THE IMPACT OF TRAINING ON EMPLOYEES JOB PERFORMANCE: AN EMPIRICAL STUDY OF SELECTED ORGANIZATIONS IN WARRI, DELTA STATE

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Abstract
Organizations and individuals should develop and progress simultaneously for their survival and attainment of mutual goals. Modern management has to develop the organization through human resource development. Employee training is the important sub-system of human resource development. Employee training is a specialized function and is one of the fundamental operative functions of human resources management. This research was carried out to investigate the impact of training on employees job performance: An empirical study of selected organizations in Warri, Delta State, Nigeria. In this research, efforts were made to review the need and objectives of training, evaluation of training effectiveness and the contribution of training to an organization. A set of structured questionnaire was used as the instrument for data collection and administered on 60 employees of the commercial banks under study using Yaro Yarmen formula. Applying this formula, the sample size from a population of 70 is 60 respondents at 95% confidence level. Data analysis was made using simple percentage tables and hypotheses were tested using chi-square statistic. The results showed that training impact positively on the organizations under study. Secondly, the findings also revealed that training is an organizational way of improving on workers performance. It further revealed that lack of training brings about low productivity of workers. Based on the results obtained, it was recommended that management should undertake an in-depth assessment of the individual training need, proper evaluation of job on employee before he can be sent on training, the employee should take part in the administration of certain training programmes and the employee must be made aware of the cost of training and a host of others.

Keywords: Impact, Training, Employees, Job Performance, Organization
INTRODUCTION

An important aspect of human resource management, which is often neglected today, is staff training and development. This is so because in most organizations, top management regards training as of marginal importance and therefore gives it only a token support. Many managers even feel that training is purely staff function for which the line managers have no responsibility. Others who institute training programme do so because that is the fashionable thing to do. This is a serious misconception because we live in a changing world, a world where people and things change rapidly and continually. New technology and new work procedure emerge every day. People’s attitude, beliefs, values, behaviours and taste change. The supra environment is too static. In fact there is a knowledge explosion in the world, which calls for additional and improved skills on the part of both the workers and management. Hence, the need for training and retraining of staff is to make them cope with the dynamic work world.

The training and development of organization members is very crucial because a trained staff is more likely to be highly motivated, competent, and consequently more productive. The importance of training and development become more evident as workers face the challenges of learning new skills, which will enable them, maintain their proficiency level or prepare them for future promotion. The term training refers to the various extra knowledge an employee derive in addition to the knowledge already gained (achieved). If we agree that management is defined as “getting things done through the efforts of other people”, then the training manager is just like many other managers. In this case, he establishes and maintains an environment that will develop people and facilitate co-operative, effective and efficient efforts in the pursuit of organizational goals. He also accomplishes his job by performing the functions of planning, organizing, staffing, directing and controlling. Training management provides the means for the solution to problems, for the proper use of resources and for coping with changing conditions, and for making an enterprise successful.

STATEMENT OF THE PROBLEM

This study seeks to examine the impact of training on employees job performance. Most organizations do not believe in employees training. Training determines the degree of success an organization achieves. An ill conceived training will not produce a good result regardless of how effectively the other businesses are carried out. The complaints in most organizations are that of not performing to the best of their ability and to the optimum level of their capability. Many management practitioners and experts have expressed varying degree of concern about falling workers productivity which, could be attributed to inadequate training, lack of discipline and non-evaluation of performance of subordinates. If the organization is to survive, there should be the tendency of adequate training. Training is important because it is needed to performance other functions. Most organizations don’t pay much attention to training, forgetting that without training, other business activities will not function properly.
OBJECTIVES OF THE STUDY

The broad objective of this research is to study the impact of training on employees job performance. The specific objectives include:
1. To examine if training impact on workers productivity.
2. To examine if there is a relationship between training and the attainment of organizational goals.
3. To study the relationship between training and organizational performance.
4. To identify the various constraint militating against effective training in organizations.
5. To make recommendations aimed at effective training based on the findings of the researcher.

