

**IMPACT OF TRAINING ON EMPLOYEE'S PERFORMANCE IN
MANUFACTURING INDUSTRY**

(A Case Study of 7up Bottling, Ilorin)

BY

OBARAFIU SAHEEDAT AMOKE

ND/23/BAM/PT/0200

**BEING A PROJECT SUBMITTED TO THE DEPARTMENT OF
BUSINESS ADMINISTRATION AND MANAGEMENT,
INSTITUTE OF FINANCE AND MANAGEMENT STUDIES.**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF
NATIONAL DIPLOMA (ND) IN BUSINESS ADMINISTRATION AND
MANAGEMENT, KWARA STATE POLYTECHNIC, ILORIN.**

AUGUST, 2025.

CERTIFICATION

This research work has been read and approved as meeting the requirement for the award of National Diploma (ND) in Business Administration and Management, Institute of Finance and Management Studies Kwara State Polytechnic, Ilorin.

MR. DOTUN OBAFEMI.
(Project supervisor)

DATE

MR. ABDULLAHI I
(Project Co-ordinator)

DATE

MR. ALAKOSO I
(HEAD OF DEPARTMENT)

DATE

EXTERNAL EXAMINER

DATE

DEDICATION

This research work specially and firstly dedicated to Almighty, God the most beneficent and most merciful. I also ascribe much gratitude to the same God who along is the source of all inspiration, wisdom, knowledge and understanding who upright by me from the inception till the end of my programme.

ACKNOWLEDGEMENT

My appreciation goes to Almighty God for his guidance and protection over my life up till moment and for the mercies he has granted me in the course and my pursuit of this National Diploma programme may his be high glorified.

My profound appreciation goes to my honest dedicated supervisor MR. Dotun Obafemi who took is official as well as issue on how to pursue through my project work and made my use comment, contribution and correction.

I am very grateful to the Head of the Department of Business Administration and Management Mr. Alakoso I. for his encouragement and all lecturers in my Department for your support and Advice.

I will like to express my gratitude to my family especially my love parents Mr & Mrs Obarafiu for their limitless effort in aspect of finance, prayer and encouragement, I pray they shall wait to eat the fruit of their labour.

In a special way I will like to appreciate my supporting friends that stood by me during my study.

GOD BLESS YOU ALL.

TABLE OF CONTENTS

Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Table of content	

CHAPTER ONE: INTRODUCTION

1.1	Background of the Study	1
1.2	Statement of the Problem	2
1.3	Research Questions	3
1.4	Objectives of Study	3
1.5	Research Hypotheses	4
1.6	Significant of the Study	4
1.7	Scope of the Study	4
1.8	Definition of key terms	5

CHAPTER TWO: LITERATURE REVIEW

2.1	Introduction	7
2.2	Conceptual Framework	7
2.3	Theoretic Framework	25

CHAPTER THREE: METHODOLOGY

3.1	Introduction	28
3.2	Research Design	28

3.3	Population of the study	28
3.4	Sampling size And Sampling Techniques	29
3.5	Method of Data collection	29
3.6	Instrument of Data Collect	30
3.7	Method data analysis	31
3.8	Historical Background of Case Study	32

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.0	Introduction	33
4.1	Analysis of data collection	33
4.2	Testing Of Hypothesis And Interpretation	41
4.3	Discussion Of Findings	42

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1	Summary	45
5.2	Conclusion	45
5.4	Recommendation	46

References

Appendix

CHAPTER ONE

1.0 Introduction

1.1 Background to the Study

Many companies do not regard training as an effective tool and professional activity. And in many cases training officers are not themselves trained. Many are held and employees are sent to college without any serious, through being given to the real training needs of the company. Some organization or firm have noted the waste of money or external training course objective is often defined, these should be determined together with the staff qualification and experience course.

A system of reporting back after such course is essential. The report should go to the training officer as well as to the department head. In addition individual must be given an opportunity to use the knowledge gained. When skill and knowledge required have been noted, a training programme is the need to train instructional progress. These programme should be of course the periodically evaluated. The training officer therefore advise on management of training policy, basing his advise on training needs. He analyses jobs to identify skills, he plans programmes and evaluate cost of training also he must keep abreast with method of training and these include programmed learning.

The organization committee are to ensure that staff get the most form of their job and able to access personal development opportunities and in order to achieve they will. Implement keep policy to deliver in order to achieve they will of staff development and training. Provide the resources to implement the staff development and training programme. Ensure efficient communication and staff development and training opportunity. Developed a learning, culture and workers towards becoming a learning organization. Ensure investor in people standard is met in all aspect of people's management

The report should go to the training officer as well as to the departmental head. In addition, individuals must be given an opportunity to use the knowledge gained. When the skill and knowledge required have been noted, a training programme is the need to

train instructional progress. These programmes should be of course that periodically evaluated. The training officer, therefore, advise the management of the training policy, basing his advice on training needs. He analyses jobs to identify skills, he plans programmes and evaluate cost of training also he must keep abreast with method of training and these include programmed learning.

The organization committee are to ensure that staff get the most form of their job and are able to access personal development opportunities and in order to achieve they will need to follow these procedure below:

- Implement key policies to deliver in order to have high quality of staff development and training.
- Provide the resources to implement the staff development and training programme.
- Ensure efficient communication and staff development and training opportunity.
- Developed a learning culture and workers towards becoming a learning organization.
- Ensure the investor in people, standard is met in all aspect of people's management.

1.2 Statements of the problem

It has been observed that technological change in machinery method of production material to be used, product to be introduced all these pose problem of the organization. All these must be taken into consideration while making on the training and development of employees.

Prior to training, wastage of resources was the other of the day; people are not competent because of lacking of technical know how which invariably lead to inefficiency of worker.

More accident of the job was recorded because worker did not know how to handle most of the equipment in the organization. This will substantially effect the workers and the firm as well.

Therefore adequate training and development programme should provided in for the organization. This is to current the following under listed problem form occuring in the organization i.e if employees are not trained in an organization on there will increase in the number of the breakage and spoilage during and after production progress. High rate of labour turn over and procedure increase in the number of accident, increase wastage of time on a given task or job; low quality of performance much more constant and unnecessary supervision

1.3 Research Questions

- i. Does training of staff have impact on productivity industries?
- ii. Does training have any relationship between marketing and sale of industrial product?
- iii. Does training of staff can reduce industrial hazard?
- iv. Does training of staff can increase motivation of staff in manufacturing industries?

