

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Due to significant changes in the corporate world, organizations - including MTN group, understand that maintaining a competitive edge in the market requires investment; employees should be equipped with the right skills which acquired through intensive training.

Improved organizational productivity, efficiency and effectiveness, are major organizational objectives any organization must pursue for survived in today's highly competitive corporate environment. This, however, depends mostly on the quality of employees who must transform available inputs into needed outputs in order to achieve stated objectives of the organization. To do this, operational employees must possess the necessary skills, Knowledge, abilities and competencies. The need to have well qualified, flexible and proactive employees who will help organizations to meet their ever growing challenges of competitiveness, technological advancement, market globalization and improved productivity has made manpower training and development a very vital human resources practice which no manager can ignore in the present scenario of our business world. Today, manpower training and development are at the heart of employee utilization, commitment, improved productivity, motivation and growth, and very essential for improved organizational productivity. (Lawrence and Obikwe, 2017)

The success of an organization greatly depends on the quality of the people who work there to achieve such organizational objectives. The level of their skills, knowledge, abilities, capabilities and expertise of the employees on the main, lies on the quality of training and development

received by the employees. Today, very profound emphasis is placed by organizations on the training and development of employees and this has an implicit emphasis on productivity as any organization that fails to lay serious emphasis on training and development is preparing for obsolescence of its employees, and inflexibility to adapt to our fast-paced changing environment (Nwachukwu, 2000). Thus, survival, growth and productivity of organizations would be difficult to come by in the absence of timely and effective employee training and development.

Through regular training activities the employees will avoid becoming rusty. The need for employees to improve their knowledge, skills, attitudes and behaviours while on the job is even more critical now in developing nations than ever before. This situation implies that employees need to be kept abreast of the time and the trends of knowledge development in their discipline so as not to become obsolete and made redundant. The ultimate goal of self-development is the enhancement of individual's job satisfaction and the optimization of skills, talent and task accomplishment. (Timothy et al., 2022)

All organizations are under obligation to their stakeholders to perform well. To do this they depend on the expertise and skills of employees working in them at every level. The human capital is one of the major assets of organizations which are hard to imitate and hard to substitute and they deliver added value and help organizations to achieve sustainable performance. It therefore, becomes imperative to equip this unique asset through training and development to maximize their job performance that will result to organizational performance (Armstrong, 2014).

The objective of training and development is to achieve a change in the behaviour of the trainee. Employee training and development is a necessary activity in all organization which plays a great role in determining the efficiency and effectiveness of organizations. Human capital development contributes to the immediate and long term development, growth and survival of both public and

private organizations. Thus, organizational performance is the actual output of an organization as measured against its intended outputs or goals and objectives (Otoo, Otoo, Abledu & Bhardwarj, 2019). In another word, if the aggregate output of organization is higher than the total inputs, this scenario will be referred to as improved organizational performance. (Timothy et al., 2022).

As is evident that employees are a crucial resource, it is important to optimize the contribution of employees to the company aims and goals as a means of sustaining effective performance. This therefore calls for managers to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions (Afshan, Sobia, Kamran & Nasir 2012,)

For training and development to continue to sustain the existing correlation between organizational performance and employee performance, training programmes would have to be properly planned and administered. Training and development constitutes an investment in organizational life that will continue to influence organization performance in the short and long term. This implies that human capital training is essential to the realization of organizations sound management policies such that, without a well train employees recruited in the right organization, placed in the right job at the right time, every other management processes will become inefficient and it will threaten the attainment of employee performance and organizational performance. (Timothy., 2022)

1.2 STATEMENT OF PROBLEM

Training is currently in a state of crisis around the world mostly due to the harsh economic climate. As a result, organizations such as MTN group limited are forced to cut down on training budgets as one of the first line of items to reduce expenses. This means that the lofty ideas about continuous learning and professional development of employees have to give way to concrete justification with convincing evidence that they will deliver bottom-line results and contribute to the achievement of organizational objectives (Kirkpatrick & Kirkpatrick, 2016).

The current economic challenges and crisis in the training world can result in low-level productivity of employees. Some organizations incur many losses inform of wastage arising from mistakes made by workers who lack the specific skills needed to perform their jobs effectively. Another major problem faced by MTN group limited Ilorin, resulting from the non-existence of training and development plans is job dissatisfaction.

1.3 OBJECTIVE OF THE STUDY

The general objective of the study is to examine the effect of manpower training and development on employee performance of MTN group limited Ilorin.

- i. To examine the effect of training design on employee performance
- ii. To determine the impact of on the job training on employee performance
- iii. To evaluate the effect of training delivery skill on employee performance

1.4 RESEARCH QUESTIONS

- i. To what extent does training design contribute to employee performance?
- ii. To what extent does on the job training affects employee performance?
- iii. In what ways can training delivery skill improve employee performance?

1.5 RESEARCH HYPOTHESES

The following hypotheses will be formulated for the study

H01: training design does not have any significant effect on employee performance

H02: on the job training has no significant effect on employee performance

H03 training delivery skill has no significant effect on employee performance

1.6 SIGNIFICANCE OF THE STUDY

The outcome of this study is integral to management, members of staff, human resource management, and researchers in making informed decisions about employee training. Top management can make decisions that develop employee performance through organising training and performance development programs.

MTN employees were used as a case study for the need for training and consistent participation as they have inside knowledge of MTN business operations.

This study will provide the human resource department with relevant information for appropriate planning and implementation of training and development programs.

This study will also serve as reference material for additional studies into the subject matter.

1.7 SCOPE OF THE STUDY

The study looked at the effects of training on employee performance. Restriction to this study was the training design, on the job training and training delivery style on employee performance. The geographical scope for this study is Ilorin. The telecommunication company used for the study is MTN group Limited, Abuja.

1.8 OUTLINE OF THE STUDY

This research work was structured into five chapters. Hence, the chapters are charted below in order of standard;

Chapter one: This is the first part of the research work and it provides a background knowledge to the study, followed by the statements of the research problem the aim and objectives of the research, research questions, the hypotheses of the research questions, followed by the significance of the study, sources of data, limitation of the study, scope of the study, outline of chapters contain in the study, operationalization of variables and definition of terms. Hence, the next chapter is chapter two which present the conceptual frame work, theoretical frame work, empirical frame work and gap in literature concerning the impact of Corporate Social Responsibility on Sustenance of Business Organisation. Furthermore, chapter three discusses the research methodology, research design, population of study, sample size determination, sample techniques/procedure, research sample frame, collection of data, research instrument, validity of research instrument, reliability of research instrument and ethical consideration.

Lastly, this section expatiate on discusses of data presentation and analysis of the research work which includes the empirical result and interpretation of result, test of questionnaires, test of hypothesis and discussion of results which was made available in chapter four. And chapter five, which is the final chapter of this research work and it reflected the summary of the work, discusses the findings in the study, give conclusions, it also outlines the researcher's recommendations based on the findings of the study and suggests for further study and contribution to knowledge.

1.9 OPERATIONALISATION OF VARIABLES

The dependent construct in this study is the employee performance, while the independent construct is manpower training and development

Examining the impact of manpower training and development on employee performance as the topic has the following constructs: dependent constructs as employee performance and independent as manpower training and development:

Where Y is a dependent variable,

Where X= independent variable

X= manpower training and development

Y= Employee Performance

Therefore, from these equation employees' performance depends on manpower training and development.

X₁= Training design

X₂= on the job training

X₃= Training delivery skill

Y₁= Efficiency

Y₂=Effectiveness

Y₃= Commitment

1.9 DEFINITION OF THE TERMS

Employee Performance – This is an outcome of an employee to achieve a certain goal.

Training - An activity planned in a systematic fashion that results in a high level of enhanced skills and knowledge that is necessary to effectively and efficiently perform any task (Pace, Smith & Mills 1991).

Effectiveness

The degree to which employees are successful in producing a desired result; success.

Efficiency

The state or quality of being *efficient*, or able to accomplish something with the least waste of time and effort; competency in performance.

Performance – The achievement of specific responsibilities graded against a pre-set standard of accuracy (Afshan et al. 2012).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This study reviewed relevant literatures on impact of financial literacy on performance of SMEs in the following orders, conceptual review, theoretical and empirical.

