

**EFFECTS OF TRAINING AND DEVELOPMENT ON WORKERS
PRODUCTIVITY (A STUDY OF THE SEVEN UP BOTTLING COMPANY)**

BY

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CERTIFICATION

This is to certify that **OLALUSI DANIEL OLUWATOSIN** at the Department of Business Administration, Mountain Top University Ogun state, Nigeria carried out this research project under my Supervision.

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DEDICATION

This research is dedicated to GOD Almighty for seeing me through my project and for his mercies and loving kindness, also to my parents siblings, friends and supervisor for being there and serving as guides through my stay at Mountain top University.

ABSTRACT

Training is the acquisition of appropriate skills or the providing of necessary knowledge for personnel to do specified activities in order to accomplish a common objective. The aim of this study is to ascertain the effect of Training and Development on Workers' Productivity in Seven-Up Bottling Company Limited. The study adopted a survey method to generate data from 228 staff of Seven-Up Bottling Nigeria Plc. through self-administered questionnaires. Data collected were analysed with SPSS-version 23 and subjected to both descriptive and inferential analysis. The finding of the study revealed positive significant relationship between training and development and workers' productivity ($P < 0.001$, $R = 0.379$). The study also found a substantial significant positive relationship between employee's perception of training and productivity ($p = 0.001$, $r = 0.221$), and that employees' training has substantial effect on productivity ($p = 0.001$, $r = 0.294$) at Seven-Up Bottling Company. The study concludes that if the appropriate individuals are sent on training through a systematic process of identifying and selecting employees for training, workers' productivity would improve significantly. The study recommends that management should prohibit managers from recommending employees for training based on favoritism and that seminars on the necessity of a systematic approach to training and the right method to follow in detecting skill gaps in various departments should be held for the Human Resource Department.

EFFECT OF TRAINING AND DEVELOPMENT ON WORKERS PRODUCTIVITY IN SEVEN-UP BOTTLING COMPANY LIMITED.

1.1 Introduction background to the study

The significant changes in the corporate world organization make us to understand that to maintain a competitive edge in the market, investment and employees should be equipped with the right skills which are acquired through intensive training.

According to Ejiofor (1998) the most important resources used in an organization is the human resource. Most often organization find out that no matter how well trained and developed their recent workers are, there is need for changes in their task and general environment as well as the needs of their workers.

In most cases, the workers seek opportunity of training and developing themselves. Workers training and development plans are subsequently organized and implemented the all activities that will develop workers and increase their productivity. Organization development in the Seven-Up Bottling Company is a reflection of workers efficiency.

“Training is the achievement of relevant skills or provision of necessary knowledge for employees to perform specific tasks to achieve a common goal” (Olaniyan, 2008). “Training allows employees to gain knowledge on the best way to utilize emerging and new technologies. It also provides insight on ways to function effectively in new work designs and environments such as virtual groups, liaising and communicating with customers and other stakeholders from various backgrounds for efficient services (Noe, 2008).” Training yields definite outcomes which include improved staff competency and capacity for performance. An organization may find it challenging to maintain competent staff in its payroll if training of its workforce is not made available or considered a priority. This will ultimately hinder the achievement of organizational goals.

Organizations around the world including the Seven-Up Bottling Company require their employees to have the capacity to accomplish goals that justify their wages. If the organization does not obtain the desired output expected from its employees, they

will employ individuals who meets those expectations or implement strategies that ensure poorly performing employees meets productivity expectations. In cases where strategies are employed to improve performance, training is the preferred solution (Onasanya, 1999).

How committed and efficient workers in the Seven-Up Bottling Company handles their duties are determined by their skills, attitude and knowledge towards their specific jobs assigned to them. Hence training and development are effective measures through which new skills, knowledge and goals can be achieved.

Due to the increase in global competition, organizations must find ways to reduce their expenses, while improving quality, delivery speed, and adaptability. In this new age, it is also essential that improvements not only focus on output and feasibility of technical processes but also on the employees who execute them. It has therefore become increasingly important for employees to adapt to change quickly, while staying competent and motivated (Bokhorst & Slomp,2007).

Employees gain knowledge, skills, and abilities to change their behaviour and attitudes during training which can produce high quality result for the organization (Ahmed & Yohanna, 2014).

The individual improvement seen in employees also translates to improved organizational performance (Al-Mzary,Al-Rufai,& Al-Momany, 2015, Ikechukwu, 2017). Training can also ensure that the workforce can adapt seamlessly to new technology increasing the efficiency and productivity of individuals and organizations (Khan, Abassi, Waseem, Ayaz, & Ijaz, 2016).

In this age of technological advancement, change is a reoccurring and persistent factor. As a result, organizations must ensure training is consistent in other to tackle the challenges that arise from political, financial, societal and pioneering changes in environment (Buckley& Capel, 2009). For organizations to survive, grow and develop, they must, therefore, their capacity to adjust to the external and internal needs that occur as a result of changes.

This research work is aimed at finding out the effect of training and development on workers' productivity with a particular reference to the Seven-Up Bottling Company Nigeria Plc. In summary, training and development of workers are factors that influence productivity, effectiveness and performance in organization.

To show the importance attached to employee training, the Seven-Up Bottling Company has a training school and conducts on-the-job and off-the-job for employees from time to time. These notwithstanding Human Resource departments in these organizations still face challenges in the selection of employees for training. To assist

in the possible improvement of training and development of workers in the Seven-Up Bottling Company in particular and manufacturing companies in general, the research was embarked upon to investigate the effect of training and development of workers productivity and performance vis-a- vis the processes of employees training and the challenges faced by the top level managers in the selection of employees for training with reference to the employees of the Seven-Up Bottling Company

This research work is aimed at finding out the effect of training and development on workers productivity with particular reference to the Seven-Up Bottling Company. In summary therefore, training and development are factors that influence productivity, effectiveness and performance in the Seven-Up Bottling Company. For employees better performance, the management organize training and development programmes as the methods of enhancing the employees skills increasing the individual and organizational performance, improving the employees morale and achieving the business growth and success. This programme improves employees' knowledge, skills and abilities and these enable them to be more competence and effective with their job and these leads to the increase in their productivity.

1.2 STATEMENT OF THE PROBLEM

The problems in the Seven-Up Bottling Company are aspect of the economic process of societal development such problems can exist where there is discrepancy between expected results and achieved result. Many organizations like the Seven-Up Bottling Company embark on training and development of their workers and this makes them encounter some problems such as lack of adequate planning on the part of the management concerning adequate training and development for a particular job, the problem of funds in sponsoring some training and development programme for all level of workers in the Seven-Up Bottling Company and poor attitude or negative attitude of workers training and development programme. The perception of employees on training and development 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 organizations productivity. The perception or attitude of employees is transformed into positive or negative behaviour. How do the employees see the training policies of the Seven-Up Bottling Company? 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.

1.6 SCOPE OF THE STUDY

In terms of coverage, this study examines the effect of training and development on workers' productivity in the Seven-Up Bottling Company Plc. In view of the technicalities involved, it would be unrealistic to assume that all necessary facts will be gathered in the process of the study. Information is limited to those accesses and made available by the respondents and also have gathered from end users. More so, since large public organizations have many forms, the study will be only limited to the Seven-Up Bottling Company.

1.7 SIGNIFICANCE OF THE STUDY

The findings of the study will aid the nations' industrial and socio-economic policy makers to design potentially viable and implementable policies in training and development programme for workers in the Seven-Up Bottling Company. The work will also take a national view of the training and development needs of workers in terms of their skills, attitudes, self-competent, efficiency, high quality production, and reduction in labour turnover, industrial accidents, wastage of resources and quality levels of production. The study also adds to the stock of existing knowledge of the effect of training and development on workers' productivity in the Seven-Up Bottling Company.

1.8 LIMITATION OF THE STUDY

This work is taking a single organizational outlook, the Seven-Up Bottling Company Nigeria Plc the research restricts itself to examining the effect of training and development on workers' productivity in the organization. As a result of inadequate information with time and financial constraint, this study will not be easy at all. There is no gain saying that there are no limitations in research work. Therefore, it will be of more importance to highlight certain militating factors that tend to narrow or limit my scope of study. This project research would have been easier if not for these limiting factors:

- Time factor: time was not on the researchers to consult various sectors of the economy to review employees or given out questionnaire to various organizations.
- Finance: this is another barrier that is limited on every researcher work.

1.9 BRIEF HISTORY

Seven-up Bottling Company Ltd is a soft drinks manufacturer headquartered in Lagos, Nigeria. Its shares were previously quoted on the Nigerian Stock Exchange but after a buyout of outstanding public shares by the investment arm of the founders' family, it became privately owned. Seven-up Bottling Company Ltd is one of the largest manufacturing companies in Nigeria, producing and distributing some of the nation's most-loved beverages in the country like; Pepsi, 7up, Mirinda, Teem, Mountain Dew, H2oh! Lipton, IceTea, Supa Komando Energy Drink and Aquafina Premium drinking water.

Seven-up Bottling Company has nine bottling plants with state-of-the-art manufacturing facilities strategically located across various regions in the country.

Production of its first product, 7up started on October 1st 1960. The venture was a brainchild of the EL-Khalil family from Lebanon. The family patriarch had founded a transport firm in Nigeria and then decided to divest into soft drink market to compete with Leventis led Nigerian Bottling Company (NBC). In the 1960s, the firm introduced a brand of howdy products including Howdy crush, Howdy ginger Ale. The firm's initial market was within Mid-West and Western Nigeria due to location of its factory at Ijora, Lagos. To raise awareness and compete with NBC, they distributed outdoor branded kiosks to retailers.

In the 1970s, after the government promulgated an indigenisation decree, EL-Khalil family sold their transport business and concentrated on the bottling business. Faysal El-Khalil, who managed the transport firm, joined Seven-up and later became its Managing Director. As the purchasing power of consumers increased. The firm embarked on an expansion programme at the beginning of Nigeria's oil boom during the 1970s. A new factory was built in Oregun and followed by one at Ibadan and then at Aba. The company's push for nationwide coverage has led to factories being built in Kano, Kaduna, Enugu, Benin and Ilorin.