RESEARCH QUESTIONS

The following research questions are considered relevant for the purpose of this research work.
1. Do you agree that training impact on workers productivity?
2. Does training has any influence on the attainment of organizational goals?
3. Does training has any significant influence on organizational performance?
4.

STATEMENT OF HYPOTHESES

For the purpose of this research, the following hypothetical statements are considered relevant.
1. \( H_0 \): There is no significant relationship between training and workers productivity.
2. \( H_0 \): There is no relationship between training in influencing organizational goals.
3. \( H_0 \): There is no significant relationship between training and organizational performance.

SCOPE OF THE STUDY

In order to carry out a comprehensive and meaningful research work, the scope of the study was limited to Diamond Bank, Zenith Bank, Wema Bank Plc, Unity Bank Plc and United Bank for Africa Plc, all in Warri where reliable and accurate data were easily available at a relative cost.

LITERATURE REVIEW

CONCEPTUAL FRAMEWORK

Definition of Training

There are many definitions of the concept, as there are different authors on the subject. Dale (2010:120) defined training as the organized procedure by which people learn knowledge and skills for a definite purpose. According to Badeian (2009:19) training is the process of developing individual’s skills, knowledge and attitude so as to improve present and future performances.

Ejiogu (2011:131) sees training as a process of causing a person or even an animal to respond to discipline and instruction, a process of making someone to respond to discipline and instruction, a process of making someone to become more proficient. Encyclopedia of professional management (2002) defined employee training as a programme designed to provide the knowledge, attitude or job skills that will help employees to perform their present role. Stoner (2009:110) defined training as the teaching of technical skills to non-managerial staff.
After an employee is selected, place and introduced, he or she must be provided with training facilities. Training is the act of increasing the knowledge and skill of an employee for doing a particular job. Training is a short-term educational process and utilizing a systematic and organized procedures by which employee learn technical skills and knowledge for a definite purpose. Training is carried out primarily to help members of an organization, to acquire and apply the knowledge, skills, abilities and attitudes needed for a particular job.

THE NEED FOR TRAINING
Every organization should provide training to all employees irrespective of their qualifications, skills, suitability for the job, etc. Training is not something that is done once, to new employees, it is used continuously in every well run establishment. Further technological changes, automation, require updating the skills and knowledge and as such an organization has to retrain the old employees. Specifically the need for training arises due to the following:

1. **To match the employee specifications with the job requirement and organization needs:** An employee’s specification may not exactly suit the requirement of the job and the organization irrespective of past experience, qualifications, skills, knowledge, etc. Thus management may find deviations between employee’s present specifications and the job requirements and organizational needs. Training is needed to fill these gaps by developing and moulding the employee’s skill, knowledge, attitudes, behaviour, etc to the tune of the job requirements and organizational needs.

2. **Organizational viability and the transformation process:** The primary goal of most of the organizations is their efficiency; but the organizational viability is continuously influenced by environmental pressures. If the organization does not adapt itself to the changing factor in the environment, it will lose its market share. If the organization desires to adopt these changes, first it has to train the employees to impact specific skills and knowledge in order to enable them to contribute to the organizational efficiency and to cope with the changing environment. It also provides continuity to the organization process and development. The achievement of these objectives mostly depends on the effectiveness of the human resources that the organization possesses. Employee’s effectiveness can be secured by proper training.

3. **Technological advances:** Every organization, in order to survive and to be effective, should adopt the latest technology i.e. mechanization, computerization and automation. Technology alone does not guarantee success unless it is supported by people possessing requisite skills. So organizations should train the employees to enrich them in the areas of changing technical skills and knowledge from time to time.

4. **Organizational complexity:** With the emergence of increased mechanization and automation, manufacturing of multiple products and by-products or dealing in service or diversified lines, extension of operation to various regions of the country. Organizations of most of the companies have been complex. This leads to growth in numbers and kind of employees and layers in organizational hierarchy. This in turn creates the problem of co-ordination and integration of activities at various levels. Companies constantly search for opportunities to improve organization effectiveness. Training is responsible for much of the planned change and
effectiveness in an organization as it prepares the people to the change agent and to implement the programmes of effectiveness.

