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## Effect of Staff Training and Development on Company Profitability

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### Abstract

*Among the resources available for production, the most critical resources is manpower therefore there need for training and development for them to meet up challenges of modern day business environments. The main objective of this study is to determine the effect of staff training and development on organization performance. To ascertain the relationship between training and development and organizations' productivity and profitability. Data were sourced from primary sources using staff of May and Baker Nigeria Plc. Hundred questionnaires were self-administered and eighty (80) were certified fit for analyses. Data collected were analyzed using Non Parametric Statistical tool of Chi Square on Statistical Package for Social Scientists (SPSS.21.0). It was discovered that training and development helped the employee to discovered new things about their job and help them to build team spirits within the organization. These has led to reduction cost of production and increase productivity. Therefore it was recommended that training and development that can enhance goals and objectives of the organization.*

**Keywords:** Job Rotation, On-The-Job-Training, Need: Promotion

### 1.1 Introduction

Organization are purposefully and deliberately designed to achieve specific purpose and the most important ingredient in achieving the designated purpose or goal of an organization constitutes the human being which makes up organization. In other words, every organization has its goals and objectives, they also have duties and tasks which translated into works, programmes, jobs and duties which are assigned to organizational members either individually or in group. The extent to which these assigned responsibilities will therefore determine the duty and the degree of achievement of the organizational goals. These organization members or staff constitutes what is referred to as human resources, human capital or manpower.

Among the resources available for production, the most critical resources is manpower. Corporate development started with human resources development (Rohan and Madhumita, 2012). Manpower development at the organizational level, otherwise known as human resources development, is a procedure, designed to ensure that the personnel needs of the organization are constantly and appropriately met. Consequently in any organization whether public or private has long identified human resources as the main driver of the aims and objectives of establishing such an organization. However, to ensure the survival of an organization towards the achievement of its goals, there is need for the organization to embark on the continuous training and development of its manpower to be able to withstand competitive edge in the industry and guarantee survival of the organization. Nassazi (2013) noted that the strategy of human resources development is basically concern with the following;

- a) Building knowledge and skills, development of man's brain to make him more purposeful and having dexterity in the discharge of his activities.
- b) Productive employment to utilized man power for economic, social, cultural and political growth and the carry over values is to embrace full participation in the creation of a better society.
- c) Productive employment to utilized man power for economic, social, cultural and political growth and the carry over value is to embrace full participation in the creation of a better society.

Subsequently, it is highly relevant for any organization to intensify training and retraining of its manpower with a view to increasing the productivity and effectiveness of the organization, raising the level of its managerial effectiveness, and enhancing its capacity with the changing circumstances of the dynamic economy.

Staff training and development is a very vital aspect of human resources, employee capacity utilization (productivity), commitment, motivation, and growth which turn provide competitive edge for organization survival. Many employees have failed in organization because their need for training was not identified and provided for as an indispensable part of management function. Training is organization effort aimed at helping an employee to acquire basic skills required for the efficient execution of the activities, function for which he is hired (Rohan and Madhumita, 2012)). Khan, Khan and Khan (2011) opined that Development deals with the activities undertake to expose an employee to perform additional duties and assume positions of importance in the organizational hierarchy. Organizations are increasingly recognizing the value of their human resources, in terms of both cost and contribution. For most organizations, labour is the major operating cost item, even where it is not, the skills and abilities of individual employees are critical.

Human resources are the only ones that can generate added value out of other resources. Increasingly, organizations are coming to see their employees as a source of competitive advantage. It is recognized that most inventions or new services are readily copied by competitors, but the knowledge that is held within the organization, and the effective management of that knowledge, are much less easy to replicate. The important knowledge, or course, is not which is written down, but the knowledge that exists in the minds of the organization's people. Thus, achieving a balance between the cost and the capacity of human resources is a critical factor in organizational effectiveness and performance. A wide range of organizational development theories and concepts have emerged, and are being applied to the analysis of human problems in organizations and methods likely to increase the effectiveness of individuals and groups in achieving organizational goals. Utomi (2002) posited that an organization consists of human being who works to achieve their own specific goals; these human beings work together to accomplish objectives constitute the human resources of the organization. They include the foundation owners, the entrepreneurs or the leaders of the enterprise; the directors, the managers and supervisors who make up the management employed by the foundation owners and the rank and file workers employed by the management.

Training is the panacea for improving workers performance and overall efficiency, it encourages employees to further their career to meet individual aspiration. However training and development is characterized by some inevitable problems, which start from poor educational background of the employee which tend to reduce his or her assimilating capacity. Another noticeable problem is the quality and effectiveness of the training on productivity of the employee. Illiteracy also contribute adversely on the outcome of the training, this is due to inability of an illiterate worker to translate what is been taught into practice. Some companies find it difficult to organize training for its employee due to cost of organizing training and development programme, unstable business environment which tends to create a major set back to organisation of training. This is so, because people are discouraged from participating or involved in such training and development programme.

It is a general belief that training and development is required for every employee in an organization to enable it provides quality goods and services for its customers. This study investigates the relationship of the effect of staff training and development and employee job performance and the employee skill as well as the impact on productivity and efficiency of the organization.

The main objective of this study is to determine the effect of staff training and development on organization performance. Specifically, the study is set to determine the relationship between training and development and organizations' productivity and profitability. Therefore the following hypotheses were formulated and tested in for this study:

H<sub>01</sub>: There is no significant relationship between workers' productivity, employee's training and development in an organization

H<sub>0</sub>: Staffs' training and development has no significant influence on organization profitability.

This paper is limited to staff training and development as practiced in May and Baker Nigeria Plc. This staff that form the respondents comprises of Management staff, supervisor and junior staff in the organization. This staff cut across all the department in the organization. It is designed to know the effect of training and development on workers productivity. The paper will enlighten the stakeholders in organization on the need for training and

development and equip employees to carry out future expected roles. These roles and duties when properly carried out will increase productivity, which will invariably increase the profit of the organization. This paper is organized in four sections; section I is the introduction, section II is about review of relevant literature, section III is the methodology, analyses of data and interpretation of results obtained while section IV is the last, it comprises of summary of findings, conclusion and recommendations.

