sharing and creation of knowledge are increasingly believed to be the key sources of competitive advantage. Knowledge is information that is relevant, actionable, and partially based on experience (Leonard and Sensiper, 1998).

Nonaka and Takeuchi (1995) classify knowledge into two categories namely that of tacit knowledge and explicit knowledge. Transfer of knowledge involves training and development activities. Most knowledge management systems emphasize the use of technology while they often fail to recognize the social system as a key ingredient for effectiveness. The largest barriers to knowledge sharing are cultural barriers, lack of top management support, lack of shared understanding of the strategy and lack of an appropriate organizational structure.

2.11 INDIVIDUALS CONTRIBUTION

Wasko and Faraj (2005) found that individuals contribute knowledge when they

(i) Believe it enhances their reputation,

(ii) Have experiences to share, and

(iii) Have a high degree of centrality in the electronic network. A drawback to communities of practice is that participation is often voluntary and therefore some individuals may not share their

knowledge (Williams and Cothrel, 2004). Employees may not share knowledge for several reasons including perceptions that others may not consider their knowledge as valuable, loss of expert power, and beliefs that knowledge sharing takes too much time away from their work (Starbuck, 1992) .

2.12 TRANSFER OF TRAINING

For training and development interventions to have an organizational impact, knowledge and skills sets must be successfully applied, or transferred, on the job. However, discrete learning activities alone may be insufficient to support transfer (Baldwin and Ford, 1998). Researchers have argued that attention should be paid to factors beyond the formal learning experience to enhance transfer (Baldwin and Ford, 1998); (Baldwin and Magjuka, 1991); (Kozlowski and Salas, 1997); (Yelon and Ford, 1999). Training effectiveness is grounded in the proper design and delivery of the formal learning experience, yet training should not be an isolated classroom activity, if benefits are to be fully realized.

2.13 THE FIVE STEPS OF TRAINING

Gary Dessler is of the opinion that training consists of the five steps:

- 1. Training Needs Analysis (TNA):** Identifies the specific job performance skills needed, assesses the prospective trainees' skills, and develops specific measurable knowledge and performance objectives based on any deficiencies.
- 2. Training Instructional Design (TID)** is to decide, compile and produce training program content, including workbooks, exercises, and activities and some techniques like computer and on the job training technique.
- 3. Training Validation:** The bugs are worked out of the training program by presenting it to a small representative audience.

4. Implementation: Actually training the targeted employee group.

5. Evaluation: Management assesses the program' s success or failures.

2.14 TRAINING RESOURCES

Some of the methods suggested by Garry Dessler are:

1. On the job training: A person learns a job by actually doing it.
2. Apprenticeship training: Is a structured process by which people become skilled workers through a combination of class room instruction and on the job training
3. Informal learning: Performing their jobs on a daily basis in collaboration with their colleges
4. Job instruction training (JIT): The logical sequence of steps in the jobs are taught step by step
5. Lectures: Through class room or on the spot lectures
6. Programmed learning: Step by step self learning method
7. Literacy training techniques: Diversity training program
8. Audio visual based training: Films, power point, video conferencing, audio-tapes, and video-tapes are effectively and widely used.
9. Simulated training: Otherwise called vestibule training, where trainees learn on the actual or simulated equipment which they use on the job, but are actually trained off the job.
10. Computer based training: Trainee uses computer based / or DVD systems to interactively increase his or her knowledge or skills.
11. Electronic performance supportive system (EPSS) : Sets of computerized tools and displays that automate training, documentation and phone support integrate this automation into applications and provide support that is better, cheaper and more effective than traditional methods.

12. Distance and Internet Based Training: Include traditional paper and pencil correspondence courses, as well as teletraining, video conferencing and internet based classes.

2.15 MEASURING TRAINING EFFECTS

The effects of training can be measured through the following four basic categories of outcome.

1. Reaction
2. Learning
3. Behavior
4. Results

2.16 TRAINING NEED

The need is identified from the calculation of required performance minus that of the actual performance.

“The first decade of the twenty first century will see the value of products and services determined more by the knowledge of the workforce and less by physical labour besides the demographic shifts that are also to be seen. They are, aging of the population, lower birth rates significant fluctuations in general educational achievement, increased diversity of ethnic and cultural makeup, and differing values of newer generations of employees.

High quality products and services are necessary just to stay in business in today’ s competitive business market. Training the employees to suit the organization requirements will make the organization to withstand the challenges.

However the training needs can be determined using the following procedures.

1. Performance appraisal

2. Analysis of job requirements
3. Organizational analysis
4. Employee survey
5. Individual himself requesting for training
6. Management services surveys

2.17 PURPOSE OF TRAINING

The effectiveness of an organization is to a degree dependent upon the effectiveness of its training program, which should have two purposes (Gordon P. Rabey).

1. The production of work to required standards of quality, quantity, cost and time as this is the reason why the organization is in business.
2. The development of staff, by skill and knowledge so as to meet the foreseeable needs of the organization and thereby seek to realize the potential of each individual in these areas.

The purposes explain the main concern such as higher productivity, increased effectiveness of operations and a safe and harmonious working environment. These things can be achieved only by teaching new skill or new knowledge to selected people, reducing time required to learn a new job, by reducing the costs. Standardization of current methods is to enable the new workers to reach average earnings, as soon as possible. In this case, the quality standards can be achieved, maintained and improved. To change the attitudes regarding particular situations and ensure better operating or care of the machines, spoilage and wastages can be reduced to a considerable level besides improving safety on the job. Supervisory and managerial skills can also be developed.

2.18 RESISTANCE TO TRAINING

The training programmes are being introduced mainly to accomplish the change in the organization. Nick Blanchard.P and James W. Thacker observe that resistance to change is a common occurrence. Without sufficient motivation to change, resistance is natural. A major factor in this resistance is the failure of the change process to address all the three levels of change that are, the organization itself, groups and their interrelationships and individuals within groups.

The employee attitude also plays a vital role in resistance along with motivation. Resistance of learning also comes from defensiveness. The trainees with their elaborative highly integrated cognitive structure usually resist accommodating themselves into developing new cognitive categories. The group dynamics and its impact on motivation resist the learning program. The disjointed and non-goal oriented training effort creates a negative perception and approach among the employees. In addition, obsolete training process and methodology add to negative experience and thus employees lose interest and faith in the training process.

