Impact of Training and Development on Employees' Knowledge Sharing Capability in a Food Processing Organisation

ALAYANDE MARVELOUS
X20124015

SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF M.A IN HUMAN RESOURCES MANAGEMENT

NATIONAL COLLEGE OF IRELAND

Submitted to the National College of Ireland, August 2021

Abstract

Knowledge sharing is one of today's evolving issues in Human Resources Management which has been attracting a great deal of research; it is one of the phases of knowledge management which is seen as an advantageous tool within a company's strategy. Scholars have argued that opportunity for organizations to share, implement and develop new knowledge is the cornerstone of competitiveness while the success or failure of any organization is resting on the efficient management of its employees' knowledge as well as the spread of this knowledge among the various categories of its employees. Past studies has tended towards the effect of training and development on employees' performance and organizational productivity without due consideration for training and development as the source of knowledge acquisition to equally influence employees' knowledge sharing, especially in Nigeria. Consequently, this study examined the impact of training and development on employees' knowledge sharing in a food processing company in Nigeria. This study strived to empirically investigate the impact of mentorship and team work training methods on knowledge sharing in a food processing company in Nigeria. The study adopted quantitative research design, deductive research approach and survey research strategy in investigating the impact of mentorship and team work training methods on knowledge sharing in a food processing company in Nigeria. The target population of this study was 2,300 direct employees of this company, out of which 341 samples which spanned across employees in the upper, middle and low levels of the company was taken using Taro Yamane approach. Data were collected through online questionnaire and analyzed using both descriptive and inferential statistics. The study thus found that in Nigerian food processing company, training of employees by mentorship significantly enhanced the sharing of organizational knowledge and skills among the employees. Furthermore, finding revealed that team work training was a positive and significant driver of organizational knowledge sharing in Nigerian food processing company. Based on these findings, it was concluded that training and development significantly and positively influences sharing of organizational knowledge among the employees of food processing companies in Nigeria. In line with this conclusion, it was recommended that human resource managers and policy makers should prioritize mentoring and team work for incorporation while formulating policies concerning employees' training and development programme as this will enhance the capability of employees to share organizational knowledge among themselves.

Declaration

Submission of Thesis and Dissertation

National College of Ireland
Research Students Declaration Form
(Thesis/Author Declaration Form)

Name: Alayande Marvelous

Student Number: X20124015

Degree for which thesis is submitted: M.A in Human Resources Management

Title of Thesis: Impact of Training and Development on Employees' Knowledge Sharing Capability in a Food Processing Organisation

Date: 18th August, 2021

Material submitted for award

A. I declare that this work submitted has been composed by myself. ☐

B. I declare that all verbatim extracts contained in the thesis have been distinguished by quotation marks and the sources of information specifically acknowledged. ☐

C. I agree to my thesis being deposited in the NCI Library online open access repository NORMA. ☐

D. ***Either*** *I declare that no material contained in the thesis has been used in any other submission for an academic award.
Or *I declare that the following material contained in the thesis formed part of a submission for the award of
_____
(State the award and the awarding body and list the material below) ☐

Signature of research student: 

Acknowledgements

I appreciate the continuing assistance, monitoring and immense contribution to this project by my supervisor Karen Murray. I would also want to thank Dr Caitriona Hughes who inspired this research with her teaching on talent management. I'm grateful for both financial and emotional assistance from my mother, Mrs. Christianah Alayande and my aunt, Mrs. Eunice Okunloye. For their support and significant intellectual contribution to the accomplishment of the course, I appreciate my friends Kemi Ogunshola, Emmanuel Kwuluje and my other classmates.

Table of Contents

Figures and Tables

Figures

Tables

Abbreviations

KM – Knowledge Management

KIFs – Knowledge Intensive Firms

HRM – Human Resources Management

H – Human Resources

KS – Knowledge Sharing

SHRM – Strategic Human Resources Management

KS - Knowledge Sharing;

MENT - Mentoring

TWT - Team Work Training

TD - Training and Development

OLS - Ordinary Least Squares

BLUE - Best Linear Unbiased Estimator

CLRM - Classical Linear Regression Model

CHAPTER ONE

1.0 INTRODUCTION

Sheeba and Christopher (2020) affirm that all tasks which are performed by people require skills and latest knowledge so as to carry out the task effectively and efficiently; and when complex jobs are to be performed, it is necessary to provide training and development for the employees to sail through such complicated task. Consequently, this chapter provides background for the need to investigate the relationship between training and development and employees' knowledge sharing capability in the context of a food processing organization. To this end, the background, problem statement, research questions, objectives, hypotheses, justification for this study, scope and overview of the site of the study are dealt with; this chapter terminates with the organization of the entire component chapters which are complementary to building up the foundation laid in this chapter.