## Section II: Literature Review

Training and development is an important aspect because it is a function that seeks to make available for the organization skills. More so, the researcher tried to find out if actually training and development as helped the employee performance in their various department. In these areas, most of them explained that when staffs are trained, they acquired new knowledge and skill to do the job better thus leading to production of quality and standard product.

### 2.1 Conceptual Framework

Nwachukwu (2018) defined human resource development deals with, the activities undertaken to expose an employee to perform additional duties and assume position of importance in the organizational hierarchy. It involves the long term systematic education to organizational process and procedure by which employee gains more organizational hierarchy. It involves the long term systematic educational hierarchy. It involves the long term systematic educational or organizational process and procedure by which employee gains more conception and practical knowledge about his/her work place. It inevitably calls for manpower development programmes to meet the new challenges posed. Simply defined, human resources are the manpower of an organization that utilizes materials resources to achieve stated goals. They combine all other factors of production to produce goods and/or services which are of benefits to mankind. This role of human resources is fundamental to any productive organization or service organization as in the case of our study and its importance has been appreciated by many. Employee productivity is a function of ability, will and situational factors. An organization may have employees of ability and determination with appropriate equipment and managerial support yet productivity falls below expected standards. The missing factor in many cases according to Nwachukwu is the lack of adequate skills and knowledge which are acquired through training and development. However, training is organizational effort aimed at helping an employee to acquire basic skills required for the efficient execution of the functions for which he was hired (Nwachukwu, 1988).

McBearth (1978) opined that the design and implementations of performance measurement and welfare packages can have effect on the motivation of employees towards better performance. Prendergast (1999) concludes that little empirical work has been done on welfare package (Compensation) for staff. Hence scholars try to partially to fill the gap by focusing upon different level of employees and assessing the effects of welfare package systems from an employee and an organizational perspective. They consider not only the absolute level of rewards but also the performance measurement and evaluation systems and career's concern. The perception of these processes by employee determines their actions and thus the effectiveness of these welfare packages system.

Hawthorne (1927), the experimenters conducting the study make it known that motivation like rest periods, free lunches, permission to leave their work station increases rate of productivity. Roethlisberger and Mayo (1928), in their book which was not published until 1938, concluded that increase in productivity is the change in the supervisory arrangement associated with worker benefits. The intense interest they displayed for the workers was the basis for the increased motivation and resulting in productivity. Buildug and Frey (1997) Claim that welfare package motivates employees to perform this is a great step towards achieving good organizational result.

The scope of training and development activities, as in most other activities in an organization, depends on the policy and strategies of the organization (Cole, 1990). Training and development are regarded as essential functions in management of human resources. Existing employees require training while the newly recruited workers must also be trained. Training is a learning process whereby individuals acquire knowledge and/or skill to aid in the achievement of specified goals, these goals may be defined in very specific terms, such as ability to use a word-processing package to produce business report or much more broadly as world be the case in improving leadership skills David, (1998). Lawal, (1993) defined training as increasing knowledge and skill in doing a particular job. He defined development as a long term and more embracing programme that is not to meet anticipated changes and the needs of an organization as a whole. It is aimed at adding to the skills of workers improving their general knowledge and altering their attitudes. But Armstrong (1984), defined training as the systematic development of knowledge, skill and attitude required by an individual to perform adequately a given task or job. Training and development are the responsibilities of the employing organization. In well-established organization, there is a training department, usually manned by experts commonly known as Trainers. The job of a trainer is to ensure that knowledge, skill and techniques are acquired and attitudinal changes are experiences to bridge the performance gap.

## 2.2 Theoretical Framework

Motivation in itself cannot be seen or heard directly through observable behavior of an individual, we can only measure or infer motivation from an employee's behavior. Omotoyinbo (1999), described that 'thing' that motivate workers as "those inner drives/ that activity that move an individual to action. Hence, to measure motivation, management must measure presumed effects of it such as the productivity level, turnover, and the number of grievances. Omotoyinbo, the usual explanation of human motivating factors on the job is based on human needs. Fundamentally, the individual engages in goal-directed behavior motivated by these needs. For example, a hungry individual is motivated by the desire for food. When this immediate goal has been satisfied, food will not motivate him again, other motivators come into play. The listing of needs varies from one writer to another. However, the disagreement appears to be more on terminology than of content. In any event, the common approach to establishing individual need patterns is that of developing a hierarchy according to priorities.

### 2.2.1 Maslow's Hierarch of Needs

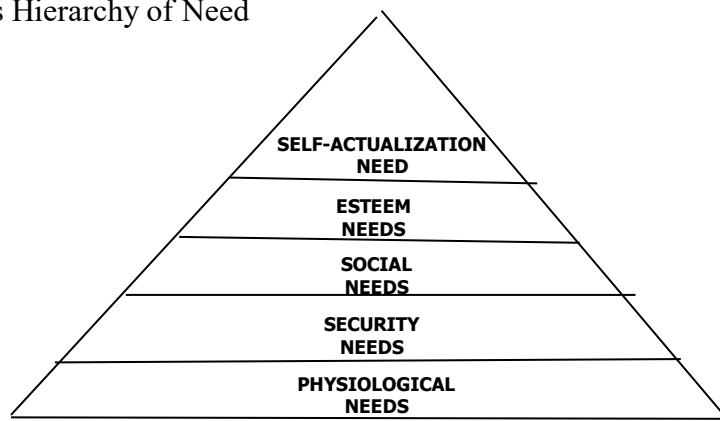
A widely accepted need theory, as set forth by Abraham Maslow (1948), postulates that people are motivated by a desire to satisfy a hierarchy of needs. Those important determinants of human behavior known as conative (striving) needs appear in a specific ranking or hierarchy. Those needs, which come first, must be satisfied, at least to some extent, before higher, more abstract needs emerge and become determinants of behavior. Maslow's motivation framework stresses two basic premises:

