CHAPTER 1

1.0   INTRODUCTION

Training is a sequence of experience of opportunity designed to modify behaviour in order to attain a stated objective. That is, it is a means of enhancing an employee's abilities and expertise in doing a specific work. In reality, the aim of training is to take individuals ' competencies to the required norms for current and potential tasks in order to encourage organisational productivity. Training is the use of systematic and planned instruction activities to promote learning in the organization. It is what an organization uses to improve and motivate its employees in their industrial work so as to improve their working lives towards their productivity. The goal of training is to induce a change which is suitable to the concerned of the individual (Armstrong, 2010).

Training is important in every organization for creation of organizational productivity which will help in boosting the image of the organization and morale of the employees in their work place. All workers in the organization need to be trained either on the job or off the job for the betterment of the organization. Training can be performed by demonstrating the performance assessment that will determine how the employees are coping with and their performance towards their work in the organisation in order to prevent boredom and stress for the employees.

Worker training enhances, enhances, renovates and encourages understanding, technical abilities, productivity, skill development, attitudes that enhance abilities in their work and high organizational productivity. Any job organization's productivity is generally evaluated in terms of the proportion of output/input. When there is high level of productivity, an organization sales volume and profit will rise. This will in turn enhance better welfare package for workers. There is no gainsaying the fact that factors like the level of technology, quality of employees, availability of major factors of production, government economic policies, workers' working conditions and managerial skills are critical in the areas of organizational productivity. However, the training of employees on regular basis to improve their knowledge, skills and attitude are more central to employees' performance and organizational productivity. This is because such training will refresh employees' knowledge and skills that would motivate them to contribute immensely to the organizational productivity.

Many work organizations consider training of employees as time wastage and misplacement of priorities. However, for the future and present position of an organization to be well established in order to cope with the challenges of the business world, training of employees is inevitable. Apart from enhancing employees' skills and knowledge, the organization stands to benefit immensely in terms of dedication, commitment and improved performance of employees from the training. It is on this basis, that the study hopes to examine the influence of employees' training on organizational productivity in Unilever Nig. Plc.

1.1 STATEMENT OF THE PROBLEM

Training entails designing programmes for the training of employees of an organization with specific knowledge, skills and attitudes in order to enhance effective performance of their duties. Training fortifies employees in order to contribute maximally to the objectives of an organization. Productivity on the other hand is the relationship between the output of goods and services and input of resources both human and in human used in human used in production process (Kendrick 2009). Productivity measures output per unit of output. It is the overall contributions of employees to the growth and the profit in an organization.

It is a well-established fact that every business organization aims at high productivity in order to achieve maximum output and profit. To actualize this lofty objective, technological capacity, high quality human resources, adequate finance, managerial talent and good government are needed. However, it must be stressed that of all these factors, the quality of human resources remains most significant in order to co-ordinate and organize other factors of production. The quality of human resources is contingent on the level of education and access to modern training methods and facilities.

Be that as it may, many Nigerian business organizations do not attain maximum productivity due to insignificant attention they pay to the human capital development and training. This, to them, amounts to additional cost that often reduces profit. One devastating area is that some of these organizations especially manufacturing ones lack training needs, objectives and contents on yearly basis for their employees. These have affected employees' productive capacity, efficiency and optimal contribution or performance in their workplace. This idea is contrary to what is obtained in most industrialized countries of the world, where a lot of resources are invested on training of employees.

Low productivity in the manufacturing sector in Nigeria, has negatively reduced National output and Gross Domestic Income. This can be attributed to irregular power supply, low human capital, absence of good technology etc. this problem of low industrial productivity has generated low sales volume, lack of industrial expansion and ultimately, retrenchment of many workers. This is noticed only in manufacturing companies owned by Nigerians but, those owned by foreigners including Unilever Nig. Plc. If this trend is not checkmated through appropriate training of the workforce, then output will continue to go down thereby compounding already terrible situation.

The questions that worry intellectuals in academic society and the general public are: why is it that many industrial organizations in Nigeria do not deem fit the idea of training needs for their employees? Why is it that many of these organizations lack comprehensive training plan, objectives and contents? What types of training do they often embrace? Is there any link between their training programmes and efficiency of the employees? To what extent do they often implement their training plan? All these questions are critical and require answers when we take cognizance of low industrial output in Nigeria or low national income and per capita income of the citizenry. Besides, low productivity has often restricted industrial expansion and move employment opportunities for the teeming youths. The quality of local products remain sub-standard in views of inadequate skillful workers that occupy most of industrial sector.

Studies on employees' training relative to productivity have focused on issues relating to motivation and employees' performance (Adedeji, 2010; Obisi 2010 Josephat, 2011; Adiele, 2017; Waqar, Muhammad, Faisal, Aneeqa, 2018; Talabi, 2012; Asaju, 2008; Saleem, Shahid and Naseem, 2011; Worlu, 2017; Gomez-Mejia, 2007; Alipour, 2016; Atiomo, 2015; cascio, 2016; Amandi, 2014; Talabi, 2012), work knowledge (Kongkiti, 2013; Youngsang and Robert, (2014) and efficiency of labour(Paul, 2016; Zahra and Seyedeh, 2013; Aki, Harri and Maila, 2011). However, as impressive as these works are, little has been done in intellectual discourse on employees' training and organisational productivity. In view of this, a gap is created that the study hopes to fill through empirical investigation. It is in the light of this, that the study examines employees' training and organisational productivity in Unilever Nig. Plc., Lagos state.

1.2   RESEARCH QUESTIONS

The following research questions will be answered in this research work:

1. Are there training needs of the employees to enhance maximum output in the selected organisation?
2. What are the contents and objectives of the employees' training programmes relative to the output and profit of the organisation?
3. Is there any link between the types of training attended by employees and employee's performance in the organisation?
4. What is the relationship between the organisational training plan and employees' efficiency in the organisation?

1.3   OBJECTIVES OF THE STUDY

The general objective of the study is to examine the relationship between employee's training and organizational productivity in Unilever PLC. From this general objectives, the following specific objectives are put forward:

1. To examine the training needs of the employees to enhance maximum output in the selected organisation
2. To verify the contents and objectives of the employee's training programmes relative to the output and profit of the organisation.
3. To investigate the link between the types of employees' training programmes and job performance in the organisation.
4. To examine the association between the training plan of the organisation and employees' efficiency.

1.4   JUSTIFICATION/ SIGNIFICANCE OF THE STUDY

The study will bring into limelight how training of employees will facilitate their knowledge, skills and attitude towards their job thereby enhancing effective job performance. It will expose the management to various business organizations to the fact that though availability of other

factors of production are critical to organizational productivity, training of employees is more relevant in order to facilitate good work performance culture.

By improving organizational productivity, sales volume will rise, business activities of the organization will improve likewise its profit. All these may pave way for expansion and employment of more workers which is a direct way of reducing unemployment in the country. The management of those organizations that consider training as wastage of time and resources will have a rethink by changing their orientation towards training of employees in order to have new ideas, knowledge, suggestions and contributions towards the organization.

The study is significant in the sense that when workers are trained, it will boost companies' competitive edge over their competitors which enable them to stay ahead. This is because the business world is dynamic and it requires high quality workers to function well and contribute maximally towards the organizational productivity. This can only be achieved when workers receive constant training that can enhance their knowledge, capacity, attitudes, and skills in the work place. Training will enhance the effectiveness and efficiency of workers towards their jobs in the organization.

1.5 STUDY AREA

This research's study region is Unilever Nig. Plc. Is dates back to 1923 when Robert Hesketh Leverhulme opened a Nigerian trading post under the name of the company, lever brothers (West Africa) Ltd. The company was mainly involved in soap trading and the name was changed to West Africa Soap Company in 1924. The company opened a soap plant in Apapa in 1925 to detect opportunities in the nation. The firm subsequently extended into food production, opened a fresh soap plant in Aba in 1958 and changed its name to Nigeria Limited brothers in 1955. Lever Bros introduced omo detergent in 1960, the new product gained traction among buyers, prompting the company to commission a factory in 1964 to produce Omo detergents.

In 1973, Unilever became a publicly listed company in accordance with the 1972 indigenization decree, selling 60 percent of its shares to the Nigerian public. Most of the business became owned by Nigeria. The change in equity ownership did not dent the firm's growth. In 1982, the firm began producing edible products such as Royco, blue band and tree top in Agbara, Ogun State. In addition, the company went through a period of mergers and acquisition, firstly,

acquiring Lipton Nigeria in 1985 and later merging with Vaseline manufacturer, chesebrough products industries in 1988. During this period, the company embarked on a backward integration scheme in order to source its raw materials locally. This business choice resulted the company to invest in the manufacturing of crops and the manufacturing of oil palm. The company has also invested in a Mambilla tea plantation to supply Lipton with raw materials.

In 1995, Lever Brothers, 40% of Unilever's ownership merged with Unilever Nigeria Limited, a Unilever U.K. subsidiary. The merger gave Unilever control over the newly merged organization, this was the first time since the indigenization order was abolished that a multinational would have majority interest in a quoted Nigerian firm.

In 2001, Unilever Nigeria Plc altered its name.