2.19 SOCIAL COGNITIVE THEORY

In Social Cognitive Theory, the learner is viewed as thoroughly integrated with the environment within which he or she is learning. The learners cognitive responses, behaviors, and environment all work together to create learning. Learners observe models and build self-efficacy, their belief that they can accomplish the work modeled. Based on the learners understanding of why it is important to learn something and their belief that they can accomplish the learning, learners will then self-regulate their learning and become proactive in their efforts to gain mastery. Bandura pioneered this body of theory and this basic concept of the learner integrated into the social environment.

F. Pajares (1996) referenced Albert Bandura (1986) In *Social Foundations of Thought and Action*, where Bandura wrote that individuals possess a self-system that enables them to exercise a measure of control over their thoughts, feelings, and actions. This self-system houses one's cognitive and affective structures and includes the abilities to symbolize, learn from others, plan alternative strategies, regulate one's own behavior, and engage in self-reflection. It also plays a prominent role in providing reference mechanisms and a set of sub functions for perceiving, regulating, and evaluating behavior, which results from the interplay between the self system and external environmental sources of influence. As such, the self-system serves a self-regulatory function by providing individuals with the capability to alter their environments and influence their own actions.

Theorists primarily include Bandura and Zimmerman with others to include but not limited to Rosenthal, Berger, and Schunk.

2.20 SOCIAL COGNITIVE THEORY AND THEORIST CONCEPT

1). Triadic reciprocity: Bandura postulated that the person, the behavior, and the environment were all inseparably entwined to create learning in an individual. People are neither driven by inner forces nor automatically shaped and controlled by external stimuli. Rather, human functioning is explained in terms of a model of triadic reciprocity in which behavior, cognitive and other personal factors, and environmental events all operate as interacting determinants of each other. Pajares (1996) "How individuals interpret the results of their performance attainments informs and alters their environments and their self-beliefs, which in turn inform and alter their subsequent performances. This is the foundation of Albert Bandura's (1978 & 1986) conception of reciprocal determinism, the view that

(i) Personal factors in the form of cognition, affect, and biological events

(ii) Behavior

(iii) Environmental influences create interactions that result in a triadic reciprocity. Because personal agency is socially rooted and operates within socio-cultural influences, individuals are viewed both as products and as producers of their own environments and of their social systems.

2). Efficacy: Schunk (2000, p.M108) Self-efficacy refers to personal beliefs about one's capabilities to learn or perform actions at designated levels. Albert Bandura (1997) Self-efficacy is a belief about what one is capable of doing; it is not the same as knowing what to do. In gauging efficacy, individuals assess their skills and their capabilities to translate those skills into actions. Albert Bandura (1986) considered self-reflection the most uniquely human capability, for through this form of self-referent thought people evaluate and alter their own thinking and behavior. These self-evaluations include perceptions of self-efficacy, that is, "beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations" There are four primary strategies for efficacy development; Mastery learning, Imitation, Modeling, and Social Persuasion.

i) Mastery Learning: The focus of mastery is on developing competence in learning or in specific work. To help learners achieve mastery, it is critical to vary the type and amount of instructions depending on individual differences. Pajares (1996) Self efficacy beliefs are strong determinants and predictors of the level of accomplishment (mastery) that individuals finally attain.

ii) Imitation: Closely related to modeling in that the learner imitates the model to achieve mastery. Of important note to the discussion is the concept of latent action based on observation.

A learner may very well not use what is observed for weeks, months, or indeed years. Inactive learning or practice will help solidify the learning from vicarious observational learning.

iii) Modeling: The primary role of modeling is to accelerate mastery by providing the learner with a model to imitate. Albert Bandura (1977,) states, "Fortunately, most human behavior is learned observationally through modeling; from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action." Schunk (2000) Observing a model does not guarantee learning or later ability to perform the behaviors. Rather, models serve informational and motivational functions by providing information about probable consequences of actions and affecting observers' motivation to act accordingly. Factors influencing learning and performance are developmental status of learners, prestige and competence of models, vicarious consequences to models, goals, outcome expectations, and perceived self-efficacy.

iv) Social Persuasion: Giving verbal and social praises and encouragements that lead learners to exert more effort. Prickel (2000, p. 4)

3) Self-Regulation: I am going to do it! There are three primary strategies for self-regulation development; Goal Setting, Planning, and Persistence. (Albert Bandura 1997). These beliefs of personal competence affect behavior in several ways. They influence the choices individuals make and the courses of actions they pursue. Efficacy beliefs help determine how much effort people will expend on an activity, how long they will persevere when confronting obstacles, and how resilient they will prove in the face of adverse situations-the higher the sense of efficacy, the greater the effort, persistence, and resilience. Butler and Winne (1995,) As self regulating learners engage in academic tasks, they draw on knowledge and beliefs to construct an

interpretation of a task's properties and requirements. Based on the interpretation they construct, they set goals. Goals are then approached by applying tactics and strategies that generate products, both mental (cognitive and effective/emotional) and behavioral. Monitoring these processes of engagement and the progressively updated products they create generates internal feedback. This information provides grounds for reinterpreting elements of the task and one's engagement with it, thereby directing subsequent engagement. In particular, students may modify their engagement by setting new goals or adjusting extant ones; they may reexamine tactics and strategies and select more productive approaches, adapt available skills, and sometimes even generate new procedures. If external feedback is provided, that additional information may confirm, add to, or conflict with the learner's interpretations of the task and the path of learning. As a result of monitoring task engagement, students may alter knowledge and beliefs, which, in turn, might influence subsequent self regulation.

2.21 SOCIAL COGNITIVE THEORY, IMPORTANCE TO LEARNING PRACTICE

Bandura felt that the behavioral models did not adequately explain how adults learned and that important psychological processes had been overlooked or only partially studied. The most notable finding that prompted his work was that people could learn new actions merely by observing others perform them and this did not fit into the behavioral model of learning. The enactive model that promoted leaning by performing tasks and keeping or discarding the learning based on whether the task was successful was far too limiting, particularly in complex work where to simply do the task to learn it is virtually impossible.

In the current environment of complexity, social cognitive theory is an important body of work helping adult educators create effective learning processes that address the way adult learners actually learn.