- 1) Man is a wanting animal whose needs depend on what he already has. Only needs not yet satisfied can influence behavior; thus a satisfied need is not a motivator.
- 2) Man's needs are arranged in a hierarchy of importance. Once one need is relatively satisfied, another emerges and demands satisfaction.
- 3) Maslow's proposed classification of needs in their order of importance is:

- ❖ Physiological
- ❖ Security
- ❖ Social
- ❖ Esteem
- ❖ Self-actualization

In addition Maslow describes two other needs, which have been classified as cognitive and aesthetic. These needs are not opposed to the striving needs of an individual, but are complementary to them. Cognitive needs stem from the need to know or understand, while aesthetic needs are those that are satisfied by moving from ugliness to beauty. There seems to be some basis for the existence of the former; however, research has failed to support the existence of the latter. Later writer put this theory into pyramid-like in other of importance



**Figure 1:** Maslow's Hierarchy of Need

**Source:** Adopted from Utomi (2013).

**The First Level-Basic Physiological Needs-** consists of the primary needs for sustaining the human body. Man must have food, water, clothing, shelter, sex, and air to maintain his existence. Physiological needs dominate when basic needs are unsatisfied, it will be fruitless to consider any other higher order. Management writers have noted that these conditions probably do not arise too often in business organizations in the United States. Never the less according to Maslow, when these first-level needs are satisfied to a reasonable degree the next higher level assumes importance.

**The second level-security needs-**is concerned with assuring the individual the satisfaction of his basic needs will be continued. In essence, man desires protection against changes, economic disaster etc. From a management standpoint security or safety needs are regarded as the motivation behind attempts to ensure job security and economic security. Many unions today are making demands on management for job security along with expanded fringe benefits. In a similar manner, the US government has passed the Occupational Safety and Health Act (OSHA) of 2000 to reduce the number of safety and health hazards found in many industrial environments. When man's physiological needs are satisfied and he is not fearful about his physical welfare, his next order of needs assumes importance.

**The third level-social needs-**centers on the individual's desire for affection and association with others, this are those need that relate to being accepted by others and to giving and receiving love. Once these needs are gratified to any acceptable degree, man is free to move onto the next level.

**The fourth level-esteem needs-**represents the need for both self-awareness of one's importance and recognition by others. Based upon the respect of peers group in and out of the work environment, satisfaction of one's esteem needs leads to a feeling of self-confidence and prestige. The satisfaction of this level to a reasonable degree permits one to move on to the last level.

**The fifth and highest level self-actualization need-**is the desire to become and more what one is. The need to become everything that one is capable of becoming. This need is the ultimate in Maslow's hierarchy. It is the need to realize one's capacities and potentialities by achieving some stated goal.

While Maslow recognizes that man is never completely satisfied on any need level, he contends that decreasing percentages of satisfaction are encountered as a lower-level need is replaced in predominance by a higher-level one. Maslow suggested hypothetical example for an average citizen who is 85 percent satisfied in his basic physiological needs, 70 percent in his security needs, 50 percent in his social needs, 40 percent in the self-esteem category, and 10 percent in his self-actualization needs.

### 2.2.2 Herzberg's Motivation-Hygiene Theory

Another widely known model of motivation is one proposed by Frederick Herzberg and his associates. It grew out of research directed toward ascertaining those employee wants that lead to satisfaction on the job. The traditional approach is one of examining multiplicity of factors, such as the work, pay, security of job, working conditions, congenial associates, opportunity to advance effective leadership, and credit for work done. These factors are the determinants of particular locations on a single continuum that ranges from job dissatisfaction on one end to job satisfaction on the other.

In the study undertaken by Herzberg and his associates, the research approach was somewhat simplistic, since it was built around the question, "Can you describe, in detail, when you felt exceptionally good about your job?" and "Can you describe, in detail, when you felt exceptionally bad about your job?" An analysis of the responses indicated that employees seldom named the same kinds of job experiences in connection with good and bad feelings. For example, if responsibility produced good feelings about the individual's job, the lack of responsibility was seldom given as a cause of bad feelings. In fact, these factors appeared to be separate and

distinct. This

**Dissatisfaction "Dissatisfies" or No Dissatisfaction  
"Hygiene Factors"  
No Satisfaction "Satisfiers" or Satisfaction  
"Motivators"**

Finding is the most important aspect of Herzberg's theory and led him to propose that there are, in reality, two significantly different classes of factors and there fore two different continuous.

The first class, referred to as "dissatisfies" or "hygiene factors," consists of a continuum that ranges from dissatisfaction to on dissatisfaction. These factors operate primarily to dissatisfy employees when the factors are absent or poorly or incorrectly managed. Their presence does not build strong motivation, but can only serve to eliminate dissatisfaction. The most important dis-satisfiers identified by Herzberg are company policies, technical supervision, interpersonal relations, and working conditions. The entire range of hygiene factors (dis-satisfiers) is related to Maslow's model of motivation.

The second class, referred to as "satisfiers" or "motivators" makes up a communion ranging from no satisfaction-to-satisfaction. If these factors are present on the job, they operate to build a strong level of motivation, thereby spurring the individual to superior performance. On the other hand, if they are not present, they do not prove highly dissatisfying, Herzberg identified the following factors as satisfiers:- achievement, recognition, status, work itself, responsibility, advancement, and the possibility of growth. The last item refers to the actual learning of new skills with a greater possibility of advancement. This range is related to Maslow's hierarchy of needs.