1.6 LIMITATION OF THE STUDY

The study will concentrate on Unilever Nig. Plc. This is because of inadequate resources on the part of the researcher that can prevent movement into many organisations. It is equally envisaged that distribution of questionnaires and conducting in-depth interview to the respondents will consume much time, energy and resources. More so, ability to receive immediate positive response from the employees of Unilever Plc. will be another serious challenge. This stems from the facts that I do not have any relation working in the organization that can easily put me through the right channel. However, I hope to overcome this problem by presenting introductory letter from the department to the human resource manager of the organization.

1.7 DEFINITIONS OF CONCEPT

Employees: These are workers in the organization. They are sometimes called labour responsible for carrying out different functions in the work environment to achieve its goals.

Training: It is a planned process to modify the attitude, knowledge and skills of an individual through learning experience in order to achieve effective performance in an activity or range of activities. That is, it is a planned process to enhance effective performance of one's duties through learning experience.

Organization: It is a system of behavior designed to enable human beings and their machines to accomplish a specific goal.

Productivity: It is the measure of how well resources are brought together in an organization and utilized for accomplishing a set of results.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

Training is an important activity that needs to be carried out in every organization for the efficiency and effectiveness of its employees. Training is a process through which an employee's skills, talents and knowledge are enhanced and increased. Obisi (2010). He argues that training should only take place when the need and goals have been identified for such training.

Saleem, Shahid and Naseem (2011) submitted that training enhance satisfaction and productivity for organizations because the employees know what is expected of them as they are also equipped with the knowledge and tools to perform their jobs efficiently. Asaju (2008) asserted that the important place of manpower training in any organization cannot be overemphasized as it prepares new employees for the task ahead of them, and keeps the older ones' alert for new demands and challenges on their job which might be due to new problems arising, change in science and technology, new reforms among others.

Adedeji (2010) claimed that training is viewed as being concerned with increasing knowledge and skill in doing a particular job, the major burden of which falls upon the organization in which the job is located. James (2007) stated that effective induction, I.e. the induction of everything surrounding a person's job, through training and skills, necessary to do their job which are responsible for creating the confidence which can lead a person doing his job in a competent and satisfactory manner.

Talabi (2012) stated that training is seen as the most formation of any competent management. The reason is not far-fetched; the ever increasing technological sophistication especially in this age of computer technology has really made it compulsory for organizations to meet changing situations. Oribabor (2010) stated that training is one of management vital tool for achieving organizational objectives, by ensuring that the right caliber of employees is available on a continuous basis. It is an integral part of the total frame-work for effective management.

Adiele & Ibietan (2017), stated that the major objective of every organization, whether private or public, is to improve its productivity, and this achievement to a great extent depends on the quality and competence of its human resources. Responsible organisations recognize that human resource is their main resource in achieving the desired objectives. Workers therefore need to be properly equipped and educated to guarantee that their knowledge, skills and skills facilitate the achievement of organisational goals and goals.

Waqar, Muhammad, Faisal, Aneeqa (2018), Training is the investment method for individuals to be ready to conduct. The process is a part of an overall human resource management approach that hope fully will result in people being motivated to perform. Therefore, it goes without stating that employee training is a problem that every organisation has to face. The amount, quality and amount of training performed, however, varies greatly from organisation to organisation. Organizations need to train their staff very well.

Responsible organizations acknowledge that their primary resource in attaining the required goals is human resources. Workers therefore need to be properly equipped and educated to guarantee that their knowledge, skills and abilities facilitate the achievement of organisational goals and goals. (Adiele, 2017). To ensure that employees are equipped with the right kind of skills, knowledge and abilities to perform their tasks, training play crucial role towards success of firm.

Training is usually provided to adults and is aimed at producing an improvement in performance at work, by addressing weaknesses in knowledge, skills, or attitudes. It tends to be more practically focused and can take place in a variety of environments and concerned with the acquisition of knowledge, skills and attitudes. Training has many advantages for the individual, the department and the organization because it is expected to provide a skilled pool of human resources, improvement of existing skills, an increase in knowledge and experience of employees, improve employees' motivation, job performance, customer service, and personal growth and opportunity for career development. (Josephat, 2011).

By improving worker's ability to perform the tasks required by the company, training allows better use to be made of human resources; by giving workers a feeling of mastery over their work and their recognition by management of their job satisfaction to be increased.

Workers need to be motivated in their work, not just about the payment of wages and salary but also in the training so as to build their confidence and working skills. Because training is so

important in the utilization and motivation of human resources it deserves the special attention of the top management of the organization.

The training is a responsibility for both the line manager and staff. Both the line manager, under which the employee is working, and the training specialist from the personnel department which play some important roles in the training program in the organization.

The training is subsequently to meet the needs of the workers in the organization so as to boost their morale in their respective department and to meet the goals and objective of the department and the organization. Every organization is to meet the needs of its workers so as to achieve the mission and vision of the organization and to motivate them of their job towards the productivity of the organization.

Every organization needs to adopt the training and development for its workers in order to boosts and improve their skills so as to reduce stress, risk and hazards in the organization. Workers need to be trained so as to improve their capabilities in the organization. Stress is a factor every organization have to avoid for its workers so as not to decrease their productivity in the workplace. An organization that does not care about the working lives of its workers might not move forward. In actual fact, training is the responsibility of the enterprise (its top management, the line managers and the entire staff) to enable it to be profitable.

2.1   IDENTIFICATION OF TRAINING NEEDS

Training need is a deviation, a deficiency or a gap in performance. A training need is a shortfall in knowledge, skills, or attitude which may be corrected by training.

Identification of needs is the systematic process designed to determine gaps in knowledge, skills, attitudes and performance that are amenable to training solutions for the purpose of taking corrective measures. Without appropriate level of skills and competencies, an organization may have deficiencies in performance.

Training needs can be identified in various methods such as conversation with supervisors, employees practice of other firms, common sense, change in technology, group discussion, needs surveys, conferences, market analysis and many more.

Training needs is done on three levels (Gomez-Mejia 2007). These are:

a) Organizational level needs – changes of the mandate of state agency, and expectations of consumers through surveys may reveal a need for organisations to change the behaviour of service providers or adjust them. The knowledge, skills and attitudes which all members of the organization, irrespective of the job or occupation, will be required to develop and improve, so as to achieve the goals and objective of the organization.

b) Task needs (job analysis) – knowledge and skill required to perform a given task could help to determine the needs of the current jobholders. As knowledge expands, professions make more demands on people. It is expected as an individual to anticipate in changing requirements of our profession, it is expected to work hard to obtain the knowledge, skills and the attitude requirements to achieve the task given by the supervisor or employer.

c) Individual needs – individuals need knowledge, skills and attitudes to perform job. The knowledge derived from our school might not adequately be enough for us to find solution to the present problem faced in the business environment or environment around us but with constant training would help an individual to be skilled and knowledgeable. The competencies of current jobholders could also be assessed to determine their suitability for their jobs.

2.2   CONTENTS AND OBJECTIVES

Training objective is a statement of what the trainee/delegate or learner should be able to accomplish or be like, having successfully completed a learning experience. The importance of training objectives is to provide clear standards, directs actions, gives learner a target, gives a reliable system, communicates to third party e.g. employer and so on. It is very important for the training objectives should maintain a SMART principle (specific, measurable, acceptable, achievable, realistic, time bound).

The objective of training can be achieved when the participant's knowledge, skills, attitudes and capability are improved in order to be effective and efficient in the organization. At the end of the training conducted by the organization to its workers, workers will be observed from their performance and they respond to their work environment.

2.3 TYPES OF TRAINING

According to Obisi (2011), training types can be explained into two dimensions: (a.) On-the-job training (b.) Off-the-job training.

2.3.1 ON-THE-JOB TRAINING

On the job training is frequently handled by colleagues, supervisors, managers, mentors in order to make the employees adjust to their work and to equip them with appropriate job related skills. Obisi (2011) opines that, on the job training may consist of training and coaching by more experienced people or trainers at the desk or at the bench. It also contains individual or group assignment and projects and use of team leaders and managers.

On - the-job training is the only way to develop and exercise the organization's particular managerial, team leadership, technical, selling, manual, and administrative abilities, and it has the benefits of actuality and immediacy as individual works, learning, and at the same moment developing knowledge.

In respect of disadvantages of on-the-job training, Armstrong (2010) asserted that the efficacy of teaching is heavily affected by the quality of the workplace instruction and training. Many executives and team leaders have no coaching skills and are unwilling to do it or promote it. In addition, relying on fellow staff in training "sit by me" has evident benefits as instruction may be insufficient and training may perpetuate poor practices. Again, the learner may be distracted by the same environment and find it difficult to acquire basic skills quickly. Adiele (2017), Adedeji (2010), Alipour (2016), Atiomo (2015), cascio (2016) opines the various methods of on-the-job training:

Orientation/Induction Training: This approach is precisely designed for newly engaged employees to get them acquainted with the overall requirement of the organization such as norms, ethics, goals, rules and regulations and so on. It is also geared towards getting the new employees acquainted with the organization's goals, structure, culture, work standard and diverse conditions of employment. This familiarization with the work environment will protect them from making costly mistakes. Induction programmes are imperative for the recently hired

officials to boost their self-confidence on order to perform up to standard. The duration could range from few days to three weeks' subject to the circumstance. (Obisi, 2010)

Apprentice Training: This approach to manpower training entails the acquisition of proficiency through expansive training over a period of time by the apprentice. (Adedeji, 2010).