CHAPTER THREE

METHODOLOGY

This section of the research deals with the ways, procedures or steps that will be followed in carrying out the research. Methodology according to (Odo 1999:40) is the authority base for a research. The chapter focuses on the research design, sources of data collection, study area, population of study and unit of analysis, sample of study and sampling procedure, data gathering instrument, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

3.1 Research design

Research design according to Nwana, (1985:34) relates to the general approach adopted in executing a study. Designing a study helps the researcher to plan and execute the study in a way that will help the researcher to obtain intended results, thus increasing the chances of obtaining information that could be associated with the real situation (Burns & Grove 2001:223). This research is a descriptive study designed to investigate into the topic; “assessing the exploration of training as a tool of development and productivity of industrial workers”

Out of 20 industries in Ado-Ekiti, the industries selected are four in number in order to carry out the research study:

- a) Warm spring water ikogosi, Ado-Ekiti
- b) Nigeria Union of Road Transport Workers Ltd, Ado-Ekiti
- c) Little by Little Photo Industries Limited, Ado-Ekiti
- d) Eagle Photos, Fajuyi Square, Ado- Ekiti.

3.2 Sources of Data Collection

In the process of carrying out this study, the data used was collected from a major primary source of data collection which is questionnaire.

3.3 Study Area

Ado Ekiti is a city in southwest Nigeria, the state capital and headquarters of the Ekiti State. It is also known as Ado. The population according to the 2006 census was 308,621. Ado Ekiti local Government was carved out of the defunct Ekiti Central Local Government by the Ibrahim Badamosi Babangida Administration in May 1989. Since the Lord Lugard reforms of 1916, Ado-Ekiti has been enjoying a unique political position as a linchpin of Administration when it was made the headquarters of Ekiti divisional Council, it maintained this position until 1952 when Ado-Ekiti District Council was created and started operating in this capacity in 1955. In 1996 when Ekiti State was created, Ado-Ekiti was made the state headquarters.

The people of Ado Ekiti are mainly of the Ekiti sub-ethnic group of the Yoruba. Ado Ekiti City has a State owned University - the University of Ado Ekiti now Ekiti State University, Ado-Ekiti, a privately owned University - the Afe Babalola University, Ado-Ekiti, a Polytechnic - the Federal Polytechnic, Ado-Ekiti, two local television and 3 radio stations, NTA Ado Ekiti, Ekiti State Television (BSES), Radio Ekiti, Progress FM Ado Ekiti and Voice FM Ado-Ekiti. Various commercial enterprises operate in Ado Ekiti. The city is the trade centre for a farming region where yams, cassava, grain, and tobacco are grown. Cotton is also grown for weaving.

Ado-Ekiti town is the capital of Ekiti state, southwestern Nigeria. It lies in the Yoruba Hills, at the intersection of roads from Akure, Ilawe, Ilesha, Ila (Illa), and Ikare, and is situated 92 miles (148 km) east-northeast of Ibadan. An urban and industrial centre of the region, it was

founded by the Ekiti people, a Yoruba subgroup whose members belonged to the Ekiti-Parapo, a late 19th-century confederation of Yoruba peoples that fought against Ibadan for control of the trade routes to the coast.

Geographically, the local government is located on latitude $7^{\circ}35'$ and $74^{\circ}47'$ North of the equator and longitude $5^{\circ}11'$ and $5^{\circ}16'$ east of the green which meridian .It is bounded on the North and West by Ifelodun/Irepodun Local Government and east and South by Gbonyin, Ikere and Ekiti South west local Government. Its longest North-south extent is 16km and the longest East-west stretch is about 20km.

Ado-Ekiti Local Government is a one town local Government that doubles as L.G and State headquarter which is about 200m above sea level in the south eastern part of Ireje stream and 500m above sea level in the North east limit. The landscape is dotted with rounded in selbergs and steep sided hills of volcanic origin such as Ayoba hill central to the region are gently undulating slopes which form the source of streams like Amu, Awedele, Ajilosun , Adere etc. Ado Ekiti, Nigeria (Administrative unit: Ekiti) - last known population is 424,300 (year 2015). This was 0.233% of total Nigeria population. If population growth rate is the same as in period 2006-2015 (+6.48%/year), Ado Ekiti population in 2017 will be: 481 098.

3.4 Population and Unit of Analysis

Population can be defined as the total number of people living in a geographical area at a particular period of time. According to Burns and Grove (1993:779), a population is defined as all elements (individuals, objects and events) that meet the sample criteria for inclusion in a study. The study population comprises of industry workers of selected industries in Ado-Ekiti.

3.5 Sample of study

Samples are usually used in studies that involve large population. The reasons for using sample include; the need to adequately influence the enormous population in order to avoid errors due to the computation of large numbers and the desire to reduce the cost of producing the questionnaires that will cover the entire population. A sample is seen as a smaller representation of the whole group that is being studied. Total number of (120) industry workers would be used for this research work to provide relevant quantitative and qualitative information for the study through the use of questionnaire for the study.

3.6 Sampling technique

For the purpose of this research cluster sampling techniques would be adopted. Cluster sampling is a type of sampling in which the population is divided into clusters. Then, one or more clusters are chosen at random and everyone within the chosen cluster is sampled. This means that the industries would be divided into smaller groups based on mutual characteristics so as to aid easy accessibility. In total one hundred and twenty (120) sets of questionnaire were administered to all four industries in Ado Ekiti, Ekiti State. The study area of the research; Ado local government area has industries and 4 industries were selected for the purpose of this research with the distribution of 30 questionnaires each. A total number of one hundred and twenty questionnaires were administered to all four industries in Ado-Ekiti.

3.7 Definition and measurement of variables

There are two groups of variables that were considered in this research work. These are dependent and independent variables

Dependent variables

The dependent variable was training. The study here is taken as the degree or extent to which the training as a tool as improved development, productivity and any other socio-economic conditions of the workers in the industry.

Independent variables

In this study the variables that are countable or have standard numerals attached to them as age, sex, the educational qualification and the number of years spent in farming were directly counted from the questionnaire and recorded on the appropriate tables and hence were not discussed.

3.8 Data Gathering Instrument

A questionnaire was chosen as data collection instrument. A questionnaire is a printed self-report form designed to elicit information that can be obtained through the written responses of the subjects. The information obtained through a questionnaire is similar to that obtained by an interview, but the questions tend to have less depth (Burns & Grove 1993:368).

In this study, the close-ended and open ended questions were adopted to obtain information from the respondents. The questions posed were related to the topic under the study. Options were provided to the respondents to select from the close-ended in the Likert scale questions.

Reliability and Validity of Instrument

Polit and Hungler (1993:445) refer to reliability as the degree of consistency with which an instrument measures the attribute it is designed to measure dependability of the data employed

in the analysis. It is a way of assessing the quality of the measurement procedure used to collect data in a dissertation. In order for the results from a study to be considered valid, the measurement procedure must first be reliable.