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1.9 DEFINITION OF TERMS

Training: Training is the acquisition of knowledge, skills, and competencies as a result of teaching of vocational or practical skills and knowledge that relate to specific useful competencies. Training has specific goals of improving one's capability, productivity and performance. It also refers to learning activities carried on for the primary purpose of enabling members of the organization to acquire the knowledge, skills, abilities, and attitude needed by a particular job.

Development: This is to enhance or make up a particular way of making things better in an organization. Development is very important in any organization when it comes to various workers and employees' development helps them in their various skills or task. Development is a broad ongoing multi-faceted set of activities which covers not only skills which improves job performance, but also those activities which brings out growth of the personality, help individual progress towards maturity and actualization of their potential.

Productivity: This is an overall measure of the ability to produce a good or service. More specifically, productivity is the measure of how specified resource are managed to accomplish timely objectives as stated in terms of quantity and quality. Productivity is an objective concept. Productivity is the measure of efficiency of production. Productivity measure is defined as the total output per unit of the total input. The measurement of productivity is geared towards finding out the effectiveness and efficiency of all resources employed in production.

CHAPTER TWO

LITERATURE REVIEW

2.1 CONCEPTUAL AND THEORETICAL REVIEW

Chandrasekar (2011: P.17) explained that, workplace have two types of effects on workers' morale, productivity and engagement positive and negative, if you give a good work environment the effect will be positive. According to Garavan (1997: P.32) without any training, workers cannot perform easily. According to Flynn et al. (1995:659) organizational goals can be achieved effectively if workers of those organizations are provided sufficient training and development. Training and development should have significant role for the development of workers' productivity. According to Drucker (1999: P.69) the one contribution a manager is uniquely expected to make is to give others vision and ability to perform. Training is the organized procedure by which people learn knowledge or skills for a definite purpose. Cole (2002: P.330), defines training as a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. Gordon (1992: P.235), defines training has the planned and systematic modification of behaviour through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively. Grobler et al (2006: P.125) described training as the use of specific means to inculcate specific learning, using techniques that can be identified and described. These techniques and methods should be continually improved. Armstrong (1996: P.11), emphasizes that training should be developed and operated within an organization by appreciating learning theories and approaches if the training is to be well understood. Training refers to the acquisition of the skills, knowledge and competencies required to perform a task, by means of teaching. Noe et al. (1986: P.49) defines training as, a planned effort to facilitate the learning of job-related knowledge, skills, and behaviour by employees. Training therefore can be explained as a planned and systematic effort by management aimed at altering behaviour of employees, in a direction that will achieve organizational

goals. Armstrong (2001: P.32) defines training as the use of systematic and planned instruction activities to promote learning. Reynolds (2004: P.16) defined training as a set of activities which react to present needs and is focused on the instructor and contrasts with learning as a process that focuses on developing individual and organizational potential and building capabilities for the future. Training is the systematic development of the attitude and skill behaviour pattern required by an individual in order to perform adequately a given task. It develops their skills, changes their attitude towards work and builds their loyalty to the company hence improved performance. Training is aimed at helping the employees obtain knowledge and skills required in performing and being able to develop their abilities to the full, within the areas that are relevant to the organization. For training to be effective, it should improve the performance and ability of the trained employee. Training addresses gaps between an ideal and an optimal stage of development. Rothwell (2006: P.234), categorize them into two sets, to fill up a performance gap (identified during the performance management process) and to fill up growth gap, (to be promoted or to be able to fill another open position in the organization). Schmidt et al. (1992: P.208) refers to three methods for identifying training needs: the generic methods, performance analysis, and competency assessment. Training can only be performed when it has determined which employees should receive training, their current levels, knowledge and skills. Trainers identify how employee should perform and then design a training program to fit the workers required skills. However, the assessment of the individual will indicate the range of skills and knowledge that is to be acquired. Benefits of Training The purpose of training is mainly to improve knowledge and skills, and to change attitudes or behaviour. It is one of the most important potential motivators which can lead to many possible benefits for both individuals and the organization. According to Cole (2002: P.330) training can achieve.

- High Morale: Training not only improves the basic skill and knowledge of workers but also moulds their attitudes towards organization's activities and generates greater loyalty.
- Higher Productivity: Training provides opportunities for workers to learn different skills, knowledge and technical know-how. This enables them for

better performance in the actual work place thereby leading to increase quantity and quality of output.

- **Quick Learning:** A well planned and systematic training program provides opportunity for trainee for quick learning because, it reduces the time and costs involved in training. d) **Better Management:** A manager can make the use of training programs for better management of organizational activities. It facilitates overall management functions by providing efficient and capable human resource.

2.2 METHODS OF TRAINING

The selection of method for training need to be used is based on identified training needs, training objectives, an understanding on the part of the trainees, the resources available and an awareness of learning principles. According to De Cauza et al (1996: P.70) the most popular training and development method used by organizations can be classified as either on-the-job or off-the-job. In Radisson Blu Anchorage Hotel, the on-the-job training is more embraced. According to De Cauza et al, (1996: P.70) there are a variety of training approaches that managers can use and these include:

2.2.1 TYPES OF TRAINING

- **On-The-Job Training:** This is the most widely used training method; on-the-job method of training is simple and less costly to operate. Observing this method critically, the training places the employee in actual work situations and makes them appear to be immediately productive. The method is suitable for imparting operative or technical skills to operative personnel. This places the employees in the actual work environment and trainees are provided with knowledge, skill and abilities of performing different tasks. There are three common methods that are used in on-the-job training and these are; apprenticeship, mentoring and job rotation

- **Apprenticeship:** it is a popular method of teaching new skills and methods to employees. Here the now employee observes a senior experienced worker and learns what to do. The advantage here is that this method is tried and tested and fit the requirements of the organization. The disadvantages are that the senior worker is not usually trained in the skills and methods of training

therefore it can be a process that may be time consuming as a new comer struggles to cope with the senior workers' explanations.

- **Mentoring:** This system the senior experienced worker acts as an advisor and protector to the trainee and also takes charge of the training and development of the new employee iii.) Job rotation: Job rotation is another form of training that became popular in the 1970s to help relieve boredom and thereby raise the productivity of shop floor workers. It is a management technique used to rotate incumbents from job to job or from department to department or from one plant to another in different geographical areas. This usually aims to give trainee managers a feel for the organization by giving them the experience of working in different departments

- **Off-the-job Training:**

This is another method of employee training which is concerned with the arrangements organized away from organizational work station. The trainees focus on learning experience by going under training outside the organizational work place. The trainees are removed from the stress and demands of workplace as the training program is organized away from organizational workplace.

- **Vestibule training:** This method of training is where the worker is trained to use machine or perform a task similar to the ones in the real work situation. Under this method of training, the training program is conducted out of the job in an area separate from the work place under the supervision of a skilled instructor. After going through the vestibule training for a specified time period, the trainees are expected to apply their newly acquired skills when they are assigned to their real job
- **Case study method:** Case study deals with any problem confronted by a business which can be solved by an employee. The trainee is given an opportunity to analyze the case and come out with all possible solutions. This method can enhance analytic and critical thinking of an employee.
- **Business Exercise:** In this type of training exercise, the work situation is stimulated and the trainees are presented with reports, correspondence and memoranda, as in a real work situation, to handle. Business exercise training

helps employees to develop decision-making, time management, planning and communication skills.

Training Process and Steps involved Training is a step-by-step process that will complete only after successful completion of given sequential activities. Past literatures on training indicate that, training in an organization involves systematic approach which generally follows a sequence of activities involving the establishment of a training policy, followed by training needs identification, training plans and programs design and implementation, evaluation and training feedback for further action.

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2.2.3 PROCESSES OF TRAINING AND DEVELOPMENT

An effective training program is built by following a systematic, step-by step process which includes the following

- **Identifying and assess Training Needs:** Workers training needs may already be established in the organization's strategic, human resources or individual development plans. Training need is a difference between standard performance and actual performance.
- **Establish specific objectives:** The gap identified should be analyzed, prioritized and converted into the organization's training objectives. Training program will be developed to bridge the gap between the standard performance and actual performance.
- **Select appropriate methods:** An action plan is created to identify and determine the training objectives. There are various training methods available but their suitability is judged as per the need of organizational training needs.
- **Implement Training Initiatives:** Program implementation includes the scheduling of training activities and organization of any related resources. This stage brings the training program into existence. The prepared plans and programs are implemented to get the desired output. Employees are trained to develop for better performance of organizational activities.

v.) Evaluate Program: The entire program should be evaluated to determine if it was successful and met training objectives. It refers to the training utility in terms of effect of training on employees' performance.

vi.) Feedback: Feedback is obtained from all stakeholders to determine program and instructor effectiveness. Analyzing this feedback will allow the organization to identify any weaknesses in the program. Employee Development One of the most important functions of Human Resource Management is employee development.

Antonacopoulou (2000: P.498) defines Employee development as a means to develop the abilities of an individual employee and organization as a whole. In every organization the success is tremendously relayed on its employees. However, there are different other aspects that perform a major part; an organization need to ensure efficient employees in line with financially dominant and competitive in the market. Organizations want to have the employees, who are capable to swiftly adjust in continuously fluctuating business environment. Most companies are investing a lot of money on the training and development of employees in order to remain competitive

and successful. Importance of Employee Development The importance of developing employees' skill is rapidly growing and organizations are using this to compete with their competitors in the market. According to Antonacopoulou (2000: P.498) employee development activities are very important for the employees, as the activities are performed, it indicates that organization cares about their employees and wants them to develop. Many organizations are contributing towards the employee development activities, it enables the employees to work hard, utilize their full skills and efforts to achieve the goals of the organizations.