2.1 Conceptual Review

2.1.1 The concept of manpower training

In order to understand the concept of manpower training, it is important to understand the term “manpower” as it relates to this study. Manpower refers to the total supply of personnel available or engaged for specific job. It is also regarded as the most significant assets needed for the production of goods and services which is also the main instrument for promoting speedy national development and effectual service delivery. Manpower are men and women which constitute the total labor force of a nation and the ultimate basis for the wealth of nations. Therefore manpower is a useful element for coordinating other resources for national development. Organisations cannot accomplish their set objectives without manpower which is seen as a labour force. Therefore manpower become an indispensable instrument for increased productivity in an organisations. Manpower training is an important idea usually used by different individuals. It has different meanings to different people. Some researchers see training as the impartation of ‘knowledge’, ‘enlightenment’ or ‘wisdom’ (Ofobruku and Nwakoby, 2015). This implies that these attributes underline manpower training as a vital ingredients of training, which equips the employee with the wherewithal for effective performance of duties and routine assignments. This impact on productivity and the realization of organisational objectives ultimately. Igbaekemen

(2014) affirms that training is a process or strategy of upgrading and expanding the abilities, talent and knowledge of workers. As such, a fruitful training programme must add to the development and improvement of workers at all levels. Training influences employee development such that the workers' state of mind is improved with a view to eliciting their commitment to duties and organisational effectiveness.

Manpower training is not merely concerned with the worker's present activity, but prepares the worker for imminent work requirements (Kum, Cowden and Karodia, 2014). Therefore, effective training programmes must be put in place to allow management sustain a body of workers that could adequately substitute employees who may exit the organisation or who are redeployed to different departments. Hence, manpower training enables employees to adjust to advanced or modern-day technology, and ensures that suitable manpower are made available for expansion into different and new areas. Abonyi (2007) further posits that training is possibly regarded among the reliable strategies for manpower improvement. It implies the orientation of an employee for achieving the goals of the organisation, for realizing a maximum output and accomplishment of the organisational aims and objectives. According to him, the aim of staff training is to encourage workers to accumulate greater skills to operate at the most acceptable standard on the present job and to broaden their knowledge towards future opportunities in the organisation. This indicates that whatever the level of technological advancement of an establishment, the ideal efficiency and optimum productivity rest upon the expertise of the workforce.

A critical examination of the above definitions indicates that the scholar failed to provide a comprehensive definition of manpower training. Knowledge development and skill acquisition is not the only aim of manpower training; it comprises the improvement of abilities necessary for employees to carry out their jobs accurately on a given assignment. It stands to reason that training

is the complete procedure through which the perception and attitudes of people are adjusted to fit into the organisational culture and traditions. Training mainly focuses on teaching employees the procedure of performing their present tasks and also obtain the information and abilities they required to perform effectively (Jones et.al, 2000 cited in Ndibe, 2014). The clarifications above has not considered the dynamism and inconsistent environments that organisations operates. There is a continuous variation in the job requirement in terms of skills and abilities required of employees. Beyond this, the continuous enhancement in modern technology and equipment often reduce the value of skills and knowledge within a short time (Okanya, 2008). Hence, the management ought to consider the present and future requirements of the organisation during preparations for staff development (Beardwell & Holden, 2001:324).

2.1.2 TRAINING

Training is the systematic evolution of a person's intended attitude and skill pattern to carry out a given task correctly. It strengthens their skills, changes their working attitude and creates a commitment to the company. Training aims at enabling employees to develop the requisite experience and skills to work and to truly improve their abilities in the business fields. To succeed in their work the performance and skills of the trained employee should be improved. (Babajide, 2020)

Training is known to be a systematic approach to learning and improving individuals, communities and organizations (Khawaja & Nadeem 2013). Therefore, the sequence of activities carried out by an enterprise leads to the development of knowledge or skills. Thus it increases human capital, industry and society as an entire well-being and development. Manju& Suresh (2011) also defines

training as an action aimed at increasing competitiveness and the professional abilities of employees in order to improve quality for the goods and services provided by the organization.

According to Abiodun, (2009), training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately on a given task or job. Employees who have not received adequate training before being assigned with responsibilities lack the necessary confidence with which to carry out the job. An employee should be helped to grow into more responsibility by systematic training and development.

McGehee& Thayer, (2011) see training as the formal procedures which an Organization use to facilitate employees' learning so that their resultant behavior contributes to the attainment of the Organizations as well as the individuals' goals and objectives.

This, Becker, (2012) agreed in his definition of training as a systematic process of altering the behavior and/or attitudes of employees in a direction to increase organizational goals.

The primary focus in training is the development of skills, know-how, techniques and procedures. Training and development will boost employees, collegial and corporate accomplishments as one of the key divisional human resources management. With the continuous urge to increase the ability of employees to fulfill their duties, the organizations are more and more interested in organizational learning and collective development (Babajide, 2020)

2.1.3 TRAINING AND DEVELOPMENT

Organizations that conduct training and development programmes always have set of objectives they wish to accomplish. According to Olaniyan and Ojo (2008), the main objective of employee training and development is to improve the qualities of the trainee, and formulation of objectives

for different needs and ways of achieving it. Katcher and Snyder (2003:90) noted that the objective of training includes: capital improvement, morale improvement and ability to adapt to global change. They argue that sometimes employees are reluctant to adapt to changes because of the uncertainty involved. However, a well structured training programme will make employees anticipate change and be willing to accommodate it. Nwachukwu (2000:103) identified four major purposes of employee training and development as: skill development, attitude modification, education and development. He contends that the success and failure of an organization depend on the productivity of the employee, and that how to get the highest productivity from every worker is the main purpose of a training programme. Other objectives of training include increase productivity, low turnover rate, higher morale, and better coordination of work activities. Ameer and Hanif (2003) maintain that the need to perform one's job efficiently and the need to know how to lead others are reasons for training and development. In addition, the need for higher productivity, effective workforce, work efficiency and competitive edge in the market are other reasons for training and development. Mondy et al (2002:216) contend that the basic purpose of training and development is to anticipate change and to respond positively to it. Beardwell, Holden and Claydon (2004) have noted that technological development and changes have gradually led some employees to the realization that success relies on the skills and abilities of employees thus a need for considerable and continuous investment in training and development of employees.

2.1.4 STAGES/STEPS IN ORGANIZING MANPOWER TRAINING AND DEVELOPMENT PROGRAMME.

The steps, stages, tools and methods for manpower development in organizations differs, and it is largely determined by the objectives of organizations, the idiosyncrasy of management staff or the chief executive, the organizational policy, as well as the organizational environment to mention a few. Thus, it is a common feature to see methods for manpower development varying from one organization to the other, just as a given organization can be tailored at adopting different methods at different times or a combination of techniques at the same time.

However, some methods for manpower development are stated below:

1. Orientation: This method of manpower development could be said to be an integral part of the recruitment exercise in that once an employee has been found appointable, it is expected that such an employee need to be positively oriented in line with the vision and aspiration of the organization for effective discharge of function. And since employee function in an organization is basically affected by his perception of the organization vis-à-vis the rules and principles that exist in the organization. It therefore follow that an employee undergoes formal and informal orientation in a place of work. While the formal orientation focuses on job specification and occupational demands placed on the employee, the informal orientation involve the social interaction that take place in the place of work which could either boost productivity or be detrimental to it (Koontz et al. 1980). Orientation therefore, as a method of manpower development is quite indispensable because it helps in boosting the productivity of workers which is needed for competing in the global market of the 21st century.

2. On the Job Method of Manpower Development:

This method is basically different from the orientation method in that while orientation is at the point of entry into the organization or a new assignment; on the job method is a process through

which knowledge and experience are acquired over a period of time either formally or informally.

This process involve the following:

(a) Coaching: This is a method of on the job training and development in which a young employee is attached to a senior employee with the purpose of acquiring knowledge and experience needed for the performance of tasks.

(Yalokwu 2000).

(b) Job Rotation: This method either involve the movement of an employee from one official assignment or department to the other, in order for the employee to be acquainted with the different aspects of the work process or through job enlargement. That is given additional responsibility to an employee who has been uplifted as a result of the acquisition of additional skill or knowledge (Yalokwu 2000; Lawal 2006).

(c) In House Training: This involve a formal method of on the job training in which skills and knowledge are acquired by employees through internally organized seminars and workshops geared toward updating the workers with new techniques or skills associated with the performance of their jobs. (Lawal 2006).

(d) In Service Training: This method involve training outside the organization or workplace in higher institution of learning or vocational centres under the sponsorship of the organization or on terms that may be agreed upon between the organization and the worker (Lawal 2006).

3. Committee/Work Group Method: This method entails manpower development through the involvement of employees in meetings, committees and work group discussion geared towards injecting inputs in form of decision making as regard solving organizational problem. This method

is quite indispensable, especially in the aspect of training employees for managerial functions or heading organizational units.

