

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the Study**

Every organization, whether public or private, is tasked with achieving specific objectives and attaining success. To accomplish this, the organization requires well-qualified, competent, and skilled employees who are adequately trained and motivated. An organization comprises not only its physical structure but also the processes involved in coordinating human activity and material resources to achieve its objectives. Employee training and development have emerged as pivotal focal points over the past three decades. Employees form the core of any organization, and thus, they need to be influenced and motivated towards task fulfillment (Cetin, 2013). Highly motivated and proactive employees are instrumental in accomplishing the organization's goals, directly impacting its performance. Training entails an organized enhancement of knowledge, skills, and attitudes necessary for employees to perform efficiently within a given process and environment (Saleem et al., 2011).

Motivation plays a crucial role in organizational performance and can be either intrinsic or extrinsic. Intrinsic motivation stems from within the individual and includes factors such as achievements, challenges, and competence derived from performing tasks well (Afful-Broni, 2004). Extrinsic motivation, on the other hand, originates from external factors such as salary, fringe benefits, enabling policies, and various forms of supervision (Mankoe, 2006). Motivation generally involves the determination to achieve a goal, characterized by goal-directed behavior.

Organizations have historically adopted policies of good remuneration and other benefits to enhance employee performance and thereby increase productivity. With the current global economic trends, most organizations have realized that the performance of their employees significantly influences their competitiveness and success. The performance of employees is critical not only for organizational growth but also for the personal growth of individual employees (Meyer and Peng, 2005).

A call center is an open workspace for call center agents, equipped with workstations comprising a computer and display for each agent connected to an inbound or outbound call management system, along with one or more supervisor stations. Inbound call centers handle incoming product or service support inquiries from consumers, while outbound call centers are typically utilized for sales promotion purposes, telemarketing, debt collection, market research, and emergency notifications. They consist of customer service specialists who handle phone calls from customers regarding a company's services or products. These call centers can be centralized or remote and are utilized for processing a large volume of telephone inquiries, such as the call centers in the Ilorin West metropolis, including the DSTV center, MTN call center, Airtel call center, and Buy Power call center.

### **1.2 Statement of the Problem**

Despite the significant roles of motivation, training and manpower development in employee productivity and organizational performance, training programs are not sufficiently supported by organizations in Nigeria. It is presumably observed that inadequate programmes/seminars that will add value and develop staff made some staff undertake personal training at the detriment of the employers. The fear of Job security among workers is one of the factors responsible for low productivity. Some organizations consider the cost of training programs and motivating their employees as a waste rather than an investment. Employees' performance and productivity have been impaired due to poor working conditions, unfair organizational policies, lack of proper payment, poor

interpersonal relationships, and poor or absence of adequate training and training facilities to help develop capable manpower.

In Ilorin, zeal to work hard is present naturally in the life of every average employee but this could not be apparent due to the general conception that their efforts would not be recognized or rewarded effectively. Most employees feel that the reward system itself is poor and does not equate with their efforts toward work and their economic conditions. Many scholars have worked on training and motivation such as (Abeeha & Bariha, 2012; Byrne, 2009; Meyer and Peng, 2005) but none has written on the impact of training and motivation on employee performance in all-centres workers in Ilorin West local government area of Kwara state. This study intends to fill the gap.

### **1.3 Objectives of the Study**

The objectives of this study are to:

- i. identify the various training and motivational models available to Call – Centres employees in Ilorin West; and
- ii. evaluate the effectiveness of training and motivation of employees in call centers within Ilorin West;

### **1.4 Research Questions**

- i. How effective are the various training and motivational models on Call - Centres employees in Ilorin West?
- ii. Does training and motivation of employees of Call - Centres within Ilorin West enhance productivity?

### **1.5 Significance of the Study**

This research work, the impact of training and motivation on employees' performance in call – centres of Ilorin West area of Kwara state will uncover the reasons and circumstances that led to the nonchalant attitudes of the employees in an organization and the reason why most of them are not always happy doing their jobs. It will also be of great significant because it would serve as reference material for consultation and as well contribute to the relevant literatures that will be useful in the academic for further research.

The study will also help management of the Call - Centres engage more in staff welfare development in order to improve the output on productivity of their employees. In addition, the study will also serve as a useful means for those in the management sciences who would like to research further in this area. Practically, it assist practicing managers in understanding and giving them the knowledge of the impact of incentives on employees' performance, hence enabling these elements to be integrated into policy and objectives of the organization.

### **1.6 Scope of the Study**

The study examines the impact of training and motivation on employees' performance in the telecommunication centres in Ilorin West. The scope of the study was limited to the Call - Centres, Ilorin West, Kwara State which include DSTV centre, MTN call centre, Airtel call centre and Buy Power call centre.

### **1.7 Definition of Terms**

**i. Training:-** Training primarily focuses on teaching organizational members how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers (Jones, George & Hill, 2000).

**ii. Motivation:-** A complexity of forces that inspires a person at work to intensify his or her desires and willingness to use his or her potential to perform in order to achieve organizational objectives. Motivation is a condition which influences the arousal, direction and maintenance of behaviour. Human needs must be satisfied, and this can cause the arousal of motivational forces (Mile, 2004).

**iii. Employees:-** A person who works for another in return for financial compensation. This is a person who is paid to work for an organization or business enterprises over a period of time. Employee is defined as a person who works for another person in return for financial or other compensation (Muhl, 2002).

## **CHAPTER TWO**

### **LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

#### **2.1 Introduction**

The literature review is an interconnected discussion and evaluation of different viewpoints or ideas of scholars on a research study has found in previous existing studies. This chapter evaluates several literature and making references to their contributions especially on the research problem and other related areas of evaluation. Related theories based on the research topic were also reviewed.

#### **2.1 Training**

Jones, George & Hill (2000) define training as the process through which experiences are deliberately offered to trainees to enable them to absorb some new perspective, understanding, value, attitude, techniques or

skills. Training is any learning activity that is directed toward the acquisition of specific knowledge and skills for the purpose of an occupation or task (Cole, 2002). Training is defined as an indicator to enhance superior skills, knowledge, capabilities and outlook of the employees that result in the effective performance of the workers; it also extends the productivity of the organization (Lang, 2009). Training primarily focuses on teaching organizational members how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers (Jones, George & Hill, 2000). Training is also seen as an indicator to enhance superior skills, knowledge, capabilities and outlook of the employees that results in effective performance of the workers and also training extends the production of the organization (Laing, 2009). Training and development is managing knowledge to develop the organization's culture, to enhance individual performance and to strengthen the organization's capability (Krempel & Pace, 2001). Training and development is defined as a process of systematically developing work-related knowledge and expertise in people for the purpose of improving performance (Swanson & Holton, 2001).