A comparison of the two classes of factors shows that the satisfiers (motivators) are job centered and relate to the nature of the work-the job itself is the major source of motivation. On the other hand, the dissatisfiers (hygiene factors) are associated with the context of the work and their presence serves to "clean up" the environment and dissatisfaction. If workers are inclined toward only satisfiers and on dissatisfiers, management has achieved an ideal condition. As might be expected, this generally not the case. For example, if a company's employees perceive no satisfiers but only dissatisfiers in the work environment, management can expect a high number of grievances, a high rate of absenteeism, and a low level of operative performance.

**Maslow And Herzberg Motivation Theory**

Maslow	Herzberg
Self	Actualization Work itself Responsibility advancement Growth
Esteem	Achievement Recognition Status
Social	Interpersonal relations Supervisor Peers and subordinate's
Security	Supervision Company and policy administration Job security
Physiological	Working conditions Salary Personal life

Source: Researcher 2008

When viewing Herzberg's theory in its totality one can see that an individual's real motivation results from his or her personal accomplishments through the challenge of work itself and not from the -working conditions in the work environment. Herzberg recognizes that hygiene factors must be adequately provided if the individual is to become a superior performer. Thus, if the dissatisfiers are quite pronounced or are increased, the individual becomes concerned about these factors instead of striving for superior performance; conversely, if there are no dissatisfies in the work environment he will be striving for superior performance.

To assist employees in realizing their self-fulfilling achievement-motivational needs, Herzberg recommended vertical job enrichment-a method to increase the challenging content of the job so that organization employees can desire objectives, Herzberg's principle of vertical job enrichment and its corresponding motivators should be employed. However ob enrichment should be employed with caution. Adding more tasks to an employee's responsibility may be "demotivating" to the individual.

International Business Machines, for example, uses four criteria to decide if a job can be enlarged, for vertical job enrichment, job should:

- ❖ Increase responsibility
- ❖ Increase worker autonomy
- ❖ Permit the worker to do the complete task
- ❖ Provide feedback (performance appraisal) to the worker
- ❖ Unless all four criteria are satisfied, the job is not enlarged.

The implementation of vertical job enrichment has been effective at Texas Instruments. After identifying the satisfiers and the dissatisfiers, the company investigated ways of redesigning jobs of technicians, assemblers, and

foremen, most of whom were performing repetitively tasks. A job enrichment program was initiated which permitted the employees to plan and to control their jobs in conjunction with their foremen. While the workers were planning, performing and controlling their work activities, the foremen had ample time to plan new projects, mediate interpersonal conflicts, measure group and individual production, provide feedback on performance, and give the recognition that was determined to be an integral part of the motivation process. At the end of the eighteen-month period, the firm experienced much higher productivity because of job enrichment. The productivity factor was relatively easy to verify since there had been no major mechanical changes, automation of operations, or changes in materials or product mixes.

### 2.2.3 Vroom's Expectancy Model of Motivation

Vroom's expectancy model of motivation differs from that of Maslow and Herzberg (Although other expectancy models have been proposed, our concern is Vroom's model). Utilizing the work of several psychologists and the "path-goal" theory of motivation, Vroom states that any individual's motivation to perform is dependent upon his particular goals and his perception of performance as a path to the attainment of these goals.

His expectancy model is based upon the assumption that motivation is a process in which choices between behaviors patterns can be made. The individual perceives the results of each alternative as a set of possible outcomes stemming from his behavior. The results are represented as a chain of means-ends relationships. The individual's first-level outcome of high productivity is a way for him to achieve end-level outcomes of higher pay, promotion, acceptance by his peers, or support of his boss.

Within the framework of his model, Vroom suggests that an individual has preferences among the end outcomes, which he calls "valences." A positive valence indicates a desire to attain a particular outcome, while a negative valence implies a desire to avoid a particular outcome. A first-level outcome, like productivity, has no valence in and of itself; however, it has valence when perceived with one or more desired outcomes. This latter relationship, defined by Vroom as "instrumentality," can range from 1.0 to -1.0, depending upon the perceived certainty that an end-level outcome will or will not result directly achieving a particular first-level outcome. If, for example an individual perceives no relationship between high productivity and higher pay the instrumentality would be zero.

Vroom does not stop here with his calculated instrumentality values, he positions that the individual's desire (valence) for high productivity is determined by the sum of instrumentality times valence over all end-level outcomes. Referring again, if an individual wants to be promoted, his motivation to perform well is directly influenced by the degree to which he believes high productivity will assist him in being promoted. Thus, the more an individual is convinced that promotion is both desirable and likely to result from his good performance; the greater will be his motivation to increase his productivity.

In addition, Vroom states that an individual's motivational effort will be influenced by the likelihood that his actions will alter his performance. This subjective-outcome likelihood is termed "expectancy." Expectancy values (like portability values), which can range from 0 to +1.0, are dependent upon the perceived certainty that an individual's actions will influence his level of performance. In a type of calculation similar to that above for instrumentality, Vroom posits that the motivational force to pursue a particular course of action is determined by the sum of the expectancy-times-values over all first-level outcomes. An individual will pursue overtime work only to the extent that he sees these efforts as resulting in high productivity, which, in turn, will lead to higher pay, promotion, acceptance by peers, and support of his boss.

An empirical study, which uses this model, shows how this expectancy model provides the manager with a means for explaining what motivates his subordinates. Workers were asked to rate valence for five end outcomes: money, firing benefits, promotion, supervisor's support, and group acceptance. Similarly, ratings were obtained for the instrumentality of high performance, leading to each of five end outcomes. Valence for each end outcome and the instrumentality of productivity for attaining the end outcome provided a basis for testing hypotheses regarding an individual's motivation. To illustrate, if valence by an individual was high and positive for money and if productivity was seen as being important to the attainment of money, it could be hypothesized that an individual would be motivated to high productivity. On the other hand, if money was very important to an individual as before and if high productivity was seen as hurting the individual's acceptance by his peers, it could be hypothesized that an individual would not be motivated to high productivity. Results of the study indicated that productivity was significantly related to the instrumentality-times-valence values for money and supervisory support. Conversely, fringe benefits were dependent upon the union-management contract rather than on productivity, and promotion was based primarily on seniority.