1.4 Objectives of the study

This study is designed to examine impact of training and development on employee performance in manufacturing industry, a case study of Kam-wire Industry Ilorin. The following are the objectives of the study.

- i. To examine the impact of training and development on employee performance
- ii. To assess the impact of training on sale of industrial goods
- iii. To Asses the impact of training on industrial hazard
- iv. To examine whether training can increase employee motivation

1.5 Research hypothesis

The following hypothesis are formulated to test the validity of the statement:

Ho: Training and development does not have any impact on employee performance

Hi: Training and development have impact on employee performance

Ho: Training of employee does not have any impact on sales of industrial goods

Hi: Training of employee have impact on sales of industrial goods

Ho: Training of employee does not reduce industrial hazard in Kamwire Industry

Hi: Training of employee reduce industrial hazard in Kamwire Industry

Ho: Training of employee does not can increase employee motivation in Kamwire Industry

Hi: Training of employee can increase employee motivation in Kamwire Industry

1.6 Significance of the Study

The research study will be very useful to the business study students various higher institution it is also significant to the workers of the pipeline production marketing company, as some will increase their efficiency and effectiveness in the organization. The research will also be useful to those who which to know more about man power training or how to develop the employee's skills in an organization which will lead to efficient and effectiveness at profit.

1.7 Scope of the study

The entire aspect of this research project is based on manpower training as business entities using Kamwire Industry Ilorin Branch as case study. It also cover briefly on employeeed productivity and various ways to be followed in eveluating training method in operating of the organization was examining.

The same also goes for the information presentation method goes and other important issue. This project research work will carry out with 2022-2023

1.8 Definition of terms

Training: Training can be defined as an experience discipline or a general process which causes people to acquire new skills and knowledge and predetermined behaviours. It can also be defined as the acquisition of practical knowledge and skills. It can acquire more responsibilities as a short period to improve productivity.

Tools: These are instruments that are implemented for carrying out certain processes of work.

Staff: This refers to a group of employees working together in an organization ranging from the newly employed staff of the lowest position in the organization hierarchy.

Development: This is a long term learning process designed to develop officers acquainted with changes.

Management: This can be defined as planning, organizing, controlling, and directing of organizational resources in order to achieve specific goals or objectives. And it is also the act of getting things done through people or by the people.

Planning: This is the process of deciding what should be done, it also involves decision by management about what to be done in future, how to do it and who is to do it, planning in an organization enables it gives the ability to forecasting the future in order to achieve a specific goal.

Organization: In a management context means defining the tasks to be completed in order to achieve corporate goals and the grouping of the work into logical units and allocating authority and responsibility to carry out the tasks.

Productivity: This refers to the result or the output of a given employee in an organization showing how efficient he/she has been.

Job: A job consists of a result or the output of a given employee in an organization showing efficient tasks.

CHAPTER TWO

LITERATURE REVIEW

2.1 Conceptual Framework

2.1.1 Concept of Training

Training has been defined differently by different authors. It is a systematic acquisition and development of the knowledge, skills, and attitudes required by employees to adequately perform a task or job or improve performance in the job environment. (Tharen Saks Moore 2007:252). Another concept opines that training primarily focuses on teaching organizational members on how to perform their current jobs and helping them acquire the knowledge and skills they need to be effectively performers (Jones George and Hill, 2000). Other scholars view training as “a planned process to modify attitude knowledge or skill behavior through learning experience to achieve effective performance in any activity or range of activities” (Beardwell and Holden, 2001:324). Its purpose is to develop the abilities of the individual and to satisfy the current and future needs of the organization. These definitions did not consider the dynamic and changing nature of the environment in which organizations operate (Okanya 2000).

It also implies that training automatically translate to organizational performance skills needed by employees are continuously changing besides, the ever changing improvement on information and technology makes knowledge and skills obsolete in a short while this implies that employees should align their needs to that of the organization`s requirements and their own long term development and the human resources department should consider the current and future needs of the organization when planning for employee training (Holden 2001).

These divergent views notwithstanding, all the scholars seem to point to one fact that the training aims at improving organizational performance. There has been a general resistance to investment in training in organization until recently because of the presumption that employees hired under a merit system are qualified and trained for their

jobs (Okotoni and Erero 2005). It was further assumed that if that was not the case then it means that initial selection of personnel was faulty (Shalil, 1956). This assumption no longer holds as the need for training became evident in all sectors (Okotori and Erero 2005). Training offers a way of developing skills enhancing productivity and quality of work, and building worker loyalty to the firm.

Training has become the Holy Grail to some organizations, an evidence of how much the management truly cares about its workforce (Hamid, 2011). Hamid (2011) went further to say that the effectiveness with which organizations manage, develop, motivate, involve and engage the willing contribution of those who work in them is a key determinant of how well these organizations perform. The importance of training has become more obvious given the growing complexity of the work environment, the rapid change in organization and technological advancement which further necessitates the need for training and development of employees to meet the challenges. Training helps to ensure that organizational members possess the knowledge and skills they need to perform their jobs effectively, take on new responsibilities, and adapt to changing conditions (Jones George and Hill, 2000) similarly, training helps improve quality, customer satisfaction productivity, morale management succession, business development profitability and organizational performance.

Usually, before training programmes are organized efforts are made through individuals and organization's appraisals to identify the training needs (Olaniyan&Ojo, 2008:327) after the training programme, an evaluation is carried out to ascertain the effectiveness of the programme in line with the need, which had been identified (Olaniyan&Ojo 2008). The essence of evaluation is to know the extent to which the training has positively affected the employees productivity, organization development follows the development of individual who from the organization. It therefore follows that no organization becomes effective and efficient until the employee has acquire and applied the required skills and knowledge.

2.1.2 Purpose of training

A number of authors recognize the purpose of training as being to develop capacities of employees and by extension presents an investment in human resources (Ulrich and Lake 1990) the quality of employees and their development through training and development through training and education are major factors in determining long-term profitability of any business ventures

Human resources professionals also believe that an organization is only as good as its employees and this understanding suggests that training should be more specifically responsive to employees training needs (Noe, 2008). Arguing in the same line Bratton and Gold (2000) affirm that successful corporate leaders recognize that their competitive edge in today's market place is their people, they also knowledge that few organization know how to manage human resources effectively. Primarily because traditional management models are inappropriate in today's dynamic work environment.

To manage an organization both large and small requires staffing them with competent employees the formal educational. System in Nigeria does not adequately teach specific job skills for a position in a particular organization and few employees have the requisite knowledge, abilities, skills and competencies needed to make substantive contribution towards the organizations growth.