5. **Change in job assignment:** Training is also necessary when the existing employee is promoted to the higher level in the organization and when there is some new job or occupation due to transfer. Training is also necessary to equip old employees with the advanced discipline, techniques, etc. Training is needed also to:
   a. Increase productivity.
   b. Help a company fulfill its future personnel needs.
   c. Improve health and safety.
   d. Minimize the resistance to change.
   e. Improve organizational climate.

The factors discussed above are mostly external factors and they are beyond the human resources manager’s control.

**THE OBJECTIVES OF TRAINING**

The human resources manager formulates the following training objectives to keep the company’s overall objectives in mind. According to Dale (2010:155) the following are the objectives:

1. To prepare the employees both new and old to meet the present and changing requirement of the job and the organization.
2. To prevent obsolescence.
3. To impact the new basic knowledge and skills needed for an intelligent performance of definite jobs.
4. To prepare employees for higher-level tasks.
5. To assist employee’s to function more effectively in their present position by exposing them to the latest concepts information and techniques and developing the skills they will need for their particular field.

**THE TRAINING METHODS**

Generally speaking, there are two basic types of training namely: off-the-job training and on-the-job training.

**Off-the-job Training (Formal Training)**

This type of training takes place outside the work place, but in some cases attempts are made to stimulate actual working condition, off-the-job training may focus on the classroom with training seminars, lectures and films. It may include vestibule training where an employee work on the actual equipment and materials and in a realistic job settings, but in a different room from the one in which he will be working. Reasons for this are to avoid on the job pressure that might inhibit the learning. Formal training may also include day-release form of classroom training whereby employees are allowed one or two days off weekly or monthly to attend formal lectures.
On-the-job Training (Informal Training)
This type of training occurs where the supervisor or the superior officer takes time off his schedule to coach or instruct his subordinate. It could be in form of job rotation where the staff is allowed to move from one unit or department to another, working on a series of job thereby learning a variety of skills. Job rotation is particularly employed in the service industries such as banks, insurance houses, etc. On-the-job training could also be in form of internship where job training is combined with related classroom instructions or apprenticeship where the employee is trained under the guidance of a supervisor or a highly skilled co-worker. One major advantage of on-the-job training is that no special facilities are needed and trainees can immediately be engaged in reproductive work. However, expenses of damaged equipment, wasted materials and dissatisfied customers or clients might be very high.

Staff Training Techniques
Training and development techniques are designed for many purposes and because of the wide variety of training objectives and range of sophistication among trainees and trainers alike, no method or technique can be said to be superior to the other. The best we can do as trainers and a manpower development is to find the situation for which any of the techniques to use is appropriate. In our effort to select the appropriate techniques to use, the following criteria spelt out in the encyclopedia of management might be of assistance.

a. Whether the technique is oriented toward knowledge, attitude and skill.

b. The unique trainer’s skills required.

c. Whether the technique is generally applied on the job or off.

d. The degree to which the technique incorporates the major principles of training (learning).

e. The degree of the technique lends itself to evaluation.

The following are some of the commonly used techniques:

1. Lecture: This is the traditional method of teaching which gives the trainer the greatest degree of control over the training situation. It is economical to develop and flexible in application with regards to time required and group size, its effectiveness can be assessed by the objectives test or knowledge. A lecture is however unlikely to change fixed attitude and is of little help in developing skills. Some lectures could be boring while others may be entertaining without being instructive.

2. Programme instruction: This is designed for trainees to learn on their own i.e. self learning instructional materials are arranging in ascending order of complexity and mastery as one level is a prerequisite to another level. The programmed materials are usually presented to trainees either through a machine or programmed textbooks.

