

**TRAINING AS A TOOL TO IMPROVE EMPLOYEES' JOB PERFORMANCE  
(A STUDY OF NAFDAC - LAGOS STATE)**

**BY**

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## **DECLARATION**

I hereby declare that this project report written under the supervision of Dr. Patience Erigbe is a product of my own research work. Information and data obtained from various sources have been rightly acknowledged in the text and list of references provided.

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## **CERTIFICATION**

This is to certify that this project work was prepared and submitted by Makanju Morolake Oluwaferanmi; Matric number 17020202013 of Industrial Relations and Personal Management, College of Humanities Management & Social Sciences, Mountain Top University, Makogi Oba, Nigeria, in partial fulfilment of the requirements for the award of Bachelor of Sciences Degree (B.Sc. Hons) in Business Administration.

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## **DEDICATION**

I dedicate this project to God Almighty my creator, my strong pillar, my source of inspiration, wisdom, knowledge and understanding, to my lovely mother; Mrs. Olajumoke Makanju who happens to be the pillar of my educational pursuit and for her love, support and assistance. Also, to my siblings; Oluwatomisin and Ifedolapo for being understanding.



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## ABSTRACT

One of the ways to enhance productivity of employees in work organization is through training that can facilitate their knowledge, skills, attitudes and capabilities. It is on this basis the study focused on “Training as a tool to improve employees’ job performance”.

The combination of social learning and reinforcement theories provided the framework. Research design was purely survey and a simple random sampling technique was used to select the sample size. The sample size was 240 from the total population of study which was 600. The data was collected by use of a questionnaire. The data analysis involved frequencies, means, percentages.

The findings were presented using Tables and figures. Hypothesis 1 revealed no significant relationship between training needs and quality of work done by the employees with significant value (sig. 2- tailed) “2.01” higher than p-value (p-value=0.05). Thus, null hypothesis was accepted. Hypothesis 2 showed significant relationship between contents/ objectives of training and quantity of work done by employees with significant value (sig.2- tailed) “0.000” less than p-value (p-value=0.05). Therefore, alternative hypothesis was accepted. Hypothesis 3 also indicated significant relationship between types of training and workers attitude to work with significant value (sig.2- tailed) “0.00” less than p-value (p-value = 0.05).The, alternative hypothesis was accepted Hypothesis4 showed no significant relationship between training plan and employees’ target achievement with significant value (sig. 2- tailed) “0.152” higher than p-value (p-value = 0.05), hence, null hypothesis was accepted.

Training is a fundamental tool to accelerate the performance of every worker in work organization. It develops employees’ skills, knowledge, capabilities and attitudes. For any organization to remain relevant in the modern society and for the employees to contribute maximally to its productivity and success, training is inevitable. In view of this, it was recommended that; It is essential for NAFDAC- Lagos state to regularly identify the training needs of the workers and organization. Training needs represent the gaps between the accrual performance and expected performance. This will not only reinforce the quality of work done but also enhance the performance of workers on regular basis. Also, adequate resources must be set aside by the management of the work organization in order to ensure regular training of staff within and outside the country as a way of exposing them to fundamental principles guiding various aspects of their job.

**Keywords-** Training, Quantity/Quality of work, Employees’ job performance, Organizational productivity.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the study**

Training is an exceptionally significant aspect in personnel function which should be specially considered by every organization. Every organization intends to obtain its objectives and goals and for that to be accomplished, the organization needs its most important asset, the human resource capital which is its workforce also known as employees. The level of work quality determines whether the company succeeds or fails and not the quantity of the workforce, it needs the employees to perform effectively and carry out the task efficiently. Training is " a method for improving one's attitude, knowledge, or skill behavior via practice in order to achieve effective performance in a particular activity or collection of activities" (Afshan, 2012).

Due to the increase in globalization and the competitive global markets and standards, organizations want to achieve profit and maximize output with the right set of skill possessed by the employees, so the management can gain a competitive advantage in Nigeria and globally; it can only be possible if the workforce is skilled-up, building skillful and conversant workforce is among the most important activities in an organization, this is the requirement for training and development, after recruitment and selection stage there is requirement for training of the employees, training helps in fortifying employees and advancing employees knowledge and skills. Training is used to increase learning in the organization by using systematic and scheduled instruction activities. The organization uses training to improve and motivate its employees so productivity is achieved. Training is an important component of improved efficiency since it can raise individual and organizational competency levels. The contribution of individual workers depends on what knowledge of the work they have and the skills they possess to complete the task. These contributions will increase and improve with new knowledge and skill obtainable from training. " It aids in reconciling the gap between what should happen and what really occurs between planned targets or standards and actual work performance levels" (Supangco, 2011).

There are various ways of outlining the term training. Training is a crucial part of human resource development administration of human resources practice. Employees must possess the essential skills, knowledge, values, attitudes and competences for efficient and efficient performance of tasks. Effectively Development and training employees will lead to career growth, knowledge and skills acquired, and also a career potential that will boost personal

motivation. The correct staff training, development, and education at the right time can result in significant increases in productivity, knowledge, loyalty, and value for the company. (Heathfield, et al., 2012)

Training can have both direct and indirect effects on employee and organizational performance. According to Sahinidis and Bouris, training programs are directly seen as a means of improving employee capabilities and organizational capabilities, which means that when an organization invests in improving its employees' knowledge and skills, the investment pays off in the form of more productive and effective employees. While indirectly they stated that as companies train their employees to enable them to handle both current and future issues, the training can lead to high levels of motivation and commitment by the employees who see the opportunity they are given hence the appreciation of the investment their organization is making in them and is shown in their hard work and their contentment in being a member of such an organization. (Sahinidis and Bouris, 2008)

Training is necessary for the entire workforce both new employees and existing employees; New employees are not usually as competent to perform exceptionally in their jobs, which is why an organization will train the workers, they will be given an orientation and then trained on their task and other important skills needed for effective performance. Training is the learning process that is a crucial part of human resource development. Employees that have been properly trained perform in both quantity and quality. When personnel are effectively trained, there is less wastage of time, money, and resources. (James et al., 2014).

The first level of training is pre-entry training and the second is in-service training. Employees' training is not an obligation or privilege only for those who are at the new entrants' level; it has become a requirement for all employees who are in the organization due to its huge impact on organization and its employees.

Training has various impacts on the organization such as;

- i. Training increases the productivity level of the organization and its staff
- ii. Training enhances product/service quality provided by the company
- iii. Training also helps a company to fulfill its future organizational needs, goals and objectives
- iv. Training improves the organizational health and safety within the organization
- v. Training is seen as a means of improving the company's reputation and profile
- vi. It prevents the organization and its employees from being obsolescence and outdated

vii. Training is a tool that will boost employee performance for personal growth and learning.

In order to assist in the possible improvement of employee training as a tool to improve performance in NAFDAC - Lagos State in particular and government agencies in general, the study was embarked upon to investigate employee training as a tool for improving employees' job performance.

## **1.2 Statement of the problem**

The employees' job performance determines the success or failure any work organization that is if employees job performance is low definitely profit ratio will reduce, sales volume will reduce as well and industrial expansion would be difficult which the manifest problems identified in NAFDAC- Lagos State. Employees' job performance depends on different factors the most significant factor is training which enhance the capabilities of the employees (Raja, faurqan & khan 2011). The employees that have more experience from learning from learning from previous job perform better. Training has competitive advantage and return of investment to the organization because of employees' performance. Training improves the stock worth of employees throughout the company.

Training is a key part of management of human resources; the organizations need skilled, competent and capable employees to improve performance. Poor employees' job performance affects the employees, the organization and the country. Low employees' job performance would lead to low industrial productivity, retrenchment of workers, un-development etc. poor performance in the civil service sector in Nigeria, which would lead to a loss in the gross domestic income and the national output in Nigeria. Many Nigerian business organizations do not make maximum productivity due to low performance of the employees as a result of insignificant attention being paid to the employees training, civil service sector usually lack training needs, objectives and contents because some organizations just employ individuals and automatically expect maximum output so far as they are qualified which affects performance on yearly basis. If employees are unskilled and not trained, they would be low performance and it will affect productivity, organization consider money spent on training programs and do not invest because of the doubt that employee's performance would improve and it would promote efficiency and effectiveness. This has led to loss of earning, retrenchment of workers an inability

of the organization to have cutting edge advantage over its competitors. This is why training of workers in this particular organization becomes imperative.

Past studies reviewed, employees' training relative to performance have focused on issues relating to motivation and employees' performance (Talabi, 2012; Obisi, 2010; Josephat 2011; Alipour, 2016; Adedeji,2010). Issues on employees' performance and productivity (Falola, 2014; Abang, 2009; Herman & Kurt, 2009; Giasuddin, 2014; Rohan, 2012, Tahir, 2014; Venkoba, Rao & Kishan, 2012). However as impressive as these works are, little has been done in intellectual discourse on training as a tool to improve employees' job performance. The gap created that the study hopes to fill through empirical investigation. On this basis this study examines training as a tool to improve employees' performance in NAFDAC- Lagos State.

### **1.3 Objectives of the study**

The general objective of this research is to examine the link between employees' training and job performance in NAFDAC - Lagos State.

The specific objectives are;

1. To verify the relationship between Training needs and quality of work by employees.
2. To investigate the association between content and objectives of training and quantity of work by employees.
3. To evaluate the link between types of training and workers' attitude to work.
4. To examine the association between training plans and employees' target achievement.

### **1.4 Research Questions**

1. What is the relationship that exists between training needs and quality of work in NAFDAC - Lagos State?
2. What extent does the contents and objectives of training affect the employees' quantity of work in NAFDAC - Lagos State?
3. How the types of training influence workers' attitude to work in employees in NAFDAC - Lagos State?
4. What is the association between training plan and employees' target achievement in NAFDAC - Lagos State?