Smith (2010) opines that training motivates employees and make them more productive and innovate. Smith asserts further that the reasons why training makes sense include, well-trained employees are more capable and willing to assume more control over their jobs. They need less supervision, with free management for other tasks, employees are more capable to answer from customers which enhances customer loyalty. Furthermore, employees who understand their job, complain less are satisfied and more motivated and thus improve management employee relationships. Health field arguing in the same direction. Opines that the opportunity to continue to grow and develop through

training and development is one of the most important factors in employee motivation (Health field, about.com Guid).

2.1.3 Types of Training

The type of employee training which is best suited to a particular organization depends on a number of considerations. The skill gap to be filled, the job description, the employee present qualification and the challenges faced by the employee in performing his/her job. The approaches that can be used in implementing training fall broadly into two categories namely.

On the job and off the job techniques, notwithstanding that some of the training techniques cut across (Kempton 1995)

- **On-the-job-training**

Adamu (2008) asserts that on-the-job training is designed to impart knowledge of job by working under an experienced worker, the trainer or the experienced worker teaches and advises the trainee on specific methods and techniques of doing the job, in some cases the trainee is expected to learn by watching the master, the trainee is learning and at the same time working, although the trainee's output will not be much, the procedure is usually unsystematic and most times, it is by trial and error.

- **Off-the-job-training**

Off-the-job-training is a process of acquiring skill and knowledge at a location different from the employee office, it includes group discussion, individual tutorials, lectures, reading, training courses and workshops (Kempton 1995) it permits individuals to leave their primary place of work for a different location. Its advantage includes, the trainee's ability to concentrate, analyze past behavior and reflect on what has been successful and what has not (Okanya 2008), this kind of training offers an opportunity to impart knowledge and skills that can be learnt or practiced in a safe and conducive atmosphere.

2.1.3 The concept of psychological contract

The concept of psychological contract help us understand employment relationship between employer and employee, especially in respect to training psychological contract concept was developed by Denis Rousseau in contemporary research. However, its origin could be traced to as far as 1960.

While there has not been one universally accepted definition of psychological contract, most authors tend to see it as an implicit understanding of mutual obligation between an employer and an employee. The most widely accepted definition of psychological contract is that of Rousseau in his book titled “Psychological contract in organization” as the psychological contract is individual beliefs, shaped by the organization, regarding term of an exchange arrangement between the individual and their organization”.

When used in terms of training, the psychological contract helps us understand that some employers invest in training as a sign of trust in their employees and also as a way of ‘buying’ their commitment and loyalty (Okanya 2008). It also shows that they are valued by the organization. It has argues that organizations that recognize the importance of psychological contracts and have invested in lifelong learning characterized by long term, high trust, HRD strategies embracing education, training and career development have had positive responses from employees even in conditions of adversity (Graeme et al. 1999).

2.1.4 Identification of training needs in an organization

The popular saying that “a problem identified is half solved” suggests the need to enumerate the different ways of identifying employee training needs in an organization Nielson (2010) opines that an overall organizational training needs assessment is a through examination of what is currently being trained, what knowledge, skill and abilities should be added presently and in future. Depending on the matter, assessment method could vary (Nelson, 2010), Nelson (2010) further notes that training needs could be identified in the following ways:

- ❖ A felt perceived need: This is an overall desire for improvement in a certain subject area
- ❖ Comparative needs: These are needs that are identified by comparing the training audience to set of criteria
- ❖ Response to a failure of some type: This could be as a result of the organization's liability to meet a set goal for a particular
- ❖ If current training is not meeting its objective, there becomes a need to retrain.

2.1.5 Training Needs Assessment

Training needs assessment methods differ. From one organization to another depending on the goals, the timeline for the intervention, staffing and budget, that the most common needs assessment tools is a survey (written or online) (Nelson 2010), job analysis is another method of identifying training needs and this has to do with the comparison of job performed with job descriptions or managers description, or even expected output, other tools as enumerated by Nielson (2010) are:

- ❖ Competency identification
- ❖ Operational measurements

2.1.6 Training and organizational performance

It is very necessary for the organization to design training in a very careful manner (Armstrong 2000). The design of training should be according to the needs of the employees (Khan, Khan and Khan, 2011). The organizations which develop a good training design according to the need of the employees as well as the organization get a good results.

Mathis and Jackson (2000) assert that there are three primary considerations when designing training. They are (1) determining learners readiness (2) understanding different learning style and (3) designing training for transfer, for training to be successful and capable of influencing the organizational performance, the trainees must have the basic skills necessary for learning, the motivation to learn and possess self-efficiency.

2.1.7 Implication of training delivery style employees performance

Training delivery style is a very important part of training (Armstrong 2000). Thus if someone is not delivering the training in an impressive style and not capturing the attention of the audience, it means the trainer is wasting the time.

Once training has been designed then the actual delivery of training can begin the general recommendation is that training should be pilot-tested or conducted on a trial basis in order to ensure that the training meets the needs identified and that design is appropriate (Mathis and Jackson 2004).

METHOD OF TRAINING

Training methods refer to the means by which learning contents are communicated to learners or trainee, the effectiveness of training depends on the methods and techniques use. However, choice of any method by an organization will depend on cost, time available, number of employees to be trained, the dept of knowledge required and the trainees background (Adamu, 2008).

❖ Apprenticeship

Apprenticeship is a system of training of a new generation of practitioners of structured competency based on set of skills. Apprenticeships ranged from craft occupations or trades to those seeking a professional license to practice in a regulated profession. (Eziegbo, 2011) most of their training is done while working for an employer who helps the apprentices learn their trade or profession exchange for their continuing labour for an agreed period (Say 4-6-years) after they have achieved measureable competencies.

❖ Induction/orientation

This type of training is carried out for new entrants on the job to make them familiar with the total corporate requirement like norms ethics, rules and regulations of the organization (Olaniyan and Ojo, 2000) this training is concerned with the introduction of new employees into new roles usually during their first day in office.

❖ Job rotation

This is a training techniques that assigns trainees to various job and department over a period of few years, job rotation is an effective approach to management development in the individual is moved from a schedule of assignments designed to expose him or her to the entire operation of the organization.

❖ E-learning: on-line training

E-learning is the use of the internet or an organizational interest to conduct training on-line. As more and more employees use computers and have access to internet portals, their employers look for training opportunities on-line that will be beneficial to the employee comparison of principal characteristics of training and development.