2.3 TRAINING AND DEVELOPMENT

Training and development is one of the imperatives of human resource management as it can improve performance of individual in the organization. The processes of increasing workers' capacity to take action, organizations are becoming more focused with organizational learning and collective development. Organizational learning can be described as the efficient procedure to process, interpret and respond to both internal and external information of a predominantly explicit nature. Easterby-Smith et al (1999: P.2), describes the emergence of the concept of organizational learning as central on the idea that advocacies of learning are tended to its commercial significance and are lacking of empirical information on learning processes. Closing the performance gap and growth gap is now a critical area of human resource development for organizations to continuously penetrate the market. The gap basically threatens the productivity and competitiveness both in organizational and operational levels. Radisson Blu Anchorage Hotel has cultivated the concept of training and development of the workers. During the course of this research previous discussion between scholars and professionals was discovered, that training and development program has effective impact on objectives of employee and organizations. Some of the scholars suggest that training opportunities increase in high employee turnover whereas the other claimed that training is an instrument which is beneficial for workers retention. Most writers agree that employee training is a complicated human resource practice that can expressively influence on the accomplishment of the organizations. Smith et al (2003: P.336) described three methods for identifying needs: the generic methods, performance analysis, and

competency assessment. Where performance analysis focuses on deficiencies or problems, competency assessment focuses on opportunity for improvement. Trainers identify how they believe people should perform and then design a training program to give the workers the skills they need. According to Byrne (1999: P.104) Training and development has been acknowledged to be a very important component of organizational performance, it is not an end goal rather training is characterized as a means to an end, the end being productive, efficient work organizations, populated by informed workers who see themselves as significant stakeholders in their organizations" success Goldstein et al (2002: P.124) defined Training as an organized method of learning and development which expand the efficiency of individual, group, and the organization. Development means leading to gaining of new abilities and skills for personal growth of workers productivity. Training and development programs Training must be addressed in such a way that it covers the workers" productivity, development needs and is in accordance with their job descriptions. Globally different companies provides training and development program to their workers for the improvement of their skills and abilities. Kleiman (2000: P.70) described that the essentials parts of a worthy workers training program are constructed on orientation, management skills, and operational skills of workers. The workers and the employer have to work together in order to determine the workers gap. The training method will be identified, need to suite the particular gap. The worker should be accorded the responsibility to make decisions regarding the training, while employers should provide their workers with opportunities to improve their background skills so as to enable them to adjust with more complex situations. According to Kottke (1999: P.532), workers development programs must be comprises with core proficiencies, appropriate structure through which organizations develop their businesses at corporate level. Technical training program for workers raise their job satisfaction and help to understand the culture of organization, which lead to the success of the organization. Workers will be more productive, if companies provide them training as per the requirement of the job. Noe et al. (2003) explained that, there must be a collective responsibility held by the employer and the worker in the productivity process of the worker. The first step, the workers must carry out self-assessment, where the worker is expected to identify the opportunities and needs for improvement. The second step is a reality check where the worker identifies which needs can realistically be developed. The third step is about goal

setting. At this stage, the worker identifies goals and methods in order to determine progress towards the goal. The final step consists of action planning, which enables identifying a time frame in order to reach the desired level of development. Factors Hindering Training and Development According to Robbins et al. (2003: P.231) many employers are not in support of training and development initiative because they assume employees should have gotten enough training from the institutions, most employers consider that it is the responsibility of the workers to learn how to do their job so that they are hired, training and development programme are regarded as an expense which it is difficult to convince shareholders to approve. The researchers (Robbins et al., 2003: P.401) also added that, if training and development are delivered the right way and at the right time it will provide substantial returns for the employer in terms of increased productivity, knowledge, loyalty and profit. In spite of the innumerable reasons and benefits derived from training, in most cases training and development programme fail. This is regardless of whether the courses were attended in the best universities or delivered by the most prominent trainers. Perry (2007: P.282) and Kleiman (2003: P.389), addressed the failures of training and development programme in greater depth. In these two works, the first reason identified for the failure of training and development programme stems from the training objectives not being aligned with the business needs. If the root of the problem of poor performance, for instance, it is related to factors such as reward systems, job design and motivation, which are not related to training, training will be pointless. Furthermore, the absence of objectives to provide direction and focus, training will certainly not succeed. Training and development should include a focused process that allows the worker to ponder desired results. Objectives afford important direction and focus for learning the final product, which is a change in job performance. Researchers also hold that when training is too expensive if compared to its short-term return on investment, then companies may consider it a failure and, therefore, unacceptable. However, the long-term pay-off may be rewarding. Training will be worthless if the participants regard the training programme as a mere event without any change to their behaviour. Whenever training is considered as a single event, the chances of behaviour change are slim. Training is also likely to fail if participants are not held accountable for the results. Generally, workers are not held accountable for the use of the contents of their course in the workplace. Unless they are held accountable, no change will occur in their behaviour. If the conditions are not conducive to learning, the training efforts

will have been in vain. Moreover, without the support of line management training will also fail. When there is no support from direct managers/supervisors, the workers will resist implementing the new skills and knowledge acquired during the training course. Management involvement is crucial to the learning process. Another reason for the failure of training and development occurs when the company fails to isolate the effects of training and development. However, other factors rather than training may influence performance. Thus, the advances directly related to training must be isolated. If not, some training programme clearly noticeable as impacting on the bottom line may be discarded as irrelevant. For the success of a training programme, top executives' commitment is critical. Top management will not only allocate resources but, for the training and development to succeed, will also participate in the design of the process. Lastly, training and development will be unsuccessful if there is a failure to provide feedback and use information about results. If the company fails to evaluate training by providing feedback, employees will not be able to know about their progress, nor facilitators to understand the success of their programme. Radisson Blu Anchorage Hotel, employees are provided with training; however, after training they fail to transfer whatever they have learnt to their working environment in order to improve productivity. When a worker retires or leaves the organization it becomes difficult to find someone internally to fill the vacant post, even though other workers have been sent for training for such positions. Reasons for carrying out Training and Development Katcher and Snyder (2003: P.90) identify some of the reasons why employers need their workers to continuously learn new skills, and they include the following:

- Capital improvement: Workers are asset to the organization but employers are more concerned about reaching deadlines and profit maximization rather than workers skills development, without which employee performance could be hampered. Although the organization still achieves productivity, the focus should also be on the dedication, commitment and loyalty of employees. If workers do not receive ongoing training, upto-date equipment will not be used optimally.
- Morale improvement: Employees who continuously upgrade their job skills will also improve their productivity. Developing employee skills not only plays a role in the workplace, but in the external world as well. It

contributes to the full personal development of each worker and the socio-economic development of the nation at large; therefore, happy workers may be productive, but more productive workers are happier.

- Ability to adapt to change: The more skilled the workforce is, the easier it will be for the entire organization to adapt to changes that may arise in the domestic and global market place in the demand of its products and services.

Factors Hindering Training and Development

According to Robbins et al. (2003: P.231) many employers are not in support of training and development initiative because they assume employees should have gotten enough training from the institutions, most employers consider that it is the responsibility of the employees to learn how to do their job so that they are hired, training and development programmes are regarded as an expense which it is difficult to convince shareholders to approve. The researchers (Robbins et al., 2003: P.401) also added that, if training and development are delivered the right way and at the right time it will provide substantial returns for the employer in terms of increased productivity, knowledge, loyalty and profit. In spite of the innumerable reasons and benefits derived from training, in most cases training and development programmes fail. This is regardless of whether the courses were attended in the best universities or delivered by the most prominent trainers. Perry (2007: P.282) and Kleiman (2003: P.389), addressed the failures of training and development programmes in greater depth. In these two works, the first reason identified for the failure of training and development programmes stems from the training objectives not being aligned with the business needs. If the root of the problem of poor performance, for instance, it is related to factors such as reward systems, job design and motivation, which are not related to training, training will be pointless. Furthermore, the absence of objectives to provide direction and focus, training will certainly not succeed. Training and development should include a focused process that allows the employee to ponder desired results. Objectives afford important direction and focus for learning the final product, which is a change in job performance. Researchers also hold that when training is too expensive if compared to its short-term return on investment, then companies may consider it a failure and, therefore, unacceptable. However, the long-term pay-off may be rewarding. Training will be worthless if the participants regard the training programme as a mere event without any change to their behaviour. Whenever training is considered as a single event, the chances of behaviour change are slim. Training is also likely to fail if participants are not held accountable for the results. Generally, employees are not held accountable for the use of the contents of their course in the workplace. Unless they are held accountable, no change will occur in their behaviour. If the conditions are not conducive to learning, the training efforts will have been in vain. Moreover, without the support of line management training will also fail. When there is no support from direct managers/supervisors, the employees will resist implementing the new skills and knowledge acquired during the training course. Management involvement is crucial to the learning process. Another reason for the failure of training and development occurs when the company fails to isolate the effects of training and development.

However, other factors rather than training may influence performance. Thus, the advances directly related to training must be isolated. If not, some training programmes clearly noticeable as impacting on the bottom line may be discarded as irrelevant. For the success of a training programme, top executives' commitment is critical. Top management will not only allocate resources but, for the training and development to succeed, will also participate in the design of the process. Lastly, training and development will be unsuccessful if there is a failure to provide feedback and use information about results. If the company fails to evaluate training by providing feedback, employees will not be able to know about their progress, nor facilitators to understand the success of their programmes. Radisson Blu Anchorage Hotel, employees are provided with training; however, after training they fail to transfer whatever they have learnt to their working environment in order to improve performance. When an employee retires or leaves the organization it becomes difficult to find someone internally to fill the vacant post, even though other employees have been sent for training for such positions.

Reasons for Carrying Out Training and Development Katcher and Snyder (2003: P.90) identify some of the reasons why employers need their employees to continuously learn new skills, and they include the following:

- **Capital improvement:** Employees are asset to the organization but employers are more concerned about reaching deadlines and profit maximization rather than employees skills development, without which employee performance could be hampered. Although the organization still achieves productivity, the focus should also be on the dedication, commitment and loyalty of employees. If employees do not receive ongoing training, up-to-date equipment will not be used optimally.
- **Morale improvement:** Employees who continuously upgrade their job skills will also improve their productivity. Developing employee skills not only plays a role in the workplace, but in the external world as well. It contributes to the full personal development of each employee and the socio-economic development of the nation at large; therefore, happy employees may be productive, but more productive employees are happier.
- **Ability to adapt to change:** The more skilled the workforce is, the easier it will be for the entire organization to adapt to changes that may arise in the domestic and global market place in the demand of its products and services.