Vestibule Training: This approach to manpower training requires the acquisition of abilities and knowledge in a similar work location. Employees are expected to practices their skills with instruments or equipment used at their normal work location. Some of the advantages are: personnel are trained in similar work environment without disruption on the normal production, reduces costly mistakes that could affect the normal production. A good example of vestibule training is where factory workers that handles tools and machines are trained in work environment different from their usual workplace. There are specialists or distinctive teachers, who are involved in training these technical workers, in the intention to reduce the burden of supervision on the supervisors. (CMD, 2017). Under this method of training, the emphasis is placed on learning instead of production. Other procedures under this method are: Film show and exhibition, role–playing, Educational Television customized direction and others.

Job Rotation: This approach to training involves the rotation of staff from one section to another in the same organization. The aim is to expose the trainees to various experience need to improve in the jobs. It is also organized to reduce monotony of work and to discover the hidden potentials of the workers. Other reasons for organizing this programme are to widen the knowledge and capabilities of workers in different professions. The added knowledge may be needed for performing higher level tasks and taking up higher level responsibilities. Some other benefits of job rotation are: to help management discover the aptitude of workers and determine the area of specialization; it enables personnel to discover his area of interest and to improve on his experiences especially in other area or tasks and so on. (Adedeji, 2010).

Coaching: This training method has to do with an individual or direct manner of affecting a worker's behaviour. It is intended within a short time to accomplish some particular objective. Generally, coaching is designed in a way that the learner follows certain guidelines that is focused on improving the method of job performance. A number of programmed instructions are generally subjected to the person being coached to speed up the learning process. For instance, the learner may be given a unique task, possibly as a team member. Sometimes, the learner could be requested to act in place of the manager or supervisor and may assume a larger responsibility

related to his job or he can be systematically associated through a chain of jobs. Employees are trained on the current work with respect to the level of performance. An employee may be struggling on his job performance because he is newly employed while other may have been trained but are yet to attain an acceptable level of performance. The coach's target is to improve the confidence of the personnel by giving specific instructions on ways to perform difficult tasks. He may further delegate similar assignment by setting higher goals for the personnel to achieve. (Obisi, 2015). Coaching is beneficial to an organization in so many ways such as: increases employees' commitment to his job and the goals of the organization; improves communication between the employees and management; improves the culture of organisations; employees will have greater understanding of the job by improving their skills and job performance and improves the professional ability of employees since some organisations may prefer to employ external professional provide these services.

2.3.2   OFF-THE-JOB TRAINING

Off - the-job training is a method of gaining skills and expertise at a place other than the office of the worker. It involves group debate, individual tutorials, presentations, presentations, workshops and training classes (Kempton, 2015). He opines that if training is conducted in an organized and systematic way it should be able to develop new attitudes and experiences that contribute to the success of the organization, improve employee morale which would translate to better performance and greater productivity and create a psychological climate which orients the activities of each employee towards achieving the goals of the organization. It is a way to get away from the immediate work environment to a place where the frustration and hustle of work is eliminated. This enables the trainees to study theoretical information or be exposed to new and innovative ideas. Amandi (2014).

In respect of disadvantages of off-the-job training, Graham and Bennett (2014) stated that No training can be completely off-job ; some elements of the assignment can only be learned by doing it in the ordinary environment of manufacturing, with its own customs and private relationship network. In order to illustrate this point, training in driving might be given to a very high standard on a private track, but the driver will not be truly expert until he or she has experienced driving on public roads, only then can a learner driver learn to react to the behaviour of other drivers.

Sometimes there is transfer of learning difficulties when a trainee changes from training equipment to production equipment and from a training school environment to a production management.

Adiele (2017), cascio (2016) opines the various methods of off-the-job training:

Formal Training: This sort of training is carried out within an organisation or outside it. It is also referred to as in-house or off - the-job training in professional areas such as universities, polytechnics, institutes / centers of instruction. Off - the-job training is provided by educational and learning institutions. They are well-structures training provided to personnel with certifications. Formal learning takes place when an instructor or a teacher exercises control and authority over a student to impact knowledge through a structured curriculum of an approved educational institution. In a classroom teaching model, the teaching materials can be provided, with lecturers having an effect on learning. It needs planned testing and reading. Many organizations prefer training with advisors or academic institutions to prevent the cost consequences and to attain efficient training (Konings, 2010).

Guided Discussion: This is a training technique that encourages 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. Often teachers use cautious questions to better clarify the subjects and make the course more interactive. Guided debate exposes staff to a number of leaning opinions: it enables them to explore their abilities and enhances their ability to listen and negotiate. When they participate in the guarded discussions, employees gain greater knowledge and understanding of the training material (Otti, 2011).

Programmed Instruction: a contemporary method of training using coaching machines, programmed books or film strips. It varies from traditional teaching types in which the teacher guides the learner to obtain fresh methods, as the materials to be used are displayed in a way that the students can regulate. Programmed instruction is a special technique of teaching new topics to students through self-instruction or learning.

Workshops, Seminars and Conferences: A seminar is a type of scholastic guideline, either at a scholarly establishment or offered by a business or expert association. It has the capacity of uniting little gatherings who concentrate on some specific subjects where everybody present papers. While a workshop is a kind of intuitive preparing in which participants complete different exercises instead of listening to an address or presentation. There are two types of workshops: a general workshop for a mixed group of people and a closed workshop tailored to meet the needs of a specific group.

Special Lectures: This is likewise called as lecture hall training where the workers 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. To arouse the interest of the trainees, the lectures should be motivating and inspirational. The main reason for this training method is to familiarize the employees with their career components and to address the difficulties of the lecture and their employment. Some of the benefits of special lecture technique is that it reinforces the lecturers' credibility and authority in the field, information are 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.

Group Training: lots of organizations arrange group training schemes. According to Armstrong, (2010), it can be built-up courses for supervisors, sales representatives, accounts personnel, clerks or secretaries or stenographers fixed for a week or more. The classes may include subjects such as leadership values, the foreman's responsibility to organize manufacturing, his role in training fresh employees, marketing, time studies, costing, the significance of clear speech and writing, joint consultation and other elements of human relationships. Accounts supervisors can be coached 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 recent method to office practice such as office

system, filing system, indexing, location and classifications of records, mail handling system, microfilming, use of the diary, and use of the computer and some origins of human relations.

Self-development and further education: According to Armstrong (2011), opines that 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.

Case Studies: According to Adedeji, (2010) and Halidu, (2015), Learners are given the situation or an issue in the form of a contextual analysis, and are required to resolve it according to their experiences from the training programme. The trainees study these cases from all points of view, examining the different alternatives available to the organization for taking care of such issues or address issues and arriving at most reasonable answers or solutions to the problems. Few benefits are: It promotes logical thinking, it encourages liberality and open mindedness, it is acceptable to everybody as it deals with detailed description of real life circumstances. The shortcomings are: It might suppress the expression or voice of an average student as only those having analytical and vocal aptitudes will dominate the training sessions, the preparation of cases involves money and time, sometimes, the result is not exactly certain.

Role playing: This training method is essential if a client or customer service case should occur. Depending on the conditions, the learners assume certain roles and exercise their power. It is also called socio-dramatization or psycho-drama, wherein the trainees act as though they are confronting the real situation and have to address it spontaneously with no guidance. Playing roles mainly includes subjects such as relationships between employees, recruitment, termination of appointments, conducting a post-evaluation interview. Some of the advantages of role-playing are: trainees participate in whole processes so they are interested and deeply engaged, it develops abilities in human relationships, it brings about the required changes in employee behavior and attitude as learners are encouraged to believe. Its disadvantages are: role play may sometimes fail to meet the goals of the training program, the learners may deviate from the topic being discussed and begin to give unrelated cases and explanations.

Management Games: According to Onasanya, (2013), Opin that students are divided into groups under this strategy and then presented with a simulated commercial center or circumstances in which they are required to apply their skills and solve the problems

accordingly. Trainees are typically required to gather, review, and make the necessary decisions as the case may be. Management games are mainly used for the growth of leadership skills. Games stimulate learning because employees are engaged as a team efficiently and actively and because games imitate the business' competitive nature. The main benefit is that the game helps students acquire the abilities they need to achieve company. Participants also need to work as a team and develop cohesive organizations. The major disadvantage is that factual information cannot be taught through this training method. Obisi, (2011).

2.4   TRAINING DESIGN (PLAN)

Training plan is the requirements and activities in a training programme, including objectives of the programme, contents, methods, resources, budget and implementation. Training plan is the training programme organizations have for its employees.

Training plan can be developed in the identification of training needs which will exists when improvement in knowledge, skills and knowledge will lead to improved performance. Training needs can be seen as performance gap which is amenable to training solutions in every organization. Needs analysis may take form of observation, manpower planning, performance appraisal, a competition being faced by an organization, changes described in the organization and developments in the environment.

The determine of the objectives of the programmes which are the knowledge, skills and attitudes needs to be clear, observable, feasible and measurable. Training is designed to solve problems, help the career paths of the employees, change attitudes of the participant and to develop specific skills. The objective of training is basically on the participants.

The training curriculum form a significant part in the training programme which are referred to as the content, timetable and list of subjects. This is structured in a way or manner to remove boredom, should be both mentally tasking and relaxing at the same time in the training programme.