1.1 Background to the Study

White (2004) describes knowledge management as a process which entails the creation, storage and sharing of knowledge so as to enable the accomplishment of the target goals and objectives which are required to further reprocess the organization's knowledge. Knowledge starts to substitute physical assets in the marketplace as a resource for value development; hence, Kogut and Zander (1992) claim that the opportunity for organizations to share, implement and develop new knowledge is the cornerstone of competitiveness. Due to competitive pressure, businesses now rely upon efficient management of their personnel's knowledge as an important resource they use to improve their products and services. Consequently, vast quantities of knowledge are generated and collectively retained as knowledge is exchanged amongst organization's members. Collective knowledge is referred to as organizational knowledge while the contribution of an organization's members depends on this form of knowledge.

Therefore, in order to gain a competitive advantage, companies invest in building organizational knowledge with a commitment to their employees with the aim of exchanging tacit knowledge. In the context of employees, there are two forms of knowledge identified in the literature: implicit and explicit knowledge (Hussin and Mokhtar, 2018). Implicit or tacit knowledge which is indwelling in individual human mind is hard to codify and shared. In

other words, implicit knowledge is subjective and intuitive in nature and derived from experience and practices (Nonaka and Takeuchi, 2009). Explicit knowledge on the other hand, is a codified knowledge that can be easily shared and transferred in the workplace; unlike implicit knowledge, explicit knowledge is objective and based on theories and practices that can be documented (Cavusgil, et al., 2003; Kikoski & Kikoski, 2004). The term Knowledge Management (KM) is therefore mainly taken into consideration in managing employees' explicit knowledge in organizations. KM will build an organizational knowledge base that can lead to improved decisions, creativity and productivity (Bollinger & Smith, 2001). The degree to which organizations succeed (particularly KIFs) depends on how KM initiatives in business procedures and strategies are implemented (Prusak, 2001).

Furthermore, it has been postulated that employees' explicit knowledge as a key resource can facilitate improvement in knowledge and innovation capability of an organizational through knowledge sharing initiative (Aulawi, et al., 2008; Cavusgil, Calantone, & Zhao, 2003; Goffin & Koners, 2011; Shamsie & Mannor, 2013). From the foregoing, partly, the success or failure of any organization is resting on the efficient management of its employees' knowledge as well as the spread of this knowledge among the various cadres of the employees (Abdul-Jalal, Touson & Tweed, 2013). Thus, by implication, the extent of knowledge sharing depends largely on the human resources policy of an organization, one of which is training and development.

Moreover, it has been suggested that for training and development to drive knowledge sharing within an organization, barriers to communication between employees must be reduced, employees must be made aware of resource files available within the organization and should be granted unhindered access to those resources, there should be frequent holding of meetings to keep them abreast of task and the need to help one another, the need for unhealthy competition among the employees must be eased, senior employees must be made to mentor the new employees, employees should be allowed to converse with one another informally while feedback that is constructive and permission of employees to collaborate on organizational projects are necessary (Mahdi, & Nassar, 2019).

In addition, due to the importance of human resources training and knowledge management, there has been a great deal of discussion among the scholars on the relationship between training and development and knowledge management over the years. Hence, while relating training and development to employees' performance, Rodriguez and Walters (2017) concluded that employee training and development facilitates the attainment of various goals,

such as lifting morale, sense of security, employee engagement, and overall competencies required to perform different tasks by employees. The foregoing is corroborated by Victor and Khataluwage (2019) who found a significant positive relationship between training and development and knowledge management while investigating the impact of training and development on knowledge management in Sri Lanka.

Also, recognizing the significance of training and development in promoting knowledge sharing, Mansur and Pearіasamy, (2008) introduced twelve (12) approaches on how to imbibe the culture of knowledge sharing on the job and train employees to understand that one of their responsibilities is to share knowledge with fellow employees. They therefore, emphasized that methods, such as peer assist, training and mentoring, challenging projects, job description, job rotation, cross training, and sharing sessions are critical in training employees and sharing knowledge within an organization. However, how each of the aforementioned training and development methods influences employees' knowledge sharing has not been settled in the literature and this is one of the reasons for the conduct of this study.

Conclusively, Organizational learning theory postulated in 1978 by Agyris and Schoen has established a nexus between employees' training and development and employees knowledge sharing. This theory stresses the importance of complete and continuous organizational learning in which individuals and teams gain knowledge that is related to the performance of their works and the environment and imbibe the spirit of sharing knowledge with common vision, models and strategies in order to address the present and future challenges of the organization. From this background therefore, the relevant question will be: is there a relationship between employees' training and development and employees knowledge sharing? Answer to the foregoing question thus prompt the conduct of this study and the need to hypothesize that employee training and development has no significant positive relationship with employees knowledge sharing.