## **2.2 Motivation**

Motivation is a mental and inner condition of an individual or employees within an organization for performing their jobs or responsibilities in order to satisfy needs, wants, desires and their expectations. Motivation is a condition of living beings, which encourages or directs them for doing work or making internal behaviour (Khaleque, 1990). Motivation is also a force, which induces employees to act in a desired manner (Koontz et al., 1987). It is very important for all organization to find ways of motivating their employees and to keep them in line into accomplishing the goals and objectives of the organization. Human needs must be satisfied, and this can cause the arousal of motivational forces (Mile, 2004).

## **2.3 Employees' Performance**

Employees' performance can be described as how workers behave in the workplace or their work environment and how well they perform the task roles and functions the organization obligated to them. Employees' performance may be taken in the perspective of three factors that make it possible to perform better than others, determinants of performance may be such as declarative knowledge, procedural knowledge and motivation (McCloy et al., 1994). It is so important to note that training and motivating the organization's employees can affect and improve their general performance towards accomplishing set goals and objectives. To perform their task effectively, employees within the organization can be motivated in different ways in order to get maximum output and improved organizational productivity, these rewards can be intrinsic or extrinsic.

Employees' performance may refer to work effectiveness, quality and efficiency at the task level. Employees' or individual performance affects the team and organizational performance. When employees' performance is poor, the overall organizational productivity may be affected and this might be evident and have negative impacts on the organizational goals and objectives as well as its reputation. Training employees with the necessary skills and educating them on the organization objectives and goals will give the habit of accomplishing their tasks; they feel value when they are trained. Motivating employees for goal setting is another essential tool for improving employees' performance (Goerg, 2015).

## **2.4 Types of Training/ Training Method**

Training is the course of action that involves in developing people as an employee and helping them to become more confident, reliable and competent in their lives and in their jobs functions. The learning process is at the core when it comes to training of individuals, the ways and opportunities for learning are numerous and varies from one organization to the other. Training is the various learning provided by employers to employees related to their present jobs and on how to improve the organization. The types and method of training can include the induction training, on – the job training and off – the job training.

### **2.4.1 Induction Training**

Induction training is the process of receiving and welcoming new employees when they first join the company and giving them the basic information they need to settle down quickly and happily and start work, (Armstrong, 2017). It is focused on helping and enabling new staff or employee to be introduced to their new job roles and get familiar to their work environment in order for them to contribute effectively to the organization objectives. Induction training is one of the forms of training conducted by organizations to its new, transferred, re-categorized and promoted employees to help them settle quickly in their new roles. (Noe, Hollenbeck, Gerhart & Wright 2017).

It is also the procedure for providing new employees with basic background information about the firm and the job they are to perform. It is more or less, considered as one component of the employer's new-employee socialization process. (Lin & Hsu, 2017). Induction training are always aimed at the new employees, the transferred employees, and or promoted employees within an organization in order to educate them about their new job roles or positions. Induction training is a way or process through which organizations describe to the new employee the organization's history, structure, fringe benefits, rules and regulations.

According to Stewart and Brown (2019), induction training is the planned introduction of new employees to their jobs, their workers, and culture of the organization. There is an induction checklist that help ensures how information is imparted to new employees when they are likely to be most receptive. It helps avoids overloading employees with information during the first weeks while ensuring that all areas are covered and at the end of the induction, the induction checklist is signed by the relevant parties and documented in the employees' staff personnel file. When the organization implements good induction training practices, it will:

- i. help facilitates and make it possible for new employees to settle into their new roles quickly and become industrious and beneficial members of staff within a short period of time;
- ii. help in providing the summary and objectives of the organization and enable the new employee to see where they fit in to the big picture;
- iii. ensure that new employees are highly motivated and this kind of motivation is strengthened continuously;
- iv. assist in reducing staff turnover, lateness, absenteeism and poor performance generally. All the implications of this would be communicated to the employees during the induction training;
- v. contribute in developing a management style where the emphasis is on leadership, openness, commitment and honesty within the organization;
- vi. facilitate the need for new employees, transferred or promoted employees to operate in a safe working environment;
- vii. allow new employees to understand the corporate culture and the overall structure in which health care services are delivered and that an environment exists where staffs are able to contribute ideas to organizational growths.

#### **2.4.1.2 Types of Induction Programmes**

- i. General Induction Programmes

The general induction training programmes mark the welcoming stage of candidates within the organization, once an organization makes an offer of employment to them. The personnel management unit which is now the human resources management department usually carries out this induction training program for fresh employees, transferred and promoted employees. The sole objective of a general induction programme is to make the new hires feel at home while imbibing in them the objectives of the organization.

- i. Specific Orientation Programmes

The special orientation programme is ordinarily conducted by departmental heads or unit heads as the case may be since every organization has different departments, the objectives of this programme is to impart operational knowledge specific to a position and location of employment. The department or unit heads in this regards will give departmental orientation to the newly joined employees.

ii. Follow-Up Induction Programmes

The purpose of this induction training program is to find out whether employees have been reasonably integrated into the organization and if they are satisfied with their new job roles or positions. The follow – up induction programmes can be done monthly and quarterly or when the organization requires it.