Comparison chart

BASIS	TRAINING	DEVELOPMENT
Comparison meaning	Training is a learning process in which employee get an opportunity to develop skill competency and knowledge as per the job requirement	Development is an educational process which is concerned with overall growth of the employee

Source: (Ezigbo 2011)

2.1.8 Difference Between Training and Development

Some authors use the term “training” and “development” as synonyms. However, some view the two concepts as being different. Jones, George and Hill (2000) posit that training primary 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. Development on the other hand focuses on building the knowledge and skills

of organizational members so that they will be prepared to take on new responsibilities and challenges (Ezigbo 2011).

Training is any learning activity which is aimed at the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task, while development is a learning activity which is directed towards future needs rather than present needs (Adamu 2008).

2.1.9 Human resources management (hrm) process vis-avis employee training

Stoner Freeman and Gilbert (2007), refers to HRM as the management function through which managers recruits select, train and develop organization members the HRM process is an ongoing procedure the right people in the right positions, when they are needed.

Stoner, Freeman and Gilbert (2007) go further to explain the seven basis activities of the HRM process.

- ❖ **Human resource planning:** this activity has to do with ensuring that personnel needs are constantly and appropriately met. It is accomplished through analysis of internal factors such as current and expected skill needs, vacancies departmental expansions and reduction and factors be the environment which include the labour market, the host community and operation equipment and materials.
- ❖ **Recruitment:** this is concerned with developing a pool of job candidates in line with the human resource plan.
- ❖ **Selection:** this activity involves the use of application forms curriculum vitae, interviews, employment and skills test to evaluate and screen job candidates for the HRM manager who has the responsibility to finally select and hire a candidate
- ❖ **Orientation:** this stage of the HRM process ensures that the selected individual fit smoothly into the organization new employees are introduced to

their colleagues, acquainted with their responsibilities and informed about the organization's culture, policies and expectations regarding employee behavior

- ❖ **Training and development:** Training and development aim at increasing employees abilities to contribute to organizational effectiveness
- ❖ **Performance appraised:** the next stage becomes the comparison of individual's job performance to standards or objectives development for the individuals position
- ❖ **Promotions, transfer, demotions and separation:** High performers may be promoted or transferred to important position to help them develop their skills.

2.1.10 Effects of employee training on employee

Stoner, Freeman and Gilbert, (2007). It is the process that guides and maintains goal-oriented behavior motivation is a human psychological characteristics that contributes to a person's degree of commitment.

Training is an excellent source of motivation, when an organization sends an employee for training, obviously, that employee will be motivated to perform.

2.1.11 Measuring the impact of training on organizational performance

Evaluation the impact of investments in people (such as training) helps to justify the costs incurred, validate the intervention as a business tool, and aid the design and selection of future investment methods.

Evaluation is a systematic process of determining the significance or worth of subject, using criteria governed by a set of standards. It can assist an organization to assertion the degree of achievement or values in regards to the aim and objectives of an undertaken project.

2.2.12 Productivity

Productivity is the measure of efficiency of production. It is calculated as the ratio of production output to input productivity measure is define as the total output per one unit of total input. The measurement of productivity is geared towards finding out the effectiveness and efficiency of all resources employed in production. Resources include

time, money, material, labour, knowledge, information, space and energy (Scott & Grant 2012)

The overall aim of all motivational tools whether intrinsic or extrinsic is to increase employees productivity. Training is a motivational tool. The knowledge that the employee gets after the training process becomes a stimulus which drive him/her to improve performance.

2.2 Theoretical Framework

There are two main theoretical approaches towards employee training namely, the human capital approach and technology-based approach.

According to Luo (2000) the human capital approach regards training as investment in human capital. Thus, training is provided only when the benefit from productivity gains is greater than the cost of training. On the other hand, the technology-based approach regards training as a skill formation process. According to this approach the expanded in the contemporary period is driven by the rapidly changing technologies and work organization.

Luo (2000) opined that the confusion about employee training comes in the following ways, first, it is not inherently or immediately related to the technical aspects of specific job tasks, second, prior need. Analysis is rarely connected for such training, despitesuggestions to do so in many training handbooks.

2.2.1 Theoretical models linking training to organizational performance

The knowledge and skills of workers acquired through training have become important in the face of the increasingly rapid changes in technology, products and system (Thang, Quangand Buyens2010). Most organizations invest in training because they believe that higher performancewill result. Although Michigan School model acknowledge the importance of motivating and rewarding people. It concentrates most on managing human assets to achieve strategic goals (Pinnington and Edwards 2000)

A second “SOFT” HRM Theoretical model to show how human resource management (HRM) policies can affect employees and organizational outcomes was developed by Guest. The central hypothesis of Guest's model is that if an integrated set of HRM practices is applied with a view to achieving the established goals, employees' performance will improve. It also assumes that this will translate to an increase in organizational performance. The strength of Guest's model is that it is a useful analytical framework for studying the relationship between HRM policies and organizational performance.

2.2.2 Successful Models of Training and Development

There are many models of training and development that have significantly impacted the organizational setting, such as instructional systems design (ISD), Human performance technology (HPT), performance-based instructional design (PBID) and total quality management (TQM). These models originated from research in the area of organizational development.

2.2.3 LEARNING THEORIES

Armstrong (1996) emphasizes that training should be developed and operated within an organization by appreciating learning theories and approaches. For training to be well understood, the success of a training program depends more on the experts' belief that if trainees do not learn, it is probably because some important learning principle has been overlooked.

Laing (2009) argues that trainees could return empty with nothing to contribute, even when the organization has done all that is necessary to ensure a successful training program. According to him, this could happen if a wrong candidate has been selected for the training program.

Training therefore can be explained as a planned and systematic effort by management aimed at altering the behavior of employees to achieve organizational goals.

CHAPTER THREE

3.1 Research Methodology

This chapter examines the research methodology employed in carrying out this research work, as stated in chapter one, the purpose of carrying out this research work is to know the impact of training on employee performance in manufacturing industries. Therefore the data collected are thus channeled towards this goal.

3.2 Research Design

Ninety five questionnaires were collected after one week, 95 of them gives the response to our questionnaire, after checking rate was 83% these 79 questionnaire was undertaken using statistical packages for social sciences (SPSS) all mean and medians were calculated using SPSS. Descriptive statistics was used to determines the independent variables and to conclude the results on the basis of secondary and primary data most of the result consisted of secondary data.

3.3 Population of the study

The population of the study are made up of staff of Kamwire Industry, Ilorin (Kwara State).The population of (100) respondents were drawn from large population of staff of Kamwire Industry, Ilorin. Simple random sampling method was adopted and data were collected from respondent randomly has the advantage of being an unbiased method which each element of the population having an equal and independent chance of being included in the sample. It is therefore seen as being a true representation of the population used.