To ensure reliability, the researcher shall use internal consistency method whereby cross-checking questions are built into the questionnaire and further ensure reliability by cross-checking the information against many sources and by ensuring that facts and figures collected from various sources earlier stated shall not only be accurate and authentic but would remain same if the collection is repeated again and again. The researcher shall ensure reliability of our instruments by ensuring that the question we shall pose in the questionnaire shall be in simple, good, precise and understandable form to the respondents.

Validity as the name implies is the appropriateness of an instrument in measuring what is intended to measure. According to (Odo, 1992:50) validity is the extent to which a test measures what it is supposed to measure. Validity therefore, occurs when a careful attempt has been made to ensure that an instrument adopted measures achieve the desired results by applying the theoretical knowledge in the filled about what is being studied and by convincing oneself common sensically, that the items, in the instrument has been logically validated (Obasi, 2000:104).

3.9 Method of Data Analysis

In analyzing the raw collected data, the researcher will be guided by the objectives of the study and research questions. Also items on the questionnaire will be spread out in order to capture the qualitative and quantitative responses expected from the respondents.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

In this chapter, the researcher presented the results of the analysis of primary data gathered through questionnaire administration to various respondents in tables showing frequencies and percentages. The result and interpretation of the research hypothesis earlier stated in chapter one of the research work were also presented.

Out of a total of 120 copies of questionnaire distributed, one hundred and ten (110) were dully filled and returned. This gives a return rate of 91.7% for the study. Therefore, the study used the available data collected for the purpose of the analysis.

4.1 Data Presentation

SECTION A: Demographic characteristics of the respondents

This section contains the presentation and analysis of responses to the questionnaire administered.

Table 4.1: Sex

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	71	64.5	64.5	64.5
Female	39	35.5	35.5	100.0
Total	110	100.0	100.0	

Source: Researcher's survey, 2017

Table 4.1 presents the gender distribution of the respondents. The result shows that 71(64.5%) of the respondents are males while 39(35.5%) are females.

Table 4.2: Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-27	20	18.2	18.2	18.2
28-37	58	52.7	52.7	70.9
38-47	29	26.4	26.4	97.3
48-57	3	2.7	2.7	100.0
Total	110	100.0	100.0	

Source: Researcher's survey, 2017

The age distribution is presented in the table 4.2, the results shows that 20(18.2%) of the respondents are within age group 18-27, 58(52.7%) are within 28-37 years of age, 29(26.4%) are within age range 38-47 years while the remaining 3(2.7%) are 48-57 years. This result indicates that majority of the respondents are within their youthful age of 28-37 years.

Table 4.3: Marital status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Married	74	67.3	67.3	67.3
Single: Never married	31	28.2	28.2	95.5
Single: divorced	5	4.5	4.5	100.0
Total	110	100.0	100.0	

Source: Researcher's survey, 2017

Table 4.3 shows the marital status distribution of the respondents. It is revealed that 74 of the respondents are married, 31 are single due to the fact that they were never married, while 5 are single because of divorce.

Table 4.4: Educational Qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SSCE	8	7.3	7.3	7.3
OND/NCE	19	17.3	17.3	24.5
HND	41	37.3	37.3	61.8
University Degree	42	38.2	38.2	100.0
Total	110	100.0	100.0	

Source: Researcher's survey, 2017

Table 4.4 shows the educational qualification of the respondents. The result shows that 8 of the respondents are SSCE holders, 19 have OND/NCE, and 41 possess HND while the remaining 42 are with university degree.

Table 4.5: Religion

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Christianity	82	74.5	74.5	74.5
Islam	28	25.5	25.5	100.0
Total	110	100.0	100.0	

Source: Researcher's survey, 2017

In respect of the religion distribution of the respondents, table 4.5 shows that 82(74.5% of the respondents are Christians while 28(25.5%) practice Islam.

Table 4.6: Ethnic origin

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yoruba	99	90.0	90.0	90.0
Igbo	10	9.1	9.1	9.1
Hausa	1	.9	.9	.9
Total	110	100.0	100.0	100.0

Source: Researcher's survey, 2017

Table 4.6 presents the ethnicity group of the respondents. The result shows that 99(90%) of the respondents are Yoruba, 10 are Igbo and 1 Hausa. This indicates that the majority of the respondents are Yoruba.

Table 4.7: How long have you been working in the industrial sector

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than six months	12	10.9	10.9	10.9
6months-1year	51	46.4	46.4	57.3
Valid 1-3years	37	33.6	33.6	90.9
3-5years	7	6.4	6.4	97.3
more than 5years	3	2.7	2.7	100.0
Total	110	100.0	100.0	

Source: Researcher's survey, 2017

Table 4.7 presents the length of years the respondents have been working in the industrial sector of the economy. The result shows that 12 respondents just started for less than 6months, 51 have been working there for over six months but less than a year, 37 have been in the sector for more than a year but less than 3 years, 7 have for more than 3 years but less than 5 years while the remaining 3 respondents have been in the sector for over 5 years.

SECTION B: Industry Background

Table 4.8: Name of Corporation

	Frequency	Percent	Valid Percent	Cumulative Percent
Eagle Photos	27	24.5	24.5	24.5
Nigeria Union of Road Transport Workers Ltd	26	23.6	23.6	48.2
Valid Little by little photo industries	27	24.5	24.5	72.7
Warm spring Nigeria Ltd	30	27.3	27.3	100.0
Total	110	100.0	100.0	

Source: Researcher's survey, 2017

Table 4.8 presents the name of corporation and the location where the respondents are currently working. Analysis shows that 27(24.5%) of the respondents are working in Eagle Photos, 26(23.6%) in Nigeria Union of Road Transport Workers Ltd , 27 in Little by little photos and the remaining 30 working in Warm spring Nigeria Ltd.

Table 4.9: Which of the following industries best describe your corporation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Manufacturing	30	27.3	27.3	27.3
Others	80	72.7	72.7	100.0
Total	110	100.0	100.0	

Others, specify

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Photography`	30	27.3	27.3	27.3
Transportation	54	49.1	49.1	76.4
Total	26	23.6	23.6	100.0
Total	110	100.0	100.0	

Source: Researcher's survey, 2017

Table 4.9 presents describes the industries of the aforementioned corporations of the respondents. The result shows that 30 respondents belong to manufacturing industry while the remaining 80 are in other industries. Other industries are presented to be photography which has 54 of the respondents working there and transportation industry with 26 respondents.

Table 4.10: What is the size of your corporation?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 100 employees	75	68.2	68.2	68.2
100-200 employees	35	31.8	31.8	100.0
Total	110	100.0	100.0	

Source: Researcher's survey, 2017

Table 4.10 depicts the size of the respondents' corporation. The result shows that 75(68.2%) of the respondents are in a corporation with less than 100 employees while 35(31.8%) work in a corporation that has 100-200 employees.