### **2.4.1.3 Recipients of Induction Programmes**

Induction training provides employees with a smooth entry into the organization by providing them with the information or orientation they require to get started. The goals of induction training are in line with those of the wider induction process. There are different induction programmes and to different recipients, induction programmes must be geared to the individual's needs. They are:

i. School Leavers

They are trained on how to adjust to a whole new way of life and the world of work and responsibilities. Consequently, school leavers are likely to need more support than other groups. Wherever possible, induction and subsequent training should relate to knowledge and skills which go beyond the employee's own particular job. School leavers will need guidance on wider issues, such as career planning, acquiring qualifications, coping with the routine and discipline of work and managing money. It would be very helpful for school leavers to be introduced to an approachable person to whom they could take any queries or compliant to if need be.

ii. Graduates

Graduates tend to have a high level knowledge but may not have the skills relevant to the job. They will want to feel that they are making a contribution from early on and to understand the organization of the company and their role within it. Also, they will want to have a clear picture of future career prospects and to gain broad experience with this in mind. The trust should provide the graduate recruit with an adviser - such as a senior manager who can organise the necessary breadth of experience and offer advice and support in relation to career progression.

iii. Managers

Priority should be given to helping new managers establish and maintain relationships with the management and other staffs; opportunities should be provided for them to spend time in other relevant departments to facilitate this process, by so doing, it will help managers to quickly understand the company's philosophies and plans (strategic/business).

iv. Long term unemployed

Long-term unemployed people who have been recruited may have been absent from the working environment for some time so it will be helpful to recap on some of the issues relating to school leavers. these should, of course, be adapted to suit older workers, who may need to build up confidence and the induction process can be used to update their knowledge of basic office technology (photocopiers, fax machines, telephone systems, etc. as well as computers).

v. Other Groups

Other groups that may need particular consideration include; disabled employees and women returning to work after having raised a family. These groups will also require the induction procedure as women returning to work may, like the long-term unemployed, be out of touch and lacking in confidence. Induction training can also be conducted for ethnic minorities of a particular area, it may be necessary to design induction programmes with the special needs of ethnic minorities in mind. Language problems and attitudes amongst existing staff may be areas requiring particular attention to prevent racist and prejudiced behaviour in any form among the workforce.

#### **2.4.2 On – The – Job Training**

On – the –job training methods are the most widely used and the simplest method of training and it is the training programme that is organized on the workers job location. It focuses on learning while the employees are actually engaged in work. It refers to instructions given to employees on the job by their supervisor or any other experienced colleague. Employees in this regards are placed on a regular job routine and taught the skills necessary to get the job done properly. This method requires no special school. While learning, the trainee is also contributing to the total output of the department. The greatest problem with this method is that errors or mistakes committed while learning can be very costly. The on – the job training is a flexible type of training which is less expensive and allow employees to learn in highly motivated manner and much arrangement is not required. The following are the various methods of on – the job training:

##### **i. Coaching**

Under this method, employees are placed under the direct guidance of a supervisor. Coaching by a superior is an important and potentially effective approach if superior is properly trained and oriented. Coaching could be one on one, and considered as a corrective measure for some employee's inadequate performance, it could also help in recognizing employee's weaknesses and strengths, where focus is needed. This method involves a direct personal instruction and guidance, usually with extensive demonstration and continuous critical evaluation and correction between the supervisor and the subordinate. This method of on – the job training gives employees' motivation.

##### **ii. Understudy**

The supervisor in the organization can imparts training to their subordinates as his or her understudy or assistant. This is very common as supervisor groomed their subordinates for higher roles or responsibilities, they often assume and take active part of their superiors' job thus enabling him or her to learn or perform as much as possible. The usefulness of this method however depends on how much responsibility he is willing to allow the subordinate to assume. The understudy method makes the trainee an assistant to the current job holder, the employee here who is the trainee learns by experience, observation and imitation. It is cost effective and there is proper guidance on how to conduct activities.

##### **iii. Job Rotation**

This is a situation in which employees in the organization are made to move from one job roles or position to another within the work setting over a defined period of time. The employee or the trainee is systematically moved to various job roles and functions so that he can gain the experience on each of them. Job rotation helps the management see many hidden talents and abilities, helps in exploring ideas and interests, motivates employees and assists them to deal with more challenging roles and responsibilities, and could also boost job satisfaction. The major purpose of job rotation training is the broadening of the experience of the employees because as they move from one role to the other, they will gain considerable knowledge, experience and needed skills.

##### **iv. Apprenticeship**

Apprenticeship training is usually required for jobs that are technical, more practical and requires complex and diverse range of skills and knowledge. This combines theoretical instruction and practical learning; it can also help improve organizational productivity.

v. Vestibule

Organization in this process set up training center called vestibule, it is preliminary set up by the organization that allows job conditions to be duplicated or simulated with much needed instructions like a tutorial. Vestibule trainings are widely used in training for clerical and administrative roles as well as for factory production jobs. Training here becomes more reality based.

vi. Internship

This helps offer trainee to have excellent opportunities and to help them gain insights into the relationship between theory and practice i.e. the trainee attends classroom session conducted by the organization to acquire the theoretical aspect of their job functions, roles and to later proceed to their own work settings and practice what they have been taught in the classroom.

### **2.4.3 Off – The Job Training**

The off – the job training method is organised outside the workers job location. This type of training is usually organised in a training centre or an educational institution, the employee could take time off from work to engage themselves in this type of training. The purpose of this method of training is to help broaden the employees' job knowledge and experiences beyond what can be learnt within the job environment. It provides the employees who are the trainees the opportunity of interacting with their trainers who are different in outlook, experience and knowledge from those they are used to back at their workplace. In this kind of training, the trainees have to leave their workplace and devote their entire time to the development objective. The off – the job training include the following:

i. Case study methods

The case study method allows trainees to receive a situation or problem in the form of a case study that relate to their field or job roles and they receive a written description of a real situation that previously occurred in line with the problems. The trainees in this regard will be instructed to analyze the situation or problems and provide solutions in a written format. The training instructors then review the pros and cons of each option to help trainees improve their decision-making skills.

ii. Lectures

This method involves the transmission of knowledge, ideas and factual information from the instructor to a larger group of trainees. This type of off -the-job training takes place in a classroom-like environment and involves a trainer providing instruction in a lecture format to the trainee in order to help broaden their knowledge. Employees who are the trainees learn crucial skills needed for their job roles, get to know their job responsibilities better and have the opportunity to ask questions and get answers to their questions by group of experts.



iii. Conferences, Seminars and Workshop

This is a typical and old training method that allows group of employees come together, it still the favorite training method that is very common in every organization either private or public. Many organizations have adopted guided-discussion type of conferences, seminars or workshop in their training programmes. This method help bring people together to discuss ideas, this group of people meet and work together in order to share and develop ideas about a particular subject or activity. It can be inform of a seminar, workshop or conference where a subject matter is discussed and idea shared. This type of method allows the trainees to look at the problem from a broader angle and proffer different solutions.

iv. Role playing

In role playing, the trainees act like they are facing a problem or some challenging situation and having to solve it without guidance or prior rehearsal. They take on roles in order for them to have better understanding about it, role players have to quickly respond to the ever-changing situations they are faced with and react as they would in real life situations.

v. Education

Many organization have realized the benefits of formal education, many organization have invested in this method in order to help their employees; organization have a system of identifying brilliant, talented and promising employees, employees with high prospect and future potential, they sponsor those employee's in higher institution with the hope of them returning in order to payback the organization.