WORKERS PRODUCTIVITY

Ramanujam (1986: P.803), defines Productivity as a sign of the capacity of a company to efficiently achieve independent goals. All organization has been established with certain objectives to achieve. The objectives that have been established can be achieved by utilizing the resources like men, machines, materials and money. Training and development plays an important role in performing tasks for accomplishing the goals. Organization needs highly skilled and dedicated resources to perform well. The business environment is constantly changing due to some internal

and external factors. Organizations get the advantage over other competitors through their talented and dedicated skills that can take the lead in the market. The contribution of workers on job is the most important factor for development and excellence in business. Factors such as acquired skills, training, motivation, dedication, welfare, management policies, fringe benefits, salary and packages, promotion, communication are responsible to encourage the employee to work sincerely and give their best output. Management must put in sincere efforts to improving workers productivity in the organization as this will have great impact on the total production, sales, profit, progress and market position of the company in the market. Advantages of workers productivity

- Productivity increases
- Job satisfaction
- High profit
- Improves sales and market shares of the company in the market
- Workers productivity develop sense of commitment and loyalty
- Total production increases in quality and quantity Factors Affecting Workers' Productivity Anderson (2003: P. 122), stated that the following are the factors affecting workers' productivity in an organization, they include: Experience, Balancing home and work and Manager Interaction
- Experience: Hiring workers who do not have the proper background for the job is one of the things that start a performance downward spiral (Anderson, 2003:122). Company training should be used to enhance the workers background. If a worker has undergone extensive training but is still experiencing productivity issues, then the problem could be that the worker does not possess the necessary experience to do the job.
- Balancing Home and Work: Managers need to be sensitive to workers' personal problems, and be prepared to discuss the issues with workers when necessary. If a worker requires time off to deal with a personal problem, then granting that time off will help to show all workers that the company values them (Anderson, 2003). As much as an employer may not want to be affected by the personal life of his workers, personal problems can sometimes affect workers productivity.

- **Manager interaction:** If a worker does not get feedback from the manager as regards performance on the job, the worker has no idea how to rate their product. Managers should be trained to give positive and negative workers productivity feedback. In negative situations, the manager should work with the worker to create a programme that will help address the productivity shortcomings. It is easier for workers to improve productivity when they know what they are doing right and what they are doing wrong.
 - **Setting goals:** Employers need to set goals that workers are required to achieve. Performing to the minimum standards means the worker is doing his job, and that can help a worker understand what is expected of him at a minimum. It would also be helpful to create incentives that will give workers motivation to go beyond the set goals.
- Workers Performance Management** The main objective of human resources management is to utilize the human resources in a most optimal manner so that targets can be achieved very effectively and efficiently. It is a way of establishing a shared workforce understanding about what is to be achieved at an organizational level. It is also a system for identifying, differentiating, and rewarding productivity of a worker. Organizational objectives are aligned with the employees agreed measures, skills, competency requirements, development plans and the delivery of results. Organizations use performance management to drive behaviour from the workers to get specific outcomes.

According to, Noe et al. (2003: P.71), workers performance management is used to ensure that workers' activities and outcomes are coinciding exactly with the organization's objectives and entails specifying those activities and outcomes that will result in the firm successfully implementing the strategy. Workers productivity management is the continuous process of setting objectives, assessing progress and providing on-going coaching and feedback to ensure that workers are meeting their objectives and career goals. Workers productivity management is the process of creating a work environment or setting in which people are enabled to perform to the best of their abilities. Workers performance management is a communication process by which managers and workers

work together to plan; monitor and review an worker's work objectives and overall contribution to the organization. Armstrong (1998: P.16) explains that, performance management involves enabling people to perform their work to the best of their ability, meeting and perhaps exceeding targets and standards. For successful performance management, a culture of collective and individual responsibility for the continuing improvement of business processes needs to be established, and individual skills and contributions need to be encouraged and nurtured. Where organizations are concerned, workers performance management is usually known as company performance and is monitored through business appraisal. Workers performance management is the development of individuals with competence and commitment, working towards the achievement of shared meaningful objectives within an organization which supports and encourages their achievement. Armstrong and Baron (1998: P.7) defined it as, a strategic and integrated approach to increasing the effectiveness of organizations by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors.

Functions of the Workers Performance Management

The workers performance management is concerned with the productivity of the workers, systems and organization. The functions of performance management are summarized below:

- **Develop Performance Plans:** Management goes for planning of the job, competencies required for performing the jobs and standards required for performance of the jobs. It includes job description, job specification and fixation of job performance standard. Through these plans only the type of person required can be ascertained.
- **Create Healthy Work Environment:** The objective is to create an environment of openness, trust, mutual understanding, team spirit and cooperation. With the help of human resource policies they create environment for, day to day dealing, rules and regulations regarding leaves, welfare, promotion, discipline, incentives, and training.

- Selection of Appropriate People: The required type and number of people are to be selected from the aspirants. So they may be made available at right place in right time for accomplishment of the tasks at required time. This is possible through proper recruitment and selection of employees
- Plans for Development of Employees: Performance management is interested in development of both workers and organization. It conducts orientation of the persons, provides education, and finds out the need for training and conduct training program for development of skills, knowledge and competencies.
- Design Compensation, Recognition and Reward System: Through performance appraisal system the slow and fast working persons are identified. As per the output the management designs the compensation, recognition and reward system. For good performers the incentives are designed as per the output. They are given better incentives whereas slow working persons may be given less incentives or may be denied. Good performers' tasks are recognized by giving appreciation letter, prizes or rewards. Sometime they may be considered for further promotion also. This keeps on motivating the people whether a slow or fast working person.

2.4 Training and Development Policy

Policies are formulated to provide guides to action and to set limits to decision making; what should be done in certain circumstances and how particular requirements and issues must be dealt with, Armstrong & Stephens (2005). Policies are therefore set up in such areas as marketing, finance, operations as well as human resource. In human resource, there could policies on training and development, recruitment and selection and salary administration and compensation; just to mention a few. Such organizational policies (human resource policies) are either formally expressed in manuals or informally as haven grown from customs and traditional

practices over the years. However to avoid ambiguity, it is very important that all major policy statements are formally expressed in manuals. This makes it possible and easier for managers, supervisors, union/association executives to familiarize themselves with relevant policies and how they should be interpreted. Again there is the need for senior management to communicate policies if they have not been written. The attend time taken that could be used on more pressing issues and the confusion that comes with oral traditions could be avoided with a formally expressed policies in a manual. Again it is the position of the researcher that, since employees come and go, while management and leadership of unions / associations also changes, there would be the strong need for policies to be more formally expressed in manuals for to avoid misinterpretation and to encourage consistency and fairness. A policy document usually starts with a statement of broad objectives of management and its philosophy for the establishment of a mutuality of interest with its employees for great cooperation. Mullins (2000) lists the following as the essential components of a training and development policy.

- the view that continuous training (and retraining of workers) is the norm
- The assumption that training will be a life – long process (may as long as workers remains in the employment of the organization)
- . Recognition of the need to update existing skills, replace redundant skills and train for new skills and
- The need for multi-skilling to cope with change. (In today’s work labour market multi-skilling is the new paradigm shift for would be employees). This is because with the increase in the cost of doing business while profit are declining, management of business are working to cut cost in the numbers of hired employees. While policy formulation is an exercise meant for the attainment of organization’s goals, it also serves the concurrently as a statement of the organization’s corporate philosophy. Monappa & Saiyadain (2008), fine policy in three different contests:
- Those policies are the basic rules to govern the functioning of a department or unit so that in the implementation of the policy the desired objectives are met. This means the policy is a guide to decision making e. g. what to do when certain situations arise.

- Those policies that are used as control mechanisms in order to restrain managers from undesirable actions or from mishandling situation
- Policy guidelines can be used to rationalize decision making whenever standard decisions are involve; i. e. those decisions that are repeated given the same situation. It could be inferred from the above that, policies statements serve as guidelines to action and the establishment of equality or parity among workers of an organization. This notion is also express by Asare-Bediako (2008) when he defined policy as a guide to actions and decisions of organization members. Policies are thus directives that emanate from top management of the organization and so provide the basis for the general of organization members. They tell employees how they should act in certain specific situations or circumstances. For these reasons every organization including Accra Polytechnic would as of necessity need a policy on its human resource management including. This would enable supervisors to know what to in circumstances of the non performance of their team members, whether to recommend them for training or otherwise. Again this system when it is practice throughout the organization would lead to the accruing of the benefit of management by policies such as (a) control (b) consistency (c) uniformity and (d) fairness, (ibid). Training policy in an organization like A – Poly would indicate to workers management’s commitment training and development as it is expressed rules and procedures which govern and influence the scope of training and development. Training policies of organizations further highlight the following to its members: i. The organization’s approach to the training functions and provides guidance for the design and execution of training. It would further provide information to workers on training and development. ii. The identification of priority areas in training and prioritize according to real felt needs since resources are scarce and xliii iii. It would communicate the organization’s intentions with respect to members’ career development and give members the opportunity to enhance their career prospects through training. Taking an opportunity of training programme to enhance ones career prospects could be possible with the existence of training and development policy. This is why the seeming absence of training and development policy in the Polytechnic may not help in its growth and development. This seems to

have become more imperative with the threat that looming establishment of private polytechnics poses to the premier polytechnic (A-Poly). 2.8 Training Methods / Techniques According to Dessler (2008), training and development must consist of five steps:

Step 1: Needs analysis -: In this step the trainer identifies the specific job performance skills needed, assess the prospective trainee's skills and then develop specific, measurable knowledge and performance objectives based on any deficiencies identified.

Step 2: Instruction design -: Here the trainer decides on, compile and produce the training programme content including workbooks, exercises, and activities. Some the techniques might include on-the-job training, off-the-job training and so on.

Step 3: Validation -: (optional) this stage validates step 2 in which there is testing of the training programme on a small representative audience.

Step 4: Implementation -: This is where the training programme is actually put into action.

Step 5: Evaluation -: Here management assesses success or failure of the programme. In looking at training methods, it is important to first consider and outline the basic principles of learning. As has already been defined and explained, learning is the process of acquiring knowledge, understanding, skills and values in order to be able to adapt to any environment; it underpins all training and development programme. To promote efficient learning, long term retention and the effective and efficient application of skills or factual information learned in training back to the job situation, training programme should incorporate various principles of learning that has been developed, tried and tested over the years., Cascio (1992). This would be much easier with professional training and consulting institutions that might have been using method like experiential learning to various organizations employee. However for any of such principle to be considered would depend on whether trainees are learning skills or factual material. For a training and development programme that strongly considers using learning principles to be most effective in skills learning, the under mentioned four essential ingredients must have to be present.