It is important for training plan to have selection of training methods which includes lectures, case studies, discussion, role playing, project work exercises discovery and field work. The methods of training can be into two; lecture methods and experiential methods. The lecture methods are effective for knowledge giving situations and often less effective in adult learning

and skills training programme. Whereas, experiential method is when the goals of training are improvement in skills and change in attitudes. The choice of training methods depends on the objectives of the training and the participants.

Selecting the quality resource person which can largely affect the quality of training programmes. The resource persons may be internally and from external sources. It is easier to exercise control over internal resource and for programme of long duration or time but it will be difficult to lay control on the external resource for the person may drop out before the end of the programme and will be risky. The resource person should be properly briefed about the programme and session objectives.

The training materials should be selected appropriately and should be considered in the training plan and budget. The training materials include lecture notes, reading texts, flip charts, stationery items, workshop bags, folders and so on.

The determinants of Training plan are in various forms which enable the employees work efficiently in their work environment and be effective. It is expected for employees to be productivity and effective in order to achieve the organizational goals and objectives. What triggers organizations to be involve in training are organizational factors (the philosophy and values, objectives, strategies, resources, technology, methods, SWOT), targets groups (knowledge, skills and attitudes, status, learning styles, and the communication skills), psychological factors (the abilities, learning theories and styles, motivation and learning and the learning climate), resource availability (cost of resources, funds available and quality of resources) and External environment (relevance of programmes to social needs, availability of skills, pressure from the environment and the values of the society). CMD (2017)

2.5   PRODUCTIVITY IN ORGANIZATION

In order to reduce expenses, employee satisfaction, executives and customers, Zahra and seyedeh (2013), productivity maximizes the use of resources, manpower and agreements in science ways. Productivity is often described as a connection between output generated by a scheme and the quantity of input variables used by the scheme to generate that output.
According to Aki, Harri and Maila (2011). The production can be any result of the system here, whether a product or a service, whereas input variables consist of any human and physical assets

used in a system. It follows that, in order to increase productivity, the system must either produce more or better goods from the same resources, or the same goods from fewer resources. Stated differently, productivity improvement refers to an increase in the ratio of produced goods or services in relation to resources used.

Productivity is a summary measure of job performance amount and quality, taking into account the use of funds. It can be evaluated at the level of individuals, groups, or organisations. Productivity can be articulated as achievement in the performance, effectiveness and efficiency dimensions of organisations. Olusanya, olumuyiwa, ohadebere (2012).

2.6   DETERMINANTS OF PRODUCTIVITY

The determinants of productivity in any industry can be divided into two namely: (a) Technical factors (b) human factors.

The technical factors include the following:

1. If the technology (machinery and equipment) used by workers are of high quality, the productivity of such industry or organisation is bound to rise vice versa.

2. For productivity of any industry to be high, the quality of raw materials used in production process must be good. This will reflect in the finished products and services needed by the consumers that can enhance high demand and profit for the production.

3. Methods and techniques of production are critical elements of productivity determinants. If an industry centres its production method on labour intensive method, it cannot experience high productivity Vis-a- Vis other industries using capital intensive method of production.

4. Plant size and capacity: If the size and capacity of a plant or an industry is big, production will certainly be in large volume that can accelerate high productivity as opposed to an industry will small size.

5. Product design in terms of packaging, branding, labelling and trademarks are quite useful to assess the nature and determine the quality of a product. A well packaged product will receive consumers' attention and recognition thereby promoting high demand and sales volume relative to any product not well designed.

6. Financial capacity of the organisation: the financial capacity of an industry will determine its level of industrial output and productivity. An industry with store financial base will have capacity to embark on large scale production that can facilitate high productivity.

7. Regular power supply will make production of goods and services to be steady and reliable. This will go a long way to engender high productivity in industrial sector.

8. Availability of social infrastructure such as government industrial policies in terms of tax holidays, protection of infant industries, and access to loans and financial assistance to industries to enhance expansion will promote productivity. Good telecommunication system, good roads, good health care delivery system, electricity etc. are highly needed for productivity of any industry to be high

Human Factors are:

1. Quality of employees: Workers are needed to organise, co-ordinate and control the work process. However, for high productivity to4 be achieved in any industry the quality of the workers must be high in terms of level of education, technical skills, computer skills and other skills required to facilitate optimum productivity.

2. For high productivity to be achieved in any industry, workers must be well motivated in terms of prompt payment of salaries, high salaries and wages, good company policies, good conditions of services access to health care, leave and leave bonus, sick leave, recognition of labour unions and cooperative method of supervision.

3. Management style of an individual organisa3tion must not be autocratic if high performance and productivity and to be achieved. There must be room for open – communication, genuine interpersonal relations, democratic leadership style, and worker's participation in management decision making etc.

2.7   PROBLEM OF PRODUCTIVITY

The problem facing productivity in the Nigeria industries presently are enumerated below:

1. Absence of good technology: the level of industrial productivity in Nigeria is affected by lack of technology. Low level of technology and technical know-how are accountable for low productivity.

2. Low quality of labour in Nigeria: we lack technical expertise. Majority of Nigerian workers lack technical skills, hence, experts from abroad are relied on to do some highly technical system.

3. Employee's motivation is lacking in many Nigeria industrial organisation. Sometimes, salaries and wages are inadequate and not paid as at when due. The consequence is industrial conflict that often bring about stoppage of work and loss of earnings.

4. Lack of access to loans by many industrialist is a huge task where loans are made available the conditions and conditionality are unbecoming. In view of this, the room for expansion to boost productivity becomes problematic.

5. Industrial conflicts in work organisations have become a perennial problem in Nigeria. Some of these conflicts are manifested in form of strikes, labour turnover, picketing, fraud, absenteeism, work-to-rule etc. Consequently, work stoppage and low output have become the order of the day that prevent high productivity.

6. Poor management style is another unique problem facing industrial productivity in Nigeria, capacity to coordinate, control, motivate, direct and lead appropriately is lacking in most cases. Some embark on autocratic management styles that paves way hostility between employer and employees. The consequences of this is industrial disputes that hamper organizational productivity.

7. Erratic power supply is another key problem that prevents regular production of goods and services by many industries. In view of this, they resort to the cost of production and the price of the products in the markets.

8. It is still a thing of concern that in Nigeria, infrastructural facilities are insufficient. Lack of good roads, good communication system, transport challenges and lack of good health care system are major challenges affecting industrial productivity

2.8   THEORETICAL FRAMEWORK

Social Learning Theory

The Social learning theory which was found by Albert Bandura, talk about training that can be done through the environment and surrounding of workers in order to enable them identify things

around and get familiarize with them too. The theory explains the role of the environment or surroundings of the employees in the organization if it is encouraging. Training can be done through the environment the employees find he or herself. The environment should be very professional for the employees and also the surroundings should be in such a way that the people (employees) will learn from. The theory further explains the mental state of the employees that is their perception towards the learning process if it's negative or positive is to the benefits of both the workers and management. In view of this, it is expected of the management to add rewards and benefits to such program to be held for them in order to motivate them and help to build a positive mindset towards the training. The management should allow its workers to learn from their environment either from their supervisor or manager of from their coworker in order to learn through observation, meditation and imitation so as to make them effective and efficient in the organization.

It can also be viewed that all staff in management of the organization, from the top management, middle management and supervisory management are all entitled to this training so as to improve their K. S. A (knowledge, skills and attitudes) in the organization in order to make the workers get familiarize with their environment in the work place.

An organization that fails not to provide training for its workers, it's leading its organization into a death stage in the lifestyle of organization (growth, maturity, decline and death stage) which is the final lapse of the cycle of an organization. Organizations are therefore encouraging to train its workers in order to be efficient and effective in his or her work environment.