In other research studies, expectancy theory has been subjected to a fair amount of criticism. Behling and Stark (2001), for example, question the ability of human beings to make choices among levels of work effort in the ways demanded by expectancy theory. As Reinharth and Wahba stated, "The earlier optimism for the universality of the theory appears to have been dashed, and the need for a more limited perspective is indicated. In view of

these findings, alternatives to expectancy theory of work motivation are currently being investigated. Probably some time will elapse before alternative frame-works for work motivation can be tested and verified.

## 2.3 Staff Training and Development

### 2.3.1 Identifying The Training Needs

In analyzing training needs Fajana, (2007), stressed that organization should focus on the job requirements and how the job incumbent is meeting those requirements. Identifying the training needs could be carried out by one or more of the following:

- 1) Interviewing Managers and supervisor about their own and their subordinates training needs.
- 2) Analyzing recorded data relating to organization, its job and employees.
- 3) Observing the job performance of individuals.
- 4) Analyzing the appraisal records or form.

Once the training need is identified by training needs analysts, training plans are drawn and submitted for management approval. The plan Will indicate the types of training to be provided, how it is going to be run, the target audience, the time and venue. At the end of a training programmes, evaluation is carried out to obtain feedback about the output of the training and use the feedbacks to improve where necessary.

### 2.3.2 Evaluating Training Effectiveness

Fajana (2007), much training and development is not subject to systematic planning and certainly it seems that in many cases careful evaluation is the exception rather than the norm. This is principally because of the difficulties of assessing training outcomes objectively and this is compounded for certain types of training by the problems of specifying clear, unambiguous training objectives. However, these difficulties must be overcome as the alternative is to spend time, effort and money of training programmes of unknown belief. David (1998) raised the issue of how best to evaluate training should in fact be considered before the training begins, and he recognized that there are four levels at which training can be evaluated.

- ❖ **Reaction:** Evaluates how well the trainees liked the training.
- ❖ **Learning:** Measures the extent to which trainees have learned the principles, facts and theories covered in the training.
- ❖ **Behaviour:** Concerned with the extent to which behaviour changes as a result of the training.
- ❖ **Results:** Considers what benefits (e.g. better quality, reduced costs) result directly from the training.

In practice these levels will not always be independent of each other, but each step from reaction upwards represents more rigorous evaluation. When designing method of evaluation, the most common approach is usually simply the measure outcomes at one or more levels after the training; this is post-measure evaluation.

## 2.4 Methods of Training

Cole, (2009) posited that training can be formal or informal and can take place on-the- job or off-the-job. The latter can mean in-company, or in-service training or it can refer to externally provided training.

These is illustrated show some of the different methods of on- the-job and off-the-job training together with some of the advantages and disadvantages of each approach.



**Table I: On the Job Training**

S/N	On-the-job Training methods	Advantages	Disadvantages
1	On-the-job instruction	Relevant; develops trainee-supervisor Skill	Noise, bustle and pressure of work place.
2	Coaching	Job-related, develops boss-subordinate relationship	Subject to work pressures; may be done piecemeal counseling skills have to be developed
3	Counseling	Employee needs help and boss provides it	Counseling skills have to be developed.
4	Delegation by boss	Increases scope of job; provides greater motivation.	Employees may make mistakes or may fail to achieve task.
5	Secondment	Increases experience of employees; creates new interest.	Employee may not succeed in new position.

**Source:** Adapted from Cole, (2009)

**Table II: Off-the-job Training**

	S/N	Off-the-job Training methods	Advantages	Disadvantages
A	1	In Company lectures/skills.	Useful for factual information.	One-way emphasis; little participation. Requires adequate leadership.
	2	Group discussions	Useful for generating ideas and solutions.	Requires careful organization, giving tactful feedbacks not easy.
	3	Role playing exercises.	Useful for developing social skills.	Careful organization required.
	4	Skills development exercise e.g. manual operations communication skills etc.	A safety way to practice key skills.	
B	1	External college courses (long)	Leads to qualification; comprehensive coverage of theory, wide range of teaching methods.	Lengths of training time; not enough practical work.
	2	College courses (short)	Supplement in-company training; independent or internal politics.	May not meet clients needs precisely enough.
	3	Consultants/other Training organizations.	Clients needs given high priority; fills gaps in company provision; good range of teaching methods.	Can be expensive; may rely heavily on packages.

**Source:** Adapted from Cole, (2009)

## 2.5 Other Training and Development Issues

Olabisi, (1996), highlighted some issues involved in training and development such as:

- i) The necessity to have supervisory level induction training from 6 months to one year.
- ii) Uninterrupted education of executives on advanced techniques in various aspects of management especially in people management.
- iii) To constantly organize technical workshops jointly with other organization in various areas.
- iv) Developing a national facility for training and development.
- v) The necessity to develop a special team conversant with the management practices which may be called the 'blue-eyed team'.
- vi) The dedicate issue of career planning and sponsoring of employee at management institutions.

Olabisi, (1996) equally mentioned the importance of training and development saying it;

- (a) Improves quality
- (b) Increases performance and productivity
- (c) Prevents accidents or improves health and safety.
- (d) Prevents manpower obsolescence
- (e) Reduces labour turnover
- (f) Leads to expansion.

He listed the objectives of training and development as:

- ❖ High performance of the employees.
- ❖ To impact knowledge, skills and capabilities.
- ❖ To broaden and equip employees to carryout future expected roles.
- ❖ To bring about team spirit and high morale in the organization.
- ❖ To encourage employees to go for the good in furthering their career to meet individual aspirations.
- ❖ To help in adapting to changing work environment and technology.

## 2.6 Staff Training and Development in May & Baker Nigeria Plc

The most valuable assets of the company, May & Baker's are her employees which are a rare assemblage of highly qualified professionals (Aluko; 2010). This is made possible because May & Baker has a highly objective recruitment procedure that ensures that only people who have not only demonstrated the right competences but also the right mental and psychological disposition, are employed in the company.