3. Films/video tapes: For films to be used, a projector screen and a room are needed. Films are shown to demonstrate appropriate behaviour or to communicate essential details of a procedure. They are shown for a discussion by a group and for increasing trainees on their actual behaviour.

4. Job rotation: This involves moving staff systematically from one job to another after some time to allow for basic competency. The purpose is to make the trainee appreciate the interrelationship between each of the several jobs.
5. **Apprenticeship**: This method combines the features of on-the-job and off-the-job techniques of training. It is a blend of both theory and practice. Examples abound in careers such as hairdressing, printing, etc. The learning principle in this type of work includes participation, feedback, etc.

**The Evaluation of Training Effectiveness**

Evaluating the effectiveness of training and development programmes is a difficult exercise because it is not easy to isolate the impact of training from other variables that also affect staff behaviour and productivity. One approach of evaluating programme is to ask the trainees themselves to evaluate the programme and to give suggestions for its improvements. This method is full of bias, since most trainees will be polite, and as such give a favourable and kind answer.

Another approach is to measure the changes in trainee’s attitudes or changes in their approaches for handling cases which occurs during the programmes. The limitation of this method is that a change of attitude is expressed on paper in this class may not be transferable to work situations. A third approach is to measure changes in on-the-job behaviour of the trainees. Series of tests are administered just before training. Immediately after training, he few months after training which the test used to access whether the changes noticed are persisted. In some cases, performances evaluation forms may be completed by the trainee’s superior officers to access the changes noticed as a result of the training required.

**Contribution of Training to an Organization**

According to Gupta (2011:120) the following are the contributions of training to an organization:

1. Training induces changes in the behaviour and attitudes of the employees.
2. Training improves the employees ability to think and observe the problems he is facing at work rather than providing him with ready-made answers.
3. Training assists employees in preparing themselves for future responsibilities of a different nature.
4. Training enables someone to become more proficient.
5. Training assists employees to grow and develop in a desired direction.
6. Training results in better performance of employees both in terms of quantity and quality of output. Putting an untrained person on the job like sending an untrained boxer into the ring.
7. Less supervision. Supervision of trained employees is reduced to a great extent as they want to do the job with the least supervision.
8. Less accident. Training also helps in reducing accidents. Generally, lack of training in equipment and safety measures, are responsible for majority of accidents.
9. Economy in training costs. The learning time is reduced considerably by training. In the absence of a systematic training programme, training costs will be higher as the employees will indulge in self training.
10. Few mistakes. It reveals the mistakes committed in selection moreover employees will commit few mistakes after training.
RESEARCH METHODOLOGY

Table I  Organizations studied with number of respondents

<table>
<thead>
<tr>
<th>S/N</th>
<th>Commercial Banks</th>
<th>No. of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Diamond Bank Plc</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>Zenith Bank Plc</td>
<td>15</td>
</tr>
<tr>
<td>3.</td>
<td>Wema Bank Plc</td>
<td>16</td>
</tr>
<tr>
<td>4.</td>
<td>Unity Bank Plc</td>
<td>14</td>
</tr>
<tr>
<td>5.</td>
<td>United Bank for Africa Plc</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>70</strong></td>
</tr>
</tbody>
</table>

Source: Field Survey, 2015

Population of the Study

The target population is made up of all the commercial banks in Nigeria. The number is somewhat infinite. Therefore the researcher decided to limit the target population to five selected commercial banks in Warri, Delta State, Nigeria. Therefore the target population comprised of 70 employees chosen from Diamond Bank Plc, Zenith Bank Plc, Wema Bank Plc, Unity Bank Plc and United Bank for Africa Plc, all in Warri, Delta State.