Table 4.11: Which of the following best describe the ownership of your corporation?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Local own corporation	83	75.5	75.5	75.5
Other joint venture partner	27	24.5	24.5	100.0
Total	110	100.0	100.0	

Other joint venture

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Inter-state	83	75.5	75.5	75.5
Total	27	24.5	24.5	100.0
	110	100.0	100.0	

Source: Researcher's survey, 2017

Table 4.11 describes the ownership of the respondents' corporation. Result shows that 83(75.5%) of the respondents work in a locally owned companies, while 27(24.5%) belong to joint venture named Inter-state joint venture.

Table 4.12: Which department or division do you work in?

	Frequency	Percent	Valid Percent	Cumulative Percent
Human resource department	17	15.5	15.5	15.5
Finance/accounting department	33	30.0	30.0	45.5
Marketing/sales department	10	9.1	9.1	54.5
Information Technology department	10	9.1	9.1	63.6
Operation department	36	32.7	32.7	96.4
Others	4	3.6	3.6	100.0
Total	110	100.0	100.0	

Others, Specify

	Frequency	Percent	Valid Percent	Cumulative Percent
	106	96.4	96.4	96.4
Security	3	2.7	2.7	99.1
Transportation	1	.9	.9	100.0
Total	110	100.0	100.0	

Source: Researcher's survey, 2017

The work divisions of the respondents are presented in the table 4.12. the result of analysis shows that 17(15.5%) of the respondents are in Human Resource division, 33 are in Finance/Accounting unit, 10 belong to marketing department, 10 in the IT unit, 36 respondents at Operation department while 4 belong to other section. Out of the four respondents of other sections, 3 are in security unity while the remaining 1 is in transport unit.

Table 4.13: How long have you been employed in the corporation?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 10years	92	83.6	83.6	83.6
Valid 10-15years	7	6.4	6.4	90.0
Valid 15-20 years	11	10.0	10.0	100.0
Valid Total	110	100.0	100.0	

Source: Researcher's survey, 2017

The above table 4.13 presents the working years the respondents have spent in their current place of work. Result shows that 92 which account for 83.6% of the total respondents have been in their current employment for less than 10 years, 7 respondents have for more than 10 years but less than 15 years while the remaining 11 have been employed for over 15 years but less than 20 years.

Table 4.14: Which of the following best describe your position in the company

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Senior Manager	10	9.1	9.1	9.1
Valid Manager	22	20.0	20.0	29.1
Valid Senior Executive	18	16.4	16.4	45.5
Valid Executive	20	18.2	18.2	63.6
Valid Junior Executive	16	14.5	14.5	78.2
Valid Fresh/Entry level	18	16.4	16.4	94.5
Valid Non-Executive	6	5.5	5.5	100.0
Valid Total	110	100.0	100.0	

Source: Researcher's survey, 2017

Table 4.14 presents the positions held by the respondents at their place of employment. Result shows that 10 are senior managers in their place of work, 22 are managers, 18 are senior executive, 16 are junior executives, and 18 are graduate trainees while 6 are non-executives.

SECTION C: Relevance of training and development activities

Table 4.15: What do you understand by training

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Learning	16	14.5	14.5	14.5
Enhancement	12	10.9	10.9	25.5
Sharing Information	8	7.3	7.3	32.7
All of the above	74	67.3	67.3	100.0
Total	110	100.0	100.0	

Source: Researcher's survey, 2017

Table 4.15 shows the understanding of the respondents on training. The result revealed that 16 respondents see training as learning, 12 take it as enhancement, 8 see it as sharing of information, while to 74 respondents training encompasses learning, enhancement and information sharing.

Table 4.16: Training is a must for enhancing productivity and performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Completely agree	97	88.2	88.2	88.2
Partially agree	12	10.9	10.9	99.1
Disagree	1	.9	.9	100.0
Total	110	100.0	100.0	

Source: Researcher's survey, 2017

Table 4.16 depicts the stand of the employees on whether training is a necessity to enhancing productivity and performance. The analysis reveal that 97(88.2%) respondents completely agree that training is a must for improvement, 12 respondents partially agree while 1 disagree.

Table 4.17: Do you feel training is compulsory for the employees

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	107	97.3	97.3	97.3
Valid Not sure	3	2.7	2.7	100.0
Total	110	100.0	100.0	

Source: Researcher's survey, 2017

Table 4.17 shows that 107(97.3%) of the respondents feel that training is compulsory for employees while 3 respondents which account for 2.7% are not sure if training is compulsory.

Table 4.18: Did you attend the training program before induction in the organization

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	100	90.9	90.9	90.9
Valid No	10	9.1	9.1	100.0
Total	110	100.0	100.0	

Source: Researcher's survey, 2017

Table 4.18 depicts that 100(90.9%) of the respondents attended training program before their induction into the organization while 10 did not.

Table 4.19: Which type of training program have you undergone?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid External	6	5.5	5.5	5.5
Valid Internal	17	15.5	15.5	20.9
Valid Both	87	79.1	79.1	100.0
Total	110	100.0	100.0	

Source: Researcher's survey, 2017

The type of training program attended by the respondents is presented in the table 4.19. Result shows that 6 respondents attended external training, 17 attended internal while 87(79.1%) attended both internal and external training.

Table 4.20: Do you like to attend training program?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	106	96.4	96.4	96.4
No	4	3.6	3.6	100.0
Total	110	100.0	100.0	

Source: Researcher's survey, 2017

Table 4.20 shows that 106(96.4%) respondents like to attend training program while 4(3.6%) do not.

Table 4.21: Does training helps people to improve employee-employer relationship?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	109	99.1	99.1	99.1
No	1	.9	.9	100.0
Total	110	100.0	100.0	

Source: Researcher's survey, 2017

The table 4.21 presents the respondents point of view on whether training help people to improve employee to employer relationship. It is depicted that 109(99.1%) of the respondents affirm that it does while 1(0.9%) do not agree.

Table 4.22: Do training and development activities help the organization to maintain employee relation rate

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	104	94.5	94.5	94.5
No	6	5.5	5.5	100.0
Total	110	100.0	100.0	

Source: Researcher's survey, 2017

The result in the table 4.22 shows that 104(94.5%) affirm that training and development activities help organizations to maintain employee relation rate while 6 reject this. The

implication of this result is that through training and development program, organizations can reduce employee turnover rate, which is the rate at which employees leave an organization.