## **2.5. Importance and Usefulness of Training of Employees in an Organization**

Training in organization is very important that is focused on the planned programme designed to improve performance of the employees' and the organization productivity. To train an employee has become more crucial, given the growing complexity of the work, the rapid change in the organization and the ever increasing technological advancement which further require the need for training and development of employees and other personnel to meet the challenges. The following are some of the importance of training of employees in the organization:

- i. Employees' training is a very important tool in the organization because it will help to improve the knowledge and skills needed to match the various jobs demands and changes within the organization. Training will improve the employees' performance as well as improve the productivity of the organization. Training will also help employees learn more about work ethics, human relations and the need for safety at the work environment.
- ii. Training of the employee within the organization will also help prepare them for more advanced or higher responsibilities in the organization. Through training, they will be equipped with skills that are necessary to function effectively in a more advanced roles or new positions. Most organization trained their employees on more of leadership skills that will help them perform better when the need arises.
- iii. Implementing series of training shows that the organization values their employees because a thorough prepared activity on the part of an organization will help to increase the employees' knowledge and skills as well as transform their attitudes and social behaviour. A continuous training and development for the employees will make them more productive and useful to the organization; this will improve the morale of the employees and give them a sense of belonging within the organization and promote a better work environment.
- iv. Training an employee in an organization will also help satisfy the series of recommendations of the performance appraisals. By performance appraisals, we mean a regular evaluation or review of an employees' job performance and their contributions in term of their strength and weaknesses to the

organization. When these appraisals suggest need for training and improvement, training programmes are necessary and must be organized to address the identified problems and find solutions to it.

- v. Training will also help to ensure the uniformity of work processes within the organization. When employees in an organization are exposed to training and development, it could bring about standardization, workers will apply what they learnt at training and follow due procedures when working and improve the organizational structure.
- vi. Training also helps the employees to get familiar with the organization's objectives and policies, especially the induction training. Induction training will help facilitate and make it possible for new employees to settle into their new roles quickly and become industrious and beneficial members of staff within a short period of time and will also provide the summary and objectives of the organization and enable the new employee to see where they fit into the organization.
- vii. Training is also very important because it will help to instill confidence in the employees which will foster sense of enthusiasms and accountability for their work. It will also help to clarify organization's expectations that will enhance a performance based culture and this will help employees to set certain objectives and a framework in accomplishing it.

## **2.6 Theoretical Framework**

The study adopts Abraham Maslow's Hierarchy of Needs (1943). Maslow argued that human needs are arranged in a ladder-like steps. He proposed a rising order of needs from the level of physiological to self – actualization. Maslow affirms that human beings have five levels of needs that they always sought to meet, from the physiological needs to safety and security needs, social needs, self – esteem needs to the self – actualization needs. The assumption of the theory is that the organization must give the employees appropriate and commensurate salary or wages in order for them to get their basic necessities of life like water, food, sex, sleep, activity, stimulation, and oxygen. The theory also emphasizes on the need of the human nature, the uniqueness and essentiality of Maslow's hierarchy of needs is its perceptive insight into human general nature and the need to build team work among them.

The Abraham Maslow theory has relevance in the modern-day applications of it, especially in the world of business in which it assists to interpret human behaviour, what they want and desire and what motivates them as individuals. The theory also assumes that employees' security should be prioritising in the organization. In this regards, the organization should provide the employees with job security, safe and hygienic work environment, and a good retirement benefits so as to retain them. The theory also assumes that employees want challenges at work place to help them grow, the organization should give the employees more challenging job roles in which the employees' skills and general competencies can be fully utilized. Moreover, growth opportunities can be given to them so that they can reach their peak.

The theory has been criticized for its failure in applications. It is very important to take into considerations that not all employees are governed by same set of needs and values. Different individuals within the organization may be driven by different needs at some point in time. It is always the most prevailing unsatisfied need that motivates an individual. Another weakness of the theory is the fact that it is not empirically supported. The theory is not applicable in some cases; there is no way to accurately measure how satisfied one level of need must be before the next higher need becomes operative. The theory is somewhat cultural-bound, which makes it lack validity across different cultures and societies, in this regard, the expectations of the hierarchy may be limited to Western cultures and not fully applicable in other cultures.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter explains the various techniques to be adopted in collection and analysis of the relevant data of the research work. The chapter identifies the sampling, procedure and sample size, data collection instrument and validation, method of data analysis and limitation of the methodology. The research study examines the impact of training and motivation on employees' performance.

### 3.2 Methods of Data Collection

The data needed for the project was obtained from two (2) sources: primary and secondary data. The primary data sources constitute the use of questionnaire which the researcher used to obtain information from respondents while the secondary sources are information that are collected from already existing literature, hand books, staff manual, seminar, paper, magazines, journals and publications etc. That is relevant for the research.

### 3.3 Research Design

The researcher adopted the qualitative and quantitative methods that will help in obtaining data and information which may be applicable in every other organization. It involves quantifying, tabulating and the use of percentage to present the findings for easy understanding by the researcher. It is the overall strategies that can be choosing to integrate the different components of the research study in a coherent and logical way in order to help ensure an effective way of addressing the research problem; it also constitutes the blueprint for the collection, measurement, and analysis of data.

### 3.4 Population of Study

The population of the study is generally constituting individuals or objects. It is difficult for the researchers to test every individual in the population due to the large size in population, and it expensive and time-consuming. However, the population for this study comprises of Seven hundred and twenty (720) staffs of the different call – centres in Ilorin West.

| S/N          | Call – centres in Ilorin West | Numbers of Staff |
|--------------|-------------------------------|------------------|
| 1            | DSTV Centre                   | 6                |
| 2            | MTN Call Centre               | 574              |
| 3            | Airtel Call Centre            | 100              |
| 4            | Buy Power Call Centre         | 40               |
| <b>Total</b> |                               | <b>720</b>       |

Source: Researcher's Field Survey, 2025

### 3.5 Sampling Procedure and Sample Size

It is not an easy task collecting data from the entire population; the researcher has to sample the population. It is believed that the chosen sample will represent the entire population with little or no bias. The research aims to use the Taro and Yamane (1973) method to ensure effective covering of the entire population in determining the sample size. The researcher chooses 5% as the margin of error.