4. Vestibule Training Method: This is a method of manpower development through the acquisition of skills in a related working environment (Nongo 2005). Under this method the trainee practices his skill with identical equipment that he uses or he is expected to use in his actual place of work. This method is most suitable for sensitive operations where maximal perfection is expected.

The purpose is therefore to enable perfection at work place.

5. Apprenticeship Method: This method of manpower development involve the acquisition of skill through extensive practice for over a period of time by the trainee. This type of manpower development device could either be formal or informal. In the informal environments the trainee is attached to the trainer, and he/she is expected to pay for an agreed period of apprenticeship (Nongo 2005).

In the formal environment on the other hand, an employee of an organization could be placed under apprenticeship in the organization with pay. that he uses or he is expected to use in his actual place of work. This method is most suitable for sensitive operations where maximal perfection is expected.

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2.1.5 IMPORTANCE OF MANPOWER TRAINING AND DEVELOPMENT IN ORGANIZATIONS

1. Economic Development: The relevance of manpower development in

Nigeria could be situated vis-à-vis economic development. This is because manpower development captures the actual meaning of development in that it is people centred (World Bank 1991; Grawboski and Shields 1996). In addition, it involves the building of capacity and harnessing the State's human resource which constitute a sine-qua-non for development.

The above advantage was vividly conceptualized by Harbison (1973) when he stated that: Human resources constitute the ultimate basis for wealth of nations, capital and natural resources are passive factors of production; human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organizations, and carry forward national development.

Clearly a country which is unable to develop the skills and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else.

2. Political Stability: There is no doubt that a country which fails to adequately develop her manpower would be doing so at the expense of her socio-economic and political stability. In the aspect of political stability,

Omodia (2004) stressed the dysfunctional use of the nation's human resource among the youths in propelling political instability when he stated that:

Thus, manpower development could help the youths in the development of self and in improving the quality of their political participation.

3. Poverty Alleviation: It has been argued that effective poverty alleviation scheme must involve the development and utilization of local resource including human for solving local problems (Robb 2000; Omodia 2005). Thus, manpower development is central to solving the present problem of poverty in Nigeria.

2.1.6 Employee Performance

Holton (1995) defines employee performance as a multi-dimensional building with different dimensions depending on the number of factors involved. In comparison, Armstrong (2000) considers success as actions and results and stresses that both actions can be implemented in performance management (input) and output (output). The organization's success is the result of the acrostic lives of individuals and organizational units. Organization, other than external effects on human actions and personal characteristics, can use formal and informal means of controlling or regulating all factors affecting individual and group performance. Informally, communication can exert more personal power; the philosophy and style of Kasturi 's (2006). The performance of employees includes all affecting workers and leads directly or indirectly to their employment. Performance requires conduct and outcomes. The performance emanates from the performer and transforms the performance from representation. Comportments are not only measures of success, but also effects that can be measured independently from research – the effects of behavioral and physical activity (Brumbranch, 1998). The curriculum in high-performance employment systems (2000) should be compliant with and translated into actual practice. Employees require group dynamics and interpersonal relationships training as well as programs to understand better how all

aspects of their organization are mutually complementary and influence each other. Trainers play a crucial role in reviews on their performance and financial results for company employees.

It is more important that satisfied employees are associated with customer services (Locke & Latham, 2002; Weatherly & Tansik, 1993). It is agreed that employee attitude and behavior have a profound impact on customer perception of service quality during critical customer contact moments (Schneider et al., 1980; Schneider & Bowen, 1985; Bitner, 1990). Schmit and Allscheid's (1995) empirical analysis revealed that without satisfied, loyal employees, it is difficult to maintain a happy and loyal customer. On the other hand, Crosby, Grisaffe and Marra (1994) point out that employers should also help to meet employee's satisfaction if they really want a quality work which is responsive to customer requirements. This will expose consumers to a favorable environment for business (Uhlrich, Halbrook, Meder, Stuchlik & Thorpe, 1991) in greater employer satisfaction and efficiency.

2.1.7 Training and Development on Employee Performance

Training and development of employee, profitability, engagement, inspiration and growth are essential to employee performance. Nwachukwu (2009) emphasizes that many employees have suffered from the failure to identify and to make their training requirements part of the management process. Ubeku (1975) has said that hiring and that its staff allows businesses invest in their workers to increase their profits in today's life and in the future. Training and development is like strengthening the capacity of an organization to represent patterns of technology and other socio-cultural environments. Productivity is the goal of today's dynamic business world and workers 'formation and growth and efficiency are a spring board or methods for improving organizations' performance and productivity. Training includes management classes aimed at

improving practical capabilities to effectively carry out the tasks he / she deals with. On the other hand, improvement addresses work done to bring an employee into the workforce to perform additional tasks and important assurance roles in the hierarchy of organizations (Nwachukwu, 2007).

Armstrong (2009) maintains that the main objective of training and development is to increase employee efficiency, with the resulting increase in corporate productivity. This explains why organizations spend a lot of time and money on improving their skills in different ways at one time or another. The preparation of manpower and growth are also very important to both employee productivity and the organization's input. Udeze (2000) stressed the importance not only of proper selection but also appropriate training and staff growth in order to build efficient workforce. Sev (2011) identifies the success or failure of an organization to include: skill development, change in attitude, training and developments, higher moral standards, and greater coordination, as a result of the employee's productivity and the purpose of any training and development.

2.2 Theoretical Framework

Employee training has two major theoretical approaches, which are, the human capital approach and the technology-based approach. The human capital approach suggests that training is an investment in human capital whereby gains achieved from increased productivity levels are greater than the cost of training (Luo, 2000). The technology-based approach suggests that training is a skill formation process. According to this approach, training in the contemporary period is driven by a rapid change in technology and work reforms. To reform employee performance and growth, this type of training is preferred as it explores the needs of an organisation. Luo (2000) says that organisations face challenges with trainings as a result of four different factors. Firstly, trainings

that are conducted are not essentially tied to the technicality of the role. Secondly, prior needs assessments are rarely performed, despite suggestions to do so in most training guides. Third, training instructors and organizations rarely evaluate outcome(s) resulting from trainings. Evaluation, when one is done, is often focused on how trainees feel about the training and not what was learnt. Feedback forms often referred to as "smile sheet", as the response from trainees to determine the impact of the training. Fourthly, the rapid expansion of personal development and training has taken place with little or no consideration of scientific evidence that may link such training with improvements in organizational goals.

2.3 EMPIRICAL REVIEW

Training and development has been a subject of many studies over the years. Raja et al (2011) conducted a survey of 100 sample, they observed in their studies that there is a positive relationship between training design and organizational performance. Similarly Abeeha and Bariha (2012) in their studies carried out in Pakistan, observed a positive correlation between employees' training and organizational competitive advantage.

Abang, May, and Maw (2009) on the other hand, pointed out that Lynch and Black in their studies revealed that only off-the job (general) training improves organizational performance whereas on the job training does not. Training and development has been acknowledged to be a very important component of organizational performance. However, it is not an end goal rather training is characterized as a means to an end – the end being productive, efficient work organizations, populated by informed workers who see themselves as significant stakeholders in their organizations' success (Byrne, 2009). Fewer than 5% of all For the capable working of an organization, training is really key, as a result of the route that through this process the employees'

gets the opportunity to be more skillful and more gainful which accordingly is produced for every organization.

Studies have sought to isolate whether high skills are contributory factor behind successful and higher performing firms (Tamkin, 2005). These studies have identified a significant association between a highly skilled workforce and organizational performance, most commonly measured by the level of labour productivity. For example, Haskel and Hawkes (2003) have shown that the top performers in UK manufacturing are hired workers with, on average, an extra qualification level compared to the lower performers. These studies also found that higher skill levels support innovation and more sophisticated production processes and were associated with the production of higher quality products.

Haskel, Hawkes and Pereira (2003) showed that more productive UK firms hired more skilled workers. Their finding showed that skills were positively related to total factor productivity (TFP) and the skill gap between the top- and bottom-performing firms explained some 8% of the productivity gap.

Similarly, Larossi, Mousley, and Radwan, (2009) found in the US, that an extra year of education raised productivity by between 4.9 and 8.5% in the manufacturing sector and between 5.9 and 12.7% in the services sector. Other research has suggested that a more highly skilled workforce can bring other benefits such as enhancing company survival.