3.4 Sample size and sampling technique

Since it was impossible for the researcher to reach out to the entire population, so the total population of the respondent(100). To determine the optimum sampling size therefore, the researcher adopted the Taro Yarmano Model of sampling size determination represented by this formula below

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

Where n = Sample size required

N = Number of people in the population

e = Allowable error(%)

$$n = \frac{100}{1 + 100 (5\%)^2}$$

$$n = \frac{100}{1 + 100 (0.05)^2}$$

$$n = \frac{100}{1 + 100 (0.0025)}$$

$$n = \frac{100}{1 + 0.25}$$

$$n = \frac{100}{1.25}$$

$$n = 80$$

3.5 Method of data collection

The technique used in gathering data in this project work are:

- a. Primary data
- b. Secondary data

The primary data include observation and interview in order to gather relevant information.

The secondary data includes, reviewing of relevant facts or literatures, textbooks and journals. But for the purpose of this study some information cannot be gathered through primary source. And so to enable to collect enough materials and to make a successful write-up the source of data is mostly from secondary data.

3.6 Instrument of Data Collection

Both the primary and secondary data was used as the instrument of collecting of data in this research work.

Primary data was collected using questionnaire while the secondary data was source from journals, textbooks, Internet and write up's which area related to this research topics

CONSTRUCTION OF PRIMARY INSTRUMENT:- The primary instrument saw us using questionnaire and it was drafted by the researcher and answered by the respondents.

3.7 Methods of Data Analysis

The data were analyzed using statistical package for social science SPSS version 20. A simple liner regression analysis were employed in order to investigate the impact of training and development on employee performance and this ensure how the beta coefficients (B) predicts or contribute to employee performance. The rationale behind use of simple regression analysis to investigate hypothesis 1, 2 and 4 was to detect whether training has significant impact on job performance in selected manufacturing industry or is due to variance or errors in the model. Anova equally assisted in testing for the overall significant in relationship between the training and employee performance.

3.8 Historical background of kam wire industry ilorin

Kam wire industries (Nigeria) limited, a wholly owned indigenous company, was registered in 1997 under the companies and allied matter Act (1990) of Nigeria nails cooper nails, British reinforcement concrete (BRC) mesh wire and binding wire.

The company started its manufacturing operation in 1997 with a few nail cutting machines at a noble location in Asa dam road, Ilorin with three members of staff as operators. At the inception, the incumbent via chairman CE) AlhajiKamoru Yusuf was the pany's engineer from it's humble beginning as a manufacturing company. Kam industries has grown into one of the largest privately owned steel production company in Nigeria subsequently, company added new product profiles such as black and galvanized EM8, MMIOI A12 PP Packaging such as woven sacks, shopping bags and Nylons.

Kam industries (Nigeria) limited is the only 100% indigenous steel and allied manufacturing company in Nigeria strategic expansion (2010-2014).

In 2011, the company established it's first hot deep galvanizing line of 36,000 MTPA for galvanized roofing sheets accompanied with a color coating line of 50 RPM for colored and aluminum roofing sheets complete with all the facilities of profile forming and cut to length machines.

The following years Kam industries commenced the construction of the phase II of an UITRA Modern steel cold rolling mill complex of 150,000MTPS comprise of 6-high reversing cold rolling mill push-pull pickling line, CNC ROK Grinding Rewinding line 2 ULTRA modern galvanizing line 120 RPM cut to length corrugating station, water complex etc.

In 2014 the 150,000 MTPA capacity cold roll steel mill complex was completed as designed producing finished products for roofing, head pans, stares, trowels etc strategic expansion (2015-2018)

The company completed installation of production line for gerrad and shyingle stone coated roofing sheets the product is for premium high end roofing sheets.

Company commenced exploration activities towards the construction and development of world class 1.5 million MTPA integrated liquid steel complex in OshokoshokoKogi state Nigeria, relevant permits for mines exploration have been obtained. All necessary laboratory analysis are currently ongoing in Australia and Bureau verities laboratories, Canada in line with global rated JORC standard EPC contractor has been secured, funding arrangement is in progress. Completion of the integrated mill is scheduled for December 2018.

Production output shall be hot rolled coils, steel bars steel plates and steel wires.

Company commenced construction and development of 100.000 MTPA steel melting shop/rolling mill in Gimba Oja Kwara state, the mill shall produced wire rods and bar rods.

Wire rods is a central bank of Nigeria non valid for forex item wire rod products market is lightly elastic with guaranteed off-takes.

CHAPTER FOUR

4.0 DATA ANALYSIS AND INTERPRETATION OF DATA

The analysis and data interpretation collected from 7up bottling company Ilorin and highlighted below.

4.1 ANALYSIS OF THE RESPONSE GIVEN BY THE STAFF OF SEVEN – UP BOTTLING COMPANY ILORIN

SECTION A

Table 4.1.1 Sex Distribution?

Alternative	No of Respondent	Percentage (%)
Male	60	75
Female	20	25
Total	80	100

Source: field survey 2023

From the above table; 60 respondents representing 75% were male while 20 of the respondents representing 25% were female. This analysis shows that majority of the respondents employee were male

Table 4.1.2 Distribution of the Respondent of Age?

Alternative	No of Respondent	Percentage (%)
Below 30 years	30	37.5
31 – 40 years	40	50

41 – 50 years	6	7.5
51 years and above	4	5
Total	80	100

Source: the field survey 2023

The table above shows the following, below 30 years had 30 respondents representing 37.5%, 31 – 40 years had 40 respondent representing 50%, 41 – 50 years had 6 respondents representing 7.5% while 51 years and above had 4 respondents representing 5%. From the analysis the majority of the respondent (employee) were between the ages range of 31 – 40 year of age.

Table 4.1.3 Distribution of Respondent by Status?

Status	No of Respondent	Percentage (%)
Single	20	25
Married	60	75
Others	0	0
Total	80	100

Source: the field survey 2023

75% were married and lastly only, one respondent representing 25% were single other categories. The foregoing analysis shows that majority of the respondent (employees) were married.

Table 4.1.4 Education Qualifications?

Status	No of Respondent	Percentage (%)
WAEC / GCE	4	5
ND / NCE	30	37.5
HND / B.sc	40	50
Other	6	7.5
Total	80	100

Source: the field survey 2023

The table shows that 4 of the respondent representing 5%, were WAEC/GCE 30 respondents were ND/NCE holders representing 37.5% 40 respondent representing 50%, were HND/B.sc holder, while 6 respondent representing 7.5%, fell to other category educational qualification. This shows that majority of the employees of Kamwire Industry Ilorin are HND / B.sc holders.