The company's policy on continuing education, training and career development is one of the best in the company. In a period of five years, the company sponsored not less than 40 employees through the Master in Business Administration (MBA) programmes in many of the nation's universities. Continuing education and training programmes have been very useful in imparting new skills to the employees while preparing them for higher levels of responsibility. It is compulsory for staff to attend at least one self development course every year.

May & Baker Plc also provides the enabling environment for participatory management through the use of work teams and committees. These work teams and committees are empowered to take far-reaching decisions, which experience has shown, have been instrumental in moving the company forward (May & Baker Corporate Profile, 2019). May & Baker's Nigeria Plc. operations are governed by set of core values, which it holds as a bond with all stakeholders. These values have helped the company to increase its profitability margin in the pharmaceutical industry. These values are:

- (a) **Performance Excellence:** They believe not just to do their best but also to be outstanding in every aspect of the business. This principle challenges the individual employee to give his/her best.
- (b) **Innovation:** Although, they have established processes, they believe there are always better ways of doing things, leading to better products and services. Innovation is thereby encouraged among staff, through Innovative Employee Award, which commenced in 1997. The award has been given to a number of staff for innovations that contributed to the growth and profitability of the company.
- (c) **Customer Delight:** They believe the customer is the reason for being in business. Thus, all the company's processes are customer-driven. Aware that the company profitability depends on the satisfaction of customer, great lengths to satisfy customer expectations is needed.
- (d) **Integrity:** Much as they have to grow their business, this is done with the outmost regard for the ethical notes of the professions, regulatory laws in the industry and country. This includes the personal honesty of each employee in the company.
- (e) **Teamwork:** May & Baker believe that excellent corporate performance is achieved only through collective effort and mutual support. Thus, we make our staff to go through a programme of high performance. Team Behaviour as a way of inculcating the team spirit and de-emphasizing individual

drives. We have put in place a system of rewards for team achievements as well as an environment of mutual trust.

### Section III: Research Methodology

This section considers the framework for research method adopted for paper,

#### 3.1 Research Design

The framework for gathering information for this research work was descriptive (survey) design using the questionnaire as the main instruments.

#### 3.2 Sample size and Population of the Study

The study population comprises of all staff of May and Baker Nigeria Plc. The organization was chosen in order to investigate how the employees' motivation and organizational performance. The sample size of this study is made up of 100 randomly selected staff and customers of United Bank of Africa Pc.

#### 3.3 Research Instrument

The questionnaire design is used as the research instrument for gathering information in the study. It is designed in simple English language consists of two sections: section A is the Bio data, section B deals items relating to the objective of the study and hypothesis which will provide the relevant information needed to aid the research work.

Structured Questionnaire is used where the respondents are restricted to some response options. The five points scale response was adopted for this study and are coded as 5, 4,3,2,1 as Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree respectively.

#### 3.4 Questionnaire Administration

Questionnaire was self administered by the researcher aided by the technical staff of the marketing and sales department of the bank.

#### 3.5 Validity and reliability test

Validity test is defined as the degree to which the instruments of data collection measures what it has been designed to measure consistently and efficiently. For the validity test, test-retest method of reliability was adopted out of all the various types of measures. The Cronbach's alpha co-efficient will be used to test the questionnaires to ensure the consistency of the research instrument. While Reliability refers to the extent to which assessments are consistent that is the degree to which a test is free from measurement errors (Fraenkel & Wallen, 2003);

#### 3.6 Method of Data Analysis

The data analysis was edited and analyzed using the percentage and charts while the section was analyzed to test the hypotheses formulated using non parametric statistical tool of Chi-Square ( $X^2$ ) considered the most appropriate in this research work because of its simplicity of application. The formula for the calculation of X is given as

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

Where

$X^2$  = Chi-square

O = The Observed frequency

E = The Expected frequency

$\sum$  = Summation

#### The Decision Rule

Accept the Null hypothesis if the  $X^2$  calculated is less than the tabulated  $\chi^2$ , Reject the Null hypothesis if the  $X^2$  calculated is greater than the tabulated ( $\chi^2$ ).

### 3.7 Data Analysis

Hundred questionnaires were distributed and out of these ninety two (92) questionnaires were returned in time for the analyses. Ten (10) of the return questionnaires were not filled and two (2) mutilated and improperly filled. Therefore Eighty (80) questionnaires were certified fit to be collated for the analyses.

Analyses of Section A reveal that the Respondents distribution according to gender, out of the total respondents, 48 respondents are male representing 60 percent of the respondents while 40% or 32 respondents are female. The analyses also show that the percentage of the married group is 56 percent which is higher than the singles which comprises of divorcees, widower and widows. The bulk of the work forces are between the ages of 31 to 40 years of age.

Distribution of respondents according to educational qualification shows that the majority of workers in the sector have a HND or BSc with 37.5 percent while 12.5 percent have secondary education, National Diploma and professional certificate. Also from the analyses of section A, the comment of the respondents, show that low Management respondents are in the majority with 77.5 percent and top management with 10 percent.

And that the distribution of respondents according to working experience status show that majority of the respondents has spent above 11 years in the organization with 57.5. While the least are between 5 to 10 years with 15 percent. Therefore are adjudge to be able to provide accurate responses to items in the questionnaire.