Sample Size Determination

A sample size is a portion of the population that is selected for study by a researcher. Osuala (2005:120) describes sample size as that part of the population chosen for the study as representative of the whole population. In this study, the Yaro Yarmen’s formula was used in the determination of the sample size since our population has been reduced to definite proportion. The Yaro Yarmen’s formula is given as:

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

Where;
- \( n \) = Sample size sought
- \( e \) = Level of significance = 0.05 or 5%
- \( N \) = Population size = 70

\[ n = \frac{100}{1 + 70(0.05)^2} \]
\[ n = \frac{70}{1 + 0.25} \]
\[ n = \frac{70}{1.25} = 56 \]

Applying the formula, the sample size from a population of 70 is 60 respondents at 5% confidence level.

Sampling Techniques

The researcher made use of simple random sampling technique to arrive at the population of study. According to Umebali (2007:146) simple random sampling is a method of selecting a
sample from the population so that all members of the population have equal chances of being selected.

**Method of Data Collection**
The study relied heavily on both primary and secondary sources of data. Questionnaire was the main instrument used for the primary data collection while the secondary data were obtained from the works of other researchers on this and related topics.

**Validation of Research Instrument**
The researcher consulted some experts who have more wealth of knowledge on the subject matter to scrutinize the questionnaire in order to ensure that the questions therein are not at variance with the subject matter under study. Also, the instrument used enabled the researchers to obtain quick and accurate information without much difficulty. A pre-test of the questionnaire was carried out by administering ten (10) of the questionnaires, responses were analyzed and some respondents noticed some errors which were properly corrected and on that basis were the main questionnaire drawn.

**Reliability of Research Instrument**
The test retest method was adopted to test run the reliability of the instrument.

**Method of Data Analysis**
Chi-square statistic was used to analyze data in this study. This statistical test is used to test how observed frequencies fit into the expected frequencies. It enables us to ascertain if there is a relationship between variables under investigation by assessing their marginal values depending on their level of dependence or independence. The formula for chi-square is given as:

\[
X^2 = \frac{\sum (fo - fe)^2}{fe}
\]

Where,
- \(X^2 = \) Chi-square
- \(fo = \) Observed frequency
- \(fe = \) Expected frequency
- \(\sum = \) Summation

**DATA PRESENTATION AND ANALYSIS**
Sixty (60) copies of questionnaire were sent out to respondents and they were all returned. This gives a favourable response rate of 100%. This research was carried out during normal working hours.

<table>
<thead>
<tr>
<th>Table II</th>
<th>Shows the percentage of questionnaire returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Questionnaire Distributed</td>
<td>Number of Questionnaire Returned</td>
</tr>
<tr>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>
Source: Field Survey, 2015

Table III  Shows responses of respondents to the question indicating if lack of training leads to low quality of work in their organization

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>50</td>
<td>83.33%</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>16.67%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Field Survey, 2015

Respondents were asked if lack of training lead to low quality of work in their organization. Table III revealed their responses, it was also possible to know from their responses that most of the respondents (83.33%) are of the view that lack of training lead to low quality of work in their organization, while (16.67%) of the respondents indicated that there is no relationship.

Table IV  Shows the responses of respondents to the question indicating if training has any influence on workers productivity

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>30</td>
<td>50%</td>
</tr>
<tr>
<td>Agree</td>
<td>25</td>
<td>41.67%</td>
</tr>
<tr>
<td>Undecided</td>
<td>2</td>
<td>3.33%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>1.67%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>3.33%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Field Survey, 2015

From table IV the study sought to know if training has any influence on workers productivity of the respondents. It was revealed that 30 (50%) of the respondents strongly agree, 25 (41.67%) agree, 2 (3.33%) respondents are undecided, 1 (1.67%) strongly disagreed while 2 (3.33%) disagree to this view.

Table V  Responses of respondents relating to training and its influence on the attainment of organizational goals

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>28</td>
<td>46.67%</td>
</tr>
<tr>
<td>Agree</td>
<td>20</td>
<td>33.33%</td>
</tr>
<tr>
<td>Undecided</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>4</td>
<td>6.67%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>3.33%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Field Survey, 2015
Respondents were asked if training has influence on the attainment of organizational goals. Table V revealed their responses, from their responses, 28 (46.67%) of the respondents strongly agree, 20 (33.33%) agree, 6 (10%) of the respondents were undecided, 4 (6.67%) strongly disagree and 2 (3.33%) disagree with their view.