- Goal setting. In other words what is to be achieved at the end of the training programme
- Behavior modeling; i. e. the behaviors need to change with training programme
- Practice; i. e. what activities must trainee go through during the training sessions and upon return to the job situation from training and
- Feedback; mechanisms to find what changes have occurred in trainee's performance and behavior since returning from the training programme. All of the above could be summarized into what is known in HRD as experiential learning or andragogy as contrasted with pedagogy. However when the goal is on learning facts as in the case of newly appointed orientation, the second ingredient in the four ingredients mentioned above change from behavior modeling to meaningfulness of material while the first, third and fourth remain the same and experiential method or the andragogical principle still applies. There are various training techniques for organizations to train its employees especially the training is to be done by personnel internally (on-the-job training). Dessler (2008) lists the following types: On-the-job, Off-the-job, Apprenticeship, Job rotation, Lectures, Job instruction, training and orientation; While Cascio (1992) postulates that new training methods are appearing every year and that while some are well founded in learning theory or models of behavioral change, others result more from technological than theoretical development. For this means that for an institution like A-Poly to take its workers to training outside the organization, not just off the job but external trainers, management must have to do a thorough investigation of the trainer's methods before accepting or signing any contract especially in the case of conferences. In case it's to be done internally, training officers would have to select the best of technique that would bring out clearly the desired effects. Cascio further classifies training methods into three:
 - Information presentation including lectures, conferences, motion pictures, reading list, close circuit TV, behavior modeling and understudy assignment.
 - Simulation methods include programmed group exercise, business games, case studies, role play

- On-the-job training; these include orientation, apprenticeship, job rotation and understudy assignments. Employee competency has already been mentioned comprise of three areas namely technical, managerial and personality and thus training to develop interpersonal skills (for teamwork and more important in a service organization like Seven up bottling company) would chose methods that would achieve the under mentioned objectives:
- Promote self insight and environmental awareness; that is an understanding of how ones action affects others and how one is viewed by others. This is a very important skill that workers of the Seven up bottling company and must have as a service organization that needs to how students some special qualities that they want to emulate upon completion of their programmes of study.
- Improve the ability of employees to make decisions and to solve job related problems in a constructive fashion. This is a very important skill for the subjects in this research. They are the employees who are to act in the absence of the various heads of departments as senior staff.
- • Maximize the desire to perform. Here again the senior staff (subject of research) ability to perform very well on their job would give them the morale required to act in the absence of the heads and to instruct and supervise the junior staff who work under them.xlvii It is instructive to note at this point that all the experts that have been surveyed including Ivancevich, Cascio, Beardwell & Holden, Dessler and Cole all agree on the various methods outline so far though with slight difference in chose of words and emphasis. For training method to be useful it should meet the minimal condition for effective learning to take place. \this means that training methods that are worth adapting for the purposes of training should
- Motivate the trainee to improve his performance. (the motivational factor of the performance equation)
- Clearly illustrate the desired skill to be acquired at the end of training programme
- Provide for active participation by trainees (experiential learning technique)
- Provide an opportunity for trainees to practice
- Provide time feedback on trainee's performance

- Be structured from simple to complex and
- Encourage positive transfer from the training to the job These points raised above have been put differently by Ivancevich (2010) as an outline of learning theories the have some relations to training being a form of education. The following from him are worth noting;
- That trainee must be motivated to learn. The ability to learn is an important ingredient in the learning process and therefore certain attitudes and disposition is required for a person (workers) to be able to learn complex concepts.
- This could be achieve when the Seven Up Bottling Company makes training and enjoyable adventure and conscientizes workers into valuing training and development as a very important part of their employment contract with the Seven-up bottling company
- Learning must be reinforced. This has been amply demonstrated by Skinner and other behavioral scientist that people learn best with immediate reinforcement of appropriate behavior e. g. promotion or more challenging job responsibility
- Training must provide for practice; this is why the saying “I hear and I forget; I see and I remember; but I do and I understand” stands true. Practice and repetition is required for assimilation, acceptance and internalization of what has been learned to build confidence. For this reason trainers (HRD personnel) / supervisors must collaborate to create the enabling environment on the job for the return of the trainee to have the opportunity to put into practice new behaviors acquired during training.
- Material taught must transfer to the job. This means that training whether in-house or out-house must be as close as possible to the reality of the job. It also requires that trainers must do a lot of home before designing training and development programmes for employees to undertake since whatever training provided must translate to the job. In spite of how beautiful these sound and look, an attempt to apply them in a vacuum would be an exercise in futility and therefore the human resource department of the Polytechnic itself as well as the various heads of department would seem to need some training to

prepare them for sound training and development practice. It would also call for the provision of logistics for successful implementation.

Training Evaluation

- The final step in the training and development process is the evaluation of the whole training programme. The evaluation process is very important because, the training had at it on set some objectives to achieve and thus the evaluation process at the end of the training programme. The evaluation gives an opportunity to take a look and make a cost-benefit analysis of the training programme. This is done by comparing the results of the training with the objective of the training and development programme that were set before the commencement of the programme. The criteria used to evaluate training and development programme depends on the objectives set. According to Ivancevich (2010) it is more effective to use multiple criteria to evaluate training. There are also others who argue that a single criterion such as the extent of transfer of the training to the job performance is enough or satisfactory approach to evaluation. This would be true where the main purpose of the training programmed was to improve employee performance to increase productivity for example. Dessler (2008) sets four basic categories of training programme outcomes:
 - Reactions of the trainees to the programme are evaluated; an example is whether they like the programme and that they think it was worth their time, energy and efforts.
 - In respect of learning, trainees are given some kind of a test to find out whether they learned the principles, skills and facts that they were suppose to learn.
 - Find out whether trainees behavior on the job has changed due to the training programme and finally
 - Find out whether the objectives set before the training has been achieved. This last category seems to be the most important. Though the previous three categories are important, yet the training programme must achieve measurable results to achieve its goals. Additionally it is important for both organization and trainers to set an enabling work environment for trainees to be able to put into practice new behaviors learned at training. This must vigorously be

supported by trainees' supervisor to make sure the new behavior is entrenched and thus become the normal work life. For this to be achieved, supervisors and managers must be involved in the training programme right to the end by visiting trainees during the training programme, but more importantly at the final planning session when trainees are made to show commitment on things they would do differently when they return to their jobs. The caution however is that, since results may be poor due to the inability of training to solve the problem that led to the training in the first place, training must be evaluated through systematically documenting the outcomes of the training in terms of how trainees actually behaved back on their jobs and the relevance of this behaviors to the objectives of the organization. Cascio (2008), says to thoroughly assess the utility or value of the training, answers must be sought to the following question:

- Did change occur?
- Was the change due to the training programme?
- Was the change positively related to the achievement of the organization's goals?
- Would similar changes occur with new participants in the same programme?

These questions give a clue to issues that must be measured after a training programme. Change due to training must be measured in terms of productivity, quality, improvement, and turnover or accident reduction. Cascio agreed with Dessler in the four areas / categories training programmes that must be evaluated (Reaction, Learning, Behavior and Results). Asare –Bediako (2008), with a strong background in the Ghanaian context virtually agreed with the evaluation of a training programme. He argued that planning and organizing training programmes represent an investment by the organization and therefore just as returns are expected on investments in other areas of business, training must also yield results to the organization. He also suggested four ways (which are not different from what has been said already by the previous writers except the choice of words) as:

- Trainee satisfaction
- Evaluating learning
- Evaluating learning application and

4. The impact of all three above on the organization. The most important amongst these evaluation mechanisms however are the learning application and the impact on the organization. These would actually bring about the needed positive change and growth of the organization **Benefits of Training and Development**

Mullins (2007) gives the purpose of training and development – to improve knowledge and skills and to change trainees’ attitude. Thus training becomes one of the most important potential motivator and hence the following benefits do accrue from training and development programmes:

- Increase in the confidence and commitment of staff
- It provides the needed recognition and enhances responsibility which could lead to an increase in pay and promotion. This more so in organization where pay increases and promotion are based on the results of performance appraisals e.g. VALCO
- With confidence comes the feeling of personal satisfaction and achievement. This could further broaden career progression opportunities

The purpose of training is mainly to improve knowledge and skills, and to change attitudes or behaviour. It is one of the most important potential motivators which can lead to many possible benefits for both individuals and the organization. According to Cole (2002: P.330) training can achieve:

- **High Morale:** Training not only improves the basic skill and knowledge of employees but also moulds their attitudes towards organization's activities and generates greater loyalty.
- **Higher Productivity:** Training provides opportunities for employees to learn different skills, knowledge and technical know-how. This enables them for better performance in the actual work place thereby leading to increase quantity and quality of output.
- **Quick Learning:** A well planned and systematic training program provides opportunity for trainee for quick learning because, it reduces the time and costs involved in training.
- **Better Management:** A manager can make the use of training programs for better management of organizational activities. It facilitates overall management functions by providing efficient and capable human resource.

Training and development improves the availability, quality and skills of staff. According to Cole (2004) benefits to organizations from systematic training and development include:

- The provision of a pool of skilled personnel for the organization; (same as Mullins fourth point)
- Greater commitment of staff (first point of Mullins)
- Improved service to customers e. g. Seven-up bottling company
- Improvement in job performance with its resulting increase in productivity overall. From all of the above, it becomes quite clear that training and development is a very key element in the improvement process of organization's performance and increased level of individual performance and finally leading to organizational competence. Training therefore bridges the gap between what should happen and what is happening; i. e. the desired goals or standards and the actual level of performance and productivity. An organization which therefore facilitates learning, growth and development of individual employees must have training as an integral part of the organization's business strategy. This however seem to be lacking in Seven-up bottling company. Other benefits that would accrue from training and development are:
 - Reduction in the need to supervise employees or subordinates thus freeing supervisors to concentrate other resources of the their departments;
 - Improvement in job satisfaction;
 - Reduction in employee turnover and scrap and wastage.