Organizations can be affect if they are not able to identify problems in their environment which might cause labour turnover in the organization. Where a worker does not find the environment encouraging, driving to work more, and also able to find his or her work environment challenging in order to find solution would go to a better organization that will offer the best he can imagine for the improvement of self. An adage says we learn every day and we stop learning when we die, that is to say everyone want to improve themselves daily, that's why organization have to train its staff from the top management to the supervisory management level in order to be productive to the organization.
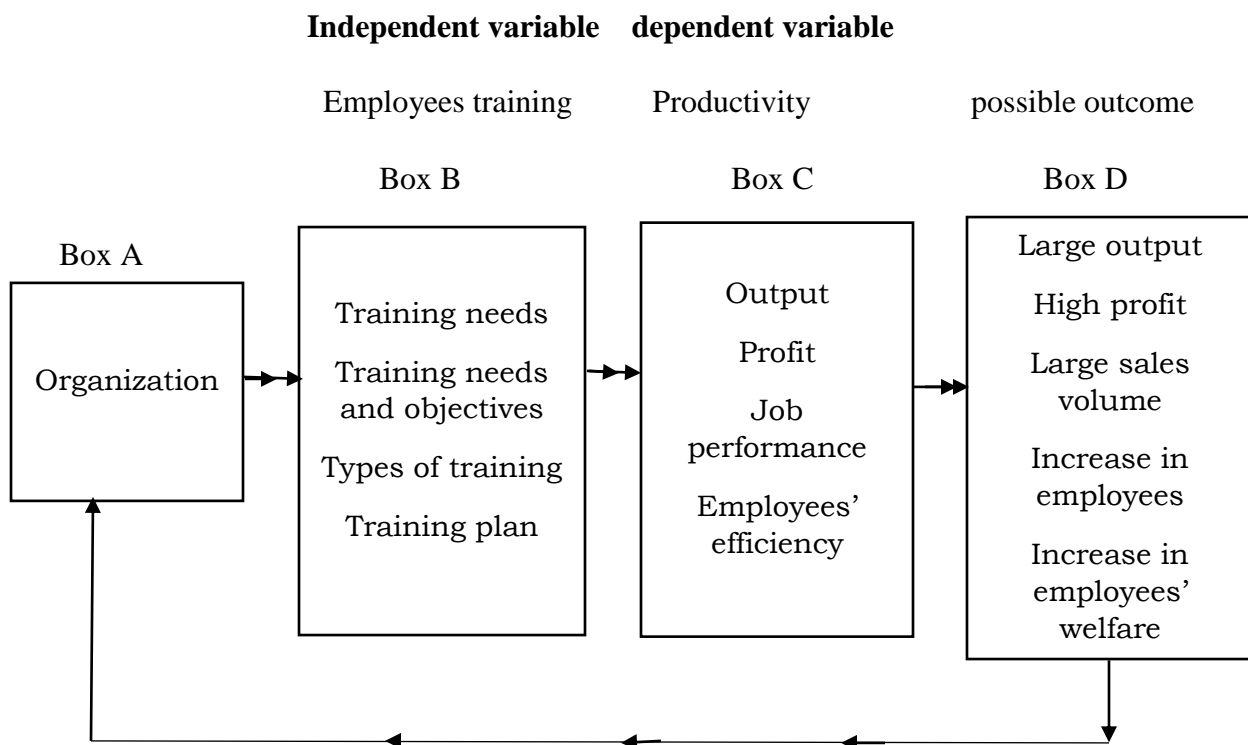
For this case, the driver of the organization, the human resource management department has a very important to play here, in order to help the organization, achieve its goals and objective.

The training program and the requirement needed is provided by this department. The human resource manager knows how important the workers are to the organization since without the worker the organization can't progress or meet up in the competitive business environment in the world. Other department (health and safety department, training and development department, recruiting and selection department etc.) under the human resource department in the organization also have a role to play in this, for they all have to work for the betterment of the workers in the organization.

Each and every department have a role to play in training in order to improve their knowledge on what they really have no idea on in order to prevent accidents in the workplace. Accidents in the work place can be prevented when people have knowledge of what is within their work environment.

In this sense, the health and safety department tend to carry out training plans for the worker in order to be aware and be vigilant of their work environment. Training is seen as a means to reduce risk and hazards in the organization in order to ensure the safety and wellbeing of the workers. This department make sure the workers are train of any new technological equipment provided by the organization to the employee in order to avoid the accident.

2.9 CONCEPTUAL FRAMEWORK

Independent variable   dependent variable

Employees training   Productivity   possible outcome

Box B	Box C	Box D
Training needs Training needs and objectives Types of training Training plan	Output Profit Job performance Employees' efficiency	Large output High profit Large sales volume Increase in employees Increase in employees' welfare

Box A

Organization

Feedback loop

The table above explains the conceptual framework between the independent and dependent variable. Box A represents the organization and box B which is independent variable which implies the employees' training which can be in form of training needs, training needs and objective, types of training and training plan which will have influence on the box C which is the dependent variable on productivity which are output, profit, job performance and employees' efficiency. When the independent variable has influence on the dependent variable, it will result to the positive outcomes which is the box D which centers on large output, high profit, large sales volume, increase in employees and increase in employee's welfare which will have feedback to the organization in box A.

2.10   EMPIRICAL REVIEW

Studies on employees' training relative to productivity have focused on issues relating to motivation and employees' performance (Adedeji, 2010; Obisi 2010 Josephat, 2011; Adiele, 2017; Waqar, Muhammad, Faisal, Aneeqa, 2018; Talabi, 2012; Asaju, 2008; Saleem, Shahid and Naseem, 2011; Worlu, 2017; Gomez-Mejia, 2007; Alipour, 2016; Atiomo, 2015; cascio, 2016; Amandi, 2014; Talabi, 2012), work knowledge (Kongkiti, 2013; Youngsang and Robert, (2014) and efficiency of labour(Paul, 2016; Zahra and Seyedeh, 2013; Aki, Harri and Maila, 2011). However, as impressive as these works are, little has been done in intellectual discourse on employees' training and organisational productivity. In view of this, a gap is created that the study hopes to fill through empirical investigation. It is in the light of this, that the study examines employees' training and organisational productivity in Unilever Nig. Plc., Lagos state.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

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

3.1 RESEARCH DESIGN

The Research design is the style and techniques the researcher wants to use to carry out its research. This is the logical way for the researcher to identify the easiest way to execute its data collection and analysis. Research design carries with it the type of data, information gathering process, schedules and sample delivery process.

The study is going to take the form of a descriptive study. It is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals in the population of study.

3.2 POPULATION OF STUDY

The research will focus on the Unilever Nig. Ltd. in the organization. The population of the study is 1200 and consists of all employees of the company as obtained from the secondary data in form of the company records in the human resource department.

3.3 SAMPLE SIZE

It is assumed that the sample size is the true representation of every element in the total population of study because the population of Unilever Nig. Plc. Is very huge. However, we make use of survey method, which necessitate us to draw up a sample that adequately represents the entire population from which conclusions was made on the whole. Having simplify and known the population size of the research due to mega constraint, Yaro Yammane's formula was introduced to determine the sample size based on the percentile proportional division of the workers in Unilever Nig. Ltd. And it is as follows:

n = Number of sample size

N = population size

i = constant

e = Level of significance of error assumed to be 0.05

Therefore:

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

Where

n = Sample size =?

N = Population size = 1200

e = Proportion of sample error = 5% or 0.05

$$n = \frac{1200}{1 + 1200(0.05)^2}$$

$$n = \frac{1200}{1 + (1200 \times 0.0025)}$$

$$n = \frac{1200}{1 + 3}$$

$$n = 1200$$

$$\frac{4}{}$$

$$n \quad = \quad 300$$

The sample size is 300 and this is a true representative of the total population.

3.4   SAMPLING TECHNIQUES

In this research work, multi-stage sampling technique will be used in order to get a sample that is a true representative of the total population of study. The stages involved are as follows:

Stage 1 – There will be purposive selection of Unilever Nigeria Plc. Lagos for the study. Three important reasons are responsible for choosing Unilever Nig. Plc Lagos

a. The first reason is that as a public quoted company its shares are owned by the public, hence, increase in output for optimum is needed on regular basis for dividend to be given to shareholders at the end of each year.

b. Looking at the end of the year financial result of the company, that last year performance was not as impressive as three to four years past. Productivity is declining; hence, something should be done to improve productivity which is training of workers.

c.   The need to examine the training plan. Training needs and training objectives of the organization whether they are in line with what can enhance maximum productivity from employees or not.

Stage II – there will be stratified sampling of workers into various strata/units – Accounting unit, human resource unit, marketing and sales unit, production unit, engineering unit, ICT unit, quality control unit, Top management unit, middle management unit, low management unit.

Stage III – from each stratum / unit, there will be random selection of the sample by using balloting method.

3.5   SOURCES OF DATA

This study will depend on primary data. The primary data will be collected through a semi – structured questionnaire which will be run on a drop and pick basis. The questionnaire will consist of open ended and closed questions. It will consist of two parts; Part A covering the general information about the respondents and the different trainings they have so far attended. Part B to D will pursue to answer the research objective which was to discover out the influence of training on the organizations' productivity.

3.6   METHOD OF DATA COLLECTION

This will involve the use of quantitative method and qualitative method. The quantitative method will involve some questionnaire as research instrument while the qualitative will involve the use of in-depth interview.

3.7   INSTRUMENT OF DATA COLLECTION

For instrument that will be used are:

  i.   Questionnaire
  ii.   In-depth interview

The questionnaire format will be divided into part 'A' to 'D'. Part 'A' will comprise of general question to provide related information in respect of all the respondents. Section 'B' to 'D' of the questionnaire which will contain the objectives of the research work bothering on the productivity of the organization in ensuring adequate training to its employees.

The question generally sought to know how truly the organization takes question of training of workers, how often the workers are sent on training and whether the training is the right type that can contribute to the improvement of the performance of officers.

Table 4.1: Response Rate to Questionnaire Administered

S/No	Questionnaires	Frequency	Percentage
1.	Number of questionnaire administered	300	100
2.	Questionnaires retrieved and used for the final analysis	280	93.33
3.	Number of questionnaires not retrieved and discarded due to errors.	20	6.67

Source: Field Survey 2019

The table above provides the response rate to questionnaires administered. From the Table, a total of 300 questionnaires were administered to the management staff of Unilever Plc and this is in agreement with the expected 300 worked out during the sample size determination. Out of the questionnaires administered, 285 were retrieved; this represents 95% of the administered questionnaires. The remaining 5% constitutes questionnaires that were not retrieved. Out of the 285 questionnaires retrieved, 280 were used for the final analysis, while the remaining 5 questionnaires were those discarded due to errors from the respondents. Hence, 5 questionnaires were considered defective and therefore not suitable for analysis.