Reid (2000) opined that a more skilled UK workforce was related to a greater commercial orientation and strategic awareness and propensity to innovate and to retain competitive advantage. An OECD study looked at innovation in UK SMEs and found that higher qualification levels of

both managers and staff boosted innovation (Albaladejo and Romijn, 2001). Higher training expenditure per employee was also associated with higher technological complexity and originality. Perhaps, some of the most influential work in this area has focused on the investment in skills and training and the association between skills and productivity. A clear connection between higher skills and higher productivity has been identified particularly at the intermediate skills level. The studies found that the higher average levels of labour productivity in firms in continental Europe were closely related to the greater skills and knowledge of their workforces. Within manufacturing firms, lower skills levels in the UK were found to have a negative effect directly on labour productivity and on the types of machinery chosen (Keep, Mayhew and Corney, 2002). There is evidence that skill levels are associated with innovation performance (Tamkin, 2005). Several studies have highlighted the performance benefits associated with increasing training activity, the type of training provided and the depth.

Dearden and Van Reenen (2000) analyzed the impact of training on performance for a variety of measures including value added output, profits and wages for a group of British industries between 1983 and 1996. They found connections between more training and higher labour productivity across a number of sectors. In essence, manufacturing firms undertaking training were found to be more productive, to have higher capital intensity, to conduct more research and development and have a more highly qualified workforce (Penny, 2005).

A study in France Devanna, Fombrun, and Tichy, (2004). found that the more training given, the better the economic performance. Training was permanently and clearly associated with an increase in profitability and productivity. Raising the proportion of workers trained in an industry

by 5% points (say, from the average of 10% to 15%) was associated with a 4% increase in value added per worker and a 1.6% increase in wages. They note that this level of increase has also been found by other researchers like Blundell *et al.* (1996) and Booth (1991).

Collier *et al.* (2002) have found that increasing investment in training reduces the chance of firm closure. For small firms it was the training of craft and manual workers that made the difference, for larger firms it was training of professional, clerical and secretarial employees. Others have found evidence on benefits from training in terms of motivation and attitude; Booth and Zoega (2000) suggested that training fosters a common firm culture and helps attract good quality workers; Green and Felstead *et al.* (2000) found that training had a downward impact on employee turnover.

2.4 GAP IN THE LITERATURE

The study conducted on impact of manpower training and development on employee performance a study of MTN group Ilorin. The study employed variables such as training design, on-the job training and training delivery skills combining which is unusual. This research work will be useful and help to bridge the gap between manpower training and development and performance staff. Since it has been identified that lack of training and efficient methods of delivery lead to decrease in effectiveness and efficiency.

CHAPTER THREE

METHODOLOGY

3.0 Preamble

This section of the study described the methodology that was used in attaining the stated objectives of the study. It includes the research design that was adopted, the study population and sample size, sampling techniques that was used, sources of data, the procedure and instrument that was used to answer the research questions of the study.

3.1 Research Design

Survey method was adopted because most journal and articles related to this work used survey method. Ojo (2011), Irefin (2017) asserted that this method offers the researcher the opportunity to generate data, thereby providing a valid generalization of research findings. More so, it investigated beliefs, opinions, attitude, preferences or disposition of the population element without subjecting them to any form of manipulation and control. According to Otokiti (2005), survey method is explained as type of field study that involves the collection of data from a sample of element drawn from a well-defined population.

3.2 Research Approach

Yates (2004) asserted that there are two main approaches to conducting a research and these are; quantitative and qualitative approaches. However, given the purpose and nature of this study where the researcher gathered information using primary means with the aid of a close ended questionnaire and by implication it was quantitative in nature, quantitative approach was therefore be adopted.

3.3 POPULATION OF THE STUDY

The population of the study consists of 100 senior and junior staff of MTN group Ilorin. The senior staff comprise of 20 staff while junior staff comprise of 80 staff.

3.4 Sources of Data

The data for this study was collected using the primary source and the primary data was the first-hand data which was generated during the course of the research work.

3.5 Data Collection Methods

The hallmark of research is data collection Otokiti, (2014). Data collection is very crucial in research. There are two major methods of collecting data and these were primary and secondary. Hence, this study adopted the primary source of data. The primary data was obtained mainly with the use of close ended questionnaire.

For the purpose of this research, a closed ended structured questionnaire was adopted and distributed to the targeted respondents within the proposed sample size.

3.6 Sample Size and Sampling Technique

Since the population of the study is not high, all the respondents were used. Census sampling technique was adopted. Census sampling method is a process whereby a statistical list where all members of the population are gathered and analyzed (UNECE 2006). This is because all the population in the study was used. A total number of 95 employees responded to the questionnaires distributed which comprises of 18 senior staff and 77 junior staff respectively.

3.7 Method of Data Analysis

The result gotten from the research field work was analyzed using frequency distribution table to display the percentage of the demographic data and to show the level of agreement and disagreement to the research statements in the closed ended questionnaire with the help of Statistical Package for Social Sciences (SPSS).

In addition, Simple regression analysis method was adopted to test the effects of the independent construct (i.e.manpower training and development) on the dependent construct (i.e.Performance of employee) as asked in the hypotheses stated in previous section.

3.8 Validity of Research Instrument

The research instrument was validated by the project supervisor. The instrument was prepared by the researcher and submitted to the project supervisor for scrutiny. The corrections made by the supervisor were carefully incorporated by the researcher in order for the instrument to be valid.

3.8 Reliability of Research Instrument

Osaeze and Izedonmu (2000) define reliability as the consistency between independent measurement of the same phenomenon, which implies stability, dependability and predictability of a measuring instrument. The result gotten from the questionnaire was compared to see if they correlated. The test re-test approach was adopted.

3.9 Ethical Consideration

The work considered highest level of confidentiality on reasonable level from management of questionnaire to enveloping disclosure therein. This information shared during structured interview was transcribed with near perfect interpretation and without any interference from the researcher. Similarly, the research ensured that the interpretation was divorce of personal interest.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter focuses on data presentation, analysis and interpretation, and hypothesis testing. The various questions in the questionnaire are analyzed using simple percentage and the hypotheses are tested using the ordinary least square regression.

4.2 Questionnaire's Response

The responses from the copies of questionnaire were very encouraging, that is to say out of the one hundred copies of questionnaire administered and distributed to the staff of MTN group Ilorin, only ninety five were correctly filled and returned to the researcher. This was recorded as 95% success rate while six (5) of the copies of questionnaire were not returned to the researcher, which was recorded as 5%. Thus, copies of the questionnaire collected were deductively analyzed and represented in tables, and in linear regression co-efficient used for hypothesis testing.

Table 4.2 Summary of Respondents' Demographic Information

S/N	Items	Frequency	Percentage(%)
1.	Gender		
	Male	40	42.10
	Female	55	57.89
	Total	95	100.0

2.	Age		
	18-25yrs	16	16.84
	26-35yrs	39	41.05
	36-45yrs	29	30.52
	46-above	11	11.57
	Total	95	100
3.	Marital Status		
	Single	33	34.73
	Married	48	50.52
	Divorced	8	8.42
	Separated	6	6.31
	Total	95	100
4.	Education qualification		
	FSLC	-	-
	SSCE	6	6.31
	OND/NCE	22	23.15
	HND/BSC	57	60
	OTHERS	10	10.52
	TOTAL	95	100
5.	Years of experience		
	Less than 6 month	21	22.10

	1 -2 yrs	19	20
	3 – 4 yrs	30	31.57
	More than 5 yrs	25	26.31
	TOTAL	95	100
6.	Job Category		
	Support Group	62	65.26
	Management and Professional	25	26.31
	Top Management	8	8.42
		95	100
7.	Monthly Salary (₦)		
	Less than 20,000	6	6.31
	20,000-50000	13	13.68
	51,000-100000	30	31.57
	101,000 above	46	48.42
		95	100

Source: Author's Field Survey, 2023

Table 4.2 above is a representation of the summary of the demographic information of the sampled questionnaire where the gender column presented that 40 respondents amounting to 42.10% are male and 55 with 57.89% are female respondents which means that the study has more female respondents covered in the cause of the administration of questionnaire. Also shows that majority 39 (41.05%) of the respondents were between the age of 26 – 35 years while 29 representing 30.52% were between 36 – 45 years, 16 (16.84%) were between 18– 25 and 11 (11.57%) were between 46 years above. It also reveals that majority 48 (50.52%) of the

respondents were married, while 33 (34.73%) of the respondents were single, 8 (8.42%) are divorced and 6 respondents representing 6.31% were separated. Also shows that most of the respondents are HND/B.Sc. holder 57 representing 60% while 22 respondents representing 23.15% were OND/NCE holder. 6 amounting 6.31% of the respondents were SSCE holder while 10 (10.52%) have higher and professional certificates other than HND/BSc. It also shows that majority 30 (31.57%) of the respondents have been working for more than 3– 4 years while 25 (26.31%) have a working experience less than 5 years and above. Meanwhile, 19 (20%) have 1-2 years working experience and 21 amounting 22.10% have less than 6 months working experience. It reveals that majority of the 62 respondents representing (65.26%) at MTN group Ilorin work as support group while 25 (26.31%) of the respondents were managers and professionals and only 8 of the respondents representing 8.42% were top managers/directors. It shows that most of the respondents representing 46 (48.42%) earn between ₦ 101,000 above, while 30 representing 31.57% earn ₦ 51,000-100000, 13 amounting to 13.68% of the respondents earn ₦ 20,000-50,000 and 15.29% and 6 amounting to 6.31% earns between Less than ₦ 20,000.