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

Where

n = sample size

N = population size

e = allowable error limit (%)

$$n = \frac{720}{1 + 720 (0.5)^2}$$

$$n = \frac{720}{2.8}$$

$$n = 257.14285$$

After calculating the sample size by substituting the numbers into the Taro and Yamane formula, the numbers of sample is 257.14285. In order to obtain a more reliable data, the researcher rounded up the sample size to 257.

$$n = 257$$

$$\frac{6 * 100}{720} = 1\% \qquad \frac{2 * 257}{100} = 3$$

$$\frac{574 * 100}{720} = 79.7\% \qquad \frac{79.7 * 257}{100} = 205$$

$$\frac{100 * 100}{720} = 13.8\% \qquad \frac{13.8 * 257}{100} = 35$$

$$\frac{40 * 100}{720} = 5.5\% \qquad \frac{5.5 * 257}{100} = 14$$

| S/N          | Call – centres in Ilorin West | Numbers of Staff | Percentage % | Sample Size |
|--------------|-------------------------------|------------------|--------------|-------------|
| 1            | DSTV Centre                   | 6                | 1            | 3           |
| 2            | MTN Call Centre               | 574              | 79.7         | 205         |
| 3            | Airtel Call Centre            | 100              | 13.8         | 35          |
| 4            | Buy Power Call Centre         | 40               | 5.5          | 14          |
| <b>Total</b> |                               | <b>720</b>       | <b>100</b>   | <b>257</b>  |

Source: Researcher’s Field Survey, 2025

### 3.6 Data Collection Instrument and Validation

The research instrument used for this study was mainly questionnaire designed by the researcher. The questionnaire is divided into two parts. The first part contains the personal information of the respondents while the second part contains the questions that relate to the research topic, “impact of training and motivation on

employees' performance". The questionnaire will contain twenty (20) questions which will be duly answered by the respondents.

The methods of validating measurement that was adopted was face content and construct validities. To ensure its face validity, the research instrument was scrutinized and judged by the supervisor for suitability of each item of the instrument. The comment of the supervisor was used to obtain final details which were further subjected to content validity to ensure that the content of the instruments was representative of the area which the instruments are intended to cover.

### **3.7 Methods of Data Presentation and Analysis**

In order to make the information clear and understandable, tables were used to illustrate the information gathered. The table and percentages used to analyse the data gathered will be presented in the next chapter. In order to bring meaning into the data collected or the purpose of achieving the objectives of the study, the sample percentage (%) was used to analyse the data collected or amount in each hundred. It is expressed as percentage (%), the percentage technique has been considered the best method for the presentation and analysis of data collected in order to enhance a simple and straightforward analysis as well as enhances the accurate interpretation of research findings.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

This chapter is designed to present data and result of the analysis. All responses collected through copies of self-administered questionnaire were carefully assessed statistically. A simple percentage was used to describe all responses to personal data and research questions relating to the “The Impact of Training and Motivation on Employees’ Performance (Study of Call – Centres in Ilorin West).” A total number of two hundred and fifty-seven (257) copies of questionnaire were administered. Out of which two hundred and forty-five (245) were completely filled and returned.

#### 4.2 Presentation and Analysis of Data

**Table 1: Demographic Data of Respondents**

| Items                  | Variables             | Frequency | Percent (%) |
|------------------------|-----------------------|-----------|-------------|
| Sex                    | Male                  | 108       | 44 (%)      |
|                        | Female                | 137       | 56 (%)      |
|                        | Total                 | 245       | 100 (%)     |
| Age                    | 21 - 30 years         | 134       | 55(%)       |
|                        | 31 - 40 years         | 87        | 36(%)       |
|                        | 41 - 50 years         | 24        | 10(%)       |
|                        | 51 - 60 years         | Nil       | Nil         |
|                        | Above 60 years        | Nil       | Nil         |
|                        | Total                 | 245       | 100         |
| Marital Status         | Single                | 178       | 73          |
|                        | Married               | 67        | 27          |
|                        | Divorced/ Separated   | Nil       | Nil         |
|                        | Total                 | 245       | 100         |
| Academic Qualification | W.A.S.C/S.S.C.E/G.C.E | 8         | 3           |
|                        | OND/NCE               | 102       | 42          |
|                        | BSc/HND               | 112       | 46          |
|                        | MBA/MSc               | 18        | 7           |
|                        | Others                | 5         | 2           |
|                        | Total                 | 245       | 100         |
| Staff Category         | Management            | 7         | 3           |
|                        | Senior                | 23        | 9           |
|                        | Junior                | 67        | 27          |
|                        | Contract              | 148       | 60          |
|                        | Total                 | 245       | 100         |

**Source: Researcher’s Field Survey, 2025**

As indicated in the table above, 108 of the respondents’ representing 44% were male while 137 of the respondents representing 56% were female. This shows that female staff participated more in the study than the

male respondents. In the age grade category, 134 of the respondents representing 55% were between 21- 30 years of age, another 87 of the respondents representing 36% were between 31 – 40 years, 24 respondents representing 10% were between 41 – 50 years of age, and there no respondents between 51 – 60 years and above 60 years. This implies that the respondents between the age brackets of 21-30 years attended more to the questionnaire.

The Marital status revealed that 178 of the respondents representing 73% were single, 66 of the respondents representing 27% were married while 1 respondents is either divorced or separated. This implies that the respondents which status indicated “single” gave the questionnaire extra attention. The qualification category of the respondents shows that 8 respondents representing 3% are W.A.S.C/S.S.C.E/G.C.E holders, 102 respondents representing 42% are OND/NCE holders, and 112 respondents representing 46% are BSc/HND holders, 18 respondents representing 7% are MBA/MSc while 5 respondents representing 2% have other qualifications. The staff category of the respondents shows that 7 respondents representing 3% are in the management level, 23 respondents representing 9% are in the senior staff category, 67 respondents representing 27% are in the junior staff category while 148 respondents representing 60% are contract staff.