Table 4.1.5 Your work experience in the Organization?

Alternative	No of Respondent	Percentage (%)
2 – 4 years	4	5
5 – 8 years	30	37.5
9 – 10	40	50
11 years and above	6	7.5

Total	80	100
-------	----	-----

Source: the field survey 2023

From the table above shows that 4 respondents representing 5% had spent 2 – 4 years, 30 respondent representing 37.5% had spent 5 – 8 years, 40 respondents representing 50% had spent 9 – 10 years and lastly 6 respondent representing 7.5% had spent up to 11 years and above in the services of Kamwire Industry Ilorin. This shows that majority of the employee (respondents) had spent up to 9 – 10 years at s Kamwire Industry Ilorin

Table 4.1.6 What Classes of Staff do you belong?

Alternative	No of Respondent	Percentage (%)
Top level management	10	12.5
Middle level management	40	50
Junior level management	30	37.5
Total	80	100

Source: the field survey 2023

From the table above, 10 respondent representing 12.5% were in the top management, 40 respondent representing 50% were in the middle management while 30 respondent representing 37.5% were within junior staff level in the organization. This slows that most of the levels of the respondents (employees) were within the middle management level of the organization.

Table 4.1.7 in What Department are you at Present?

Alternative	No of respondent	Percentage (%)
Marketing Department	30	37.5
Accounting Department	4	5
Administrative Department	6	7.7
Production Department	40	50
Total	80	100

Sources: the field survey 2023

From the table above, 30 respondent representing 37.5% were in marketing department, 4 respondent representing 5%, were form accounting department, 6 respondents representing 7.5% were in administrative department, 40 respondent representing 50% also came from production department. from the foregoing analysis shows that majority of the respondents (employees) were from production department.

SECTION B

4.2.1 Does your organization make use of effective tools for training staff?

DETAILS	RESPONDENTS	PERCENTAGE(%)
Yes	60	75%
No	20	25%
Total	80	100%

Research survey 2023

The table 1 above shows that 75% of the respondent agreed that the organization make use of effective tools for training their staff while 40% disagreed.

4.2.2 What are the aims and purpose of effective tools towards staff in business organization?

DETAILS	RESPONDENTS	PERCENTAGE(%)
Compensation	30	37.5%
Promotion	6	7.5%
Staff development	4	5%
All of the above	40	50%
Total	80	100%

Research survey_2023

Table 2 above shows that 37.5% believed in compensation, 7.5% believed in promotion, 5% believed in staff development, 50% believed in all of the above, while 10% believed in none of the above for the aims and purpose of effective tools towards staff in the organization.

4.2.3 Is training as an effective tools achieved the intended Purpose listed above?

DETAILS	RESPONDENT	PERCENTAGE(%)
Yes	80	100%
No	_0	—
Total	80	100%

Research survey_2023

The table 3 reveals that 100% of the sample population said yes that training as an effective tools achieved it intendent purpose for the staff.

4.2.4 How often is the effective tools for staff training carried out?

DETAILS	RESPONDENT	PERCENTAGE(%)
Monthly	30	37.5%
Quarterly	40	50%

By yearly	4	5%
Annually	6	7.5%
Total	80	100%

Research survey_2023

Table 4: The staff proved that effective tools for staff training is been carried out, when monthly was 37.5%, followed by quarterly which is 50%, annually is 7.5% and lastly by yearly which is 5%.

4.2.5 Who carried out effective tools for training staff

DETAILS	RESPONDENT	PERCENTAGE(%)
Subordinate	30	37.5%
Supervisor	40	50%
Senior management	6	7.5%
Staff	4	5%
Total	80	100

Research survey_2023

The table 5 above shows that 37.5% of subordinate, 50% of supervisor, 6% of senior management and 4% of staff are the ones who carry out effective tools for training the staff.

4.2.6 Does effective tools for training staff brings about positive result in business organization?

DETAILS	RESPONDENT	PERCENTAGE(%)
Yes	60	75%
No	20	25%
Total	80	100%

Research survey_2023.

Table 6 above shows that 75% agreed that effective tools for training staff brings about positive result in business organization while 25% disagreed.

4.2.7 What method does your organization use for correcting staff weakness?

DETAILS	RESPONDENT	PERCENTAGE(%)
Further education	30	37.5%
Training course	40	50%
Re_assignment	6	7.5%
Demotion	4	5%
Total	80	100%

Source: Research survey_2023

Table 7 above shows that 37.5% believed further education, 50% believed training course, 7.5% believed re-assignment while 5% believed demotion for the method of correcting staff weakness.

4.2.8 Does training serve as effective tools to improve the attitude of staff in the work?

DETAILS	RESPONDENT	PERCENTAGE(%)
Yes	80	100%
No	—	—
Total	80	100%

Research survey 2022

Table 8 above shows that 100% of the sample population said Yes that training serve as effective tools to improve the attitude of staff in the work

4.2.9 Does old employees also undergo training?

DETAILS	RESPONDENT	PERCENTAGE(%)
Yes	60	75%

No	20	25%
Total	50	100%

Research survey 2023

Table 9 above shows that 68% agreed that old employees also undergo training while 32% disagreed that the old employee of Kamwire Industry ILorin does not undergo any form of training.

4.2.10 Is there any training programme design for workers in the organization?

DETAILS	RESPONDENT	PERCENTAGE(%)
Yes	60	75%
No	20	25%
Total	80	100%

Research survey 2023

Table 10 reveals that 75% of the sample population said yes that there is training programme design for workers in the organization while 25% disagree that there is not training programme design for workers in the organization?

4.3 TESTING OF HYPOTHESES AND INTERPRETATION

H₀₁: Training does not has positive impact on organizational performance

Table 4.3.1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.519 ^a	.270	.265	.58823

a. Predictors: (Constant), TRAINING

The model summary in table 4.3.1 indicate the degree of relationship between Training and Organization performance with $R=0.519$; $R^2=0.270$ and adjusted $R^2=0.265$. The result implies there is direct positive relationship between Training and Organization performance at 5% level of significant. The R^2 value and the adjusted- R^2 which is just very close imply the sample is a true reflection of the total population as the difference ($0.270-0.265=0.005$) is very negligible and small. Therefore, it is posited that 27.0% of organization performance is caused by a unit increase in training and the remaining 26.5% is accounted for other factors not explained in this model

Table 4.3.2 ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.795	1	19.795	57.210	.000 ^b
	Residual	53.632	155	.346		
	Total	73.427	156			

a. Dependent Variable: ORGANIZATION_PERFORMANCE

b. Predictors: (Constant), TRAINING

The ANOVA summary table double check through a diagnostic test by carrying out overall significant of the relationship, the result indicate that the ratio of regression sum of square (19.795) to the total sum of square (73.427) gives an adequacy that the model is perfectly fit (i.e. $R^2=0.270$); and that there is significant relationship between organization performance and training at 5% level ($F=57.210$; $P=0.000<0.05$).