## **1.5 Research Hypotheses**

### **Hypothesis 1**

H0- There is no significant relationship between training needs and employees' quality of work

H1- There is a significant relationship between training needs and employees' quality of work

### **Hypothesis 2**

H0- There is no significant association between contents and objectives of training and quantity of work by employees

H1- There is a significant association between contents and objectives of training and quantity of work by employees

### **Hypothesis 3**

H0- There is no significant link between the types of training and workers' attitude to work

H1- There is a significant link between the types of training and workers' attitude to work

### **Hypothesis 4**

H0- There is no significant relationship between training plan and employees' target achievement

H1- There is a significant relationship between training plan and employees' target achievement

## **1.6 Scope of the study**

This study focuses on training as a tool to improve the job performance of employees at NAFDAC - Lagos State. This study examines the staff of NAFDAC - Lagos State. The findings of this study will be based on the data collected (questionnaire) from the staff of NAFDAC - Lagos State. Therefore, this study is limited to the staff (managerial and non-managerial).

## **1.7 Significance of the study**

The research work on training as a tool to improve employees' job performance in NAFDAC - Lagos State will;

1. The study will help the management of NAFDAC - Lagos State and other organizations in taking strategic decisions on training that will facilitate effective job performance and organizational productivity, which will impact the overall growth of the industry.
2. The study will help the management and human resource department of NAFDAC - Lagos State in proper planning and execution of training, in the sense that trained employees will have a competitive edge over competitors with high quality employees' performance, communication skills, and usage of technology and also sharpens response to global competition.
3. Staff of NAFDAC - Lagos State to be used as a case study will have adequate knowledge as to the significance of training in enhancing their knowledge, skills, capacity in the workplace.
4. Future researchers and scholars will also find this work very useful as reference materials for further studies.

### **1.8 Study area**

The National Agency for Food and Drug Administration and Control (NAFDAC) is a federal agency within the Federal Ministry of Health in Nigeria that regulates and controls the manufacture, importation, exportation, advertisement, distribution, sale, and use of food, drugs, cosmetics, medical devices, chemicals, and packaged water. The National Agency for Food and Drug Administration and Control (NAFDAC) was established by Decree No. 15 of 1993, as amended by Decree No. 19 of 1999, and is now known as the National Agency for Food and Drug Administration and Control Act Cap N1 Laws of the Federation of Nigeria (LFN) 2004, to regulate and control the manufacture, importation, exportation, distribution, advertisement, sale, and use of food, Dr. (collectively known as regulated products). In October 1992, the Agency was formally constituted. Public Affairs, NAFDAC Training and Research Institute (NT&RI), Information and Communication Technology (ICT), Procurement, Internal Audit, One Stop Investment Centre (OSIC), Reforms, Quality Management System (QMS), WHO-Global Benchmarking Program, and Health Safety and Environment (HSE) Units are among the ten (10) Units or Programs under the Director General's Office.

### **1.9 Limitation of the study**



In the course of the research which focuses on Training as a tool to improve employees' job performance at NAFDAC - Lagos State. The research cannot be carried out without constraints. Hence, through the research, certain limitations will be encountered:

1. Financial constraint: Lack of necessary fund for more research on this topic would be a limitation
2. Time constraint: The research work combined with other academic activities and a limited amount of time
3. Material constraint: Inadequate availability of materials for the research.

### **1.10 Definition of Terms**

**TRAINING:** This is the process for providing required skills to the employee for doing the job effectively, skillfully, and qualitatively.

**EMPLOYEE:** A person hired on a regular, part-time, temporary, or casual basis under a contract of employment. (Act 651, Labor Act of 2003)

**PERFORMANCE:** This is about employee effort. Employee performance is measured in terms of an input-output relationship. It is the measure of the efficiency with which inputs or resources are utilized to create outputs. Performance is employee productivity.

**EMPLOYEE PERFORMANCE:** This is how an employee performs their job duties and completes their assigned tasks. The level of quality, highly skilled individuals can be used to demonstrate employee performance.

**NAFDAC - National Agency for Food and Drug Administration and Control**

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 INTRODUCTION**

This chapter entails of critical review of the concept in training, theories and empirical studies that would be used in this research work.

#### **2.1 CONCEPTUAL REVIEW**

##### **MEANING OF TRAINING**

Training is a method of changing one's attitude, knowledge, or skill behavior through a learning experience in order to achieve effective workplace performance. It is an activity to be carried out in order to achieve good output, efficiency and effectiveness of employees. Employees' skills, knowledge and talents are improved and enhanced through training.

Gordon (1992: P.235) describes training as "the systematic and planned alteration of behavior through learning events, activities, and programs that leads to participants acquiring the levels of knowledge, skills, competencies, and abilities required to carry out their task effectively".

Adedeji (2010) stated that training is viewed as being concerned with increasing knowledge and skills in doing a particular job, the major burden of which falls upon the organization in which the job is located. Training is the systematic process by which people acquire new skills or knowledge for a specific purpose. Cole (2002: P.330) describes training as a learning activity aimed at acquiring specific knowledge and abilities for the goal of completing a job or task.

Training, according to Grobler et al (2006: P.125), is defined as the employment of specific methods to instill specific learning using procedures that can be identified and characterized.

These strategies and methods should be improved on a regular basis. If training is to be fully understood, Armstrong (1996: P.11) underlines that it should be established and operated within an organization through appreciating learning theories and methodologies. Training is the process of learning the skills, information, and abilities needed to accomplish a task through instruction. Employee training, according to Noe et al. (1986: P.49), is "a organized effort to support the acquiring of job-related knowledge, skills, and behavior by employees." As a result, training can be defined as a deliberate and systematic effort by management to change employee behavior in a desired direction that will achieve organizational goals.

## BENEFITS OF TRAINING

- Employees may include it on their resume in the future.
- Employees feel needed and appreciated, as if they are important to the organization, because their employer is willing to invest in them.
- Employees can build camaraderie by being around other employees or peers (familiarity and sociability).
- To put money and time into their learning experience.
- It boosts employees' "stock value" within the organization.
- It raises awareness of the organization's name.
- It provides employees with the opportunity to do something other than their regular job.

### 2.1.1 IDENTIFICATION OF TRAINING NEEDS

A training need is the deficit in knowledge, skills, performance and attitude which could be corrected by training, it is also the gap between current and future knowledge and skills that can be bridged by training, Training needs would aid in the analysis of the problem and the determination of whether or not training will solve the problem, as well as the type and technique of training. An overall organizational training needs assessment, according to Nielson (2010), is a thorough examination of what is currently being trained, as well as what knowledge, skills, and abilities should be added now and in the future.

Training is carried out on three levels; INDIVIDUAL NEED, TASK/ JOB NEED, ORGANIZATIONAL NEED. According to (Gomez- Mejia 2007);

- a) Individual needs - Individuals who are the employees need adequate knowledge, skills and attitudes to perform task better and more efficiently. Academic knowledge might be inadequate for the
- b) Task/ job needs - This training concentrates on the task that certain positions demand. The tasks and responsibilities in each role will be different and task analysis analyzes the skills necessary for each position.
- c) Organizational needs - This analysis will assist the company in forecasting its future business strategy. The strategies will include two components: corporate values and corporate strategies. The training will be centered on the company's mission

## REASONS FOR IDENTIFICATION OF TRAINING NEEDS

- a) Proper detection and identification of the section that training is most needed is done through training need
- b) The problem of over training and under training is minimized
- c) Training needs evaluates which training would make organization efficient

### 2.1.2 CONTENTS AND OBJECTIVES OF TRAINING

Training objective is a statement of what is to be achieved by the trainee, the employee should be able to accomplish on the basis of completing a training experience. Training objectives are made with view of the organizational goals and objectives. The principal objective of training is to make sure the availability of a skilled and willing workforce to the organization. In addition to that, there are four other objectives: Individual, Organizational, Functional, and Social.

#### **Individual goals**

These goals are useful for individual workers to achieve their specific goals, therefore increasing the contribution of their employees to the company.

#### **Organizational goals**

Organizational goals help the organization accomplish main goal by achieving individual efficiency.

#### **Functional Objectives**

Functional objectives are to maintain the contribution of the department at a level that is appropriate for the demands of the organization.

#### **Social goals**

Social aims make an ethical and socially responsible company responsive to society's needs and challenges.

The aim can be achieved through increased knowledge, skills and attitude of the participant to fulfill the organization's objectives and by observing and assessing the performance and the response to the environment at the end of the training of the employees.

### 2.1.3 TYPES OF TRAINING

The method of training selected should reflect the purpose of the training, the needs of employees training and the available resources for training and development and on this basis; Olaniyan & Ojo (2008) and Okeke (2011) identified the following approaches:

- a. On-The-Job Training
- b. Off-The-Job Training

#### ON-THE-JOB TRAINING

On-the-job training is a widely used technique in which learning occurs in the workplace. This is performed in the context of work; at the same time the actual work is being performed. Most organizations prefer on-the-job training for the acquisition of effective skills and abilities. With on- the-job method of training, employee's initiation and skills development is achieved fast and employees gain from relating with co-workers (Okeke, 2011).

Advantage of on-the-job training session

- a) It provides employees with the precise, specific and detailed knowledge and skills required in their job. The knowledge and abilities obtainable during on-the-job training are mostly related to the job requirement.
- b) Reduction of the complexity in transferring knowledge that could be encountered during the course of other types of training.
- c) It makes the learning process and transfer of knowledge quality and proficient because the learner has instant chance to practice
- d) It also reduces the cost of training because no additional training facilities are necessary.

According to the research of Alipour, (2009:65), Adedeji, (2010), Adiele (2017) On-the-job training could take the following forms:

- **Orientation/Induction Training:** This method of o-the-job training is purposely designed for new employees to get them familiar with the general requirement of the organization, such as culture, rules and regulations, organization's goals, objectives, norms, ethics, policies, structure, work standard and various conditions of employment. When employees are familiar with the organizations environment the risk of making costly mistakes would be limited. Induction programs are very important for the recently hired employees to boost up their confidence so they can perform up to the standard. The

duration of the induction/ orientation programme could vary from few days to weeks subject to condition.

- **Vestibule Training:** This training method necessitates the acquisition of knowledge and skills in a similar work environment. The Employees practice their skills with instruments or equipment used at their normal work location. The employees are trained in similar work environment without disruption on the normal production which helps in reducing costly mistakes that could affect the normal production (Nongo, 2005). Specialists or unique teachers are involved in training these technical employees, for the purpose of reducing the burden of supervision on the supervisors, the emphasis is positioned on learning process rather than production. Other procedures under this method are: exhibition and role-playing,
- **Job Rotation:** This method of training involves the rotation of staff from one section or department to another in the same organization. The plan is to expose the trainees to various lines and departments and the experience attained helps improvement of job performance.