Table VI shows the responses of respondents to the question indicating if training has influence on organizational performance.

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>32</td>
<td>53.33%</td>
</tr>
<tr>
<td>Agree</td>
<td>23</td>
<td>38.34%</td>
</tr>
<tr>
<td>Undecided</td>
<td>2</td>
<td>3.33%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>1.67%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>3.33%</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Field Survey, 2015

From table VI this study sought to know if training has influence on organizational performance in the organization under study. The study revealed that majority of the respondents i.e. 32 (53.33%) strongly agree to this view, while 23 (38.34%) agree, 2 (3.33%) were undecided, 1 (1.67%) strongly disagree while 2 (3.33%) disagree with the view.

TESTING THE HYPOTHESES

In testing the hypotheses, the following steps were adopted.

i. Statement of the hypothesis in the null and the alternative.
ii. Identification of the test statistic.
iii. Formulation of the decision rule.
iv. Computation of the test statistic.
v. Interpretation of the test result.

Hypothesis One

Step 1: Statement of hypothesis

H₀: There is no significant relationship between training and workers productivity.

H₁: There is significant relationship between training and workers productivity.

The formulation for chi-square is given as;

\[ X^2 = \frac{\sum (f_o - f_e)^2}{f_e} \]

Where,
- \( X^2 \) = Chi-square
- \( f_o \) = Observed frequency
- \( f_e \) = Expected frequency
- \( \sum \) = Summation
Table VII  Computation of chi-square (X²) of response frequencies between training and workers productivity

<table>
<thead>
<tr>
<th>Responses</th>
<th>Observed frequency (fo)</th>
<th>Expected frequency (fe)</th>
<th>fo – fe</th>
<th>(fo – fe)²/fe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>30</td>
<td>12</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>Agree</td>
<td>25</td>
<td>12</td>
<td>13</td>
<td>14.08</td>
</tr>
<tr>
<td>Undecided</td>
<td>2</td>
<td>12</td>
<td>-10</td>
<td>8.33</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>12</td>
<td>-11</td>
<td>10.08</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>12</td>
<td>-10</td>
<td>8.33</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>60</td>
<td>-</td>
<td>67.82</td>
</tr>
</tbody>
</table>

Computed ∑X² = 67.82

Source: Research Data, 2015

Also, to determine the decision rule, the degree of freedom (df) is applied.

\[ \text{df} = (r - 1) (c - 1) \]

Where:
- df = Degree of freedom
- r = Number of rows
- c = Number of column

Degree of freedom = \((r - 1) (c - 1)\)
= (2 - 1) (5 - 1) = 1 x 4
\[ \text{df} = 4 \]

Significant level = 5%
Critical value of \(X^2\) at df 4 = 9.49
Computed \(X^2 = 67.82\)

Decision Rule
Since the computed value of \(X^2 = 67.82\) is greater than the critical value of 9.49, the null hypothesis (H₀) is rejected and the alternative accepted. Thus, there is significant relationship between training and workers productivity in the organization under study.

Hypothesis Two
H₀: There is no significant relationship between training in influencing organizational goals.
Hₐ: There is significant relationship between training in influencing organizational goals.

Table VIII  Computation of chi-square (X²) of responses frequencies between training in influencing organizational goals

<table>
<thead>
<tr>
<th>Responses</th>
<th>Observed frequency (fo)</th>
<th>Expected frequency (fe)</th>
<th>fo – fe</th>
<th>(fo – fe)²/fe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>28</td>
<td>12</td>
<td>16</td>
<td>21.33</td>
</tr>
<tr>
<td>Agree</td>
<td>20</td>
<td>12</td>
<td>8</td>
<td>5.33</td>
</tr>
<tr>
<td>Undecided</td>
<td>6</td>
<td>12</td>
<td>-6</td>
<td>3</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>4</td>
<td>12</td>
<td>-8</td>
<td>5.33</td>
</tr>
</tbody>
</table>