**Table 2: Training and Motivation on Employees Performance**

| S/N | ITEMS   | SA  | A   | N  | SD  | D   | TOTAL |
|-----|---|-----|-----|----|-----|-----|-------|
| 1   | Effective and continuous training can help employee’s performance                                 | 112 | 81  | 6  | 29  | 17  | 245   |
|     |   | 46% | 33% | 2% | 12% | 7%  | 100%  |
| 2   | The challenges that my job provides, motivates me to perform better                               | 78  | 61  | 10 | 49  | 47  | 245   |
|     |   | 32% | 25% | 4% | 20% | 19% | 100%  |
| 3   | Adoption of new training and motivational model will automatically improve employees’ performance | 101 | 76  | 3  | 39  | 26  | 245   |
|     |   | 41% | 31% | 1% | 16% | 11% | 100%  |
| 4   | The success of an organization depends on the training and motivational techniques being adopted  | 120 | 99  | 2  | 14  | 10  | 245   |
|     |   | 49% | 40% | 1% | 6%  | 4%  | 100%  |

**Source: Researcher’s Field Survey, 2025**

Table 2 shows that 112 respondents representing 46% strongly agree that effective and continuous training can help employee’s performance in the organization, 81 respondents representing 33% agree, 6 respondents representing 2% are neutral while 29 respondents representing 12% strongly disagree and 17 respondents representing 7% disagree that effective and continuous training can help employee’s performance. The majority of the respondents are in support that effective and continuous training can help the employee’s performance. Again, 78 respondents representing 32% strongly agree that the challenges that their job provides, motivates them to perform better, 61 respondents representing 25% agree, 10 respondents representing 4% are neutral while 49 respondents representing 20% strongly disagree and 47 respondents representing 19% disagree

that the challenges their job provides, does not motivates them to perform better. The majority of the respondents reveals that the challenges associated with their job and duties can serve as a motivation for them.

Another 101 respondents representing 41% strongly agree that the adoption of new training and motivational model will automatically improve employees' performance, 76 respondents representing 31% agree, 3 respondents representing 1% are neutral while 39 respondents representing 16% strongly disagree and 26 respondents representing 11% disagree that the adoption of new training and motivational model will automatically improve employees' performance. The majority of the respondents are in support that when organization adopts new training methods or models, it will improve employee's performance.

Furthermore, 120 respondents representing 49% strongly agree that the success of an organization depends on the training and motivational techniques being adopted, 99 respondents representing 40% agree, 2 respondents representing 1% are neutral while 14 respondents representing 6% strongly disagree and 10 respondents representing 4% disagree that the success of an organization depends on the training and motivational techniques being adopted. The majority of the respondents are in support that the success of an organization depends on the ability to train the employees and adopt good motivational techniques.

**Table 3: Effect of Reward System and Training on Employees Performance**

| S/N | ITEMS   | SA  | A   | N   | SD  | D   | TOTAL |
|-----|---|-----|-----|-----|-----|-----|-------|
| 5   | I am motivated by our reward system and it makes me perform better      | 63  | 54  | 38  | 47  | 43  | 245   |
|     |   | 26% | 22% | 16% | 19% | 18% | 100%  |
| 6   | Workers are willing to work when they are recognized for their efforts  | 118 | 84  | 8   | 21  | 14  | 245   |
|     |   | 48% | 34% | 3%  | 9%  | 6%  | 100%  |
| 7   | Good pay package will enhance employees performance                     | 111 | 106 | 0   | 11  | 17  | 245   |
|     |   | 45% | 43% | 0%  | 4%  | 7%  | 100%  |
| 8   | Employees training and development bring efficiency to the organization | 98  | 71  | 14  | 37  | 25  | 245   |
|     |   | 40% | 29% | 6%  | 15% | 10% | 100%  |

**Source: Researcher's Field Survey, 2025**

Table 3 shows that 63 respondents representing 26% strongly agree that they are motivated by the reward system and it makes them perform better, 54 respondents representing 22% agree, 38 respondents representing 16% are neutral while 47 respondents representing 19% strongly disagree and 43 respondents representing 18% disagree that they are motivated by the reward system and it makes them perform better. The majority of the respondents reveals that they are motivated by the reward system of the organization and it makes them perform their duties and functions better. Again, 118 respondents representing 48% strongly agree that employees are willing to work when they are recognized for their efforts, 84 respondents representing 34% agree, 8 respondents representing 3% are neutral while 21 respondents representing 9% strongly disagree and 14 respondents



representing 6% disagree that employees are willing to work when they are recognized for their efforts. The majority of the respondents support that the employees of the organization are willing to work when they are recognized for their efforts and performance.

Another 111 respondents representing 45% strongly agree that the good pay package will enhance employees' performance within the organization, 106 respondents representing 43% agree while 11 respondents representing 4% strongly disagree and 17 respondents representing 7% disagree that the good pay package will enhance employees' performance within the organization. This indicates that the majority of the respondents subscribe that good pay package will enhance employees' performance within the organization. Furthermore, 98 respondents representing 40% strongly agree that employees training and development bring efficiency to the organization, 71 respondents representing 29% agree, 14 respondents representing 6% are neutral while 37 respondents representing 15% strongly disagree and 25 respondents representing 10% disagree that employees training and development bring efficiency to the organization. This implies that majority of the respondents agree that when employees are trained and develop, it will bring efficiency to the organization.

**Table 4: The challenges call centres operators faced in the quest for enhanced training and motivation**

| S/N | ITEMS  | SA  | A   | N   | SD  | D   | TOTAL |
|-----|--|-----|-----|-----|-----|-----|-------|
| 9   | Frequent organization training to improve employee's performance has become uninteresting  | 78  | 62  | 6   | 67  | 32  | 245   |
|     |  | 32% | 25% | 2%  | 27% | 13% | 100%  |
| 10  | Employee's get discouraged when management or superior refuse to recognize or acknowledge their efforts for job done                             | 102 | 78  | 6   | 37  | 22  | 245   |
|     |  | 42% | 32% | 2%  | 15% | 9%  | 100%  |
| 11  | The management and superior or supervisor pay less attention to employee's personal well - being   | 74  | 64  | 6   | 60  | 41  | 245   |
|     |  | 22% | 13% | 2%  | 36% | 26% | 100%  |
| 12  | The organization monetary reward systems like commissions, bonus incentives and health allowances are not enough to boost employees' performance | 69  | 81  | 26  | 47  | 22  | 245   |
|     |  | 28% | 33% | 11% | 19% | 9%  | 100%  |

**Source: Researcher's Field Survey, 2025**

Table 4 shows that 78 respondents representing 32% strongly agree that frequent organization training to improve employee's performance can become uninteresting, 62 respondents representing 25% agree, 6 respondents representing 2% are neutral while 67 respondents representing 27% strongly disagree and 32 respondents representing 13% disagree that the frequent organization training to improve employee's performance can become uninteresting. The majority of the respondents agrees with the fact that the frequent training initiated by the organization to improve employee's performance can be sometime uninteresting to them.