Though the benefits discussed above are no exhaustive, they gave an indication to the Seven-up bottling company about the need to take training and development very seriously

2.2 THEORETICAL FRAMEWORK

2.2.1 THE HUMAN CAPITAL THEORY

Human resources theory relies upon neo-old-style hypotheses of work markets, guidance and monetary turn of events. It thinks little of those agents are beneficial resources and attempts to check whether significantly arranged staffs are more productive than other workforce (Simon, 2008). As demonstrated by Garcia (2005), as delegates don't get great lifts in compensation due to extended productivity in the

wake of going to express instructional courses, they won't be pushed to back 23 their own arrangement requirements. Of course, associations will rush to deal with these planning costs, as they will procure for all intents and purposes all the benefits from the improved effectiveness conveyed by the new aptitudes made (Garcia, 2005). HR speculation, formalized by Becker (1962) yet contemporaneously made by others, urges us to understand the planning activities of firms. It indeed presented the view that guidance and planning address interest in future effectiveness and not just usage of resources. In this perspective, firm and workers the equivalent depend upon interests in HR to extend reality, advantages and pay. Notwithstanding the way that the points of interest are plainly obvious, these endeavors incorporate some huge entanglements. From the firm's point of view, interests in HR change from those in genuine capital, in that the firm doesn't pick up a property straightforwardly over its inclinations in capacities, so it and its workers need to yield to the sharing of costs and favorable circumstances of those endeavors. Though interests in actual capital are carefully the organization's own choice, interests in the abilities of its labor force include cooperation with the representatives to be prepared. In the fundamental detailing, Becker, accepting that item and work markets are completely serious, presented the differentiation between firm-explicit and general human resources to fathom the inquiry: who bears the expenses of preparing? By and large, human resources are characterized as all aptitudes that are indistinguishably valuable to numerous organizations, including the preparation organization. Firm-explicit abilities, interestingly, increment efficiency just in the firm in which the aptitudes were obtained. In a serious market setting, laborers consistently get a compensation that rises to their minimal efficiency and accordingly, on account of general human resources, laborers acquire a similar pay any place they work. As firms without a legally binding detail of an enforceable solution for break of agreement would lose all their speculation were a laborer to leave the preparation organization, and on the grounds that the specialist is apathetic regarding the personality of the business, there is no purpose behind any firm to back the venture. Costs are borne by the specialist, either through a direct front installment or through a pay decrease during preparing. In spite of the fact that organizations don't have a motivation to fund general human resources, laborers are set up to back it up to where the peripheral expansion in their profitability (and wages) approaches the minor expansion in their expense of preparing, and the measure of preparing gave by firms is then socially 24 effective,

gave that no credit or liquidity requirements keep the laborers from financing the ideal measure of preparing. In the event that the preparation is firm-explicit, the ideal financing plan turns out to be more convoluted, as neither the firm nor the laborer has a motivator to pay its full expense. The explanation is that the two players lose their whole interest in case of division subsequent to preparing. Becker guessed that the firm and the specialist would share expenses and advantages all things considered. Hashimoto (1981) formalized an ideal sharing principle, in view of the minimization of wasteful post-preparing detachments. With ideal cost-sharing, interest in explicit human resources is likewise socially productive. In Becker's investigation, firms put the productive sum in preparing as long as students are willing and ready to pay for the speculation, regardless of whether straightforwardly out of their pockets or by tolerating lower pay during preparing. In any event verifiably it was the situation that in numerous nations' understudies needed to pay a disciple premium (expense) that possibly took care of the net expense of their preparation. Since this training finished, students pay has regularly been considerably below the normal compensation of incompetent work, which proposes that understudies bear in any event a piece of complete preparing costs, as lower pay. Two highlights of apprenticeship increment the logical reasonableness of Becker's model to the financing and arrangement of apprenticeship preparing. To start with, and not quite the same as grown-up specialists, disciples are generally youthful and living with their folks, and accordingly less inclined to be liquidity compelled or to dismiss low compensation to back preparing. Likewise, legal least wages which may some way or keep compensation from falling adequately for learners to pay for preparing normally don't matter to students. Second, guideline of the length of apprenticeship contracts (Malcomson (2003)) can additionally improve effectiveness. Preparing all the time includes a direct front speculation for the preparation organization, as in the understudy gets the vast majority of the preparation in the main period of the apprenticeship and works profitably just in the subsequent stage.

Action Theory

As described by Michael Frese (2007), action theory attempts to explain how learning is regulated and how people can change their behavior to dynamically meet objectives in normal and/or unusual situations. Situated and scenic learning methods involve novel situations and require trainees to be creative to some extent. Contrary to many cognitive and information processing theories, action theory is linked to behavior and specific working contexts and outcomes. It is also concerned with the processes

involved in the interaction between environmental inputs and behavior in the one hand and how cognition regulates behavior and performance on the other hand (Paul, 2010). According to Salisbury (2008), action theory is a systematic tool for understanding how knowledge of cognitive processes in a performance situation is regulated by using the focus, sequence, action structure components (Frese, 2007) and the foundations of the theory which interact dynamically. The action structure is the most important component in relation to scenic processes. Through sensitivity to the complexity of the learning process, instructors can manage learner expectations to reduce information overload. After trainees feel more comfortable with the scenic model, they often try to apply it to other problems in the workplace (Paul, 2010)

2.3 EMPIRICAL REVIEW

Empirical evidence supports the assumption that training and development can have a positive impact on affective and normative commitment. Tannenbaum (1991) found that naval recruits who participated in an 8-week training held higher levels of affective organizational commitment than before the training. Holton III (2001, research was conducted in 1994) found that perceived helpfulness of various workers development activities for new employees related considerably to affective commitment. Especially challenging job design, supervisor consultation and introduction programs were deemed influential.

Saks (1995) found that indicate the study in question perceptions of training quality and adequacy correlated significantly with affective organizational commitment among newly hired entry level accountants. Bartlett (2001) found that in which study perceived access to training and anticipated benefits of training related positively to affective and normative commitment. Interestingly participation in training revealed small and modest relations with the three forms of commitment. Bartlett explains this finding by reasoning that employees do not necessarily want to participate in a predetermined number of events or hours of training but that they do appreciate and value the availability of training opportunities. This argumentation is in line with the social exchange theory, in which it is argued that gestures of caring of one party are reciprocated with caring of the other.

Bartlett and Kang (2004) replicated this study quote the study so concerned and, in addition, included supervisor support for training. The research finding confirmed

findings the previous study and the relation between supervisor support and affective and normative was considerable. The importance of supervisor support was previously highlighted by Tannenbaum (1997), who concludes that 'supervisors play the key role in enhancing or hindering continuous learning'. Also the organizational support literature emphasizes the central role of managers, arguing that supervisors act as agents of the organization, workers will view favorable or unfavorable orientation towards them as indicative for the organization's support (Rhoades and Eisenberger, 2002).

Haskel, Hawkes and Pereira (2003) showed that more productive UK firms hired more skilled workers. Their finding showed that skills were positively related to total factor productivity (TFP) and the skill gap between the top-and bottom-performing firms explained some 8% of the productivity gap. Similarly, Lynch and Black (1995) found in the US, that an extra year of education raised productivity by between 4.9 and 8.5% in the manufacturing sector and between 5.9 and 12.0% in the services sector. Other research has suggested that a more highly skilled workforce can bring other benefits such as enhancing company survival. Reid (2000) opined that a more skilled UK workforce was related to a greater commercial orientation and strategic awareness and propensity to innovate and to retain competitive advantage.

An OECD study looked at innovation in UK SME and found that higher qualification levels of both managers and staff boasted innovation (Albaladejo and Romijn, 2001). Higher training expenditure per employee was also associated with higher technological complexity and originality. Perhaps, some of the most influential work in this area has focused on the investment of skills and training and the association between skills and productivity has been identified particularly at the intermediate skills level. The studies found that the higher the average levels of labour productivity in firms in continental Europe were closely related to greater skills and knowledge of their work forces. Within manufacturing firms, lower skills levels in the UK were found to have a negative effect directly on labour productivity and on the types of machine chosen (Keep, Mayhew and Corney, (2002). There is evidence that skill levels are associated with innovation performance (Tamkin, 2005).

Several studies have highlighted the performance benefits associated with increasing training activity, the type of training provided and the depth. Dearden and Van

Reenen (2000) analyzed the impact of training on performance for a variety of measures including value added output, profits and wages for a group of British industries between 1983 and 1996. They found connections between more training and higher labour productivity across a number of sectors.

In essence, manufacturing firms undertaking training were found to be more productive, to have higher capital intensity, to conduct more research and development and have a more highly qualified workforce (Penny, 2005). A study in France (d'Arcimoles, 1997) found that more training given, the better the economic performance. Training was permanently and clearly associated with an increase in profitability and productivity. Raising the proportion of workers trained in an industry by 5% points (say, from the average of 10% to 15%) was associated with a 4% increase in value added per worker and a 1.6% increase in wages. They note that this level of increase also been found by other researchers like Blundell et al. (1996) and Booth (1991). Collier et al. (2002) have found that increasing investment in training reduces the chance of firm closure. For small firms it was the training of crafts and manual workers that made the difference, for larger firms it was training of professional clerical and societal employees. Others have found evidence on benefits from training in terms of motivation and attitude; Booth and Zoega (2000) suggested that training fosters a common firm culture and helps attract good quality workers; Green and Felstead et al. (2000) found that training had a downward impact on employee turnover.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter will discuss extensively the operational principles and the methods to carry out this research work, It gives explanations and details of the procedures to be followed in arriving at any conclusion. It also focuses on the design of research and methodology procedures to complete this study. The methodological procedures include a comprehensive analysis of the techniques to be used in carrying out this study which includes the research design, study population, sampling techniques and sample size, data collection instruments, validity ad reliability of the research instruments and methods of data analysis.