Table 4.23: What kind of training method do you prefer?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid On the job training	22	20.0	20.0	20.0
Off the job training	16	14.5	14.5	34.5
Both	72	65.5	65.5	100.0
Total	110	100.0	100.0	

Source: Researcher's survey, 2017

Table 4.23 shows that 22(20%) of the total respondents prefer on the job training, 16(14.5%) prefer off the job training while 72(65.5%) respondents prefer both on and off the job training.

Table 4.24: What kind of training does your organization provide for the employee?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid On the job training	33	30.0	30.0	30.0
Off the job training	5	4.5	4.5	34.5
Audio visuals lectures	15	13.6	13.6	48.2
All of the above	57	51.8	51.8	100.0
Total	110	100.0	100.0	

Source: Researcher's survey, 2017

The kind of training provided by the respondents organizations are presented in the table 4.24. Result shows that 33 of the respondents belong to organizations that provide on the job training, 5 work in companies that provide off the job training, 15 are in organization that provide audio visuals lectures while 57(51.8%) respondents serve in organizations that provide all of these training type.

Table 4.25: Do you agree that the induction of training is a well-planned exercise in the organization

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	105	95.5	95.5	95.5
No	5	4.5	4.5	100.0
Total	110	100.0	100.0	

Source: Researcher's survey, 2017

Table 4.25 show that 105(95.5%) of the respondents agree that the induction of training is a well-planned exercise in their organizations while 5(4.5%) reject this.

Table 4.26: How often does your organization conduct the training and development program

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Every month	38	34.5	34.5	34.5
Every quarter	45	40.9	40.9	75.5
Half yearly	25	22.7	22.7	98.2
Once in a year	2	1.8	1.8	100.0
Total	110	100.0	100.0	

Source: Researcher's survey, 2017

Table 4.26 present the training cycle for the respondents' organizations. Result shows that 38(34.5%) of the respondents work in organizations that train employee every month, 45(40.9%) are with organization that carry out training exercise every quarter of the year, 25(22.7%) respondents are in companies with half yearly training cycle while 2(1.8%) respondents work in companies with once a year training policy.

Table 4.27: What is your opinion about your present training system

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	33	30.0	30.0
	Good	75	68.2	98.2
	Average	2	1.8	100.0
	Total	110	100.0	100.0

Source: Researcher’s survey, 2017

The opinion of the respondents on the present training system of their organizations is presented in the table 4.27. Analysis shows that 33(30.0%) respondents agree that their organizations have excellent system, 75(68.2%) affirm that their organizations have good system while 2 respondents confirms average training system.

Table 4.28: Are you satisfied with present method of selection of candidates for training?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	108	98.2	98.2
	No	2	1.8	100.0
	Total	110	100.0	100.0

Source: Researcher’s survey, 2017

Table 4.28 presents the satisfaction of the respondents on the present method of selecting candidates for training in their organization. Result depicts that 108(98.2%) are satisfied with the selection process while 2(1.8%) are not.

SECTION D: Training and development and productivity and work performance

Table 4.29: Training and development and productivity and work performance

Training program helped to increase the productivity of both quality and quantity		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	61	55.5	55.5	55.5
	Agree	44	40.0	40.0	95.5
	Indifferent	4	3.6	3.6	99.1
	Disagree	1	.9	.9	100.0
	Total	110	100.0	100.0	
Are training programs helpful in the long run?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	39	35.5	35.5	35.5
	Agree	39	35.5	35.5	70.9
	Indifferent	32	29.1	29.1	100.0
	Total	110	100.0	100.0	
Do you agree that training has helped in motivating employees and giving them job security?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	58	52.7	52.7	52.7
	Agree	50	45.5	45.5	98.2
	Indifferent	1	.9	.9	99.1
	Disagree	1	.9	.9	100.0
	Total	110	100.0	100.0	
Do you agree that training is on the basis of development needs?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	58	52.7	52.7	52.7
	Agree	50	45.5	45.5	98.2
	Indifferent	2	1.8	1.8	100.0
	Total	110	100.0	100.0	

Do you agree that training has helped in changing the attitude of the employees?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	47	42.7	42.7	42.7
	Agree	59	53.6	53.6	96.4
	Indifferent	4	3.6	3.6	100.0
	Total	110	100.0	100.0	
Does training help to do the job with more commitment?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	28	25.5	25.5	25.5
	Agree	76	69.1	69.1	94.5
	Indifferent	5	4.5	4.5	99.1
	Disagree	1	.9	.9	100.0
	Total	110	100.0	100.0	
Training reduces constant supervision. Do you agree with this statement?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	38	34.5	34.5	34.5
	Agree	67	60.9	60.9	95.5
	Indifferent	4	3.6	3.6	99.1
	Disagree	1	.9	.9	100.0
	Total	110	100.0	100.0	
Do you agree that training helps to understand job clearly?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	38	34.5	34.5	34.5
	Agree	71	64.5	64.5	99.1
	Indifferent	1	.9	.9	100.0
	Total	110	100.0	100.0	
Do you agree those training programs are handled by a competent faculty?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	37	33.6	33.6	33.6
	Agree	64	58.2	58.2	91.8

Indifferent	9	8.2	8.2	100.0
Total	110	100.0	100.0	
The training policy used in your organization is well designed	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	38	34.5	34.5	34.5
Agree	65	59.1	59.1	93.6
Indifferent	7	6.4	6.4	100.0
Total	110	100.0	100.0	
Your organization considers training as a part of organizational strategy. Do you agree to this statement	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	52	47.3	47.3	47.3
Agree	57	51.8	51.8	99.1
Disagree	1	.9	.9	100.0
Total	110	100.0	100.0	

Source: Researcher's survey, 2017

Table 4.29 shows that 61(55.5%) of the respondents strongly agree that training program help to increase productivity of both quantity and quality, 44(40%) also agree, 4 are indifferent while 1 respondent disagree. This result implies that training program increase productivity of quality and quantity in nature.

Also 4.29 presents that 39(35.5%) of the respondents strongly agree and agree respectively that training programs are helpful in the long run to the organization and employees while 32 are indifferent on this.

On if training has helped in motivating employees and giving them job security, the table above shows that 58(52.7%) respondents strongly agree that training has helped in motivating employees and giving them job security, 50(45.5%) also agree, 1 is indifferent and disagree respectively.

Respondents were asked if training is on the basis of development needs, the table above shows that 58(52.7%) of the respondents strongly that training is on the basis of development needs of the organization, 50(45.5%) also agree while 2 are indifferent.