It is also structured to reduce monotony and repetitiveness of work and to also discover the concealed potentials of the employees. Also, to broaden the knowledge and capabilities of employees in different line of work and professions. The additional knowledge may be needed for functioning at higher level tasks and at higher level responsibilities.

- **Apprentice Training:** This method of training entails the apprentice acquiring expertise through extensive training over a period of time. According to Isiwu (2012), this type of training can be informal or formal, and it is usually lengthy and requires constant supervision, which can be costly.
- **Coaching:** This method of training entails of individual or direct way of influencing the behavior of the employees. It is deliberately designed to achieve particular purpose within little time. Coaching is designed in a way that the employee follows certain guidelines which is focused on improving the method of job performance. The employee being coached is exposed to a number of programmed instructions to speed-up the learning process. For instance, the learner (employee) could be requested to act in place of the manager or supervisor and may assume a larger responsibility related to his job or

can be systematically connected through a chain of jobs. The coach's target is to improve the confidence of the workers by giving specific instructions on ways to perform difficult tasks or delegate related assignment by setting higher goals for the employees to achieve. Coaching is an effective training technique of an organization. It takes place mostly in the superior-subordinate relationship (Otti, 2011).

### **OFF-THE-JOB TRAINING**

This is another method of employee training that is concerned with the organization of this type of training, which is usually in an organized form away from the organization. The trainees which are the employees are removed from the pressure and demands of their job.

These are certified training aimed at exposing employees to new techniques adopted in modern work environments. The major drawback of this type of training is that employees after acquiring improved skills or experiences may resign for a advanced paying job after the organization has invested in training. The following are examples on off- the-job method of training:

- **Formal Training:** This type of training is done within or outside an organization. It is also referred to as on-the-job or off-the-job training in professional zones, like, universities, polytechnics, training institutes. Off-the-job training are provided by educational and learning institutions. They are well-structures training provided to personnel with certifications. Many organizations use consultants or educational institutions to provide training to avoid the cost implications and to achieve effective training (Konings, 2010).
- **Programmed Instruction:** This is a training method that uses machines, programmed books or filmstrips. It differs from traditional forms of training in which the instructor guides the learner to acquire new techniques, because the materials to be used is presented in a manner which the learners can control. Programmed instruction is a special technique of teaching new topics to students through self-instruction or learning. The teacher prepares an instructional material and give to the students to study by themselves. They are thereafter tested through examination questions at the conclusion of the

programme. The outcome of the examinations is immediately showing the right answers and added information on the topic being treated. Internet, Computers and other forms of learning aids are adopted in presenting the materials, although manuals or books may also be used. This method is adopted to allow student actively participate in the learning process Programmed instruction is generally regarded as a self-training method because learning materials are organized and presented in form of cassette, film or tapes to guide the learner (Banjoko, 2011).

- **Guided Discussion:** This is training techniques that encourage learners to reflect on their past experiences and discover alternative means to solving a particular challenge. It permits the group leader greater opportunity to get reactions to an idea than does the lecture method. In the guided discussion method, the leader presents an idea to the group and encourages them to discuss it, but makes it clear to the group that he reserves the right to make the ultimate or final decision. When students contribute to the discussions, their knowledge and understanding of the topic is revealed thereby promoting deeper understanding of the material. Teachers often use guarded questions explain the topics better and to make the course more interactive. Guided discussion exposes employees to a number of perceptions of leaning: it allows them discover their abilities and improves their listening and negotiation skills. When they participate in the guarded discussions, employees gain greater knowledge and understanding of the training material (Otti, 2011).
- **Workshops, Seminars and Conferences:** There are various institutions that organize workshops/seminars aimed at inculcating specific skills on the public. Professionals present papers and discussions on variety of topics in such conferences. New procedures and ideas are investigated, and participants engage in related interactions to contribute their perspectives on the subject (Okereke and Igboke, 2011). A seminar is a type of academic instruction provided by a scholarly institution or by a business or professional association. It has the ability to bring together small groups that focus on specific topics and where everyone presents papers. A workshop, on the other hand, is a type of intuitive preparation in which members complete various exercises rather than listening to a speech or presentation. In general, there are two sorts of workshops: open workshops for



a mixed group of people and closed workshops that are tailored to satisfy the preparation needs of a specific group.

- **Special Lectures:** This is likewise called as classroom training where the employees are given addresses about the occupation prerequisites or requirements and the necessary information required for actualizing the assignment. There is normally a classroom or a workshop where the complete job information is given to the workers by the trainers or instructors from the expert establishments. The trainers usually communicate with spoken words which they need the students to learn, it is fundamentally a one-way type of communication of learning skills and abilities from the trainers to the trainee. It is also a verbal presentation for a large audience or trainees. The lectures should be motivating and inspiring in order to arouse the interest of the trainees. The major reason for this method of training is to make the workers well knowledgeable about their career parts and to discuss challenges concerning the lecture and their jobs. Some of the benefits of special lecture technique is that it reinforces the lecturers' credibility and authority in the field, information is organized and concentrated on the subject matter, the method is efficient and straightforward, lots of material can be treated within a short period, it can easily be personalized effectively.

In spite of these points of interest, special lectures has a few disadvantages, for example, the one way communication process with relatively less participation by the trainees makes uninteresting a times, the attention span of the audience is usually 15-20 minutes, the method depends totally on lecturer's effectiveness and information, a perfect and thorough verbal presentation requires a lot of preparations and therefore consumes a lot of time in its preparation.

- **Group Training:** Many companies provide group training programs. These can be week-long or longer residential courses for managers, sales representatives, accounts employees, clerks, secretaries, or stenographers. Principles of management, the foreman's responsibilities for the organization of production, his role in the training of new workers, marketing, time studies, costing, the importance of clear speaking and writing, joint consultation, and other aspects of human relations are examples of topics covered in the courses. Account supervisors can be tutored on such topics as budgeting, capital employed, cash flow, credit control, fixed assets, profits and loss account, trading

income, depreciation, balance sheet, stock levels and measures for checking fraud. Secretaries can be taught the modern approach to office practice such as office procedure, filing system, indexing, location and classifications of records, mail handling system, microfilming, use of the diary, and use of the computer and some elements of human relations (Atiomo, (2000:62).

- **Self-development and further education:** Employees, especially those who are in training course for skilled jobs, if they have the ability to benefit from continuing their education should be encouraged and given facilities to do this. Self- development should include both the general education and the technical education for their jobs. According to Atiomo, (2000), the advantage of undertaking a systematic training and further education lies in its greatest interest of skilled work and the possibilities of rising to managerial positions and other industrial leadership opportunities.

#### **2.1.4 TRAINING DESIGN (PLAN)**

Hutchins (2009) states that training should be given and designed in a way that it is helpful for the trainee and should be according to trainee expectations and need, since it is critical to the function of maintaining and development of working capabilities in employees.

Training plan is the essential requirements and activities that the training programme should comprise of, the objectives of the training programme, the methods, contents, resources, implementation and the budget. It is the organization's training programs for employees to improve their knowledge, skills, and abilities (KSA) in order to achieve better results.

#### **Training Process and Steps involved**

Training is a step-by-step process that will complete only after successful completion of given sequential activities. Past literature 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. An effective training program is built by following a systematic, step-by step process which includes the following:

**1. Identifying and assess Training Needs:** Employee training requirements may already be specified in the company's strategic, human resource, or individual development plans. The need for training is the difference between expected and actual performance.

**2. Establish specific objectives:** The discovered deficit should be assessed, prioritized, and turned into training objectives for the organization. To close the gap between expected and actual performance, a training program will be devised.

**3. Select appropriate methods:** To identify and determine the training objectives, an action plan is created. There are a variety of training methods accessible, but their usefulness is determined by the training needs of the company.

**4. Implement Training Initiatives:** The scheduling of training activities and the organization of any related resources are part of program implementation. This stage establishes the training program. The prepared plans and programs are put into action to achieve the desired results. Employees are trained to grow in order to perform better in organizational activities.

**5. 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.

**6. Feedback:** Feedback is obtained from all stakeholders in order to determine the effectiveness of the program and the instructors. Analyzing this feedback will enable the organization to identify any program defects.

### **2.1.5 EMPLOYEE JOB PERFORMANCE**

Employee performance depends on many factors such as employee morale, evaluation of performance, compensation, training and development. Performance can be measured in terms of increased output, ease of use of new technology, or being a highly driven individual (Nassazi, 2013). Organizational leaders should set goals and criteria against which employee performance may be measured as they try to reach higher levels of employee performance. Individual performance is described as an individual's outcome in terms of process, results, relevance, and success (Nassazi, 2013). According to Arinanye (2015), the measures of success are focused on productivity, efficiency, effectiveness, quality, and attendance of work

Employees that are satisfied with their occupations have higher job performance and hence superior job retention, according to Hawthorne studies and many other studies on worker productivity (Landy, 1985). Furthermore, if employees are dissatisfied, they are more likely to

leave and are thus demotivated to perform well. Employee performance is higher when employees are happy and pleased, and management finds it simple to motivate top performers to meet company goals. (Kinicki and Kreitner, 2007) Employees may be satisfied only if they believe they are capable of performing their duties, which can be achieved through improved training programs. Recognizing the importance of training methods allows senior executives to create a better working environment, which in turn enhances employee motivation and performance. Organizations get an advantage over their competition by having a competent and devoted workforce that can take the market by storm. The most significant component in business development and excellence is the input of employees on the job. Employees are encouraged to work honestly and deliver their best output by factors such as acquired skills, training, motivation, dedication, welfare, management policies, fringe benefits, salary and packages, promotion, and communication. Management must put in sincere efforts to improving employee performance 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 Employee Performance**

- i.) Increases in productivity
- ii.) Job satisfaction
- iii.) High profit
- iv.) Improves sales and market shares of the company in the market
- v.) Employees develop sense of commitment and loyalty
- vi.) Total production increases in quality and quantity

#### **Factors Affecting Employee Performance**

Anderson (2003: P. 122), indicated that the following are the factors affecting employee performance in an organization, they include:

- i.) **Experience:** Employment and hiring of employees who do not have the appropriate background and foundation for the job can lead to poor performance. Training should be used to develop and enhance the employee's background. An employee might have undergone extensive training but still experiencing performance issues, then the problem could be that the employee does not possess the necessary experience to do the job.
- ii.) **Balancing Home and Work:** Managers need to be sensitive to employees' personal problems, and be prepared to discuss the issues with employees when necessary. If an employee

needs time off to cope with a personal issue, allowing that time off will show all employees that the organization cares about them (Anderson, 2003). Personal troubles can sometimes effect employee performance, even if an employer does not wish to be touched by his employees' personal lives.

iii.) **Manager interaction:** If an employee does not get feedback from the manager as regards performance on the job, the employee has no idea how to rate their performance. Managers should be trained to give positive and negative employee performance feedback. In negative situations, the manager should work with the employee to create a program that will help address the performance shortcomings. It is easier for employees to improve their performance when they know what they are doing right and what they are doing wrong.

iv.) **Setting goals:** Employers need to set goals that employees are required to achieve. Performing to the minimum standards means the employee is doing his job, and that can help an employee understand what is expected of him at a minimum. It would also be helpful to create incentives that will give employees motivation to go beyond the set goals.