3.8   DATA ANALYSIS METHOD

Quantitative data will be analyzed by using descriptive statistics using percentages and mean. The qualitative data will be analyzed through content analysis by transcribing the oral interview information into written form.

3.9   VALIDITY AND RELIABILITY OF DATA

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

   I.   Content validity
  II.   Construct validity

   I.   Content validity: it is to know whether research instrument covers all the dimensions of the topic
  II.   Construct validity: it is to know how research instrument measures all the dimensions of the construct or topic.

Reliability is the consistency in the results given by the same research instrument. The validity and reliability of the study is to ensure the data; pilot study would be carried out.

3.10   ETHICAL CONSIDERATION

The ethical principles of research involving human subject are: respect for persons, respect for beneficence and respect for justice. These ethics were diligently followed in this study.

Respect for person: The researcher gave complete respect to the respondents because they had power to take part or not to take part in the exercise which the researcher needed them to. Also, the researcher allowed the respondent took awareness of the reduced size of respondents to use their sovereignty over it.

Respect for beneficence: To ensure respect for beneficence, the researcher made use of voluntary up-to-date consent based on the full information about the research, objectives of the research, full name of the researcher, participants' benefits from the research etc.

Respects for justice: There was equality to all respondents. Justice and absence of discrimination led supreme in the conduct of the exercise. There was no partiality against respondent on the bases of sex, age, job position, education etc. Privacy and confidentiality were kept in order to ensure full co-operation from the respondents. No respondent was held responsible for opinion given.

CHAPTER FOUR

Data Presentation, Analysis and Interpretation

4.0   Introduction

In the foregoing Chapter, a detailed discussion of methodological issues that are important for the realization of the aim and objectives of this study was conducted. This Chapter is primarily devoted to the analysis and presentation of data gathered from the field by the means of various statistical techniques earlier discussed in this study. The Chapter has been arranged into various sections. The first section presents the response rate to questionnaires administered to staffs in the study area. Section two presents the profiles of the respondents in terms of their: gender, age, educational qualification, working experience, marital status, staff category, employment status and department of assignment. The third section presents the perceptions of the respondents on the training needs of the organization. The fourth section presents the perception of the respondents on the contents and objectives of training programmes attended. The fifth section presents the perception of the respondents on the relationship between types of training and employees' job performance. The final section presents the perception of the respondents on the training plan of the organization and employees' efficiency.

4.1 Preliminary Survey Details

Table 4.1: Response Rate to Questionnaire Administered

S/No	Questionnaires	Frequency	Percentage
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in agreement with the expected 300 worked out during the sample size determination. Out of the questionnaires administered, 285 were retrieved; this represents 95% of the administered questionnaires. The remaining 5% constitutes questionnaires that were not retrieved. Out of the 285 questionnaires retrieved, 280 were used for the final analysis, while the remaining 5 questionnaires were those discarded due to errors from the respondents. Hence, 5 questionnaires were considered defective and therefore not suitable for analysis.

4.2 Profile of the Responding staff

This section presents the profile of the sample respondents in terms of their gender distribution; age; educational qualification; working experience; marital status; staff category; employment status and department of assignment in the organization.

4.2.1 Gender Distribution of the Respondents

Table 4.2: Socio-Economic Distribution of the Respondents

S/No	Gender	Frequency	Percentage
1.	Male	193	68.93
2.	Female	87	31.07
	Total	**280**	**100**

Source: Field Survey 2019

The gender distribution of the respondents is presented in Table 4.2. As shown, 193 of the respondents were male representing 68.93%; while 87 were female representing 31.07%. Since the questions were not gender sensitive, the difference in the number of respondents does not have statistical significance. The result only indicates that males are more employed in the organization than their female counterpart. The numerical disparity in gender distribution in favour of the males could be attributed to their ability to endure the herculean task associated with management (of human and other resources) in corporate organizations.

4.2.2 Age of the Respondents

Table 4.3: Age of the Respondents

S/No	Years	Frequency	Percentage
1.	21-30	54	19.29
2.	31-40	112	40
3	41-50	87	31.07
4	51 and above	27	9.64
	Total	**280**	**100**

Source: Field Survey 2019

The Age of the respondents is presented in Table 4.3. As shown, 54 of the respondents representing 19.29% were between ages 21-30 years, 112 respondents representing 40% were between ages 31-40 years, 87 of the respondents representing 31.07% were between 41-50 years and 27 of the respondents representing 9.64% were of age 51 years and above. From the data gathered, it can be accurately said that the respondents are matured enough and can perhaps understand and provide accurate answer to the study questions.

4.2.3 Educational Qualification of the Respondents

Table 4.4: Educational Qualification of the Respondents

S/No	Educational Qualification	Frequency	Percentage
1.	SSCE	16	5.71
2.	OND	28	10
3.	HND	49	17.50
4.	B.sc	81	28.94
5	MBA	37	13.21
6	M.Sc.	69	24.64
	Total	**280**	100

Source: Field Survey 2019

The educational qualification of the respondents is presented in Table 4.4. As shown, 16 of the respondents representing 5.71% were SSCE holders; 28 respondents representing 10% were OND holders; 49 respondents representing 17.50% were HND holders; 81 respondents

representing 28.94% were B.sc holders; 37 respondents representing 13.21% were MBA holders while 69 respondents representing. The result indicates that all of the respondents obtained their professional qualification through the direct route.

4.2.4 Working Experience of the Respondents

S/No	Years	Frequency	Percentage
1.	Less than 5	15	5.36
2.	6-10	65	23.21
3.	11 years and above	200	71.43
	Total	**280**	**100**

Table 4.5: Working Experience of the Respondents

Source: Field Survey 2019

With respect to working experience of the respondents; as revealed in Table 4.5, majority 200, representing 71.43% have 11 years and above working experience; 65 of the respondents representing 23.21% have 6-10 years working experience. Only 5.36% of the respondents have less than 5 years working experience. The result indicates that the respondents are relatively experienced, and their responses could be of immense benefits to the reliability of this study.

4.2.5 Marital Status of the Respondents

Table 4.6: Marital Status of Respondents

S/No	Marital Status	Frequency	Percentage
1.	Single	65	23.21
2.	Married	198	70.72
3.	Divorced	17	6.07
	Total	**113**	**100**

Source: Field Survey 2019

Table 4.6 indicated that 70.72% of the respondents are married; 23.21% are single; while 6.07% are divorced. This indicates that the respondents have the tendency of being responsible; as such their responses pertaining to outsourcing of FM functions and services could be seen as reliable.

4.2.6 Staff Category

Table 4.7: Staff Category

S/No	Category	Frequency	Percentage
1.	Senior Staff	187	66.79
2.	Junior Staff	93	33.21
	Total	**280**	**100**

Source: Field Survey 2019

In terms of category of staff in the organization, as revealed in Table 4.7, 187 of the respondents representing 66.79% are senior staff; while 93 of the respondents representing 33.21% are junior staff.

4.2.7 Employment Status of the Respondents

Table 4.8: Employment Status of the Respondents

S/No	Status	Frequency	Percentage
1.	Permanent	157	56.07
2.	Casual	123	43.93
	Total	**280**	**100**

Source: Field Survey 2019

Table 4.8 indicates that 56.07% of the respondents are permanent staff; while 43.93% are casual staff. This further reveals that the respondents are part of the organization.

4.2.8 Department of Assignment

Table 4.9 Department of Assignment

S/No	Status		Frequency	Percentage
1.	Human Resource		32	11.43
2.	Account		67	23.93
3	Sales		89	31.79
4	Production		62	22.14
5	Others		30	10.71
	Total		**280**	**100.00**

Source: Field Survey 2019

With respect to the respondents department of assignment, table 4.9 indicates that 11.43% of the respondents work in the human resource department, 23.93% in the account department, 31.79% in the sales department, 22.14% in the production department and 10.71% of the respondents work in other departments. This further shows that majority of the respondent work in major departments of the organization.

4.3 Training needs of the employees in the responding organizations

This section presents the response gathered from the respondents with respect to the training needs of the organization.

4.3.1 Need for training of employees in the organization

Table 4.10.: Need for training of employees in the organization

S/No	Variable	Frequency	Percentage
1.	Yes	256	91.43
2.	No	24	8.57
	Total	**180**	**100**

Source: Field Survey 2019

The need for training of employees in the organization is presented in Table 4.10. As shown, 256 of the respondents representing 91.43% were of the opinion that there is need for training the

employees. 24 of the respondents representing 8.57% of the respondents were of the opinion that there is no need for training the employees. This further suggests that majority of the respondents affirm that there is need for training employees in the organization.

4.3.2 Areas of training

Table 4.11: Areas of training

S/No	Area	Frequency	Percentage
1.	Individual level	96	34.29
2.	Occupational level	49	17.5
3.	Organizational level	86	30.71
4.	Others	49	17.5
	Total	**280**	**100**

Source: Field Survey 2019

Table 4.11 indicates the response of the respondents on the areas where training needs must take place. As revealed, 34.29% of the respondents need training at individual level; 17.5% need training at occupational level; 30.71% need training at organizational level while 17.5% need training at other levels.