3.1 Research Design

For any research to be carried out, there is the need to identify the right research design as this determines how the vital in formation for the study will be conducted. The research design to carry out a research highly depends on the problem being addressed by the research. According to Check (2012), Survey research is defined as “the collection of information from a sample of individuals through their responses to questions.”Survey defines ad clarifies why certain situations occur (Wimmer and Dominick, 2011). Therefore,the research design for this study is survey design. Survey design in this study because it allows data to be collected from a sample with the aim of discovering the interactions among variables.In other to do this, questionnaire are to be used as the means of data collection .Therefore,the study will collect data through the use of structured questionnaire.The questionnaire will be designed in such a way that will capture the basic objectives of the study.

3.2 Research Population

The population for this research study refers to the totality of the population from which the samples will be drawn from. Population is the entire aggregation of items from which samples are drawn for a study. Population is a collection of persons, organizations, divisions, activities, social occasions of items, or families that are fully inspected for the results. These are groups of people with a given characteristics one wishes to study. The population of study for this research is all staff of the Seven-Up Bottling Company, Lagos. This population is made up of various employee cadres and in various units of their operation. The population consists of

- (a) 394 senior and junior staff of the Nigerian Bottling Company, Lagos plant
 - (b) 300 senior and junior staff of the Seven Up Bottling Company, Lagos plant
- 694 staff

Table 2 Population of the study

3.3 Sampling Technique

The sampling process allows relevant inferences or generalizations to be made based on the proportion of the population. Samples are not chosen haphazardly; instead, they are chosen in a systematic way, allowing for the use of chances or probability. A representative sample of respondents from the specified population must be used. The sampling techniques that will be employed for this research work is the simple random sampling in which all members of the population have equal chances of being selected. This study pictures to use simple random sampling technique with strata consideration. The employees of the seven-up Bottling company who are on duty at that specific time of data collection who give consent to part of the study will be administered self-design questionnaire. The collection will be done in such a way that every rank and stratus will be sampled proportionally.

3.4 Sampling Size Determination

Considering the fact that it would be cumbersome to study the entire population due to time, cost and accessibility, a subset of the population I.e. sample size was chosen so as to represent the whole population. Sample is viewed not as whole in itself but as an approximation of the whole population. Sample is viewed not as a whole in itself but as an approximate of the whole. In determining the sample size of this research, Taro Yamani's statistical formula was applied

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

- Where n signifies the sample size

- N signifies the population under study

- e signifies % level of significance or margin of tolerable error (0.05)

The researcher chose 5% level as level of significance or margin of tolerable error. The translation of the formula is as follows:

$$N = \frac{694}{1 + 694(0.05)^2}$$

$$N = \frac{694}{1 + 1.735}$$

$$N = \frac{694}{2.735} = 253.75 \text{ approx. } 254 \text{ staff}$$

3.5 Method of Data Analysis

Data collected will be analyzed using statistical packages for social sciences. Two main analytical methods will be applied in this study, namely, descriptive statistics and inferential statistics. In order to effectively conduct a valid analysis in the presentation and analysis of the data collected on the research field, the researchers used descriptive statistical knowledge that will be employed is descriptive statistics such as percentage, frequency and inferential statistics such as correlation and regression.

3.6 Instrument for Data Collection

Questionnaires will be used to gather information. According to Ogili (2005), a questionnaire is a collection of questions related to the study's goal, objective, and hypotheses that respondents respond to by writing down their answers. As outlined in the study objectives, the questionnaire will include questions about the effect of manpower training and development on workers productivity.

3.7 Method of Data Collection

The data for this study will be collected using structured questionnaire that will be self-administered to the respondents by the researcher and research assistants. This necessitates the researcher identifying respondents who will be asked to cooperate in answering specific questions as outlined in the questionnaire. The administration will be carried out in such a way that all study settings and cadres are fairly represented.

3.8 Sources of Data

The type of data that will be used for the research project is the primary data. Primary data is gathered for a project at hand. It refers to the materials which the researcher originates for the purpose of the project at hand. Data which are expressly collected for a specific purpose are referred to as primary data. One of the advantages is that the exact information is obtained because it is gotten from the researcher. They are information that are gathered fresh, they haven't been collected and used before. Data which are collected afresh and for the first time which happens to be original in character are termed to be primary data.

3.9 Validation of the Research Instrument

Uyimadu (2005) defines validity as the extent to which a measuring instrument on application performs the function for which it is designed. To ascertain the validity of the instrument, content validity was adopted. They ensured that the instrument represent the range for the possible items for the study. The questionnaire was modified in line with their recommendations.

3.10 Reliability of the Research instrument

Reliability is the tendency towards consistency found in repeated measurements (Carmines and Zeller 1979). The reliability of the instrument was ascertained by the efforts that were made to ensure that only the respondents who fall within the identified group (I.e managers and employees were given the questionnaire since they are sure they would give the relevant responses).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

Introduction

Data presentation is a way of arranging data obtained via various data collection methods to allow the researcher perform analysis and derive new meanings from it.

This chapter presents the results of analysis of the data generated from the field to guide the findings of the study. A statistical approach was used in bringing together the views and opinions of the respondents from questionnaires distributed to them. The data collected is presented in simple table and questions presented in the questionnaire will be analyzed using simple percentage. A total of 254 questionnaires was sent out to the staff at Seven-up Bottling Company, however, a total of 228 were returned. Hence, the analysis of data will be based on the returned questionnaires.

Table 4.1 Preliminary Survey Details

Response Rate to Questionnaire Administered

Source: Field Survey 2021

4.1 Data Presentation

4.1.1 Demographic Data of Respondents

This sub-section presented the socio-economic characteristics of the surveyed respondents via frequency and percentage analyses.

Source: Field Survey 2021

Evidence given on table 4.1 shows that 117 (51.3%) of the respondents were male while 111 (48.7%) of the respondents were female.

Source: Field Survey 2021

Table 4.2b depicts respondents age group, 4(1.8%) of them are 20 years and below, 75 (32.9%) are between the ages 21 and 30, 91 (39.9%) of the respondents are between ages 31 and 40 while 58 (25.4%) are of 41 years and above.

Source: Field Survey 2021

In terms of respondent's educational qualifications, 9 (3.9%) had no formal education, 15 (6.6%) were holders of ordinary level (WASCE) certificate, 156 (68.4%) respondents hold either a Nigeria certificate in Education (NCE) or national diploma (ND), 48 (55.8%) are higher national diploma (HND) or bachelor's degree (BSc.) certificates holders, while 48 (21.1%) of the respondents have professional qualifications.

Table 4.2d: Category of Staff

Source: Field Survey 2021

From table 4.2d, 55.3% were junior staff while 44.7 were junior staff

Source: Field Survey 2021

Table 4.2e shows that 110 (48.2%) respondents have been employed in the service of the company between 1 and 10 years, 74 (932.5%) respondents have been employed between 11 and 20 years, 30 (13.2%) have been in the company service between 21 and 30 years while 14 (6.1%) have been employed in the service of the company for more than 20 years.

Training Activities at the Seven-Up Bottling Company Nigeria

Source: Field Survey 2021

Table 4.3 above shows that majority (69.7%) of the staff at Seven-Up Bottling Company of Nigeria have never gone for training while 69 (30.3%) have undergone at least a training session in the past.

Source: Field Survey 2021

Table 4.4 above depicts the training frequency at Seven-Up Bottling Company, majority of the respondents 70 (30.7%) indicated that training schedule is every two

years, 26.8% responded that there is no specific schedule for training at Seven-Up Bottling Company of Nigeria, 24.1% respondents reported that training is done every year while 9.2% each reported quarterly and biannually.

Objective One: To determine the effect of training and development on workers' productivity and performance in the Seven-Up Bottling Company.

Table 4.5: Effect of training and development on workers' productivity and performance in the Seven-Up Bottling Company

Source: Field Survey 2021

Table 4.5 above showed respondents response on the effect of training and development on workers' productivity and performance in the seven-up bottling company. Most (77.4%) of the them agreed that unsystematic approach of training affect organizational productivity of their company, 58.7% consented that discrimination in identifying and selecting employees for training negatively affect their organizational performance, 59.2% agreed also agreed that effect of training is necessary for all employees in any organization.

Objective Two: To ascertain the factors that hinder effective and efficient training and development exercise in the Seven-Up Bottling Company

Table 4.6: factors that hinder effective and efficient training and development exercise in the Seven-Up Bottling Company

Source: Field Survey 2021

The table 4.6 above portrayed the response of the respondents on the factors that hinders effective and efficient training and development exercise in the Seven-Up Bottling Company; 73.3% agreed that training and development resulted in their

ability to work independently 59.7% concurred that efficient training exercise enhanced job performance in their company and 67.1% consented effective training exercise should not discontinue in the Seven Up Bottling Company

Objective Three: To determine the relationship between training and development and productivity in Seven Up Bottling Plc.

Table 4.7: Relationship between training and development and productivity in Seven Up Bottling Plc.

Source: Field Survey 2021

The table 4.7 above depicted respondents' response on relationship between training and development and productivity in Seven Up Bottling Plc. Most (90.8%) of the respondents asserted that employee training affects organizational performance and 74.5% consented that the more training employee attends, the better the performance.

Objective Four: To know the extent negative attitude of trainees affected training and development effort on cost and productivity in Seven Up Bottling Plc.

Table 4.8: The extent negative attitude of trainees affected training and development effort on cost and productivity in Seven Up Bottling Plc.

Source: Field Survey 2021

Table 4.8 above showed the extent negative attitude of trainees affected training and development effort on cost and productivity in Seven Up Bottling Plc. Majority (71.9%) of the respondents agreed that employee perception is closely related to organizational performance, 78.5% consented that post training performance affected the organizational performance and 52.2 % agreed that employee perception of training is correlated to organizational performance.

Table 4.9 WORKERS Productivity

Source: Field Survey 2021

Table 4.9 above revealed respondents' response on workers' productivity in which 82.0% asserted that all the various training received enhanced their competence at the job, 85% consented that employee training has contributed to higher productivity in Seven Up Bottling Company. Still, 52.7% disagreed that all the training carried out in the Seven Up Bottling Company has added more cost than revenue to the company.

4.2 Test of Hypothesis

In this section, the research hypothesis is tested based on the data collected from the field survey on the study using regression analysis.

4.2.1 Test of Hypothesis One

H01: Effect of training and development has no significant relationship with workers productivity in Seven Up Bottling Plc.