### **Employee Performance Management**

The primary goal of human resource management is to maximize the use of human resources so that goals can be met effectively and efficiently. It's a method of establishing a shared workforce understanding of what needs to be accomplished at the organizational level. It is also a system for identifying, differentiating, and rewarding an employee's performance. Organizational objectives are aligned with agreed personnel, skills, requirements for skills, development plans and delivery of results. Performance management is used in organizations to push staff to accomplish certain goals.

According to Noe et al. (2003: p.71), performance control is used to make sure that the activities and results of employees are precisely consistent with the goals of the organization and include the activities and outcomes that will lead to the strategy being implemented successfully by the company. Performance Management is an ongoing process in which targets are created, progress evaluated and continued coaching and feedback are provided to help individuals achieve their goals and career aspirations. The management of performance is the creation of a work environment or environment in which individuals can do their best.

Managers and workers collaborate to plan, monitor, and assess an employee's job objectives and overall contribution to the business through performance management. According to Armstrong

(1998: P.16), performance management entails allowing individuals to do their best job, achieving and maybe exceeding objectives and standards. Individual skills and contributions must be nurtured and cultivated, as well as a culture of collective and individual responsibility for the ongoing improvement of business operations.

Performance management is commonly referred to as corporate performance in the context of organizations, and it is evaluated through business assessment. Individuals with competence and dedication working toward the accomplishment of shared meaningful objectives inside an organization that supports and encourages their achievement is what performance management is all about. It is a strategic and integrated strategy to boosting the effectiveness of organizations by improving the performance of the people who work in them and expanding the capacities of teams and individual contributors, according to Armstrong and Baron (1998: P.7).

### **2.1.6 QUALITY AND QUANTITY OF WORK BY EMPLOYEES**

Quality work is the value of work delivered by an employee, team or organization that is completed correctly, professionally; it is measured through the ratio of work output repeated or rejected is an indicator. In a sales environment, a key indicator of quality salesmanship is the proportion of enquiries converted to sales.

Quantity of work by employees is the amount of work accomplished against the expectations of the employer, it also states the number of items produced, or sold in comparison to the fixed standard i.e., the number of items earmarked for production, processing and sale.

### **2.1.7 WORKERS ATTITUDE TO WORK**

The most visible behavior in any organization is the attitudes of the employees towards any situation or performance. Employees act and react to a particular way as a result of his satisfaction or dissatisfaction on a particular situation, object, process or even leadership.

Employee attitude deals with how an organization behaves. It entails management instructing employees on how to improve organizational and individual effectiveness. It is extremely important in assessing employee attitudes and job satisfaction. Employees who are happy are usually cheerful because they are content with their jobs. As a result, the quality of their work improves. Attitude and job satisfaction may not be entirely the responsibility of management, but rather of the people. Employees who enjoy their jobs will not require external motivation from management, but rather will be motivated by the happiness they gain from doing their tasks

(Robbins 2004). There are different types of positive and negative employee attitudes that affect productivity.

### **2.1.8 TARGET ACHIEVEMENT**

Employees want to see how their work contributes to greater enterprise objectives, and it is explicit for them and for you, their boss, that they establish the correct targets. As a method for continuous and year-end feedback, targeting is particularly significant.

Staff should be provided with input on their performance and motivate them to achieve more in real-time by setting and monitoring targets. If employees are trained, their skills and understanding of the job grow and their trust in their expertise. This increases their performance and makes them work better and more efficiently.

Training is an ongoing process that helps companies achieve their goals. It helps your teams sell more by educating them about your products and services, improving their selling skills, and making them more effective in troubleshooting and customer support. It can improve the efficiency of every department with various forms of training while building general core competencies. Finally, it ensures compliance, as it is the only way that your employees can familiarize themselves with the latest standards and codes of conduct.

## **2. 2 THEORETICAL FRAMEWORK**

The purpose of this research is to look into the relationship between training and employees' job performance at NAFDAC Lagos, Nigeria. This study employs the following theories, these theories are used to understand better the nature of factors relating to training and employees' job performance.

- Theory of social learning
- Theory of reinforcement

### **SOCIAL LEARNING THEORY**

The social learning theory which was propounded in 1971 by the Canadian psychologist, Albert Bandura, social learning theory is the form of training done through the surroundings and environment of employees to enable them identify things and familiarize with them. The theory explains the role of the environment or surroundings of the employees in the organization. The

environment should be professional in such a way that employees can learn from supervisors/managers and co-workers.

Social learning theory is really a combination of two other kinds of learning theories. On the one hand, there is the cognitive learning theory, which claims that an individual's learning is determined by psychological factors, and on the other hand, there is the behavioral learning theory, which claims that learning is based on how we respond to stimuli in our environment.

Key steps in Bandura's social learning theory are;

- a) Attention
- b) Retention
- c) Reproduction
- d) Motivation

The perception of employees to training process, whether negative or positive would affect both management and workers. This theory explains the perception and mental states which plays a vital role in training process, if the mental status of the employee is negative, then he will not take part of the process, if forced, there would be no positivity. In order to create positive mindset toward training, the management should add rewards and benefits to training programmes to motivate staff and lead to positive mindset towards training to improve performance. All staff should be entitled to training to improve their performance, knowledge and skills in the organization.

Organizations that fail to identify problems which could result to labor turnover that could be solved by training its workers is on its way to casualty stage in the lifestyle of business (growth, maturity, decline and death stage). Organizations that embrace training tend to have efficient and effective employees. All members of the organization are to be provided training so their knowledge, ability and skills can be developed and enhanced through familiarizing with organization. Social learning is a natural and cost-effective method of informal learning that can take place anytime, anywhere.

Developing an effective and engaging learning culture is one of the most important tasks of any successful modern organization in attracting the best, brightest, and most innovative employees. This entails encouraging your employees' continuous learning and growth. The best employees are those who are driven to learn and improve their knowledge and skills on a regular basis. Learning is classified into two types: implicit learning and explicit learning. The first is the



acquisition of complex information without conscious effort, while the second is the acquisition of complex information with conscious participation. Social learning incorporates both of these learning methods and allows you to learn both consciously and unconsciously.

The following steps to create a strong learning culture:

1. **Teach Employees to Learn Outside of the Classroom:** This includes spending time learning from coworkers and managers.
2. **Encourage Employees to Learn, Grow, and Embrace Their Creativity Without Fear of Failure:** Encourage employees to learn, grow, and embrace their creativity without fear of negative reactions.
3. **Accept Dissenting Opinions and Feedback:** This allows you to learn what is working well and what needs to be improved.
4. **Reward Engaged Employees Who Contribute to the Learning Culture:** Offering incentives to reinforce this type of positive behavior.

#### **THEORY OF REINFORCEMENT**

Reinforcement theory by B. F Skinner entails that employee's behavior that leads to positive outcomes will be repeated and behaviors that lead to negative outcome will not be repeated (Omomia 2014). Skinner's main objective is the functional analysis of behavior. Here, the external stimuli eliciting it and the responses that is succeeding events, this theory states that learning behavior of employees will repeat behavior attached with a positive outcome or result.