122
Disagree  2  12  -10  8.33  
Total  60  60  -  43.32

Computed $\sum X^2 = 43.32$

**Source:** Research Data, 2015

Degree of freedom $(r - 1) (c - 1)$

$$= (2 - 1) (5 - 1) = 1 \times 4$$

$df = 4$

Significant level = 5%

Critical value of $X^2$ at df 4 = 9.49

Computed $X^2 = 43.32$

**Decision Rule**

Since the computed value of $X^2 = 43.32$ is greater than the critical value of 9.49, the null hypothesis $(H_0)$ is rejected and the alternative accepted. Thus, there is significant relationship between training in influencing organizational goals.

**Hypothesis Three**

$H_0$: There is no significant relationship between training and organizational performance.

$H_a$: There is significant relationship between training and organizational performance.

**Table IX** Computation of chi-square of response frequencies between training and organizational performance

<table>
<thead>
<tr>
<th>Responses</th>
<th>Observed frequency $(fo)$</th>
<th>Expected frequency $(fe)$</th>
<th>$fo - fe$</th>
<th>$\frac{(fo - fe)^2}{fe}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>32</td>
<td>12</td>
<td>20</td>
<td>33.33</td>
</tr>
<tr>
<td>Agree</td>
<td>23</td>
<td>12</td>
<td>11</td>
<td>10.08</td>
</tr>
<tr>
<td>Undecided</td>
<td>2</td>
<td>12</td>
<td>-10</td>
<td>8.33</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>12</td>
<td>-11</td>
<td>10.08</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>12</td>
<td>-10</td>
<td>8.33</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>60</td>
<td>-</td>
<td>70.15</td>
</tr>
</tbody>
</table>

Computed $\sum X^2 = 70.15$

**Source:** Research Data, 2015

Degree of freedom $(r - 1) (c - 1)$

$$= (2 - 1) (5 - 1) = 1 \times 4$$

$df = 4$

Significant level = 5%

Critical value of $X^2$ at df 4 = 9.49

Computed $X^2 = 70.15$
Decision Rule
Since the computed value of $X^2 = 70.15$ is greater than the critical value of 9.49, the null hypothesis ($H_0$) is rejected and the alternative accepted. Thus, there is significant relationship between training and organizational performance in the organization under study.

FINDINGS AND DISCUSSION
The test of the first hypothesis on training and workers productivity proved positive and significant relationship. Training improves workers productivity, productivity of a worker is improved when there is adequate training. This finding is in agreement with the view expressed by Ejiogu (2011:120) which stated that a worker productivity is improved through training.

Findings of this study reveal that training has significant influence on the attainment of organizational goals. Training helps an organization to achieve stated goals. This finding is in support of the view of Stoner (2009:130) who stated that training enhances organizational goals and success.

Furthermore, the findings of this study reveal that training has significant influence in organizational performance. This point was buttressed by the views of Dale (2010:128) who views training as a necessary ingredient for organizational performance.

CONCLUSION
This work has examined the impact of training on employees job performance: An empirical study of selected organizations in Warri, Delta State, Nigeria. Based on the findings of this study, the following conclusions are made:
1. Training has significant relationship between workers productivity in the organization under study.
2. Training has significant relationship in influencing organizational goals.
3. Training stimulates organizational performance and improved productivity.

RECOMMENDATIONS
The following strategies are proposed based on the findings and conclusions of this study for effective management and implementation of employees training in an organization.
1. Management should undertake an in-depth assessment of the individual training needs and must ensure that there is relevance between theory which is taught on the outside courses and the real-life problems encountered in the working environment.
2. Proper evaluation of job on employee before it can be sent on training courses.
3. The employee should take part in the administration of certain training programmes and the employee be made aware of the cost of training.
4. The training should have mutual values to the employees and the employers.
5. The training should make the employee more effective and efficient at work.
References