4.3.3 Benefits of the training

Table 4.12.: Benefits of training

S/No	Benefits	Frequency	Percentage
1.	Facilitating higher productivity	112	40.00
2.	Enhancement of employee's Knowledge, skills and attitudes	80	28.60
3.	Prevention of low output, accidents and incompetence	65	23.20
4.	Others	23	8.20
	Total	**280**	**100**

Source: Field Survey 2019

With respect to the benefits of training to the employees, table 4.12 indicates 40% of the respondents were of the opinion that training facilitates higher productivity; 28.60% were of the

opinion that training will enhance employee's knowledge, skills and attitudes; 23.20% were of the opinion that training will prevent low output, accidents and incompetence while 8.20% were of the opinion that training will offer other benefits. This further indicates that all the respondents were of the opinion that training will offer immense benefits to staffs.

4.3.4 Has the organization been training employees

Table 4.13.: Has the organization been training employees

S/No	Variable	Frequency	Percentage
1.	Yes	217	77.5
2.	No	63	22.5
	Total	**280**	**100**

Source: Field Survey 2019

Table 4.13 indicates if the organization has been conducting training for their staffs. As revealed, 77.5% of the respondents affirmed that the organization have been conducting training for their staff while 22.5% of the respondents were of the opinion that the organization have not been conducting training their staffs.

4.3.5 Assessment of such training

Table 4.14.: Assessment of such training

S/No	Variable	Frequency	Percentage
1.	Excellent	87	31.07
2.	Very Good	104	37.14
3.	Good	69	24.65
4.	Fair	20	7.14
	Total	**280**	**100**

Source: Field Survey 2019

Table 4.14 shows the assessment of the training organized by the organization. As shown, 31.07% affirmed that the training was excellent, 37.14% affirmed a very good training, 24.65% affirmed a good training and 7.14% affirmed a fair training.

One of the respondents during in-depth interview affirmed that "the training of employees organized by the company are excellent because knowledge, skills, attitudes and capabilities of employees are enhanced for effective job performance". (**IDI**, female respondent).

4.3.6 Ways to Facilitate Future Training Programme

Table 4.15.: Ways to Facilitate Future Training Programmes

S/No	Variable	Frequency	Percentage
1.	Through Professional Bodies	82	29.3
2.	Through seminars	124	44.30
3.	Through workshops	74	26.40
	Total	**280**	**100**

Source: Field Survey 2019

With respect to the ways to facilitate future training programmes, 29.3% of the respondents declared that future training programmes can be enhanced through the professional bodies, 44.30% declared that seminars will enhance future training and 26.40% declared that training programmes will be enhanced through workshops.

4.4 Perception of the Respondents on the Contents and Objectives of Training Programmes Attended Relative to Organizational Output and Profit

This section presents the response gathered from the respondents with respect to the contents and objectives of training programmes attended relative to organizational output and profit.

4.4.1.: Has the past training led to increased output of the organization

S/No	Responses	Frequency	Percentage
1.	Yes	261	93.21
2.	No	19	6.79
	Total	**280**	**100**

Table 4.16: Has the past training led to increased output of the organization

Source: Field Survey 2019

Table 4.16 revealed that 93.21% of the respondents declared that the past training had led to increased output of the organization while 6.79% of the respondents declared that the past training did not lead to increased output of the organization.

Another male respondent said on the contents and objectives of training programmes "I've attended so far as organized by my company have been instrument to increased output. This is because, we have been taught how to increase our job performance and efficiency through commitment and dedication to duty". (**IDI**, male respondent).

4.4.2 Common training methods of the organization

Table 4.17: Common training methods of the organization

S/No	Method	Frequency	Percentage
1.	On the job-training	193	68.93
2	Off the Job training	87	31.07
	Total	**280**	**100**

Source: Field Survey 2019

With respect to the training methods common to the organization, it was revealed that the organization uses on the job-training method more as 68.93% of the respondents selected on-the-job-training-option while 31.07% selected the off-the-job-training option.

4.4.3 Objectives of the on-job training programmes organized by the company

Table 4.18.: Objectives of the on-job training Programmes Organized by the Company

S/No	Objectives	Frequency	Percentage
1	Rise in output	70	36.27
2	Output increase	102	52.84
3	Not relevant at all	1	0.53
4	Based on different things entirely	20	10.36
	Total	**193**	**100**

Source: Field Survey 2019

With respect to the objectives of the on-the-job-training programme organized by the organization, as revealed in table 4.18, 36.27% of the respondents were of the opinion that the programme has caused a rise in output, 52.84% of the respondents were of the opinion that the programme has contributed to output increase, 10.36% of the respondents were of the opinion that the programme was based on different things entirely and 0.53% were of the opinion that the programme was not relevant at all. A manager in human resource department of the organization reiterated that "the organization believes in on-the-job training through coaching and supervision. To him, these methods have encouraged the junior employees to learn a lot from their superior officers". (**IDI**, Manager, human resource department).

4.4.4 Objectives of the off-job training programmes organized by the company

Table 4.19.: Objectives of the off-job training programmes organized by the company

S/No	Objectives	Frequency	Percentage
1	Congruent with organizational output and profit	57	65.52
2	No positive impact to the organization's output and profit	6	6.89
3	Centres on different management issues	9	10.35
4	Others	15	17.24
	Total	**87**	**100**

Source: Field Survey 2019

With respect to the objectives of the off-the-job-training programme organized by the organization, as revealed in table 4.19, 65.52% of the respondents were of the opinion that the programme is congruent with organizational output and profit, 6.89% of the respondents were of the opinion that the programme has no positive impact on the organization's profit and output, 10.35% of the respondents were of the opinion that the programme centred on different management issues and 17.24% were of the opinion that the programme had other objectives. In respect of off-the-job training, a female respondent said "I consider it to be good for the organization and employees, but my reservation is that it was expensive for the organization to maintain"- (**IDI**, female respondent).

4.5: Perception of Staff on the Relationship between Types of Training and Employees Job Performance

This section presents the response of the staffs on the relationship between the types of training and the employees' job performance.

4.5.1 Type of training organized by the company in recent years

Table 4.20 Type of training your company has organized in recent years' past

S/No	Type	Frequency	Percentage
1	On-job training	178	63.57
2	Off-job training	72	25.71
3	Both on the job and off the job	25	8.93
4	Others	5	1.79
	Total	**280**	**100**

Source: Field Survey 2019

With respect to the type of training the company has organized in past years, table 4.20 revealed that 63.57% of the respondents declared that the company had organized only on-the-job training in recent years, 25.71% declared off-the-job training, 8.93% declared a combination if on-the-job training and off-the-job training while 1.79% declared that the organization had organized other trainings in recent years.

4.5.2 Response on challenges envisaged on the organization's training exercise

Table 4.21 Response on if their challenges envisaged on the company's training exercise

S/No	Response	Frequency	Percentage
1	Yes	168	60.00
4	No	112	40.00
	Total	**280**	**100**

Source: Field Survey 2019

Table 4.21 revealed that 60% of the respondents stated that there are envisaged challenges on the company's training exercise while 40% of the respondents stated that there are no envisaged challenges on the company's training exercise.

4.5.3 Forms of the Challenges

Table 4.22 Forms which the challenge could take

S/No	Challenges	Frequency	Percentage
1	Inadequate resources to support training	83	29.64
2	Management Negative attitude towards training	40	14.29
3	Lack of qualified trainers	90	32.14
4	Inadequate training materials	67	23.93
	Total	**280**	**100**

Source: Field Survey 2019

With respect to the forms which the challenges could take, table 4.21 showed that 29.64% declared a likely challenge of inadequate resources to support training, 14.29% declared a likely challenge of a negative attitude of the management towards training, 32.14% declared a lack of qualified trainers challenge while the remaining 23.93% declared an inadequate training materials challenge.

4.5.4 Category of staff that experience more training

Table 4.23 Category of staff that experience more training

S/No	Category	Frequency	Percentage
1	Top Management	132	47.14
2	Middle Management	86	30.72
3	Low Management	59	21.07
4	Non-management staff	3	1.07
	Total	**280**	**100**

Source: Field Survey 2019

Table 4. 23 shows the category of staff in the organization that experience more training. As shown, the top management staff experience training more. Next to this is the middle management staff, the low management staff and the non-management staff as they all constituted 47.14%, 30.72%, 21.07%, and 1.07% to the sample respectively. As a matter of fact, the issue of lack of qualified trainers was brought vividly to the fore by a female respondent who said "we sometimes face the problem of incompetent trainers who didn't do their homework properly before coming for the programme especially off-the-job training. However, it is once in a blue moon" – (**IDI**-, female respondent).

4.6: Perception of the Respondents on Training Plan of the Organization and Employees Efficiency

This section presents the response of the staff with respect to the training plan of the organization and employees' efficiency.

4.6.1 Response on yearly training plan

Table 4.24 Response on yearly training plan

S/No	Response	Frequency	Percentage
1	Yes	197	70.36
2	No	83	29.64
	Total	**280**	**100**

Source: Field Survey 2019

Table 4.24 above indicates the response of the staff concerning the availability of a yearly training plan by the organization. 70.36% of the respondents affirmed that the organization have a yearly training plan while 29.64% of the respondents stated that the organization does not have a yearly training plan.