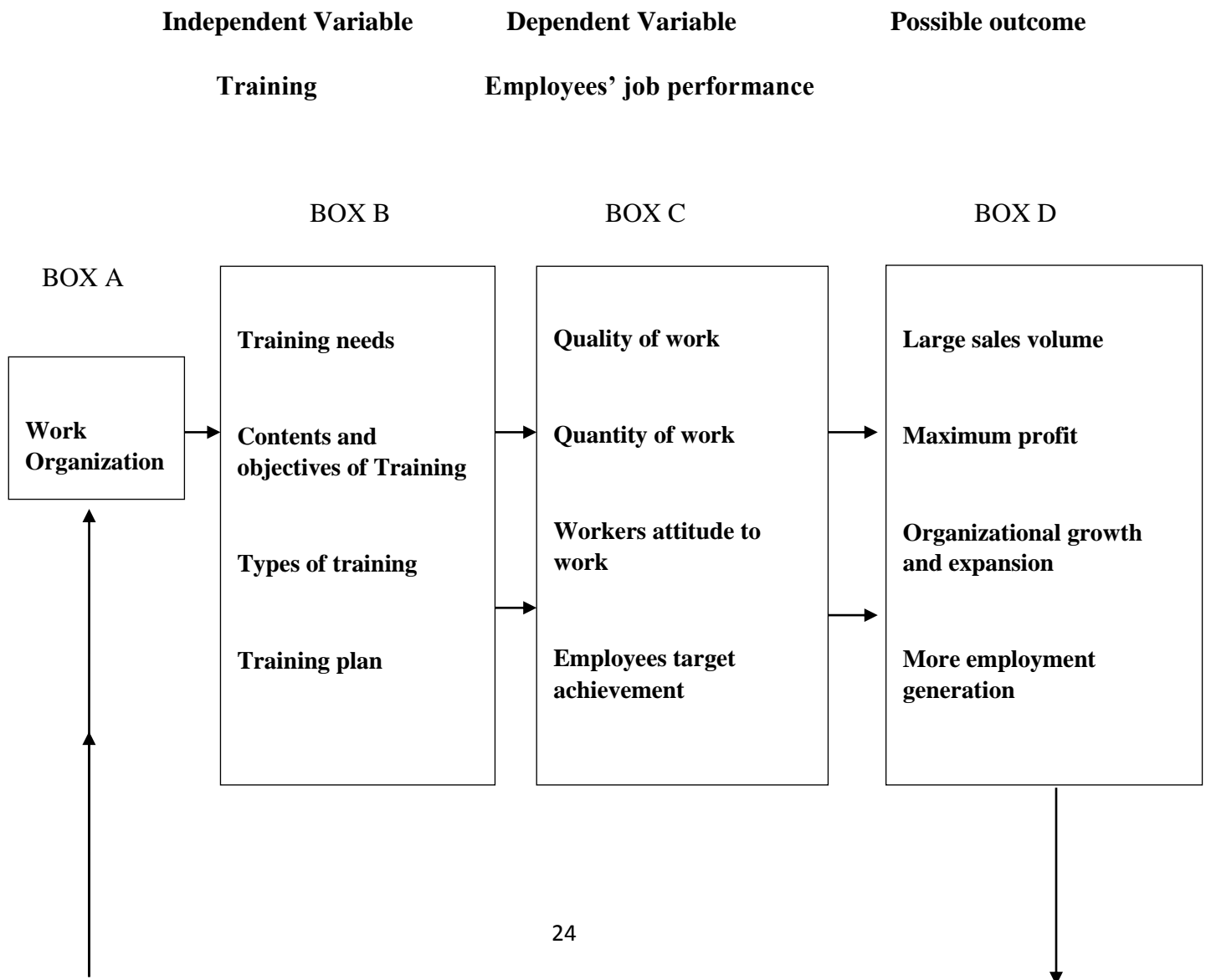
Reinforcement theory of motivation is designed to motivate staff by strengthening, punishing and extinction. theory of motivation. Reinforcement is used to strengthen the desired behavior, which can be both positive and negative. The penalty functions as a disincentive for employees' unwanted behavior. Extinction is reducing the likelihood of unwanted behavior.

B.F. Skinner and his coworkers suggested the theory of reinforcement. It is founded on the principle of "Law of Effect," i.e. the individual's behavior towards positive consequences tends to be repeated, whereas the person's behavior towards bad effects does not repeat itself. "Component strengthened is often repeated; behavior not strengthened, is usually extinct or extinct," remarked Skinner. Behavior that has implications is called the operator behavior and the theory of enhancement relate the operative behavior with the corresponding consequences. This is known as Operant Conditioning, and the change in behavior is caused by the reinforcement given after the response.

This motivation theory is entirely focused on what happens to an individual when he or she takes some action. It has nothing to do with an individual's internal state, i.e., an individual's inner feelings and drives are ignored. As a result, the organization's external environment should be designed positively and effectively in order to motivate employees. This theory is a powerful tool for analyzing the controlling mechanisms that govern an individual's behavior.

According to Skinner's theory of reinforcement, training programs should be aligned with organizational objectives and have a positive expected outcome. Different types of rewards, such as bonuses, salary, raises, promotions, and the awarding of certificates following a training program, will motivate employees to produce a positive outcome.

### 2.3 CONCEPTUAL FRAMEWORK





## FEEDBACK LOOP

Source: Researcher 2021.

In figure 1 above, the conceptual framework shows the relationship between independent variable and dependent variable. Box A represents the work Organization while box B contains the independent variable namely training, training in box B contains sub variable such as contents and objectives of training, training needs, types of training and training plan.

All these will influence dependent variable in box C which variables namely: Quality of work, quantity of work, workers attitude to work and target achievement. The influence of independent variable on dependent variable will power way for possible outcome in box D namely; Large sales volume, Maximum profit, Organizational growth and expansion, More employment generation etc. All these will be directed towards the organization through feedback loop.

### **2.4 EMPIRICAL REVIEW**

Studies on the impact of training on employee job performance have primarily focused on productivity issues. The primary goal of Falola and his colleagues' (2014) research was to investigate the impact of training and development on employee performance and organizational competitive advantage in the Nigerian banking industry. The descriptive research method was used by the researchers, who used two hundred and twenty-three valid questionnaires filled out by selected banks in Lagos State, South-West Nigeria, using a simple random sampling technique. To represent the raw data in a meaningful way, the collected data was analyzed using descriptive statistics.

The findings revealed a strong link between training and development, employee performance, and competitive advantage. According to the findings, there is a strong relationship between the tested dependent variable and the independent construct.

It is worth noting that information technology, employee training, and incentives all demonstrated a strong and significant relationship with organizational performance. This could be because employees in most developing countries are not as well paid as those in developed

countries, so workers are more concerned with human resource practices that could increase their earnings (Abang et al, 2009).

Several interventions are effective in increasing the organizational benefits of training (Herman and Kurt, 2009). To begin, organizations should conduct a needs assessment with experienced subject matter experts to ensure that trainees are prepared and motivated for training. Second, in terms of design, organizations should employ theory-based learning principles such as encouraging trainees to organize training content, requiring trainees to exert effort in the acquisition of new skills, and providing trainees with the opportunity to make errors along with explicit instructions to encourage them to learn from these errors to maximize the benefits of training. Third, in terms of training delivery, the benefits of using technology for training delivery can be enhanced by providing adaptive guidance to trainees (Herman and Kurt, 2009).

Diamantidis, Anastasios D., and Chatzoglou, Prodromos D. (2012) investigated the effects of employee development training programs in organizations. It indicates that the design of the training program is the most important factor and has a significant impact on job performance.

Giasuddin Bellary, Pulidindi Venugopal, and Ganesan (2014) emphasized the importance of training outcomes in determining the success of a training program. It was stated that many corporate, but insufficient research has been done in this area.

Training is a process and it is most pervasive methods to enhance productivity of individuals and communicating organizational goals to personnel (Ekaterini & Constantinos Vasilios, 2009). It also supports that investing in training employees on decision making, teamwork, problem-solving and interpersonal relations has impact on organization's level of growth as well as employee's performance (Rohan & Madhumita, 2012).

(Venkoba Rao and Kishan, 2012) discovered that training activities improve job quality, which in turn contributes to national economic development.

Tahir, Yousafzai, Hashim, and Jan (2014) used the United Bank Limited Peshawar City, Pakistan as a case study to examine the impact of training and development on employee performance and productivity. Using descriptive statistics tools SPSS, the main goal was to investigate the effect of training and development on employee performance and productivity. The study's findings revealed that UBL employees in the Peshawar region were in favor of manpower training, citing it as the most important factor that drives employees' performance and Productivity. According to the findings of this study, bank executives who care about their

employees' productivity and efficiency have no choice but to embrace the concept of employee training and development as a blueprint for success. The study concluded that training and development would provide employees with options for advancement and a better career life. As a result, the productivity and performance of the company and its employees would improve.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 INTRODUCTION**

This chapter deals with the research methodology. It is segmented thus: research design, population of the study, sample size and sampling technique, sources of data collection, method of data analysis, instruments of data collection and validity and reliability of instrument.

#### **3.1 RESEARCH DESIGN**

The research design is the style and method the researcher wants to make use of to carry out the research. The study adopted the descriptive survey study to explain training as a tool to improve employees' performance in NAFDAC - Lagos State. It measured two variables, independent and dependent variables. Descriptive survey study was used because it is best suited to answer the "how" and "what" question research study.

#### **3.2 POPULATION OF THE STUDY**

A population is the entire set of data that is of interest to the researcher according to Saunders, et al. (2003) the population of the study consists of the employees of NAFDAC - Lagos State. The population of the study was 600 and consists of all employees of the company as obtained from the secondary data in form of the company records in human resources department.

#### **3.3 SAMPLE SIZE**

It is assumed that the sample size is the true representative of every element in the total population. For the purpose of this research the survey method would be implemented, which requires us to draw up a sample that adequately represents the entire population from which conclusion was made on the whole. Taro Yamane's formula was introduced to determine the sample size based on the percentile proportional division of the employees in NAFDAC - Lagos State and it is as follows;

n = Number of sample size

N = population size

i = constant

e = Level of significance of error/ proportion of sample error / margin of error assumed to be 0.05 or 5%

Therefore:

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

Where;

n = sample size =?

N = population size = 600

e = proportion of sample error / margin of error = 0.05 or 5%

$$n = \frac{600}{1 + 600(0.05)^2}$$

$$n = \frac{600}{1 + (600 \times 0.0025)}$$

$$n = \frac{600}{1 + 1.5}$$

$$n = \frac{600}{2.5}$$

$$n = 240$$

The sample size for the research is 240 respondents and this is a true representative of the total population using Taro Yamane formula.

### **3.4 SAMPLING TECHNIQUES**

For the purpose of this research work, the sampling technique multi-stage was used to get a true representative of the total population of the study. The stages are;

Stage I – There was purposive selection of NAFDAC - Lagos State for the study. The main reasons for choosing NAFDAC - Lagos State;

- a) The company is a government agency that regulates and control products to safeguard the health of the nation therefore the employees' need to be trained and equipped with right set of skills which brings about the need to evaluate training as a tool improve performance and productivity.
- b) The need to examine the training plan needs and objectives of the organization whether they are in line with what can improve employees' performance in the organization.

Stage II – Stratified sampling of workers into various strata/groups, departments, work units; Human resource unit, Accounting unit, production unit, marketing and sales, engineering unit,

ICT unit, quality control unit, top management unit, middle management unit, low management unit.

Stage III – From each stratum there was random selection through balloting method.

### **3.5 SOURCES OF DATA**

The primary data was employed in this study. The data was collected through the aid of questionnaire administration to the target population

### **3.6 METHOD OF DATA COLLECTION**

There are two methods of data collection quantitative and qualitative method. The quantitative method involves questionnaire as the research instrument while qualitative method involves the use of in-depth interview. For the purpose of this study the quantitative method would be used through the use of questionnaire administration.

### **3.7 RESEARCH INSTRUMENT FOR DATA COLLECTION**

For the purpose of data collection for this research, the instrument to be used was questionnaire. It was constructed by the researcher to collect data from the employees on “training as a tool to improve employees’ job performance”.