#### Analysis of Section B Concern Bank Customers

SN	Item	Response				
		5	4	3	2	1
1	There is policy on staffs' training and development in my organization	48 (60%)	16 (20%)	4 (5%)	12 (15%)	0 (0%)
2	Staff training and development enhances good behaviour and help build team spirits among workers	48 (60%)	16 (20%)	4 (5%)	12 (15%)	0 (0%)
3	Staff training and development improve good will and good corporate image.	44 (55%)	18 (22.5%)	4 (5%)	8 (10%)	6 (7.5%)
4	Staff training and development has great impact on workers productivity	74 (80%)	10 (12.5%)	2 (2.5%)	3 (3.75%)	1 (1.25%)
5	Staff training and development proffer solution to industrial conflict.	42 (52.5%)	20 (25%)	4 (5%)	8 (10%)	6 (7.5%)
6	Training and development reduce labour turnover.	20 (25%)	40 (50%)	4 (5%)	8 (10%)	8 (10%)
7	Training and development prevents accidents and improves health and safety.	40 (50%)	16 (20%)	4 (5%)	12 (15%)	8 (10%)
8	Training and development impact knowledge and improve the skills of the workforce	70 (96.25%)	8 (10%)	0 (0%)	2 (2.5%)	0 (0%)
9	The skills of human resource available in the organization increase workers' capacity to produce.	34 (42.5%)	20 (25%)	8 (10%)	14 (17.5%)	4 (5%)
10	Training and development help in human resources planning in an organization.	42 (52.5%)	20 (25%)	4 (5%)	8 (10%)	6 (7.5%)
11	Training and development programmes bring about peace and harmony in the organization	20 (25%)	40 (50%)	0 (0%)	12 (15%)	8 (10%)
12	Training and development bring about high morale in the organization.	48 (60%)	16 (20%)	4 (5%)	12 (15%)	0 (0%)
13	Training and development help staff to adapt to changing work environment and technology.	44 (55%)	18 (22.5%)	4 (5%)	82 (10%)	6 (7.5%)
14	Training bridges the gap between existing performance ability and desired performance	64 (80%)	10 (12.5%)	2 (2.5%)	3 (3.75%)	1 (1.25%)
15	Training boosts job satisfaction and improved staff morale.	42 (52.5%)	20 (25%)	4 (5%)	8 (10%)	6 (7.5%)
16	Training and development help in preventing manpower obsolescence.	20 (25%)	40 (50%)	4 (5%)	8 (10%)	8 (10%)
17	Training and development brought about efficiency among the staff.	40 (50%)	16 (20%)	4 (5%)	12 (15%)	8 (10%)
18	The level of Training and development leads to job satisfaction	40 (50%)	16 (20%)	4 (5%)	12 (15%)	8 (10%)
18	There is relationship between company profitability, staffs' training and development.	70 (87.5%)	8 (10%)	0 (0%)	2 (2.5%)	0 (0%)
19	Pharmaceutical company has good training programme for their staff.	34 (42.5%)	20 (25%)	8 (10%)	14 (17.5%)	4 (5%)
20	There is positive correlation between staff training and production of quality products.	34 (42.5%)	20 (25%)	8 (10%)	14 (17.5%)	4 (5%)



21	May & Baker training system has resulted in increased productivity.	42 (52.5%)	20 (25%)	4 (5%)	8 (10%)	6 (7.5%)
22	Training and development in May & Baker has reduced cost of production.	20 (25%)	40 (50%)	4 (5%)	8 (10%)	8 (10%)
23	May & Baker Nigeria Plc has good resources for training.	42 (52.5%)	20 (25%)	4 (5%)	8 (10%)	6 (7.5%)

### 3.8 Testing of Hypotheses

The hypotheses earlier formulated will now be tested and the result will be analyzed using non-parametric statistical tool of Chi-Square at 95% degree of confidence or in other words at 0.05 level of significance.

#### Hypothesis I

H<sub>0</sub>: There is no significant relationship between workers' productivity, employee's training and development in an organization

H<sub>A</sub>: There is relationship between workers' productivity, employee's training and development in an organization.

Extract of Chi-Square statistic based on computer aided statistical package of Statistical Package for Social Scientists is presented below;

**Table 20 A: Chi Square Extract (Test Statistics Appendix II)**

Question	Responses	%	X <sup>2</sup> Cal	X <sup>2</sup> Tab	DF	Remark
7	Strongly Agree	68.33				
	Agree	14.17				
	Disagree	15.0				
	Strongly Disagree	2.5	48.50		3	
9	Strongly Agree	80.0				
	Agree	10.0				
	Disagree	8.33	38.780 <sup>a</sup>		3	
	Strongly Disagree	1.67				
11	Strongly Agree	30.0				
	Agree	55.0				
	Disagree	10.0				
	Strongly Disagree	5.0	102.380 <sup>a</sup>		3	
21	Strongly Agree	39.17				
	Agree	50.0				
	Disagree	9.17				
	Strongly Disagree	1.67	98.060 <sup>a</sup>		3	
<b>Total</b>			<b>386.68</b>	15.507	<b>12</b>	<b>Sig</b>

X<sup>2</sup> Cal= 386.68, X<sup>2</sup> table =21.026, Degree of Freedom (df)= 12 at 0.05 Level of Significance (LS).

#### Decision

Table above presents the Chi-square analyses of the responses in section B used for the analyses of hypothesis I. The result indicates that the Chi square calculated (X<sup>2</sup> cal) is 386.68 while Chi square table (X<sup>2</sup> tab) is 21.026 with degree of freedom (df) =8 at 0.05 Level of Significance (LS). It is observed that Chi square (X<sup>2</sup>) Table is less than Chi square (X<sup>2</sup>) Calculated therefore reject the null hypothesis and accept the alternate hypothesis that there is relationship between workers' productivity, employee's training and development in an organization.

#### Hypothesis II

H<sub>0</sub>: Staffs' training and development has no significant influence on organization profitability.

H<sub>A</sub>: Staffs' training and development has influence on organization profitability.