Again, 102 respondents representing 42% strongly agree that employee's get discouraged when management or superior refuse to recognize or acknowledge their efforts for job done, 78 respondents representing 32% agree, 6 respondents representing 2% are neutral while 37 respondents representing 15% strongly disagree and 22 respondents representing 9% disagree that employee's get discouraged when management or superior refuse to recognize or acknowledge their efforts for job done. The majority of the respondents support that the employees needs to be recognized or encouraged by the management or superior in the organization for their effort in order to boost their morale.

Another 74 respondents representing 30% strongly agree that the management of the organization and superior or supervisor pay less attention to employee's personal well - being, 64 respondents representing 26% agree, 6 respondents representing 2% are neutral while 60 respondents representing 24% strongly disagree and 41 respondents representing 17% disagree that the management of the organization and superior or supervisor pay less attention to employee's personal well – being. This indicates that the majority of the respondents are of the opinion that the management of the organization and superior or supervisor do not pay much attention to employee's personal well – being. Furthermore, 69 respondents representing 28% strongly agree that organization monetary reward systems like commissions, bonus incentives and health allowances are not enough to boost employees' performance, 81 respondents representing 33% agree, 26 respondents representing 11% are neutral while 47 respondents representing 19% strongly disagree and 22 respondents representing 9% disagree that organization monetary reward systems like commissions, bonus incentives and health allowances are not enough to boost employees' performance This implies that majority of the respondents want new motivational techniques aside commissions, bonus incentives and health allowances.

**Table 5: Level of Training and Motivation on Employees' Performance**

| S/N | ITEMS   | SA  | A   | N  | SD  | D   | TOTAL |
|-----|---|-----|-----|----|-----|-----|-------|
| 13  | You are exposed to training which are relevant to the job you do                                | 77  | 96  | 8  | 41  | 23  | 245   |
|     |   | 31% | 39% | 3% | 17% | 9%  | 100%  |
| 14  | Regular training and motivation drives employees to go extra mile on their job roles            | 77  | 71  | 11 | 50  | 36  | 245   |
|     |   | 32% | 29% | 4% | 19% | 15% | 100%  |
| 15  | Recognition by the management and superior makes me feel good that I belong to the organization | 102 | 79  | 4  | 37  | 23  | 245   |
|     |   | 42% | 32% | 2% | 15% | 9%  | 100%  |
| 16  | The culture and emotional climate of the organization is generally positive and supportive      | 72  | 59  | 11 | 54  | 49  | 245   |
|     |   | 29% | 24% | 4% | 22% | 20% | 100%  |

**Source: Researcher's Field Survey, 2025**

Table 5 above shows that 77 respondents representing 31% strongly agree that they are exposed to training which are relevant to the job they do, 96 respondents representing 39% agree, 8 respondents representing

3% are neutral while 41 respondents representing 17% strongly disagree and 23 respondents representing 9% disagree that they are exposed to training which are relevant to the job they do,. The majority of the respondents agrees with the fact that they are exposed to training which are relevant to the job they do within the organization. Again, 77 respondents representing 31% strongly agree that regular training and motivation drives employees to go extra mile on their job roles, 71 respondents representing 29% agree, 11 respondents representing 4% are neutral while 50 respondents representing 20% strongly disagree and 36 respondents representing 15% disagree that regular training and motivation drives employees to go extra mile on their job roles. The majority of the respondents support that when the organization engage in regular training and motivational techniques, they are drive to go extra mile on their job roles and functions.

Another 102 respondents representing 42% strongly agree that employee's recognition by the management and superior makes them feel good that they belong to the organization, 79 respondents representing 32% agree, 4 respondents representing 2% are neutral while 37 respondents representing 15% strongly disagree and 23 respondents representing 9% disagree that employee's recognition by the management and superior makes them feel good that they belong to the organization. This indicates that the majority of the respondents are of the opinion that it gives them sense of belonging when the management and superior in the organization recognizes them.

Furthermore, 72 respondents representing 29% strongly agree that the culture and emotional climate of the organization is generally positive and supportive, 59 respondents representing 24% agree, 11 respondents representing 4% are neutral while 54 respondents representing 22% strongly disagree and 49 respondents representing 20% disagree that the culture and emotional climate of the organization is generally positive and supportive. This implies that majority of the respondents agrees that the organization's culture and emotional climate is very important and generally positive and supportiveto the employee's performance.

**Table 6: Level of employees training, motivation and employee performance**

| S/N | ITEMS   | SA  | A   | N  | SD  | D   | TOTAL |
|-----|---|-----|-----|----|-----|-----|-------|
| 17  | Employees training and motivation enhance employee's performance in the workplace                               | 71  | 93  | 9  | 47  | 25  | 245   |
|     |   | 29% | 38% | 4% | 19% | 10% | 100%  |
| 18  | Training and motivation of employees makes them more effective on their job and other assigned responsibilities | 79  | 112 | 4  | 37  | 13  | 245   |
|     |   | 32% | 46% | 2% | 15% | 5%  | 100%  |
| 19  | Employees training have a positive impact on organization performance   | 111 | 83  | 16 | 21  | 14  | 245   |
|     |   | 45% | 34% | 7% | 9%  | 6%  | 100%  |
| 20  | Motivation and training will allow employees go extra mile for the organization                                 | 112 | 88  | 5  | 27  | 13  | 245   |
|     |   | 46% | 36% | 2% | 11% | 5%  | 100%  |

**Source: Researcher's Field Survey, 2025**

Table 6 above shows that 71 respondents representing 29% strongly agree that employees training and motivation enhance employee's performance in the workplace, 93 respondents representing 38% agree, 9 respondents representing 4% are neutral while 47 respondents representing 19% strongly disagree and 25 respondents representing 10% disagree that employees training and motivation enhance employee's performance in the workplace. The majority of the respondents agrees when organization trains and motivate their employees effectively, it will enhance the performance of the employee's. Again, 79 respondents representing 32% strongly agree training and motivation of employees makes them more effective on their job and other assigned responsibilities, 112 respondents representing 46% agree, 4 respondents representing 2% are neutral while 37 respondents representing 15% strongly disagree and 13 respondents representing 5% disagree that training and motivation of employees makes them more effective on their job and other assigned responsibilities. The majority of the respondents support that training and motivation of employees within the organization makes them more effective on their job and other assigned responsibilities.