The questionnaire format was be divided into part A to E. Part A will comprise of general question to provide related information in respect of all respondents. Section B to E of the questionnaire contains the objectives of the research work on training and employees job performance.

Also, the questionnaire was structured in Likert scale rating as follows:

Strongly Agree (S.A)—————4 points

Agree (A)—————3 points

Strongly Disagree (S.D) —————2 points

Disagree (D) —————1 point

### **3.8 METHOD OF DATA ANALYSIS**

The data collected was analyzed with the use of statistical package for social sciences (SPSS) version 23.0. Descriptive method was used to achieve a valid analysis in the presentation and



analysis of the data collected on the research field. Statistical knowledge was employed such as percentage, frequency, charts etc.

### **3.9 VALIDITY AND RELIABILITY OF DATA COLLECTION INSTRUMENT**

Validity refers to the level of accuracy of the results of the study. For any scientific research to be credible, it has to be legitimate and reliable. Validity is defined by (Allen & Yen, 1979), as referenced by Rosemary (2013), is defined validity as the level to which the instrument measures what it is meant to measure. Validity refers to the degree which the instrument fully measures the study of interest. Reliability refers to the extent to which studies can be replicated. The quality of a research can be tested using validity and reliability. The research instruments were reviewed by the supervisor who assessed all the features and component parts for grammatical and ambiguity errors and to ensure accurate analysis and data for research.

Validity is the ability of a research instrument to measure what it is expected to measured. The validity can be in two forms;

**A. Content validity:** this is to review if the research instrument covers all the dimensions of the topic

**B. Construct validity:** this is to know how a research instrument measures all the dimension of the concepts.

Reliability is the uniformity in the result given by the same research instrument. (Field, 2009) defines reliability as the ability of a measure to produce consistent results when the same entities are measured under different conditions.

## CHAPTER FOUR

### Data Presentation, Analysis and Interpretation

#### 4.0 Introduction

This chapter is dedicated primarily to the analysis and presentation of data obtained from the field using various statistical techniques discussed earlier in the methodology. All data collected were presented, analyzed and discussed. 240 copies of questionnaire were carefully administered on respondents, however, 220 copies were correctly filled and returned at the stipulated time. This is 91.6% response rate which the researcher believed was enough to produce reliable data needed for this research. Thus, 220 copies of questionnaire retrieved were presented and analyzed using Software Package for Social Science (SPSS) for easy understanding.

**Table 4.1 Preliminary Survey Details**

#### Response Rate to Questionnaire Administered

S/No	Questionnaires	Frequency	Percentage
1.	Number of questionnaires administered	240	100
2	Number of questionnaires not properly administered	5	2.1%
3.	Number of questionnaires not retrieved	15	6.3%
4.	Questionnaires retrieved and used for the final analysis	220	91.6%

**Source: Field Survey 2021**

Table 4.1 above provides the response rate to questionnaires administered. A total of 240 copies of questionnaire were administered. The total number of questionnaires retrieved after administration was 220 while 5 copies were not properly administered and 15 copies were not retrieved. This means 91.6% response rate was achieved.

**Table 4.2. Demographic Data of the Respondents.**

The following shows the presentation and analysis of demographic information of the respondents in terms of their Gender, Age, Marital Status, Academic qualification, Work experience, Staff category, Employment status and Department where they work.

<b>Variable</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>GENDER</b>		
Male	140	63.6
Female	80	36.4
TOTAL	220	100.0
<b>AGE</b>		
21-30 years	60	27.3
31-50 years	100	45.5
51 and above	60	27.3
TOTAL	220	100.0
<b>MARITAL STATUS</b>		
Single	60	27.3
Married	120	54.5
Separated/Divorced	40	18.2
TOTAL	220	100.0
<b>ACADEMIC QUALIFICATION</b>		
SSCE	0	0.0

OND	40	18.2
HND	20	9.1
BSc	40	18.2
Msc	60	27.3
MBA	20	9.1
PHD	40	18.2
TOTAL	220	100.0
<b>EXPERIENCE</b>		
Less than 5 years	100	45.5
6-10 years	80	36.4
11 years and above	40	18.2
TOTAL	220	100.0
<b>STAFF CATEGORY</b>		
Junior staff	60	27.3
Senior staff	120	54.5
Management staff	40	18.2
TOTAL	220	100.0
<b>EMPLOYMENT STATUS</b>		
Permanent	180	81.8
Casual	40	18.2

TOTAL	220	100.0
<b>DEPARTMENT</b>		
Human resources	40	18.2
Accounts	60	27.3
Sales	0	0.0
Production	120	54.5
Others	0	0.0
TOTAL	220	100.0

**Source: Field Survey 2021**

Table 4.2 presented the demographic information of the respondents. As shown above, 140 of the respondents are male representing 63.6%; while 80 representing 36.4% are female. This simply implies that majority of the employees in NAFDAC Lagos State that participated in this study are female.

The Age of the respondents is presented in Table 4.2. From the table above, it can be seen that 60 of the respondents representing 27.3% were between ages 21-30 years, 100 respondents representing 45.5% were between ages 31-50 years, while 60 respondents representing 27.3% were 51 years and above. Hence majority of the employees were between 31 years and 50 years. With respect to marital status of the respondents; as shown in Table 4.2, 60 respondents representing 27.3% are single, 120 respondents representing 54.5% are married while 40 respondents which make up 18.2% are either separated or divorced. Majority of the respondents that participated in the study were married.

The academic qualification of the respondents as presented in the table includes, 40(18.2%) of respondents hold OND, 20(9.1%) have HND, 40(18.2%) have earned BSc. Meanwhile, majority of the employees, 60(27.3%) respondents have Master's degree. Similarly, 20 (9.1%) have bagged MBA while the remaining respondents representing 40 (18.2%) have PHD. The result

indicates that the respondents are literate and well educated. Majority of the employees hold above Bachelor's degree.

With respect to Staff category of the respondents; as shown in Table 4.2, 60 respondents representing 27.3% were Junior staff; 120 respondents representing 54.5% which form the majority were Senior Staff, while the remaining 40 (18.2%) were management staff.

The employment status of the respondents is also presented here. It can be seen that 180 respondents representing 81.8% were permanent staff while the remaining 40 respondents representing 18.2% are Casual Staff. This result implies that majority of the employees that participated in this study were permanent staff.

Additionally, the survey also collected the department in which each respondent works in the organization. It can be seen from the table that 40 respondents representing 18.2% were from the Human resources department, 60% respondents representing 27.3% were from account department, 120 representing 54.5% worked in production. None of the respondents were from Sales department, majority were from Production.

**Table 4.2.1: Have you received any form of training since joining the organization?**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	160	72.7
No	60	27.3
<b>Total</b>	<b>220</b>	<b>100.0</b>

Table 4.2.1 above indicated the opinions of the respondents on whether they have been receiving training or not since they joined the organization. As a matter of fact, 72.7% of the respondents claimed 'Yes', while 27.3% claimed "No". This implies that as long as majority of the respondents were able to make affirmative answer, then it could be inferred that the work organization has not been taking the issue of training of employees with levity.

### **4.3. The relationship between training needs and quality of work by employees**

This section presents the answer provided by the employees in response to research question one that seeks to verify the relationship between training needs and quality of work by employees.

**Table 4.3.1. Training is essential for all employees in the organization**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Strongly Disagree	41	18.6

Disagree	19	8.6
Agree	20	9.1
Strongly Agree	140	63.6
<b>Total</b>	220	100.0

**Source: Field Survey 2021**

Table 4.3.1 above revealed the relationship between training needs and quality of work by the employees. To achieve clarification, employees were made to react to the view of training being essential to workers in the organization. While 18.6% of the respondents strongly disagreed, 8.6% disagreed, 9.1% agreed and 63.6% of the respondents strongly agreed. As long as majority of the respondents strongly agreed with this view, it could be said logically that the employees in the work organization appreciated the impetus of training for every employee because it enhances their job performance at any point in time.

**Table 4.3.2: Effective training promotes the quality of work rendered by employees**

<b>Responses</b>	<b>Frequency</b>	<b>Percent (%)</b>
Strongly Disagree	20	9.1
Disagree	40	18.2
Agree	120	54.5
Strongly Agree	40	18.2
<b>Total</b>	220	100.0

**Source: Field Survey 2021**

As to whether effective training promoted employees' quality of work, 9.1% of the respondents strongly disagreed with the view, 18.2% disagreed, while 54.5% agreed and 18.25 of the respondents agreed. Majority of the respondents (54.5%) were in support of the claim that effective training enhanced quality of work performed by the employees, hence, one can infer that many of the employees understood the position of regular and effective training of workers if good result was to be achieved in work organization. Apart from the fact that it enhanced high productivity, it modifies the attitudes of workers positively towards organizational objectives.

**4.4: The association between content/ objectives of training and quantity of work by employees**

This section is intended to illustrate the association between content and objectives of training and quantity of work by employees

**4.4.1: Training gives employees the basic knowledge of the policies, procedures and rules**

<b>Responses</b>	<b>Frequency</b>	<b>Percent (%)</b>
Strongly Disagree	20	9.1
Disagree	20	9.1
Agree	140	63.6
Strongly Agree	40	18.2
Total	220	100.0

**Source: Field Survey 2021**

Table 4.4.1 above showed association between content/objectives of training and quantity of work performed by the employees. Thus, in reacting to the view that training gives employees the basic knowledge of policies, procedures and rules guiding work processes 9.1% of the respondents strongly disagreed, 9.1% disagreed, 63.6% agreed while 18.25 strongly agreed. Workers must understand the basic policies, rules and procedures operating in work organization for effective job performance to be achieved. Majority of the respondents (63.3%) believed that rules, procedures and policies guiding work must be well understood by employees, however, this could only be achieved through effective training of employees.

**4.4.2: Training contents are relevant to achieve desirable standards in the organization and promotes efficient operational environment**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Disagree	40	18.2
Disagree	20	9.1
Agree	40	18.2
Strongly Agree	120	54.5
Total	220	100.0

**Source: Field Survey 2021**

As to whether training contents are relevant to achieve desirable standards in the organization and promotes efficient operational environment in Table 4.4.2. above, 18.2% of the respondents



strongly disagreed, 9.1% disagreed, 18.2% agreed while majority of the respondents (54.5%) strongly agreed with the view. From this analysis majority of the respondents believed that contents of the training programme of the work organization truly helped in achieving desirable standards and promotes operational work environment. Whenever workers are well trained, target could easily be achieved through high productivity recorded and efficiency of labour will become a reality.