4.2 DISTRIBUTION TABLE FOR TRAINING DESIGN

S/N	Factor	Factor Level	Frequency	Percentage %
1.	Good training ensures that identified employee skill gaps are adequately captured	SA	34	35.78
		A	42	44.21
		U	12	12.63
		D	7	7.36
		Total	95	100
2.	Staffs' training is thought to be crucial as it identifies with workers' change and yield	SA	31	32.63
		A	41	43.15
		U	19	20
		D	4	4.21
		Total	95	100.00
3.	Positive attitude towards training eliminates problems	SA	29	30.52
		A	36	37.89
		U	17	17.89

	associated with the manpower training challenges	D	10	10.52
		SD	3	3.15
		Total	95	100
4.	Good training design ensures that identified employee skill gaps are properly captured	SA	29	30.52
		A	42	44.21
		U	14	14.73
		Total	95	100
5.	Orientation is highly essential for newly recruited staff to enable them gain self - confidence and perform more efficiently.	SA	26	27.36
		A	46	48.42
		U	14	14.73
		D	7	7.36
		SD	3	3.15
		Total	95	100
6.	Manpower development is essential in order to cope with increasing advancement in technology	SA	36	37.89
		A	41	43.15
		U	10	10.52
		D	6	6.31
		SD	2	2.10
		Total	95	100

Source: Author's Field Survey, 2023

From the distribution, 34 of the respondents representing 35.78% said they strongly agreed to the statement that Good training ensures that identified employee skill gaps are adequately captured, 42 of the respondents representing 44.21% said they agreed to that Good training ensures that identified employee skill gaps are adequately captured, 12 of the respondents representing 12.63% said they are undecided to the statement, 7 of the respondents representing 7.36% said they disagreed Good training ensures that identified employee skill gaps are adequately captured. Therefore the largest population agreed that Good training ensures that identified employee skill gaps are adequately captured.

Also, the table indicates that 31 of the respondents representing 32.63% said they strongly agreed to the statement that Staffs' training is thought to be crucial as it identifies with workers' change and yield, 41 of the respondents representing 43.15% said they agreed to that Staffs' training is thought to be crucial as it identifies with workers' change and yield, 19 of the respondents

representing 20% said they are undecided to the statement, 10 of the respondents representing 10.52% said they disagreed Staffs' training is thought to be crucial as it identifies with workers' change and yield, 4 respondents representing 4.21% strongly disagreed that Staffs' training is thought to be crucial as it identifies with workers' change and yield Therefore the largest population agreed that Staffs' training is thought to be crucial as it identifies with workers' change and yield.

In addition, the table stated that 29 of the respondents representing 30.52% said they strongly agreed to the statement that Positive attitude towards training eliminates problems associated with the man-power training challenges, 36 of the respondents representing 37.89% said they agreed to that Positive attitude towards training eliminates problems associated with the man-power training challenges, 17 of the respondents representing 17.89% said they are undecided to the statement, 10 of the respondents representing 10.52% said they disagreed that Positive attitude towards training eliminates problems associated with the man-power training challenges, 3 respondents representing 3.15% strongly disagreed that Positive attitude towards training eliminates problems associated with the man-power training challenges. Therefore the largest population agreed that Positive attitude towards training eliminates problems associated with the man-power training challenges.

Additionally, the table stated that 29 of the respondents representing 30.52% said they strongly agreed to the statement that Good training design ensures that identified employee skill gaps are properly captured, 42 of the respondents representing 44.21% said they agreed to that Good training design ensures that identified employee skill gaps are properly captured, 14 of the respondents representing 14.73% said they are undecided to the statement, Therefore the largest population agreed that Good training design ensures that identified employee skill gaps are properly captured

Consequently, the table stated that 26 of the respondents representing 27.36% said they strongly agreed to the statement that Orientation is highly essential for newly recruited staff to enable them gain self - confidence and perform more efficiently, 46 of the respondents representing 48.42% said they agreed to that Orientation is highly essential for newly recruited staff to enable them gain self - confidence and perform more efficiently., 14 of the respondents representing 14.73% said they are undecided to the statement, 7 of the respondents representing 7.36% said they disagreed that Orientation is highly essential for newly recruited staff to enable them gain self - confidence and perform more efficiently, 3 respondents representing 3.15% strongly disagreed that Orientation is highly essential for newly recruited staff to enable them gain self - confidence and perform more efficiently. Therefore the largest population agreed that Orientation is highly essential for newly recruited staff to enable them gain self - confidence and perform more efficiently.

Finally, the table stated that 36 of the respondents representing 37.89% said they strongly agreed to the statement that Manpower development is essential in order to cope with increasing advancement in technology, 41 of the respondents representing 43.15% said they agreed to that Manpower development is essential in order to cope with increasing advancement in technology, 10 of the respondents representing 10.52% said they are undecided to the statement, 6 of the respondents representing 6.31% said they disagreed that Manpower development is essential in order to cope with increasing advancement in technology, 2 respondents representing 2.15% strongly disagreed that Manpower development is essential in order to cope with increasing advancement in technology. Therefore the largest population agreed that Manpower development is essential in order to cope with increasing advancement in technology.

4.3 DISTRIBUTION TABLE FOR ON THE JOB TRAINING

S/N	Factor	Factor Level	Frequency	Percentage %
7.	Training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately.	SA A U D Total	34 42 12 7 95	35.78 44.21 12.63 7.36 100
8.	Frequent supervision from higher government authorities is a tool to solve the problems associated with employee training.	SA A U D Total	28 41 23 3 95	29.47 43.15 24.21 3.15 100
9.	Training as it is observed exposes employees to skills necessary for effective job performance.	SA A U D Total	36 42 11 6 95	37.89 44.21 11.57 6.31 100
10.	Training helps employee to gain the needed skills.	SA A U D SD Total	31 40 16 5 3 95	32.63 42.10 16.84 5.26 3.15 100
11	Both training and development result in creating a change in an individual	SA A U D SD Total	27 38 18 8 4 95	28.42 40 18.94 8.42 4.21 100
12	The purpose of training and development has been identified to include; creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization.	SA A U D SD Total	27 39 19 7 3 95	28.42 41.05 20 7.36 3.15 100

Source: Author's Field Survey, 2023

From the distribution table above which stated that 34 of the respondents representing 35.78% said they strongly agreed to the statement that Training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately, 42 of the respondents representing 44.21% said they agreed to that Training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately, 12 of the respondents representing 12.63% said they are undecided to the statement, 7 of the respondents representing 7.36% said they disagreed that Training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately.. Therefore the largest population agreed that Training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately.

Also, the table stated that 28 of the respondents representing 29.47% said they strongly agreed to the statement that Frequent supervision from higher government authorities is a tool to solve the problems associated with employee training, 41 of the respondents representing 43.15% said they agreed that Frequent supervision from higher government authorities is a tool to solve the problems associated with employee training, 23 of the respondents representing 24.21% said they are undecided to the statement, 3 of the respondents representing 3.15% said they disagreed that Frequent supervision from higher government authorities is a tool to solve the problems associated with employee training, Therefore the largest population agreed that Frequent supervision from higher government authorities is a tool to solve the problems associated with employee training.

Additionally, the distribution table above which stated that 36 of the respondents representing 37.89% said they strongly agreed to the statement that Training as it is observed exposes employees to skills necessary for effective job performance, 42 of the respondents representing

44.21% said they agreed to that Training as it is observed exposes employees to skills necessary for effective job performance, 11 of the respondents representing 11.57% said they are undecided to the statement, 6 of the respondents representing 6.31% said they disagreed that Training as it is observed exposes employees to skills necessary for effective job performance.. Therefore the largest population agreed that Training as it is observed exposes employees to skills necessary for effective job performance.