## Test Statistics

Table 21: Chi Square Extract (Test Statistics Appendix II)

Question	Responses	%	X <sup>2</sup> Cal	X <sup>2</sup> Tab	DF	Remark
13	Strongly Agree	12.5				
	Agree	60.0				
	Disagree	25.0				
	Strongly Disagree	2.5	144.300 <sup>a</sup>		4	
14	Strongly Agree	50.00				
	Agree	30.0				
	Disagree	20.0				
	Strongly Disagree	0.0	63.900 <sup>a</sup>		4	
17	Strongly Agree	50.00				
	Agree	40.0				
	Disagree	7.5				
	Strongly Disagree	2.5	59.300 <sup>a</sup>		4	
18	Strongly Agree	65.0				
	Agree	31.67				
	Disagree	2.5				
	Strongly Disagree	0.83	82.300 <sup>a</sup>		4	
19	Strongly Agree	52.5				
	Agree	31.67				
	Disagree	15.0				
	Strongly Disagree	0.25	70.500 <sup>a</sup>		4	
<b>Total</b>			<b>420.300</b>	31.410	<b>20</b>	<b>Sig</b>

X<sup>2</sup> Cal= 420.3, X<sup>2</sup> table =31.410, Degree of Freedom (df)= 20 at 0.05 Level of Significance (LS)

**Decision**

Table above presents the Chi-square analyses of the responses in section B used for the analyses of hypothesis I. The result indicates that the Chi square calculated (X<sup>2</sup> cal) is 420.3 while Chi square table (X<sup>2</sup> tab) is 31.410 with degree of freedom (df) =20 at 0.05 Level of Significance (LS). It is observed that Chi square (X<sup>2</sup>) Table is less than Chi square (X<sup>2</sup>) Calculated therefore reject the null hypothesis and accept the alternate hypothesis that there is relationship between workers' productivity, employee's training and development in an organization.

**Section IV: Summary of Findings, Conclusion and Recommendations****4.1 Summary of Findings**

It is necessary for the organization to design the training programmes that will fit into the needs of the organization that will stand test of time and ensure competitive edge for such organization (Armstrong, 2000). These training programmes should be able to play a very vital role in the employee as well as organizational performance as bad training design is nothing but the loss of time and money (Tsaur and Lin, 2004). It was discovered that May & Baker as a corporate organization is well organized and coordinated. The management and the staff are willing to share their experience of training and development in the organization.

It was discovered that training and development has helped the employee performance in their various department. And also from the data collected from the returned questionnaires it was discovered that majority of the respondents agree that staff training and development has taught them new things and help them to build team spirits within the organization this has led to overall improvement in the corporate performance of the organization. The analyses of items in the questionnaire show that training and development has help increase employees' morale and assists them to master the changing technology acquired by the organization. This has help to increase both efficiency and productivity of the organization. Majority of the respondents agreed that training and development has significant positive effect on the organizational performance which means that most of the respondents think that training design has significant effect on the organizational performance. This also

proves our first hypothesis which that there is relationship between workers' productivity, employee's training and development in an organization.

It was also discovered that majority of the respondents agree that training and development brought about efficiency among the staff, leads to job satisfaction and it is also established that pharmaceutical company has good training programme for their staff. Hence it is agree that staffs' training and development has influence on organization performance. On the job training helps employees to get the knowledge of their job in a better way (Deming, 1982) which enable them to gain practical experience from theoretical part of the work. This lead to increase productivity and reduced cost of production. In line with findings of Heras, (2016), these also time saving. Then it is concluded that it is good for organization to give their employees on the job training so that they learnt practically what they learn (Tom Baum et al., 2017). These supported the findings that staffs' training and development has influence on organization profitability.

Garavan, (2011) observed that it is very difficult for an employee to perform well at the job place without any pre-training, this was supported by Boudreau et al., (2017) further added that trained employees perform well as compared to untrained employees and it allow the organization attain overall goals of the organization in a much better way. Although training and development is costly to the organization but in the long run it help save cost and give back more in form of revenue more than investment. Therefore every organization should develop its employees according to the need of that time so that they could gain competitive edge required from time to time.

## 4.2 Conclusion

Training is organization effort aimed at helping an employee to acquire basic skills required for the efficient execution of the activities, function for which he is hired. While development deals with the activities undertake to expose an employee to perform additional duties and assume positions of importance in the organizational hierarchy. Employee productivity is a function of ability will and situational, of ability determination, with appropriate equipment and managerial support, yet productivity falls below expected standards. The missing factors in many cases are the lack of adequate skills and knowledge which are acquired through training and development.

Training and development upgrade employees' productivity of employees has positive effect on Organizational Performance. Research has shown over time that employee development is the key to organizational sustainability and survival in these harsh business environments. Business environment constantly is characterized by change in technology, new method of production, government policy, competitors' challenges and so on. To remain relevant and survive these turbulent environments Organizations must have employees who are able to adapt to these ever-changing business world and invest in training of staffs in order to keep employees and to gain competitive edge in the market.

Employees' training gives job satisfaction, enhances initiative and quality of work, it reduces job turnover and enhances employees' effectiveness within the organization. Furthermore, employees' training contribute greatly to national economic growth and development.

As the national policies aim to improve nation's human capital, this optimally in turn results to the economic growth of the nation. However, it is recommended for management of organizations to give training and development of employees a priority in order to get the best out workforce as well as improving the organization's productivity. Further research studies is also recommended on the training and development of employees in order to have a broader understanding of its valuable impacts.

## 4.3 Recommendations

After this research work it is necessary to make some recommendation in line with the findings as thus;

- ❖ There is the need to ensure that having administered the training and development programmes, the organization should adopt or develop a feedback study of how individual perform during the course,
- ❖ It is wise for both the trainer and trainee and the organization could have a data base on every training programme so that such training could be reviewed, evaluated and further implementation of such programme for better results.
- ❖ Employees should be encouraged in accordance to their department or function to jointly come up with development programmes they believe are peculiar to their job situation. This will assist to get accelerated response in job reengineering since the trainees will see themselves as originator of the development programme and this will improve their total and quality commitment.
- ❖ Training would assist the workers to have self-direction and gain real satisfaction from his work. The key to this kind of success is openness, trust and supportive supervision and participation in decision making.
- ❖ There is need for research and development department to be involved in designing and implementation of training programme in line with goals and objectives of the organization.

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