#### **4.5: The link between types of training and workers' attitude to work.**

This section is intended to illustrate the link between types of training and workers' attitude to work through the feedback received from the workers.

##### **4.5.1: Employees' knowledge, skills and attitude are improved through on-the-job training**

<b>Responses</b>	<b>Frequency</b>	<b>Percent (%)</b>
Strongly Disagree	20	9.1
Disagree	40	18.2
Agree	40	18.2
Strongly Agree	120	54.5
Total	220	100.0

**Source: Field Survey 2021**

At any point in time, training promotes the skills, attitudes and knowledge of workers thereby accelerating their job performance. In Table 4.5.1 above, respondents expressed their view differently on the importance of on- the -job training in promoting skills, knowledge and attitudes of workers. While 9.1% of the respondents strongly disagreed with this claim, 18.2% disagreed. By the same token, 18.2% of the respondents agreed with this assertion, while 54.5% which represented the majority strongly agreed. This confirms the views expressed by many experts in human resource management that when employees are given the right type of training, certainly their skills, knowledge, capabilities and attitudes will improve which are preconditions for effective job performance for optimum result to be achieved.

##### **4.5.2: Off- the-job training boost employees' confidence and gives more experience and exposure to new techniques and skills**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Disagree	20	9.1

Disagree	40	18.2
Agree	80	36.4
Strongly Agree	80	36.4
Total	220	100.0

**Source: Field Survey 2021**

Table 4.5.2 above indicated the basic relevance of off-the-job training and the respondents' reactions to it thereof. In boosting employees' confidence, giving them confidence and exposure to new techniques and skills, 9.1% of the respondents strongly disagreed, 18.2% disagreed, 36.4% strongly agreed, while 36.4% agreed. As a matter of fact, the same proportion of the respondents (36.4%) agreed and strongly agreed which implies that the employees had much understanding of the relevance of off-the -job training in improving their confidence level, exposure to new skills in the performance of their duties. This will go a long way to accelerate the job commitment and satisfaction among workers that can enable them to contribute maximally to the productivity of the organization.

#### **4.6: The association between training plans and employees' target achievement**

This section is intended to illustrate the association between training plans and employees' target achievement.

##### **4.6.1: Employees' training influences the achievement of goals**

<b>Reponses</b>	<b>Frequency</b>	<b>Percent (%)</b>
Strongly Disagree	0	0.0
Disagree	40	18.2
Agree	80	36.4
Strongly Agree	100	45.5
Total	220	100.0

**Source: Field Survey 2021**

Once workers are employed, the expectation of the employer is good performance through ability to achieve target set for the workers. In Table 4.6.1. above, as to whether training of employees encouraged them to achieve the targets set for them, 0,00% of the respondents strongly disagree, 18.25 disagreed, 36.4% agreed, while45.5% strongly agreed with this view. In as much as the largest proportion of the respondents (45.5%) strongly agreed with this view, it

could be inferred that training in this study organization had assisted workers to achieve most of their goals which could promote the productivity and profit margin of the organization.

**4.6.2: Training is used to improve performance and productivity in the organization**

Responses	Frequency	Percent
Strongly Disagree	40	18.2
Disagree	20	9.0
Agree	100	45.5
Strongly Agree	60	27.3
Total	220	100.0

**Source: Field Survey 2021**

Once the performance of workers is improved, productivity of the organization will rise and more profit will be acquired by the organization for expansion and creation of more markets. On the view that training was used to improve performance and productivity in the organization, 18.2% of the respondents strongly disagreed, 9.0% disagreed ,45.5% agreed, while 27.3% strongly agreed. Given the fact that majority of the respondents (45.5%) agreed with this claim, then it could be said that regular training of workers in the organization had facilitated employees’ performance thereby promoting the productivity of the work organization.

**4.7 HYPOTHESES TESTING**

**Table 4.7.1: Hypothesis One**

**H<sub>0</sub>:** There is no significant relationship between training needs and employees' quality of work

**H<sub>1</sub>:** There is a significant relationship between training needs and employees' quality of work

**Correlations**

			Training needs	Quality of work
Spearman’s rho	Training needs	Correlation coefficient	1.000	.229

		Sig (2-tailed)	.	.201
	Quality of work	Correlation coefficient	.229	1.000
		Sig (2-tailed)	.201	.
		N	220	220

**Source: Field Survey 2021**

The result above indicated that there is a weak positive correlation between training needs and quality of work by the employees with correlation coefficient “r” being 0.229. Therefore, the relationship between training needs and quality of work is relatively weak. Also, the significant value (sig 2- tailed) “.201” is higher than the p-value (p-value = 0.05). This implies that the weak relationship observed between the two variables is not significant. Hence, null hypothesis is retained, while alternative hypothesis is rejected. Hence, there is no significant relationship between training needs and quality of work by employees.

**4.7.2: Hypothesis Two**

**H<sub>0</sub>:** There is no significant association between contents and objectives of training and quantity of work by employees

**H<sub>1</sub>:** There is a significant association between contents and objectives of training and quantity of work by employees

**Correlations**

			Contents and Objectives of Training	Quality of Work
Spearman’s rho	Contents and Objectives of	Correlation coefficient	1.000	.820**

	Training	Sig (2-tailed)	.	.000
	Quality of work	Correlation coefficient	.820 <sup>**</sup>	1.000
		Sig (2-tailed)	.000	.
		N	220	220

**Source: Field Survey 2021**

The result above indicated that there is a strong positive correlation between contents and objectives of training and quality of work by the employees with correlation coefficient “r” being 0.820. Therefore, contents and objectives of training has a strong association with quality of work Also, the significant value (sig 2- tailed) “0.000” is lower than the p-value (p-value = 0.05). This implies that the strong relationship observed between the two variables is significant. Hence, contents and objectives of training has a strong association and therefore may have strong influence on quantity of work by employees. To this effect, null hypothesis is rejected, while alternative hypothesis is accepted, which means, there is a significant relationship between contents and objectives of training and employees’ quality of work.

**4.7.3: Hypothesis Three:**

**H<sub>0</sub>:** There is no significant link between the types of training and workers' attitude to work

**H<sub>1</sub>:** There is a significant link between the types of training and workers' attitude to work

**Correlations**

			Types of Training	Workers’ Attitude
Spearman’s rho	Types of Training	Correlation coefficient	1.000	.919 <sup>**</sup>
		Sig (2-tailed)	.	.000

	Workers' Attitude	Correlation coefficient	.919 <sup>**</sup>	1.000
		Sig (2-tailed)	.000	.
		N	220	220

**Source: Field Survey 2021**

The result above indicated a very strong positive correlation between the types of training and the attitude to workers with correlation coefficient “r” being 0.919. This means that types of training have a strong direct association with workers’ attitude. Also, the significant value (sig 2-tailed) 0.00 is lower than the p-value (p-value = 0.05). This implies that there is a very strong and significant relationship between the types of training and workers’ attitude. Hence, Null hypothesis is rejected while alternate hypothesis is accepted.

**4.7.4: Hypothesis Four:**

**H<sub>0</sub>:** There is no significant relationship between training plan and employees' target achievement.

**H<sub>1</sub>:** There is a significant relationship between training plan and employees' target achievement.

**Correlations**

			Training plan	Employees' target achievement
Spearman's rho	Training plan	Correlation coefficient	1.000	.371 <sup>**</sup>
		Sig (2-tailed)	.	.152
	Employees' target achievement	Correlation coefficient	.371 <sup>**</sup>	1.000
		Sig (2-tailed)	.152	.

		N	220	220
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**Source: Field Survey 2021**

The result above indicated that there is a weak positive correlation between training plan and employees’ target achievement with correlation coefficient “r” being 0.371. Therefore, the relationship between training plan and target achievement is low and this means training plan does not contribute to employees’ target achievement. Also, the significant value (sig 2- tailed) which is “0.152” is higher than the p-value (p-value = 0.05). This implies that the weak correlation observed between the two variables is not significant. On this basis, null hypothesis is retained, while alternative hypothesis is rejected.

**4.8 Discussion of The Findings**

In this section, the findings from the analysis “**TRAINING AS A TOOL TO IMPROVE EMPLOYEES’ JOB PERFORMANCE: A STUDY OF NAFDAC LAGOS STATE**” would be discussed.

The general objective of this research is to examine the link between employees' training and job performance in NAFDAC - Lagos State. The general objective is further sub-divided into four specific objectives. The research makes use of a survey research design in order to get information from selected respondents. The resulting data collected were then analyzed using descriptive statistics which arrive at our findings. The findings from the study are presented as follows.

The research assessed the relationship between training needs and quality of work by employees. The findings showed that there is no significant relationship between training needs and quality of work by employees. This implies that increase in training needs does not necessarily lead to increase in the quality of work by employees. These findings negate the findings of Falola et al, (2014) who investigated the effectiveness of training and development on employees’ performance and organization competitive advantage and found that there is a significant strong relationship exists between training and development, employees’ performance and competitive advantage. As opposed to the findings of this study, Venkoba Rao and Kishan, (2012) also found

that training activities produce enhancements in the quality of job which invariably contributes to economic growth.

Researcher also investigated the association between content and objectives of training and quantity of work by employees. Findings showed that there is a significant relationship between contents and objectives of training and employees' quality of work. This means that content and objectives of training is closely associated with quality of work produced by employees. According to Tahir et al. (2014), The results of their research revealed that the employees were in favour of manpower training as they considered it as the major factor that drives employees' performance and Productivity.

Furthermore, the research analyzed the link between types of training and workers' attitude to work. The types of training have a strong positive correlation and influence on employees' attitude to work. The types of training will have significant influence on the workers' attitude as well. This research finding agrees with findings of Johnson, Umoh and Ama (2016) who found that on-the -job and off-the-job training types is significantly associated with employees' work attitude and enhance attitudinal measures such as job involvement and satisfaction.