In addition, the distribution table above which stated that 31 of the respondents representing 32.63% said they strongly agreed to the statement that Training helps employee to gain the needed skills, 40 of the respondents representing 42.10% said they agreed to that Training helps employee to gain the needed skills, 16 of the respondents representing 16.84% said they are undecided to the statement, 5 of the respondents representing 5.26% said they disagreed that. Training helps employee to gain the needed skills 3 respondents representing 3.15% strongly, disagreed that Training helps employee to gain the needed skills. Therefore the largest population agreed Training helps employee to gain the needed skills.

Finally, from the distribution table above which stated that 27 of the respondents representing 28.42% said they strongly agreed to the statement that The purpose of training and development has been identified to include, creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization, 39 of the respondents representing 41.05% said they agreed to that The purpose of training and development has been identified to include creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization., 19 of the respondents representing 20% said they are undecided to the statement, 7 of the respondents representing 7.36% said they disagreed The purpose of training and development has been identified to include creating a pool of readily available and adequate replacements for personnel who may leave or move up in the

organization. 3 respondents representing 3.15% strongly disagreed that The purpose of training and development has been identified to include creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization. Therefore the largest population agreed that The purpose of training and development has been identified to include creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization.

4.4 DISTRIBUTION TABLE FOR TRAINING DELIVERY SKILL

S/N	Factor	Factor Level	Frequency	Percentage %
13	The style chosen by the instructors affect the level of participation by employees in a training program	SA	30	31.57
		A	42	44.21
		U	16	16.84
		D	7	7.36
		Total	95	100
14	Training delivery skill can affect the level of completion in training programs	SA	28	29.47
		A	39	41.05
		U	22	23.15
		D	6	6.31
		Total	95	100
15	The delivery style of a training program ensures its objective is achieved	SA	28	29.47
		A	41	43.15
		U	12	12.63
		D	9	9.47
		SD	5	5.26
		Total	95	100
16	The delivery style of a training program can affect employee performance	SA	32	33.68
		A	37	38.94
		U	18	18.94
		D	8	8.42
		Total	95	100
17	Technological innovation affect the content, nature and training needs of the organization	SA	29	30.52
		A	38	40
		U	15	15.78
		D	8	8.42
		SD	5	5.26
		Total	95	100
18	The attitude of top management towards training is a positive one	SA	27	28.42
		A	40	42.10
		U	14	14.73
		D	8	8.42

		SD	5	5.26
		Total	95	100

Source: Author's Field Survey, 2023

The table above stated that 30 of the respondents representing 31.57% said they strongly agreed to the statement that The style chosen by the instructors affect the level of participation by employees in a training program, 42 of the respondents representing 44.21% said they agreed that The style chosen by the instructors affect the level of participation by employees in a training program, 16 of the respondents representing 16.84% said they are undecided to the statement, 7 of the respondents representing 7.36% said they disagreed that The style chosen by the instructors affect the level of participation by employees in a training program, Therefore the largest population agreed that The style chosen by the instructors affect the level of participation by employees in a training program.

Also, the table stated that 28 of the respondents representing 29.47% said they strongly agreed to the statement that Training delivery skill can affect the level of completion in training programs, 39 of the respondents representing 41.05% said they agreed that Training delivery skill can affect the level of completion in training programs, 22 of the respondents representing 23.15% said they are undecided to the statement, 6 of the respondents representing 6.31% said they disagreed that Training delivery skill can affect the level of completion in training programs, Therefore the largest population agreed that Training delivery skill can affect the level of completion in training programs.

In addition, the table stated that 28 of the respondents representing 29.47% said they strongly agreed to the statement that The delivery style of a training program ensures its objective is achieved, 41 of the respondents representing 43.15% said they agreed that The delivery style of a

training program ensures its objective is achieved, 12 of the respondents representing 12.63% said they are undecided to the statement, 9 of the respondents representing 9.47% said they disagreed that The delivery style of a training program ensures its objective is achieved, 5 respondents representing 5.26% strongly disagreed that The delivery style of a training program ensures its objective is achieved. Therefore the largest population agreed The delivery style of a training program ensures its objective is achieved.

Additionally, the table stated that 32 of the respondents representing 33.68% said they strongly agreed to the statement that The delivery style of a training program can affect employee performance, 37 of the respondents representing 38.94% said they agreed that The delivery style of a training program can affect employee performance, 18 of the respondents representing 18.94% said they are undecided to the statement, 8 of the respondents representing 8.42% said they disagreed that The delivery style of a training program can affect employee performance, Therefore the largest population agreed that The delivery style of a training program can affect employee performance.

Consequently, the table stated that 29 of the respondents representing 30.52% said they strongly agreed to the statement that Technological innovation affect the content, nature and training needs of the organization, 38 of the respondents representing 40% said they agreed that Technological innovation affect the content, nature and training needs of the organization, 15 of the respondents representing 15.78% said they are undecided to the statement, 8 of the respondents representing 8.42% said they disagreed that Technological innovation affect the content, nature and training needs of the organization, Therefore the largest population agreed that Technological innovation affect the content, nature and training needs of the organization.

Finally, the table stated that 27 of the respondents representing 28.42% said they strongly agreed to the statement that The attitude of top management towards training is a positive one, 40 of the respondents representing 42.10% said they agreed that The attitude of top management towards training is a positive one, 14 of the respondents representing 14.73% said they are undecided to the statement, 8 of the respondents representing 8.42% said they disagreed that The attitude of top management towards training is a positive one, 5 respondents representing 5.26% strongly disagreed that The attitude of top management towards training is a positive one. Therefore the largest population agreed that The attitude of top management towards training is a positive one.

4.6 DISTRIBUTION TABLE FOR EMPLOYEE PERFORMANCE

S/N	Factor	Factor Level	Frequency	Percentage %
19	The selection criterion gives equal opportunity to all categories of workers	SA	30	31.57
		A	42	44.21
		U	16	16.84
		D	7	7.36
		Total	95	100
20	Good training is responsible for efficiency and effectiveness in work places	SA	32	33.68
		A	39	41.05
		U	14	14.73
		D	10	10.52
		Total	95	100
21	Performance and productivity increase due to the positive attitude of employees	SA	34	35.78
		A	40	42.10
		U	15	15.78
		D	6	6.31
		Total	95	100
22	Workers practice what they learn in the process of discharging their duties	SA	29	30.52
		A	40	42.10
		U	19	20
		D	7	7.36
		Total	95	100
23	Most of the employees consider training and development vital for job.	SA	28	29.47
		A	39	41.05
		U	14	14.73
		D	11	11.57

		SD	3	3.15
		Total	95	100
24	Training and development boost up the morale of the employees	SA	31	32.63
		A	38	40
		U	13	13.68
		D	9	9.47
		SD	4	4.21
		Total	95	100
25	Performance and productivity increase due to the ability of the employees	SA	32	33.68
		A	41	43.15
		U	15	15.78
		D	7	7.36
		Total	95	100
26	High morale employees give better performance	SA	31	32.63
		A	37	38.94
		U	14	14.73
		D	9	9.47
		SD	4	4.21
		Total	95	100

Source: Author's Field Survey, 2023

From the distribution table above, the table stated that 30 of the respondents representing 31.57% said they strongly agreed to the statement that The selection criterion gives equal opportunity to all categories of workers, 42 of the respondents representing 44.21% said they agreed that The selection criterion gives equal opportunity to all categories of workers, 16 of the respondents representing 16.84% said they are undecided to the statement, 7 of the respondents representing 7.36% said they disagreed that The selection criterion gives equal opportunity to all categories of workers. Therefore the largest population agreed that The selection criterion gives equal opportunity to all categories of workers.

Also, the distribution table above, the table stated that 32 of the respondents representing 33.68% said they strongly agreed to the statement that Good training is responsible for efficiency and effectiveness in work places, 39 of the respondents representing 41.05% said they agreed that

Good training is responsible for efficiency and effectiveness in work places, 14 of the respondents representing 14.73% said they are undecided to the statement, 10 of the respondents representing 10.52% said they disagreed that Good training is responsible for efficiency and effectiveness in work places. Therefore the largest population agreed that Good training is responsible for efficiency and effectiveness in work places.