Table 4.3.3: Regression Coefficients^a

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
-------	-----------------------------	---------------------------	---	------

		B	Std. Error	Beta		
1	(Constant)	1.158	.424		2.732	.007
	TRAINING	.711	.094	.519	7.564	.000

a. Dependent Variable: ORGANIZATION_PERFORMANCE

The regression table indicates the direction and the degree of the effect of Training on organization performance. The fitted regression equation is “Organization performance=1.158+0.711Training”; which means that 71.1% increase in organization performance is caused by 1% change in training adopted in the sampled organization. If peradventure off-the job training is zero and on-the job training is unitary (i.e. 0, 1) the organization performance will struggle to increase by 115.8% as shown in the constant (1.158) of regression line. Therefore it is posited that there is significant impact of Training on Organization performance at 95% confidence level ($p=0.000<0.05$).

H₀₂: Training does not significantly enhance employee performance

Table 4.3.4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.836 ^a	.699	.697	.27579

a. Predictors: (Constant), TRAINING

The model summary in table indicates the degree of relationship between Training and Organization productivity with $R=0.836$; $R^2=0.699$ and adjusted $R^2=0.697$. The result implies there is strong relationship between Training and Organization productivity at 5% level of significant. The R^2 value and the adjusted- R^2 which is just very close imply the

sample is a true reflection of the total population as the difference ($0.699-0.697=0.002$) is very insignificant and small. Therefore, it is suggested that 69.9% of Organization productivity is caused by a unit increase in training and the remaining 69.7% is accounted for other factors not explained in this model

Table 4.3.5: ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	27.421	1	27.421	360.509	.000 ^b
Residual	11.789	155	.076		
Total	39.210	156			

a. Dependent Variable: ORGANIZATION_PRODUCTIVITY

b. Predictors: (Constant), TRAINING

The ANOVA summary table double check through a diagnostic test by carrying out overall significance of the relationship, the result signifies that the ratio of regression sum of square (27.421) to the total sum of square (39.210) gives satisfactoriness that the model is perfectly fit (i.e. $R^2=0.270$); and that there is significant relationship between organization productivity and training at 5% level ($F=360.509$; $P=0.000<0.05$).

Table 4.3.6: Regression Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.766	.199		3.855	.000

TRAININ G	.836	.044	.836	18.987	.000
--------------	------	------	------	--------	------

a. Dependent Variable: ORGANIZATION_PRODUCTIVITY

The regression table indicates the direction and the degree of the effect of Training on organization productivity. The fitted regression equation is “Organization productivity=0.766+0.836Training”; which denotes that 83.6% increase in Organization productivity is caused by 1% change in training adopted in the sampled organization. If possibly the training is zero (i.e. 0) the organization productivity will limp to increase by 76.6% as shown in the constant (0.766) of regression line. Therefore it is posited that there is significant impact of Training on Organization productivity at 95% confidence level ($p=0.000<0.05$).

H₀₃: Training has no significant effect on organizational profitability

Table 4.3.7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.847 ^a	.718	.716	.26720

a. Predictors: (Constant), TRAINING

The model summary in table points to the degree of relationship between Training and Organization profitability with $R=0.847$; $R^2=0.718$ and adjusted $R^2=0.716$. The result hints there is strong relationship between Training and Organization profitability at 5% level of significant. The R^2 value and the adjusted- R^2 which is just very close imply the sample is a true reflection of the total population as the difference ($0.718-0.716=0.002$) is very insignificant and small. Therefore, it is suggested that 71.8% of Organization

profitability is caused by a unit increase in training and the remaining 71.6% is accounted for other factors not explained in this model.

Table 4.3.8: ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	28.182	1	28.182	394.742	.000 ^b
Residual	11.066	155	.071		
Total	39.248	156			

a. Dependent Variable: ORGANIZATION_PROFITABILITY

b. Predictors: (Constant), TRAINING

The ANOVA summary table double check through a diagnostic test by carrying out overall significance of the relationship, the result signifies that the ratio of regression sum of square (28.182) to the total sum of square (39.248) gives satisfactoriness that the model is perfectly fit (i.e. $R^2=0.270$); and that there is significant relationship between organization profitability and training at 5% level ($F=394.742$; $P=0.000<0.05$).

Table 4.3.9: Regression Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.695	.193		3.611	.000
TRAINING	.848	.043	.847	19.868	.000

a. Dependent Variable: ORGANIZATION_PROFITABILITY

The regression table indicates the direction and the degree of the effect of Training on organization profitability. The fitted regression equation is “Organization profitability=0.695+0.848Training”; which denotes that 84.8% increase in Organization profitability is caused by 1% change in training adopted in the sampled organization. If perhaps the training is zero (i.e. 0) the organization profitability will bounce to reduce by 19.3% as shown in the constant (0.695) of regression line. Therefore it is posited that there is significant impact of Training on Organization profitability at 95% confidence level ($p=0.000<0.05$).

4.4 Discussion of Findings

Male respondents represent a simple majority 60.5% compare to female which is 39.5%. The result is consistent with industrial environment characterizes by male employees improved mentally and physically fits than female. 22.9 of the respondents were experienced staff between 1-5 years and about 77.1 above 6 years. This implies most of the training practices at the selected company were dominated among the experience staff who by virtue of their working experience can correct any mismatch skill in the workplace to boost productivity. A further analysis of the result equally show that the majority of the respondents 73.9% were degree holders, with a negligible 2.5% have PhD. 85.4% represent married people with only 9.4% single. Hence, the study aimed at examining the impact of Training on employees’ performance at KAM wire Ilorin. Specifically, this study investigated the influence of on-the job training and off-the job training in achieving organization performance. The fitted regression equation is “Organization performance=1.158+0.711Training”; which means that 71.1% increase in organization performance is caused by 1% change in training adopted in the sampled organization. If peradventure off-the job training is zero and on-the job training is unitary

(i.e. 0, 1) the organization performance will struggle to increase by 115.8% as shown in the constant (1.158) of regression line. Therefore it is posited that there is significant impact of Training on Organization performance at 95% confidence level ($p=0.000<0.05$). this implies, the industry should emphasize more on on-the job training and less off-the job training in an effort to achieve a better performance in the workplace..