Lastly, the researcher examined the relationship the between training plans and employees' target achievement. There was an insignificant and weak positive relationship observed between training plan and employees' target achievement. Although the types of training may have influence on employees' target achievement, the findings show that training plan does not necessarily affect the employees of the organization target achievement. Definitely, other factors may contribute significantly to employees' target achievement. This contradicts the findings of Falola et al. (2014), who looked into the impact of training and development on employee performance and organizational competitive advantage and discovered that there is a significant link between training and development, employee performance, and competitive advantage.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.0 Introduction

This chapter which is the final chapter entails the summary of the study from the start of the study to the last chapters. It then concludes from its findings and recommends to those involved based on the conclusion derived from findings.

#### 5.1 Summary

The study focused on “Training as a Tool to Improve Employees’ Job Performance: A Study of NAFDAC --- Lagos State”. The specific objectives of the study were:

1. To verify the relationship between training needs and quality of work done by employees
2. To investigate the association between content/objectives of training and quantity/ quality of work done by employees
3. To evaluate the link between types of training and workers attitude to work
4. To examine the association between training plans and employees’ target achievement

Social learning theory was employed as the framework and the research design was descriptive survey. Multi stage sampling techniques was used and data collection method involved the use of questionnaire. Data analysis involved the use of percentages, frequencies and spearman’s; correlation coefficient. Obviously, it was discovered from the findings of the research that 63.6% of the respondents strongly agreed with the view that training was essential to all employees in the work organization. There was also the belief by 54.5% of the respondents that effective training promoted quantity and quality of work rendered by the employees. As regards training contents/ objectives relative to quality of work done 63.65 of the respondents agreed that training gave employees basic knowledge of the policies, procedures and rules of the work organization.

As to training contents were relevant to achieve desirable standards in the organization and promoted operational environment, the highest proportion of the respondents (54.5%) strongly agreed with this view. In addition, it was revealed that employees’ knowledge, skills and attitudes were improved through on-the-job training as strongly agreed by 54.5% of the respondents. By the same token, 36.4% of the respondents agreed that employees’ confidence,

experience and exposure were enhanced through off-the-job training. Equally, 45.5% of the respondents agreed that training influenced the achievement of organizational goals.

Hypothesis 1 revealed no significant relationship between training needs and quality of work done by the employees with significant value (sig. 2- tailed) “2.01” higher than p-value (p-value=0.05). Consequently, null hypothesis was accepted.

Hypothesis 2 showed significant relationship between contents/ objectives of training and quantity of work done by employees with significant value (sig.2- tailed) “0.000” less than p-value (p-value=0.05). In view of this, alternative hypothesis was accepted.

Hypothesis 3 also indicated significant relationship between types of training and workers attitude to work with significant value (sig.2- tailed) “0.00” less than p-value (p-value = 0.05). On this basis, alternative hypothesis was accepted

Hypothesis4 showed no significant relationship between training plan and employees’ target achievement with significant value (sig. 2- tailed) “0.152” higher than p-value (p-value = 0.05), hence, null hypothesis was accepted.

## **5.2 Conclusion**

Training is a fundamental tool to accelerate the performance of every worker in work organization. It develops employees’ skills, knowledge, capabilities and attitudes. The study had revealed that NAFDAC as a service organization carried out training of employees and this had enhanced the job performance of the employees in many ways. This is a laudable achievement that the management of the organization should maintain if productivity of the workers and the organization is to keep on improving from time to time.

However, it must be stressed that the organization is still deficient in the identification of training needs of employees and this should be addressed promptly so as to bridge the gap between expected performance and actual performance of workers. In addition, it is imperative for the organization to have annual training plan which must be reviewed on regular basis in order to keep abreast with international best practices.

### **5.3 Recommendations**

1. It is essential for NAFDAC to regularly identify the training needs of the workers and organization. Training needs represent the gaps between the accrual performance and expected performance. This will not only reinforce the quality of work done but also enhance the performance of workers on regular basis.
2. It is equally important to state that NAFDAC must have standard training plan that must be reviewed on timely basis in order to keep abreast with the new developments in the society. This will address the diverse deficiencies inherent in the employees and improve their knowledge, skills, attitudes and capabilities.
3. Adequate resources must be set aside by the management of the work organization in order to ensure regular training of staff within and outside the country as a way of exposing them to fundamental principles guiding various aspects of their jobs.
4. At the end of each training programme, training evaluation must be introduced in order to determine the effectiveness of any training undergone on the part of NAFDAC staff
5. On regular basis, both on-the-job and off-the-job taring must be embraced by the management of NAFDAC which should be extended to all categories of staff. This will promote the exposure, experience, skills and capabilities of the staff thereby making the organization to achieve its lofty objectives.
6. NAFDAC should also work hand in hand with other training institutions within and outside the country in order to cross- fertilize ideas on contents of training that fall in line with their job contents in order to have a more robust training programme for their staff as a way of improving their job performance on regular basis.

### **5.4 Contribution to Knowledge**

1. The study contributed to knowledge in the area of gap created in the statement of the problem. Past studies on employees' job performance had examines issues such as motivation, leadership, compensation, manpower planning, organizational culture etc., however, little or nothing has been done in intellectual discourse to link training with employees' job performance.
2. The study will assist other researchers to carry out further research work in other organizations such as manufacturing companies or oil companies in order to compare their findings with this present work.

3. The management of NAFDAC through this study focus attention more on their training plan, training needs and training contents/ objectives, review them in order to meet international best practices.

4. The study will accelerate the desire of other service organization both in private and public sector of Nigerian economy to expedite action on training of their staff in order to improve their knowledge, skills and attitudes. This will enhance organizational performance and global rating of NAFDAC in terms of its function and other organizations in the country.

### **5.5 Suggestions for Further Studies**

1. In the future similar study could be carried out in another sector of the national economy such as banking, manufacturing, oil and aviation sectors.
2. Further study can focus on bigger work organization with larger population and sample size by employing interview and questionnaire method of data collection. This will probably give us new facts that were not revealed by this work.
3. Future research can focus on two service provider organizations by using them as comparative analysis, perhaps, new facts may emerge for people to benefit
4. Future research can focus on different research design and different data analysis method and this may bring out new development in research and academics that might be of tremendous benefit to the larger society.

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**APPENDIX**  
**QUESTIONNAIRE**

**TRAINING AS A TOOL TO IMPROVE EMPLOYEES' JOB PERFORMANCE:**  
**A STUDY OF NAFDAC LAGOS STATE.**

Dear Respondent,

I am a final year student of Mountain Top University; this research is in partial fulfillment of the requirements for the award of Bachelor of Science degree in industrial relations and personnel management. Therefore, I will appreciate if the questionnaire is completed to the best of your knowledge with paramount sincerity to achieve credible results. The information provided will only be used for academic purpose, and will be treated with utmost confidentiality.

Thanks, in anticipation of your sincere cooperation.

Yours faithfully,

Makanju Morolake

**SECTION A**

Please answer the following questions by ticking (✓) the appropriate box

**RESPONDENT'S DEMOGRAPHIC**

1. Gender: Male ( ) Female ( )
2. Age: 21-30yrs ( ) 31-50yrs ( ) 51- above ( )
3. Marital Status: Single ( ) Married ( ) Separated/ Divorced ( )
4. Academic Qualification: SSCE ( ) OND ( ) HND ( ) BSc ( ) M.Sc. ( ) MBA ( ) PHD ( )
5. How long have you worked in the organization: Less than 5 years ( ) 6-10 years ( ) 11years and above ( )
6. Staff category: Junior staff ( ) Senior staff ( ) Management staff ( )
7. Employment status: Permanent ( ) Casual ( )
8. Department where you work in your organization: Human resources ( ) Accounts ( ) Sales ( ) production ( ) others (specify).....

## SECTION B

Please read the question below carefully and choose your option by ticking (√) the appropriate answer for each question. Please do not tick two answers for the same question.

**Key:** **SA**= Strongly Agree (4), **A**= Agree (3), **SD** = Strongly Disagree (2) and **D** = Disagree (1)

Have you received any form of training since joining the organization: Yes ( ) No ( )

### RELATIONSHIP BETWEEN TRAINING NEEDS AND QUALITY OF WORK BY EMPLOYEES.

S/N	VARIABLES	SA	A	SD	D
1	Training is essential for all employees in the organization				
2.	Effective training impacts the quality of work rendered by employees				
3.	Organizational demands are meet through quality service by employees				
4.	Training is a tool to enhance all employees to perform according to the objectives of the organization				
5.	Trained employees are more committed, competent, loyal and confident during the course of work				

### SECTION C

#### THE ASSOCIATION BETWEEN CONTENT AND OBJECTIVES OF TRAINING AND QUANTITY OF WORK BY EMPLOYEES.

S/N	VARIABLES	SA	A	SD	D
6.	Training gives employees the basic knowledge of the policies, procedures and rules				
7.	Training contents are relevant to achieve desirable standards in the organization and promotes efficient operational environment				
8.	Training enhances knowledge that enables workers to meet fixed expectation				
9.	At the end of training programs guarantee better employees' performance				
10.	The quantity of work done after undergoing training increases				

### SECTION D

#### THE LINK BETWEEN TYPES OF TRAINING AND WORKERS' ATTITUDE TO WORK.

S/N	VARIABLES	SA	A	SD	D
11.	Employees' knowledge, skills and attitude are improved through on-the-job training				

<b>12.</b>	Off- the-job training boost employees' confidence and gives more experience and exposure to new techniques and skills				
<b>13.</b>	The type of training rendered is relevant to the nature of work and employees' attitude to work				
<b>14.</b>	Higher level of satisfaction, confidence and motivation is derived from in-house/ on-the-job training				
<b>15.</b>	Higher level of satisfaction, confidence and motivation is derived from off-the-job or external form of training				

#### **SECTION E**

#### **THE ASSOCIATION BETWEEN TRAINING PLANS AND EMPLOYEES' TARGET ACHIEVEMENT.**

<b>S/N</b>	<b>VARIABLES</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>
<b>16.</b>	Employees' training influences the achievement of goals				
<b>17.</b>	Training is used to improve performance and productivity in the organization				
<b>18.</b>	Standard targets and goals are achieved when employees are well trained				
<b>19.</b>	Training is a waste of time, resources and money				
<b>20.</b>	Investing in training motivates employees to meet expectation of employers				

**Thank you.**