Additionally, the distribution table above, the table stated that 34 of the respondents representing 35.78% said they strongly agreed to the statement that Performance and productivity increase due to the positive attitude of employees, 40 of the respondents representing 42.10% said they agreed that Performance and productivity increase due to the positive attitude of employees, 15 of the respondents representing 15.78% said they are undecided to the statement, 6 of the respondents representing 6.31% said they disagreed that Performance and productivity increase due to the positive attitude of employees. Therefore the largest population agreed that Performance and productivity increase due to the positive attitude of employees.

In addition, the distribution table above, the table stated that 34 of the respondents representing 35.78% said they strongly agreed to the statement that Performance and productivity increase due to the positive attitude of employees, 40 of the respondents representing 42.10% said they agreed that Performance and productivity increase due to the positive attitude of employees, 15 of the respondents representing 15.78% said they are undecided to the statement, 6 of the respondents representing 6.31% said they disagreed that Performance and productivity increase due to the

positive attitude of employees. Therefore the largest population agreed that Performance and productivity increase due to the positive attitude of employees.

Also, In addition, the distribution table above, the table stated that 29 of the respondents representing 30.52% said they strongly agreed to the statement that Workers practice what they learn in the process of discharging their duties, 40 of the respondents representing 42.10% said they agreed that Workers practice what they learn in the process of discharging their duties, 19 of the respondents representing 20% said they are undecided to the statement, 7 of the respondents representing 7.36% said they disagreed that Workers practice what they learn in the process of discharging their duties. Therefore the largest population agreed that Workers practice what they learn in the process of discharging their duties.

In addition, the distribution table above, the table stated that 28 of the respondents representing 29.47% said they strongly agreed to the statement that Most of the employees consider training and development vital for job, 39 of the respondents representing 41.05% said they agreed that Most of the employees consider training and development vital for job, 14 of the respondents representing 14.73% said they are undecided to the statement, 11 of the respondents representing 11.57% said they disagreed that Most of the employees consider training and development vital for job. 3 respondents representing 3.15% strongly agreed that Most of the employees consider training and development vital for job. Therefore the largest population agreed that Most of the employees consider training and development vital for job.

Additionally, the distribution table above, the table stated that 31 of the respondents representing 32.63% said they strongly agreed to the statement that Training and development boost up the morale of the employees, 38 of the respondents representing 40% said they agreed that Training and development boost up the morale of the employees, 13 of the respondents representing 13.68% said they are undecided to the statement, 9 of the respondents representing 9.47% said they disagreed that Training and development boost up the morale of the employees. 4 respondents representing 4.21% strongly agreed that Training and development boost up the morale of the employees. Therefore the largest population agreed that Training and development boost up the morale of the employees.

Consequently, the distribution table above, the table stated that 32 of the respondents representing 33.68% said they strongly agreed to the statement that Performance and productivity increase due to the ability of the employees, 41 of the respondents representing 43.15% said they agreed that Performance and productivity increase due to the ability of the employees, 15 of the respondents representing 15.78% said they are undecided to the statement, 7 of the respondents representing 7.36% said they disagreed that. Therefore the largest population agreed that Performance and productivity increase due to the ability of the employees.

Finally, the distribution table above, the table stated that 31 of the respondents representing 32.63% said they strongly agreed to the statement that High morale employees give better performance, 37 of the respondents representing 38.94% said they agreed that Training and development boost up the morale of the employees, 14 of the respondents representing 14.73%

said they are undecided to the statement, 9 of the respondents representing 9.47% said they disagreed that High morale employees give better performance. 4 respondents representing 4.21% strongly agreed that High morale employees give better performance. Therefore the largest population agreed that High morale employees give better performance.

4.4 HYPOTHESES TESTING

Table 4.1.1. Test of Hypothesis one

H01: Training design does not have any significant effect on employee performance of MTN group Ilorin

Table 4.4.1.1 Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.625 ^a	.791	.621	.47798		
Predictors: (Constant), Training design						
The table 4.4.1.1 above indicates the model summary of the hypothesis one and it shows that R Square is .625 indicating 62% of connection between the crossed variables, hence making it linearly related as it is close to 1.						
Table 4.4.1.2 ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	34.340	1	34.340	281.475	.000 ^b
	Residual	20.562	168	.122		
	Total	54.902	169			
a. Dependent Variable: Employee performance						
b. Predictors: (Constant): Training design						

Table 4.4.1.2 presents the analysis of variance of the variables adopted. Where the dependent variable with large value of regression sum of squares 34.340 in relations to the residual sum of squares with value of 20.562 where this value indicates that the model does not fail to explain the variation in the dependent variable. Hence, the estimated F-value given as 281.475 as given in the table above with significance value of 0.000, which is less than p-value benchmark of 0.05 which means that descriptive variable elements can equally affect change in the dependent variable (i.e.Employee performance).

Table 4.4.1.3 Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.083	.286		3.792	.000
	Training design	.820	.067	.791	12.260	.000
a. Dependent Variable: Employee performance						

The coefficient table above shows that the simple model articulates Training design as it affects employee performance. According to the coefficient table displayed in table 4.4.1.3, the t-test coefficient is 12.260 and the P-value is 0.000 which is far less than 0.05 which is the benchmarked P-value. This by implication means that the adopted variables are statistically significant to each other at 5% significant level.

The simple linear regression analysis was applied in testing hypothesis one and the decision to be taken depends on the P values. For this hypothesis therefore, the decision rule is to reject the null hypothesis and accept the alternate hypothesis where the P value is less than 0.05 or to accept the null hypothesis (H_0) and reject the alternate hypothesis (H_{01}) where P value is greater than 0.05.

Since the coefficient of Training design is positive, this passes the sign test and shows that it has a significant effect on employee performance. From the above table, it was shown that the significance level is .000 which is below the benchmark of 0.05 P-value. Hence, the null hypothesis is rejected and the alternative hypothesis which states that Training design by management has significant effect on employee performance. This result goes in line with what was discovered by Ohaeri, Umuagwo and Chukwu (2016) in their study titled the Manpower development and employee service delivery: a study of Enugu state local government service commission

Since **hypothesis one** coefficient is 0.000 which is far less than 0.05, the null hypothesis (H_0) is rejected and the alternate hypothesis is accepted. Therefore, Training design as adopted by management has significant effects on employee performance of MTN group Ilorin.

4.4.2 Test of Hypothesis Two

H_{02} : On-the job training has no significant effect on employee performance of MTN group Ilorin

Table 4.4.2.1 Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.797 ^a	.635	.631	.36584
a. Predictors: (Constant): On-the job training				

The table 4.4.2.1 above indicates the model summary of the hypothesis one and it shows that R Square is .635 indicating 63% of relationship between the crossed variables, hence making it linearly related as it is close to 1.

Table 4.4.2.2 ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	20.944	1	20.944	290.888	.000 ^b

	Residual	12.046	168	.072		
	Total	32.989	169			

a. Dependent Variable: Employee performance

b. Predictors: (Constant): On-the job training

Table 4.4.2.2 above presents the analysis of variance of the variables. Where the dependent variable with large value of regression sum of squares 20.944 in relations to the residual sum of squares with value of 12.046 where this value indicates that the model does not fail to explain a lot of the variation in the dependent variable. Hence, the estimated F-value given as 290.888 as given in the table above with significance value of 0.000, which is less than p-value benchmark of 0.05 which means that descriptive variable elements can mutually affect change in the dependent variable (i.Employee performance).

Table 4.4.2.3 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.795	.219		8.210	.000
	On-the job training	.640	.051	.797	12.509	.000

a. Dependent Variable: Employee performance

The coefficient table above shows that the simple model expresses On-the job training as it affects employee performance. According to the coefficient table displayed in table 4.4.2.3, the t-test coefficient is 12.509 and the P-value is 0.000 which is far less than 0.05 which is the benchmarked P-value. This by implication means that the adopted variables are mathematically and statistically significant to each other at 5% significant level. The simple linear regression analysis was applied in testing hypothesis two and the decision to be taken depends on the P values. For this hypothesis therefore, the decision rule is to reject the null hypothesis and accept the alternate hypothesis where the P value is less than 0.05 or to accept the null hypothesis (H_0) and reject the alternate hypothesis (H_{o2}) where P value is greater than 0.05.

Since the coefficient of On-the job training is positive, this passes the sign test and shows that it has a significant effect on the employee performance MTN group Ilorin. From the above table, it was shown that the significance level is .000 which is below the benchmark of 0.05 P-value. Hence, the null hypothesis is rejected and the alternative hypothesis which states that On-the job training has significant effect on employee performance. This result goes in line with what was discovered by Timothy, Abu, Dennis, Idonije and Isah (2022) The Effects of Training on Employee Performance in an Organization

Decision: Since **hypothesis two** coefficient is 0.000 which is far less than 0.05, the null hypothesis (H_0) is rejected and the alternate hypothesis (H_{a2}) is accepted. Therefore, On-the job training has no significant effect on employee performance of MTN group Ilorin.