Respondents being asked if training has helped in changing the attitude of the employees, table shows that 47 respondents strongly agree that training has helped in changing the attitude of employees towards work, 59 also agree while 4 are indifferent.

Also respondents were asked if training has brought more commitment to job performance, the table shows that 28(25.5%) respondents strongly agree that training help to do job with more commitment, 76(69.1%) also agree, 5 are indifferent while 1 disagree.

Respondents were asked if training reduces constant supervision, the result also depicts that 38 respondents strongly agree that training reduces constant supervision of work by senior employee, 67(60.9%) also agree, 4 are indifferent and 1 disagree.

On the job clarification, table shows that 38(34.5%) of the respondents strongly agree that training helps to understand job role clearly, 71(64.5%) agree and 1 respondent felt indifferent.

Respondents were asked if those training provided were handle by competent faculty, the table 4.37 depicts the result that 37(33.6%) of the respondents strongly agree that training programs are handled by competent faculty in their organizations, 64 also agree while 9 are indifferent.

Respondents were asked if training policy used in their organization is well designed, the table 4.38 depicts that 38 respondents strongly agree that training policy used in their organizations is well designed, 65 also agree while 7 are indifferent.

Respondent were asked if their organization consider training as a part of organizational strategy. The result shows that 52(47.3%) of the respondents strongly agree that their organizations considers training as a part of organizational strategy, 57(51.8%) agree while 1 is indifferent.

4.3 Test of hypothesis

In this section, the hypothesis formulated by the researcher for this study is tested to enable an opinion and inference to be drawn. The inferential analysis using statistical tool chi-square was conducted to test the Hypothesis at 0.05 level of significance. The analysis considered relevant questions as they relate to the hypothesis.

Hypothesis: Employees training and development do not significantly influence productivity and work performance of employees

Decision rule: Reject H0 if the p-value is <5% level of significance; Accept the H0 if the p-value is > 5% level of significance

Table 4.30: test statistics on the relationship between employees training and development and productivity and work performance of employees

Test Statistics

	Employees training and development do not significantly influence productivity and work performance of employees
Chi-Square	405.236 ^a
Df	3
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 110.0.

Source: Researcher’s survey, 2017

Table 4.30 above represents the summary of chi-square result. From the table, the result indicates a chi-square value of 405.236, degree of freedom of 3 and p-value of 0.000, that is $X^2(3) = 405.236, p = 0.000$. This implies that there is a strong and significant relationship between

training and work performance of employees at 5% level of significance. In view of the above result therefore, the researcher reject the null hypothesis H₀ which state that employee training and development do not significantly influence productivity and work performance of employees. However, the alternate hypothesis is accepted.

4.4 The research findings

This section of this chapter provides the discussion of research findings as they relate to the objectives of the study. These results of the above are discussed below;

4.4.1 Organization training and employee productivity and performance

The descriptive statistics presented above provide evidence that training enhance employee productivity and work performance. It is depicted in the table 4.16 above that majority of the respondents completely agree that training is a must to enhancing productivity. Also the result in the table 4.29 revealed that training program increase productivity of both quantity and quality. In supportive of the descriptive analysis, the inferential analysis using chi square provide evidence that training and development significantly influence employee productivity and work performance. This is at 95% confidence level.

4.4.2 Training and employee-employer relationship

The relationships that exist between employee and employer is said to be strengthen through training and development programs. The result in the 4.21 and 4.22 above show that majority of the respondents gave their affirmation that training improve employee-employer relationship.

4.4.3 Training and employee attitude

A well designed training policy tends to motivate employees to perform better in an organization. The result of the analysis depicts that employer can gain employee commitment through training

and development program. Training to employee is a confirmation of assurance of job security which in turn encourages their working attitude.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The impact of training as a tool for development and productivity of industrial workers has proven essential in the Industrial sector based on the various types, methods and assessment of training programs. Training has also helped to increase the development and productivity of employees; it has also impacted knowledge on the managerial personnel in the industrial setting.

This study studies various methods of acquiring knowledge through training; this also includes various methods like the use of audio/visual methods, on job training, off the job training, and other methods.

The application of training programs also affected the performance of workers on how they carry out their job activities. This study also shows the relevance of training and how it affects the productivity of the employees. The introduction of training programs differs from organization to organization based on how they acquire their training knowledge, and this also leads to the transfer of knowledge.

5.2 Conclusion

Training has come to be regard as a vital tool of management capable of making important contributions to the goals of the enterprise. Starting with the identification of the individuals' capabilities and needs the organization or industries, training attempts to improve the performance of both by chasing the gap between expectation and achievements.

Training is thus most as a means to an end itself but as a continuing activity, an integral part of the business system. Time and money spent on training and development should be considered as investment in the future of the organization recognizing that employees are an organizations most important asset.

Benefits should be viewed as a return on investment; to the staff it can include improved activities, knowledge, skill, performance and rewards. To the organization, increased productivity reduced costs and greater profitability.

The study shows that there are no incentives attached to training, it should be noted that efficiency of any program depends directly on how well its members are trained. Training also motivates employees to work harder especially when incentives are attached. Employees who understand their job are likely to home higher morale. Since the contribution of every member of an organization, it follows that every employee deserves to be trained.

A training program is to succeed in any organization. Management must recognize it essentially and lend its wholehearted support.

5.3 Recommendation

It is necessary to recommend as follows having investigated, explored and exposed some of the problems in terms of training and development of workers.

- 1). It is important that all newly recruited workers should undergo on introductory training. This means proper introduction to their job as well as provide them with information about organization, its rules and policies. They should be introduced to fellow workers, and given ideas as to how their jobs fit in to the total operation. A

planned orientation program will help the new employees to identify with the organization and its procedures and give them to overcome fears and anxieties. It also makes new employees feel a part of the organizations.

2). The organization should endeavor to send their employees to overseas training so as to gain the experience of modern inventions and innovations as it related to their various professions.

3). The management of the industries should also motivate employees by attaching incentives to training and development; as such incentives will spur them to greater performance.

4). The management should change their policies that affect the welfare of their workers. Evidence shown that management does not give their staff the opportunity to make their own decisions which could bring about progress in the work environment and the management should also make use of their staff when such management positions exist thereby encouraging them to hold such positions.

5). Making more fund available and create more adequate facilities for an effective training and development program.

6). The industries should appoint some members as committee, who will be in charge of seminars or workshop that will always create time for lecturing the company members on the importance of training and development or hiring expert to take care of the training and development program.