Hypothesis 2, posited that that Training has significant impact on employees' performance as shown in their p -values <0.05 . The regression analysis which was primarily conducted to test the impact of training on employees' performance reported the significance at 95% confidence level. The results posited that 69.9% (R -square =0.699) of the variance of employees' performance have been significantly explained by the Training (on-the job training, off-the job training) and 30.1% by other factors not included in this model. Hence the predictor (training) significantly contributes to employees' performance. The result proved support for the alternative hypothesis that employees' performance in KAM Wire Ilorin, Ilorin typically assigns task relative to trainings. This is really necessary due to the competitive nature of the workforce of the industry on the type of training required to assist employees overcome their deficiencies and improve their performance in manufacturing industry.

From the result in hypothesis 3, it was equally found that 84.8% increase in Organization profitability is caused by 1% change in training adopted in the sampled organization. If perhaps the training is zero (i.e. 0) the organization profitability will bounce to reduce by 19.3% as shown in the constant (0.695) of regression line. Therefore it is posited that there is significant impact of Training on Organization profitability at 95% confidence level ($p=0.000<0.05$). The finding is well-matched with previous studies identifying the importance of acquiring training as illustrated in the literatures. These may have been a direct influence of employees who are highly trained. As a result, the need to motivate them to engage them fully in participating in those trainings to further increase employee ability to perform and to work harder believing that goals'

achievement is not only for the benefit of the organization but also to developed them in the process.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings

The purpose of this research work is to find out the impact of training of staff performance in the organization.

This project work is being carried out to know how the training of staff in an organization affects their performance and the attainment of the organization goals.

It is also to known problem facing organization in terms of training of staff, the problem facing the staff training and development in Kamwire Industry ILorin, kwara state when on training and how to solve those problems. The research has shown the purpose of the study, which is to develop, new employee knowledge, skill and attitude.

The study also make it clear that effective performance of training function by the development by the department and the achievement of organization goals and also to see how the training of staff in an organization man power, the productivities and the effect on the employee performance and kill it conclude selection, replacement of staff, during training, staff welfare motivation and stimulation of interest in the organization and job itself.

Training and development as given by different authors shown how important is the training in the organization i.e. it allow the workers to have confidence to carry out responsibility of the job assigned to him respectively.

5.2 Conclusion

In conclusion, one can say that there is great impact in training and development on staff performance in an organization but to be able to achieve this, three method is used in collecting information and fact were adopted. I used secondary source of data to carry out the option of staff in Kamwire Industry Ilorin, kwara state. and I also make use of the library to build this data as well.

There is a general feeling that training program improves employee performance motivation and job satisfaction from the various scholar points of view, there is need to correct evaluation of training program before member of staff in an organization are sent on training program.

In addition, the increase in productivity of the organization has been improved time without numbers: this is simply achieved through the role of the staff training has played in the organization.

Lastly, from the analysis in chapter four above started point, the individual organization should not hesitate in encourage the training and development of staff purposely to encourage increase in the volume of sales and profit margin to the organization. The management should make sure that it employee are well trained and developed and identifying the staff that need training and arrange for it at the right time.

5.3 Recommendations

Based on the finding of the Study the following recommendation were made:

1. Every employee should be given equal opportunity to be selected for training and development.
2. A career guidance and counseling unit should be established for the training and development for free counseling of staff.
3. The company should systematically evaluate its training activities because most of the employees complain that the training given were not continue.
4. Provisions of incentive after training should be made as a rule of routing since incentive as been noted as tool to improve workers productivity.
5. Training objective must be drafted in such away that it relates to the organization objectives.

REFERENCE

Dave Weelhan And Rob Dransfied (2002): Heineman Advanced Business, Great Britain, Heineman Education Publisher.

Gary Dessiler (2003): Human Management 8th Edition New Jersey Prentice Hall Incorporation Press.

Ishola J.A. (2001): Personal management Kwara Nigeria. Olad publisher.

Milk Champs H.A. (1990): Foundation for Business Administration Great Britain. Guernsey Press Company Ltd.

Oyebode A.O (2009): Introduction Research Methodology. Ilorin Nigeria. Olad Publisher.

Robbins (1991): Human Behaviour in Organization Reprinted Edition Mac Donald and Evans London.

Robert C. Apple By (1974): Modern Business Administration 6th Edition London. France Pitman.

Thevor John Bentley (1991): The Management Services Handbook Britain.

Whiiet (1989): Industrial Management Journals, How to Evaluate Your Management Development vol. 12 Academy Press.

QUESTIONNAIRE

WORKERS CATEGORY

Department of Business Studies and Management, Kwara State Polytechnic, Ilorin.

Dear Respondents,

You have been included by random selection in survey aimed at investigating some aspect of the training as an effective tool for staff development in an organization in the society.

Your response would therefore be helpful in formulating policy to word the training as an effective tool for staff development in an organization in the society it is important that you respond to this questionnaire to avoid survey errors due to non-responses any information you give will be treated with strict confidentiality. The department of business studies and management takes this opportunity to thank you in advance for your anticipated co-operation.

A. BIO DATA

NOTE: Please fill in the appropriate information and make articles() where necessary in boxes provided.

1. AGE

In what age group will you place yourself?

Between 18years and 25years.

Between 26years and 35years.

Between 36years and 55years.

Above 56years

2. GENDER

Q2. Are you a Male or Female

3. EMPLOYMENT STATUS

Q3 For how long have you been employed in the industry.

Q4. Which part do you now held in this industry?

4. EDUCATION QUALIFICATION

Q6. I want to know something about your educational qualification with which qualification did you obtain this job?

Q7. Have you gone for their education since joining this industry?

PART B: WORK PERFORMED IN THE INDUSTRY?

I want to know the organization of this study.

Q8. In how many discussion/department/section is this industry divided?

NOTE: (Please indicate whether is divisions /department /sections in your answer).

Q9. Give the name by which different section departments/sections and discussion called.

Q10. In which of those do you work?

Q11. Which is the nature of your work there Training
Of Employees.

Q12. To your knowledge, is there any training programme for workers in the establishment?

A. Yes () B. No () C. Don't Know

Q13. Do your old employees also undergo training?

A. Yes () B. No ()