4.6.2 Level of Implementation of training

Table 4.25 Level of Implementation of training

S/No	Level	Frequency	Percentage
1	Well Implemented	127	45.36

2	Partially Implemented	97	34.64
3	Not Implemented	53	18.93
4	Others	3	1.07
	Total	**280**	**100**

Source: Field Survey 2019

Table 4.25 shows the level of implementation of the training. It was revealed the training to some extent is been implemented as 45.36% of the respondents declared a well implemented level, 34.64% declared a partially implemented level, 18.93 declared a not implemented level and 1.07% fell in the others category.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0   INTRODUCTION

The chapter provides the summary of the findings from chapter four, and it also gives the conclusions and recommendations of the study based on the objective of the study. The objective of this study was to determine the employees' training and organizational productivity at Unilever Nig. Plc.

5.1   SUMMARY OF THE FINDINGS

The research was carried out to examine the relationship between Employees' training and organizational productivity in Unilever Nig. Plc. The objectives of the study gave a clear understanding of the training needs, the contents and objectives, the relationship between the types of training and the plan of the training which gave clear understanding of the theory used in the study. It aimed at understanding how training has impacted on the employees to their knowledge, skills and attitudes and how it has increased the productivity in the study area.

The needs for training in the organization has majority of respondents which shows that the 256 of the respondents representing 91.43% were of the opinion that there is need for training the employees. 24 of the respondents representing 8.57% of the respondents were of the opinion that there is no need for training the employees, which view that the need for training is significant in the organizational productivity.

The contents and objective of the employees' training on the on-the-job training corresponded that 36.27% of the respondents were of the opinion that the programme has caused a rise in output, 52.84% of the respondents were of the opinion that the programme has contributed to output increase, 10.36% of the respondents were of the opinion that the programme was based on different things entirely and 0.53% were of the opinion that the programme was not relevant at all while the off-the-job training corresponded that 65.52% of the respondents were of the opinion that the programme is congruent with organizational output and profit, 6.89% of the respondents were of the opinion that the programme has no positive impact on the organization's profit and output, 10.35% of the respondents were of the opinion that the programme centred on

different management issues and 17.24% were of the opinion that the programme had other objectives.

With respect to the type of training the company has organized in past years, it has been revealed that 63.57% of the respondents declared that the company had organized only on-the-job training in recent years, 25.71% declared off-the-job training, 8.93% declared a combination if on-the-job training and off-the-job training while 1.79% declared that the organization had organized other trainings in recent years.

The training plan indicates the response of the staff concerning the availability of a yearly training plan by the organization. 70.36% of the respondents affirmed that the organization have a yearly training plan while 29.64% of the respondents stated that the organization does not have a yearly training plan.

5.2   CONCLUSION

On a note of the conclusion, one can logically deduce based on the various findings in the research work that training needs of the employees in the selected organization remain crucial if the output is to experience steady increase. Similarly, the contents and objectives of the training programmes organized should always be fine-tuned to be in line with output and profit motive of the organization. Since training improves the knowledge, skills, capabilities and attitudes of employees, both on-the-job and off-the-job training should be focused on by the management of the organization since each of them has its own relative benefits. The weaker one can be compensated by the strength of the others. Training plan must equally be designed at the beginning of each year in congruence with the objectives of the organization so as to facilitate employees' efficiency and effective job performance.

5.3   POLICY RECOMMENDATIONS

1. Many training institutes should be established by the government for workers to acquire more knowledge and skills regularly in order to enhance their job performance and work attitudes.
2. Government should make it mandatory for all employers of labour to engage their employees in various training programmes locally and internationally in order to refresh

their knowledge. By so doing the will be current in their various fields of operation. This will pave way for commitment and dedication to duties among workers.

3. As a matter of fact, no matter the type of training given to employees, if the remuneration is small, motivation will be lacking and this may defeat the purpose of training. In view of this, employers of labour must always make concerted effort to motivate their employees through good pay and the best terms and conditions of employment so that any training experienced by employees will bring about good results.

4. It is recommended by certain amount of money in form of subventions should be given by the government at the state and federal level to serious work organizations for the training of their employees. This will boost the morale of employers to train their workers properly in the right direction.

5. Every work organization must be compelled by the government to have training plan because to fail to plan is to plan to fail. By so doing, at the beginning of each year concerted effort must be made to follow the plan without any deviation. In fact, to encourage employees, there may be reduction in the cost of training by the government on any training of employees by serious work organizations in Nigeria.

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APPENDIX

EMPLOYEES TRAINING AND ORGANIZATIONAL PRODUCTIVITY IN UNILEVER NIG. PLC.

Department of Business Administration

Mountain Top University

QUESTIONNAIRE

Dear Respondent,

This study intends to investigate "Employees' Training and Organizational Productivity in Unilever Nig. Plc". The research is in partial fulfilment for the award of B.sc Degree in Industrial Relations and Personnel Management. Therefore, you are required to supply responses or give opinion to the questions below to the best of your ability. You are rest assured that any information supplied which is purely for academic purpose will be treated with strict confidence.

Thanks in anticipation of your co-operation.

Yours faithfully,

Okeowo Omolabake

SECTION A

Please answer the following questions by ticking (√) the appropriate box.

1. Gender: Male [ ]   Female [ ]
2. Age: 21-30years [ ]   31-40years [ ]   41-50years [ ]   51years & above [ ]
3. Educational Qualification: SSCE [ ] OND [ ] HND [ ] B.Sc. [ ]
   MBA [ ]   M.Sc. [ ]
4. Working Experience in this organization: Less than 5years [ ]   6 - 10years [ ]
   11years and above [ ]
5. Marital Status: Single [ ]   Married [ ]   Divorced [ ]
6. Staff Category: Senior Staff [ ]   Junior Staff [ ]
7. Employment Status: Permanent [ ] Casual [ ]

8. Department where you work in your organization: HR ☐ Account ☐ Sales ☐
   Production ☐ others (specify) ☐

SECTION B

Training Needs of the Employees in the Organization.

1. Do you perceive training needs of employees in your organization for optimum productivity?

   (a) Yes (b)   No

2. If yes, in 1 above why?

   _____

   _____

   _____.

3. In what area(s) do you think training needs must take place

   (a) At individual level (b) at occupational level (c) at organizational level (d) others (specify)

4. Suppose such training is eventually carried out, what will be its benefit(s)?

   (a) It will facilitate high productivity

   (b) It will enhance employee's knowledge, skills and attitudes

   (c) It will prevent low output, accidents and incompetence associated with some employees' jobs

   (d) Others (specify)

5. Has your organization been training employees in order to increase organizational productivity?

   (a) Yes   (b) No

6. If yes in No. 4 above, what is your assessment of such training?

   (a) Excellent   (b) Very Good (c) Good (d) Fair

7. If No in question 4 above, why?

   _____

   _____

8. Please suggest ways to facilitate future training programmes by your company to yield maximum result

_____

_____

SECTION C

CONTENTS AND OBJECTIVES OF TRAINING PROGRAMMES ATTENDED RELATIVE TO ORGANISATIONAL OUTPUT AND PROFIT

9. The contents of the past training programmes organized by the company have led to the increased output of the organization

    (a) Yes   (b) No

10. If yes in 9 above, can you actually specify the extent?   _____

    _____

    _____

    _____

11. If No in 9 above, why do you think it has been like that?

    _____

    _____

12. Which one is common to your organization out of these training methods

    (a) on-the-job training (b) off-the-job training

13. If your answer is **a** in 12 above, then the objectives of the training programmes attended by the employees as organized by your company

    (a) are instrumental to rise in output

    (b) are contributory to output increase

    (c) are not relevant at all

    (d) are based on different things entirely

14. If your answer is **b** in 12 above, then the training objectives organized by your company

    (a) are in congruence with output and profit of the organization

    (b) have not brought any positive impact to the output and profit of the organization

    (c) have Centre on different management issues

(d) Others (specify)

15. What is your suggestion about the future training contents and objectives to be organized or sponsored by your company? _

SECTION D

LINK BETWEEN TYPES OF TRAINING AND EMPLOYEES JOB PERFORMANCE

16. What type of training your company has been organizing in some years past?

    (a) On-the-job training

    (b) Off-the-job training

    (c) Both on the job and off the job

    (d) Other (specify)

17. Suppose your answer is between a to c above which one do you think is the best out of the three methods? _

18. Why do you think the chosen one is the best? _

19. Is (are) there any challenge(s) envisaged in the training exercise of your company?

    (a) Yes   (b) No

20. If yes, such challenge(s) may be in form of

    (a) Inadequate resources to support training

    (b) Management negative attitude towards training

    (c) Lack of qualified trainers

    (d) Inadequate training materials

21. What category of staff experience more training than others?

    (a) Top management (b) middle management (c) low management (d) non-management staff

22. Why is it so in your chosen answer in 21 above?

    _

SECTION D

TRAINING PLAN OF THE ORGANIZATION AND EMPLOYEES EFFICIENCY

23. Your company has training plan on yearly basis

    (a) Yes   (b) No

24. If No in 23 above, why?   _

    _

    _

25. If yes in 23 above, how has been its level of implementation?

    (a) Well implemented

    (b) Partially implemented

    (c) Not implemented

    (d) Others specify

26. If Yes in 23 above, can you explain how such training plan has contributed to employees'

    efficiency? _

    _

    _

Thank you