7). All members no matter the class/rank should see training and development programs as a way of improving the objective or co-operate goal of the organization.

The members of the organization should commit themselves to the progress of training so as to improve their knowledge or skill to carry out their job efficiently and effectively for better result of the organizational goal.

5.4 Limitations of the Study

The following constraints were encountered in the course of this work.

1. Lack of reliable data: The Respondents' unwillingness to give out available and reliable data was major constrain in the course of the study.
2. Dearth of Research materials: The researcher was constrained in the search of research materials. Most current books and journals on the related area are not free, and so the researchers was limited to those materials she could afford.
3. Measure used to collect data: Secondary data would have been more appropriate for the post-evaluation analysis, but because it was difficult to separate and link percentage (%) increase in turnover to employee training, primary data was used.
4. Self-reported data: Self reported data was a major limitation of the study, because it rarely can be independently verified. The researcher had to take what the respondents said at face value. Nonetheless, with available data and judicious use of the limited resources, reasonable analysis was carried out to ensure that research findings add up to the body of knowledge.

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**FEDERAL UNIVERSITY OYE-EKITI,
FACULTY OF THE SOCIAL SCIENCES
DEPARTMENT OF SOCIOLOGY**

Dear Respondents,

I am a final year student of the Department of Sociology, Federal University Oye-Ekiti. I am carrying out a research work on impact of training and development on industrial workers. I solicit you to please answer the following questions with sincerity. Your answers will be treated with absolute confidentiality and will be used for academic purpose only.

Thanks for your cooperation. Please tick as appropriate

Yours faithfully,

Orsman Arinola O.

SOC/13/1304

SECTION A: SOCIO-DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

- 1. Sex: (a)Male [] (b) Female []
- 2. Age : (a) 18-27[] (b) 28-37 [] (c) 38-47 [] (d) 48-57[] (e) 58 and above
- 3. Marital Status : (a) Married [] (b) Single due to: (i) never married [] (ii) divorce [] (iii) widowed []
- 4. Educational Qualification: (a) SSCE [] (b) OND/ NCE [] (c) HND [] (d)University Degree [] (e) PhD [] (f) Others []
- 5. Religion: (a) Christianity [] (b) Islam [] (c) Traditionalist [] (d) Freethinkers []
- 6. Ethnic origin of the respondent (a) Yoruba (b) igbo (c) hausa
- 7. How long have you been working in the industrial sector?
(a)Less than six months (b) 6months-1year (c) 1-3years (d) 3-5years (e) more than 5 years

SECTION B: INFORMATION ON THE INDUSTRY IN ORDER TO FIND ANY CORRELATION IN THE SURVEY

8. Please state your corporation name and location.

Name of corporation: -----

Location of corporation -----

9. Which of the following industries best describe your corporation

(a) Education () (b) Manufacturing () (c) Finance () (d) Information technology ()

(e) Telecommunication () others, specify -----

10. What is the size of your cooperation?

(a) Less than 100 employees () (b) 100-200 employees () (c) 201-300 employees ()

(d) 301-400 employees () (e) 400-500 employees () (f) More than 500 employees []

11. Which of the following best describes the ownership of your corporation?

(a) Local own corporation () (b) Multinational own corporation () (c) Joint venture between

local and foreign corporation () Please specify the joint venture partner -----

12. Which department or division do you work in?

(a) Human resource department () (b) Finance/accounting department () (c)

Marketing/sales department () (d) Information technology department () (e) Operation

department () others, please specify -----

13. How long have you been employed in the corporation?

(a) Less than 10 years () (b) 15-20 years () (c) 10-15 years () (d) More than 20 years ()

14. Which of the following best describes your position in the company?

(a) Senior manager () (b) Manager () (c) Senior executive () (d) Executive () (e) Junior

executive () (f) Fresh/entry level () (g) Non-executive () others, specify -----

SECTIONC: RELEVANCE OF TRAINING AND DEVELOPMENTAL ACTIVITIES IN AN INDUSTRY.

15. What do you understand by training?

- (a) Learning() (b)Enhancement() (c)Sharing information() (d)All of the above()

16. Training is a must for enhancing productivity and performance?

- (a) Completely agree() (b)Partially agree() (c)Disagree() (e)Unsure

17. Do you feel training is compulsory for the employees?

- (a) Yes() (b)No() (c)Not sure()

18. Did you attend the training program before induction in the organisation?

- (a) Yes() (b)No

19. Which type of training program have you undergone?

- (a) External() (b)Internal() (c)Both()

20. Do you like to attend the training program?

- (a) Yes() (b)No()

21. Does training helps to improve employee-employer relationship

- (a) Yes() (b)No()

- 22.** Do training and developmental activities help the organization to maintain employee relation rate?
- (a) Yes () (b) No ()
- 23.** What kind of training methods do you prefer?
- (a) On the job methods() (b)Off the job methods() (c) Both
- 24.** What kind of training does your organization provide for the employees?
- (a) On the job training() (b)Off the job training() (c)Audio visuals Lectures() (d) all of the above
- 25.** Do you agree that the induction of training is a well-planned exercise in the organization?
- (a) Yes() (b) No()
- 26.** How often does your organization conduct the training and developmental program?
- (a) Every month() (b)Every quarter () (c)Half yearly () (d) Once in a year()
- 27.** What is your opinion about your present training system?
- (a) Excellent () (b) Good () (c) Average () (d)Below average
- 28.** Are you satisfied with present method of selection of candidates for training?
- (a) Yes () (b) No ()

SECTION D: THIS SECTION MEASURES HOW TRAINING AND DEVELOPMENT IMPROVES PRODUCTIVITY AND WORK PERFORMANCE.

The following questions address how measure training and development improves productivity and work performance. Please answer the following questions by ticking against the statement where appropriate: SA- strongly agree A-agree I-indifferent D-disagree SD- strongly disagree

No	Questions	SA	A	I	D	SD
29.	Training program helped to increase the productivity of both quality and quantity					
30.	Are training program helpful in long run?					
31.	Do you agree that training has helped in motivating employees and giving them job security?					
32.	Do you agree that training is on the basis of development needs?					
33.	Do you agree that training has helped in changing the attitude of the employees?					
34.	Does training help to do the job with more commitment?					
35.	Training reduces constant supervision do you agree with this statement?					
36.	Do you agree that training helps to understand the job clearly?					
37.	Do you agree those training programs are handled by a competent faculty?					

38.	The training policy used in your organization is well designed					
39.	Your organization considers training as a part of organizational strategy. Do you agree to this statement?					

Thanks for your time.....