4.4.3 Hypothesis Three

H_{03} Training delivery skill has no significant effect on employee performance in MTN group

Table 4.4.3.1 Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.648 ^a	.420	.413	.56062
Predictors: (Constant): Training delivery The table 4.4.3.1 above indicates the model summary of the hypothesis two which indicates that R Square is .420 indicating 42% of relationship between the crossed variables. The R Square being at 42% may be as a result of other variables not included in the model. However, the R .648 (64%) shows a significant closeness to 1.				
Table 4.4.3.2 ANOVA ^a				

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	20.453	1	20.453	121.744	.000 ^b
	Residual	28.286	168	.168		
	Total	48.739	169			
a. Dependent Variable: Employee performance						
b. Predictors: (Constant): Training delivery						

Table 4.4.3.2 above presents the analysis of variance of the variables. Where the dependent variable with large value of regression sum of squares 20.453 in relations to the residual sum of squares with value of 28.286 where this value indicates that the model does not fail to explain a lot of the variation in the dependent variable. Hence, the estimated F-value given as 121.744 as given in the table above with significance value of 0.000, which is less than p-value benchmark of 0.05 which means that descriptive variable elements can mutually affect change in the dependent variable (i.e Employee performance).

Table 4.4.3.3 Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.988	.407		2.425	.000
	Training delivery	.724	.090	.648	8.067	.000
a. Dependent Variable: Employee performance						

The coefficient table above shows that the simple model expresses Training delivery as it affects firm's Employee performance. According to the coefficient table displayed in table 4.4.3.3, the t-test coefficient is 8 .067 and the P-value is 0.000 which is far less than 0.05 which is the

benchmarked P-value. This by implication means that the adopted variables are scientifically significant to each other at 5% significant level.

The simple linear regression analysis was applied in testing hypothesis one and the decision to be taken depends on the P values. For this hypothesis therefore, the decision rule is to reject the null hypothesis and accept the alternate hypothesis where the P value is less than 0.05 or to accept the null hypothesis (H_0) and reject the alternate hypothesis (H_{03}) where P value is greater than 0.05.

Since the coefficient of Training delivery is positive, this passes the sign test and shows that it has a significant effect on employee performance of MTN group Ilorin. From the above table, it was revealed that the significance level is .000 which is below the benchmark of 0.05 p value. Hence, the null hypothesis is rejected and the alternative hypothesis which states that Training delivery has significant effect on employee performance of MTN group Ilorin. This result supports the work of Igbokwe-ibeto, Osakede and Anazodo (2015) titled the The Effect of Manpower Planning and Development in Lagos State (Nigeria) Civil Service Performance. Since hypothesis three coefficient value is 0.000 which is far less than 0.05, the null hypothesis (H_0) is rejected and the alternate hypothesis (H_{03}) is accepted. Therefore, Training delivery has significant effect on employee performance of MTN group Ilorin.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Preamble

This chapter is divided into four basic sections and these are; summary of findings, conclusion, recommendations and suggestions for further studies. The first section discusses the summary of findings where the findings were discussed extensively, also conclusion was explained and recommendation and suggestion for further studies were not neglected.

5.2 Summary of Findings

The following are the summary of the findings;

Hypothesis one Training design does not have any significant effect on employee performance of MTN group Ilorin was found null. Hence, the alternate hypothesis which states that Training design has any significant effect on employee performance of MTN group Ilorin was accepted

through findings made in this study. This study is however in support of what was discovered by (Ohaeri, Umuagwo and Chukwu .,2016)

Hypothesis two which stated that On-the job training has no significant effect on employee performance of MTN group Ilorin was rejected while the alternate hypothesis was accepted. The alternate states that On-the job training has significant effect on employee performance of MTN group Ilorin was accepted. This finding aligns with what was found in the study of (Timothy, Abu, Dennis, Idonije and Isah., 2022)

Hypothesis three which stated that Training delivery skill has no significant effect on employee performance in MTN group was rejected while the alternate which states that Training delivery skill has significant effect on employee performance in MTN group was accepted. This is in line with what was discovered in (Igbokwe-ibeto, Osakede and Anazodo .,2015).

5.3 CONCLUSION

For the purpose of this research, the study concludes that:

The study concludes that training designed by the organization to help the employees to grow and learn which will eventually bring about increase in employees' performance of MTN group Ilorin.

The study also concludes that on-the job training helps employee's initiation and skills advancement is achieved more rapidly and employees benefit from relating with co-workers. This will significantly affect the performance of workers of MTN group Ilorin.

In addition, the study concludes that training delivery skill will also allow employees of MTN group Ilorin on different levels of intellect to gain the required knowledge from the training program.

5.4 RECOMMENDATION

In relations to the above findings and conclusion, the study recommends that;

For MTN group Ilorin to reap the full benefits of a training initiative, organizations should ensure that they identify where training needed and it should be done more professionally in conjunction with the line manager as well as the individuals involved together with the personnel department. Everyone involved should agree exactly to what the trainees are lacking, for instance what skill is needed, and what attitudes need to be changed toward work performance.

MTN group Ilorin management should make sure that their employees are free to work independently and experience a series of positive results such as better job satisfaction , organizational commitment, innovative behavior and work performance. The deficiency of delegations is correlated with the communication gap between subordinates

Training should be a continuous process that every organisation must maintain for its continuity. Therefore MTN group Ilorin should also as matter of necessary spend appreciable amount of time and money to ensure the continuous training of employees in order to increase their productivity in a competitive environment.

5.5 SUGGESTION FOR FURTHER STUDY

The following suggestions for further studies were made based on the outcome of this study. Similar studies need to be carried out on other telecommunications companies, industries, and government organizations. Such findings will improve organizational strategies and serve as material for further research.

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SECTION A: Bio-data (Please tick whichever is applicable)

- 1) Gender: Male () Female ()
- 2) Age: 21-30 years () 31-40 years () 41-50 years () 51-60 years ()
- 3) Educational Status: OND/NCE () B.Sc./HND () MBA/Msc () PhD () Post-Doctoral ()
- 4) Marital Status: Single () Married () Divorce () Others ()
- 5) Working experience: 1- 5 years () 6-10 () 11 and above ()
- 6) Staff category: Senior staff () Junior staff ()
- 7) Employment Status: Permanent () Casual ()

SECTION B:

Please tick (✓) the column that is applicable to you using the following key:

SA – Strongly Agree, A – Agree, N- Neutral, D – Disagree, SD – Strongly Disagree

S/N	Research Statements	SA	A	N	D	SD
	TRAINING DESIGN					
1	Good training ensures that identified employee skill gaps are adequately captured					
2	Staffs' training is thought to be crucial as it identifies with workers' change and yield					
3	Positive attitude towards training eliminates problems associated with the man-power training challenges					

4	Good training design ensures that identified employee skill gaps are properly captured					
5	Orientation is highly essential for newly recruited staff to enable them gain self - confidence and perform more efficiently.					
6	Manpower development is essential in order to cope with increasing advancement in technology					
ON THE JOB TRAINING						
7	Training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately					
8	Frequent supervision from higher government authorities is a tool to solve the problems associated with employee training					
9	Training as it is observed exposes employees to skills necessary for effective job performance					
10	Training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately					
11	Both training and development result in creating a change in an individual					
12	The purpose of training and development has been identified to include; creating a pool of readily available and adequate replacements for personnel who may leave or move up in the Organization.					
TRAINING DELIVERY SKILL						
9	The style chosen by the instructors affect the level of participation by employees in a training program					
10	Training delivery skill can affect the level of completion in training programs					
11	The delivery style of a training program ensures its objective is achieved					
12	The delivery style of a training program can affect employee performance					
13	Technological innovation affect the content, nature and training needs of the organization					
14	The attitude of top management towards training is a positive one					

EMPLOYEE PERFORMANCE					
15	The selection criterion gives equal opportunity to all categories of workers.				
16	good training is responsible for efficiency and effectiveness in work places				
17	Performance and productivity increase due to the positive attitude of employees				
18	Workers practice what they learn in the process of discharging their duties				
19	Most of the employees consider training and development vital for job				
20	Training and development boost up the morale of the employees				
21	Performance and productivity increase due to the ability of the employees				
22	High morale employees give better performance				