Another 111 respondents representing 45% strongly agree that employees training have a positive impact on organization performance, 83 respondents representing 34% agree, 16 respondents representing 7% are neutral while 21 respondents representing 9% strongly disagree and 14 respondents representing 6% disagree that employees training have a positive impact on organization performance. This indicates that the majority of the respondents are of the opinion that when the organization trains their employees', it will have a positive impact on the overall performance of the organization.. Furthermore, 112 respondents representing 46% strongly agree that employees motivation and training will drive them to go extra mile in performing their responsibilities, 88 respondents representing 36% agree, 5 respondents representing 2% are neutral while 27 respondents representing 11% strongly disagree and 13 respondents representing 5% disagree that employees motivation and training will drive them to go extra mile in performing their responsibilities. This implies that majority of the respondents agrees that when organization motivates and trains their employee's on modern techniques, it will help them go extra mile in performing their responsibilities.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary**

The study examines the impact of training and motivation on employees' performance, using the call – centres in Ilorin West as our case study. Training and motivation are very important to the organization because constant training will help in developing the workforce of the organization. The employees are the most important

assets because a skillful work without the necessary human capital will fail and that's why in bearing these things in mind, every organization is investing a huge capital in training and development of their employees. Such training will help in increasing job knowledge and skills and will also help in transforming the attitudes and social behaviour of employees in the ways that are coherent with the goals of the organization. Motivation on the other hand helps and influences the arousal, direction and maintenance of employees' behaviour. It is very vital because it can be considered as the complexity of forces that inspires employees at work to intensify their desires and willingness to use their potential to perform in order to achieve organizational objectives; these make the two concepts very important in any organization.

The researcher made use of the Taro and Yamane (1973) sampling method where the sample size was two hundred and fifty-seven (257) and questionnaire were administered and out of which two hundred and forty five (245) were completely filled and returned. The evidence from the research shows that training and motivation in an organization is very important. The table 1 of chapter four shows that effective and continuous training can help employee's performance in the organization, some other respondents also agrees that the challenges that their job provides them with can also serves as motivation to help them perform better in their duties, the introduction and adoption of new training and motivational model will also help to improve employees' performance within the organization.

It is also evident from the research that employees are motivated by the reward system and it makes them perform better and they are willing to work when they are recognized for their efforts as 82% respondents agrees that the employees of the organization are willing to work when they are recognised for their efforts and performance. Another also in table 2 affirm that good pay package will enhance employees' performance within the organization while a larger percentage also reveals that when employees are trained and develop, it will bring efficiency to the organization. There is also need for the organization's management and other superior to recognize and acknowledge the efforts of the employees for job done as this can encourage them to do better. The need for the organization to prioritize employees' training and motivation is very crucial, training and motivation of employees makes them more effective on their job and other assigned responsibilities. 79% respondents agree that when the organization trains their employees, it will have a positive impact on the overall performance of the organization. Training and motivating the employees within the organization makes them more effective on their job and other assigned responsibilities.

## **5.2 Conclusion**

The research study concludes that training and motivation are very important elements on the employees' performance in an organization and the overall productivity of the organization. The organizations have come to the realization of the importance of the role of training and motivation programmes as it helps in increasing the organization's employees' efficiency, their skills, zeal and productivity. The research shows that there is strong impact of training and motivation on employees' performance since the employee's finds their training and motivation beneficial for their performance. It is important for organization to get skilled and capable employees for better performance, when employees are well trained and are highly motivated they become more competent and do their responsibilities with all their might.

Training will also provide the employees with opportunities for a better career life and to have career advancement in the organization. Training is very essential and crucial to human capital development; the learning processes that helps employees in an organization grows in capacity and skills because the general purpose is to increase or improve the employee's contribution to the accomplishment of the organizational goals. There is no doubt that the ability of any organization to achieve its goals depends to a large extent on the training, motivation, recruitment, replacement and general administration of its human resources. Motivation is equally crucial in the

organization, it is a force that drives employees' behaviour in an organization towards accomplishing a desired goals.

Since the core objective of an organization is to improve productivity and this cannot be possible without the efficient performance of the employees working within the organization, training and motivation becomes vital and instrumental. The study also concludes that training and motivation of employees is now recognized as not just a major contributor to an organization productivity and profit maximization but also as significant for the continuous existence of an organization in the global market.

### **5.3 Recommendations**

The importance of training and motivation cannot be sideline in an organization, there is need for continuous training and motivation of employees as it will help their performance in the organization. A developmental training outside the office environment that will help employees learn more about work ethics, human relations and the need for safety at the work place. There is also need to motivate employees who performed exceptionally well during the month with good reward because an employee that is recognized and rewarded for his or her outstanding performance or contribution will spur other employees into action and this may certainly nurture an inbuilt desire to perform better mTraining should also be based on the need of the organization. It must be what will benefit the employees in terms of performance and knowledge which will in turn affect the organization's growth and advancement. Organization should train employees on more of leadership skills that will help them perform better when the need arises. Leadership positions are constantly open in the organization, training will help prepare them for more advanced or higher responsibilities in the organization.

Motivated employees always look for better ways to complete their jobs, they are more quality oriented and are more productive, the reward system is very important to the employees of any organization, good remuneration packages, better pay and regular review of salaries will motivate the employees and will help enhance their performance within the organization. Organization should continue to take training and motivation as vital to the organization and employees', majority of the organization fail to forecast the advantage of continuous motivation, training and development of their employees in order to promote the efficiency and effectiveness of their organizations.

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