Source: Field Survey 2021

Source: Field Survey 2021

Source: Field Survey 2021

From the regression tables above (Tables 4.10a-4.10c), the results indicated that there is a significant positive relationship between training and development and workers' productivity at the Seven Up Bottling Plc. This is reflected on the value of the co-efficient of the correlation (R) which is 0.379. This value indicates that the strength of the relationship between the two variables under study is 37.9% while holding other independent variables constant. The co-efficient of determination (R^2) showed a value of 0.144 which indicates about 14.4%. This result implies that on the average, a unit increase in staff training and development will lead to about 14.4% increase in workers' productivity. Thus, not more than 85.6% variations in the workers' productivity in Seven Up Bottling remain unexplained by this explanatory variable.

The coefficient value is 0.293 with a corresponding p value of 0.000 ($p < 0.001$), which is less than the 0.05 (5%) significance level (at 95% Confidence interval). This depicts a statistically significant positive relationship between training and development and workers' productivity at the Seven-Up Bottling Company Nigeria. We therefore, reject the null hypothesis of no significant relationship between training and development and workers' productivity at the Seven-Up Bottling Company of Nigeria.

4.2.2 Test of Hypothesis Two

H02: There is no substantial relationship between employee perception of training and organizational productivity in Seven Up Bottling Plc

Source: Field Survey 2021

Source: Field Survey 2021

Source: Field Survey 2021

From the regression tables above (Tables 4.11a-4.11c), the results indicated that there is a substantial significant positive relationship between employee's perception of training and productivity at the Seven Up Bottling Nigeria Plc. This is reflected on the value of the co-efficient of the correlation (R) which is 0.221. This value indicates that the strength of the relationship between the two variables under study is 22.1% while holding other independent variables constant. The co-efficient of determination (R^2) showed a value of 0.049 which indicates about 4.9%. This result implies that on the average, change in employee's perception of training will mediate about 4.9% changes in the same direction in workers' productivity. Thus, not more than 95.1% variations in the productivity in Seven Up Bottling remain unexplained by this explanatory variable.

The coefficient value is 0.177 with a corresponding p value of 0.001, which is less than the 0.05 (5%) significance level (at 95% Confidence interval). This depicts a statistically significant substantial positive relationship between employees' perception of training and workers' productivity at the Seven-Up Bottling Company Nigeria. We therefore, reject the null hypothesis of no significant relationship between employees' perception of training and workers' productivity at the Seven-Up Bottling Company of Nigeria.

4.2.3 Test of Hypothesis Three

H03: The extent to which employee training affects organizational productivity is not significant in Seven Up Bottling Plc.

Source: Field Survey 2021

Source: Field Survey 2021

Source: Field Survey 2021

From the regression tables above (Tables 4.12a-4.12c), the results indicated that there is a substantial significant positive effect of employee training on productivity at the Seven Up Bottling Nigeria Plc. This is reflected on the value of the co-efficient of the correlation (R) which is 0.294. This value indicates that the strength of the relationship between the two variables under study is 29.4% while holding other independent variables constant. The co-efficient of determination (R^2) showed a value of 0.057 which indicates about 5.7%. This result implies that on the average, employees' training account about 5.7% changes in the same direction in workers' productivity. Thus, not more than 94.3% variations in the productivity in Seven Up Bottling remain unexplained by this explanatory variable.

The coefficient value is 0.278 with a corresponding p value of 0.000 (p-value less than 0.001), which is less than the 0.05 (5%) significance level (at 95% Confidence interval). This depicts a statistically significant substantial positive relationship between employees' training and workers' productivity at the Seven-Up Bottling Company Nigeria. We therefore, reject the null hypothesis of no significant relationship between employees' training and workers' productivity at the Seven-Up Bottling Company of Nigeria.

4.3 Discussion of Findings

Workers are asset to the organization but employers are more concerned about reaching deadlines and profit maximization rather than workers skills development, without which employee performance could be hampered. Although the organization still achieves productivity, the focus should also be on the dedication, commitment and loyalty of employees. If workers do not receive ongoing training, up-to-date equipment will not be used optimally. The study set out to determine the EFFECT OF TRAINING AND DEVELOPMENT ON WORKERS PRODUCTIVITY IN SEVEN-UP BOTTLING COMPANY LIMITED. The specific objectives are; to determine the effect of training and development on workers' productivity and performance in the Seven-Up Bottling Company, to ascertain the factors that hinder effective and efficient training and development exercise in the Seven-Up Bottling Company, to determine the relationship between training and development and productivity in Seven Up Bottling Plc, to know the extent negative attitude of trainees affected training and development effort on cost and productivity in Seven Up Bottling Plc. The research makes use of a survey research design in order to get information from staff of the Seven-Up Bottling Comapany through structured questionnaire. The resulting data collected were then analyzed using descriptive and inferential statistics led us to these findings. The findings from the study are presented as follows.

Responses from the respondents showed that though training is necessary for all employees, unsystematic approach of training and discrimination in identifying and selecting employees for training negatively affect workers; productivity at Seven-Up Bottling Nigeria Plc. The study also find a significant positive relationship between training and development and workers' productivity ($p < 0.001$, $r = 0.221$) at the Seven Up Bottling Plc. This finding is in line with the findings of Dearden and Van Reenen (2000) who analyzed the impact of training on performance for a variety of measures including value added output, profits and wages for a group of British industries between 1983 and 1996 and found connections between more training and higher labour productivity across a number of sectors. Similarly, d' Arcimoles (1997) reported that more training given, the better the economic performance and that training was permanently and clearly associated with an increase in profitability and productivity. Blundell et al. (1996) and Booth (1991) reported that training and development of staff produces higher returns in productivity than increase in wages which is more expensive. Collier et al. (2002) have found that increasing investment in training reduces the chance of firm closure. Conversely, Green and Felstead et al. (2000) found that training had a downward impact on employee turnover.

Furthermore, the study found out that training and development resulted in the ability of the staff to work independently, that efficient training exercise enhanced job performance. Similar finding was also shared by Keep, Mayhew and Corney (2002). Also, there is evidence that skill levels are associated with innovation performance (Tamkin, 2005). The study also found a substantial significant positive relationship between employee's perception of training and productivity ($p = 0.001$, $r = 0.221$) at the Seven Up Bottling Nigeria Plc. this finding is in line with the findings of Saks (1995) who indicated that the study in question perceptions of training quality and adequacy correlated significantly with affective organizational commitment among newly hired entry level accountants. Bartlett (2001) also found that perceived access to training and anticipated benefits of training related positively to affective and normative commitment.

Finally, respondents unanimously agreed that all the various trainings received enhanced their competence at the job, and that training has contributed to higher productivity in Seven Up Bottling Company. Still, respondents disagreed that all the training carried out in the Seven Up Bottling Company has added more cost than revenue to the company. Test of hypothesis also showed that employees' training has substantial effect on productivity ($p < 0.001$, $r = 0.294$) at Seven-Up Bottling company. Robbins et al., (2003: P.401) also added that, if training and development are delivered the right way and at the right time it will provide substantial returns for the employer in terms of increased productivity, knowledge, loyalty and profit.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter discusses the summary of the research findings, conclusion gotten from the survey and the necessary recommendations.

5.1 Summary

The study set out to determine the EFFECT OF TRAINING AND DEVELOPMENT ON WORKERS PRODUCTIVITY IN SEVEN-UP BOTTLING COMPANY LIMITED. The specific objectives are; to determine the effect of training and development on workers' productivity and performance in the Seven-Up Bottling Company, to ascertain the factors that hinder effective and efficient training and development exercise in the Seven-Up Bottling Company, to determine the relationship between training and development and productivity in Seven Up Bottling Plc, to know the extent negative attitude of trainees affected training and development effort on cost and productivity in Seven Up Bottling Plc. Relevant literatures that are pertinent to the concepts under study were rigorously reviewed and the study was anchored on The Human Capital Theory .

The study adopted a survey research design to collect primary data through the use of self-administered questionnaire to gather information from 254 staff of the Seven-Up Bottling Company of Nigeria out of which 228 questionnaires were returned correctly and completely filled. The data generated were subjected to both descriptive and inferential analysis. The descriptive statistics revealed the characteristics of the respondents and responses gotten from them, while the inferential statistics tested the hypotheses using the linear regression analyses.

The main findings of this study are summarized thus;

1. Training is necessary for all employees, unsystematic approach of training and discrimination in identifying and selecting employees for training negatively affect workers productivity.
2. Staff training and development result in the ability of the staff to work independently, and that efficient training exercise enhanced job performance.
3. Significant positive relationship between training and development and workers' productivity ($P < 0.001$, $R = 0.379$) at the Seven Up Bottling Plc.
4. The study also found a substantial significant positive relationship between employee's perception of training and productivity ($p = 0.001$, $r = 0.221$) at the Seven Up Bottling Nigeria Plc.
5. Employees' training has substantial effect on productivity ($p < 0.001$, $r = 0.294$) at Seven-Up Bottling company.

5.2 Conclusion

The study concludes that if the correct individuals are sent on training through a systematic process of identifying and selecting employees for training, workers' productivity would improve significantly. As a result, before sending staff on training, the Human Resource (HR) department should do a needs assessment to help firms become more productive and stay in business, especially in this period of rising global competitiveness and expanding complexity. In addition, Seven Up Bottling Company should have a system in place for reviewing staff performance following training. Emphasis should be placed on merit in addition to organisational needs and not on sheer sentiment when selecting staff for training purposes.

5.3 Recommendations

The study recommends that:

1. Seminars and seminars on the necessity of a systematic approach to training and the right method to follow in detecting skill gaps in various departments should be held for the Human Resource department.
2. After training, a system for assessing and evaluating employee performance should be established. Some of the employee performance metrics identified in this study could be implemented by companies.
3. Employee training should also be based on an appropriate training design that is rich in content, according to the HR department. The curriculum should be able to cover all of the identified skill gaps, and the training should be delivered by a trainer who is competent and skilled in that field. Employees should be encouraged to enroll in different types of training that will improve their overall performance as well as the organization's..
4. Department heads should be educated on the necessity of sending the appropriate person to training. They should not view training as a way to punish against their adherents.
5. Management should prohibit managers from recommending employees for training based on favouritism.