1.2 Justification for the Study

This study is worth pursuing for a number of important reasons. Top of the reasons is that the outcome of this study will be a policy-making tool for both the private and public sector human resources managers as the result of this study will reveal the correlation between the selected training and development methods and the sharing of knowledge among the employees of a food processing organization. In other words, the outcome of this study will

enable human resources practitioners to understand the extent to which training and development influences knowledge sharing among the employees and therefore, prompt them to rejig their HRM practices and procedures where necessary to better enhance and harness benefits underlying knowledge sharing among the employees, such that the overall goal of the employers are better promoted and achieved.

Specifically, the outcome of this study will reveal which of the training and development methods are significant in promoting knowledge sharing among the employees of food processing organization, and by extension, other organizations. Along this way, conducting this study will familiarize the author with information relating to the training and development practices and policies of food processing organization which can inform author's recommendations for improvement on those practices where necessary; this study will also constitute the basis for establishing gaps for other future researchers. Consequently, future researchers and scholars stand to equally benefit from the product of this study by serving as reference material and for gap identification purpose for related future studies.

1.3 Scope and Site of the Study

Although there are many HRM practices existing in the literature and which are being practiced in an organizations. However, for the purpose of this study, training and development is the focus because there have been no substantial empirical works on its methods, especially as it relates to employees' knowledge sharing. Furthermore, despite many manufacturing companies listed on the floor of Nigerian Stock Exchange, this study had been designed to focus on a food processing company as the site of the study. The company is one of the several public companies quoted on Nigerian Stock Exchange which was founded in 1961, headquartered in Lagos State and specializes on food and beverage processing. The company is majorly owned by its parent company, located in Switzerland. Some of the products produced by this company include breakfast cereal, baby food products, food seasoning and hydrolyzed plant protein mix. The company is a market leader in the food and processing value chain and can boast of many significant share of the market. In terms of employees' strength, the company can boast of above 2,300 direct workforces, three (3) manufacturing sites, eight (8) branch offices and a head office located in Lagos Nigeria.

To this end, a food processing company was chosen to be the site of this study because its environment is critically strategic for practicing human resources management in an effective manner, while the company deals with huge and diverse workforce and has effective HRM

system in place. Also, the company is very flexible in term of culture and structure to align to the changing conditions in its environment that is largely supported by the leadership and strategic ability of the company. Accessibility is another is factor that informed the choice of a food processing company as the site of this study. The chosen company is known to accommodate researchers over the years and always willing to accord researchers the best of assistance and relevant information which may be helpful to the researchers due to their transparent operations and management practices.

1.4 Overview of the Dissertation's Structure

This Dissertation consists of six chapters in all, which are immediately followed by references and appendices. Chapter one lays the needed foundation for this study by providing a brief but solid background of the need for this study and the importance of knowledge management; justification for the study which canvases the need why this study is worth the time and effort committed to it, scope and site of the study where data are to be gathered for analysis; then concluded with overview of the Dissertation's structure.

Chapter two dwells on the literature review. This chapter is majorly divided into three with each major heading having sub-heads. To this end, chapter two is structured into conceptual review, which contains the conceptualization of key concepts in this study; theoretical review, where relevant theoretical backgrounds are established for this study; and finally, empirical review, where relevant and up-to-date existing studies which provide needed insights for this study are dealt with.

Chapter three expounds on the research questions and the hypotheses. Chapter four addresses the methodology used in carrying out this study. This chapter thus deals with issues such as research design, population of the study, sample size and sampling technique, survey instruments, data collection method, model specification, variable descriptions, a priori expectation, method of data analysis as well as the justification and limitations of the chosen method.

In chapter five, analysis and findings are presented. Thus, descriptive analysis and interpretations, correlation analysis and interpretation, regression analysis and interpretations and the summary of findings are discussed. In chapter six, the discussion of the key findings identified in chapter four are discussed in details with reference to the existing studies in the literature.

Finally, chapter seen is made of conclusion made based on the revealed findings between

training and development and employees' knowledge sharing capability, while the recommendations are made based on the conclusion reached on the outcome of this study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the chronicles of existing but relevant studies on employees' training and development, knowledge management and employees' knowledge sharing capability. In effect, the core issues addressed in this chapter include the theoretical basis for employees' training and development and employees' knowledge sharing, adopted conceptual framework for this study, the empirical reviews plus the evidences gathered from literature, gaps identified in the literature and finally, the conclusion from the literature reviews.

2.1 Conceptual Review and Framework

Conceptual framework, according to Mugenda and Mugenda (2012), is a pictorial representation of the interaction and direction of cause and effect relationship among the variables of interest in a research, and it is a diagrammatic display of how long it will take to move from point A through point B. Thus, conceptual framework was constructed in this study to provide a sharp nexus between the explanatory variables and the endogenous variable and to reveal at a glance, the direction of influences among the research variables. As noted earlier, the focus of this study is to examine how training and development influences employees' knowledge sharing capability. To end, this study derived its conceptual framework from organization learning theory propounded in 1978 by Agyris and Schoen, which established a connection between employees' training and development and employees' knowledge sharing. This framework is depicted in Figure 1:

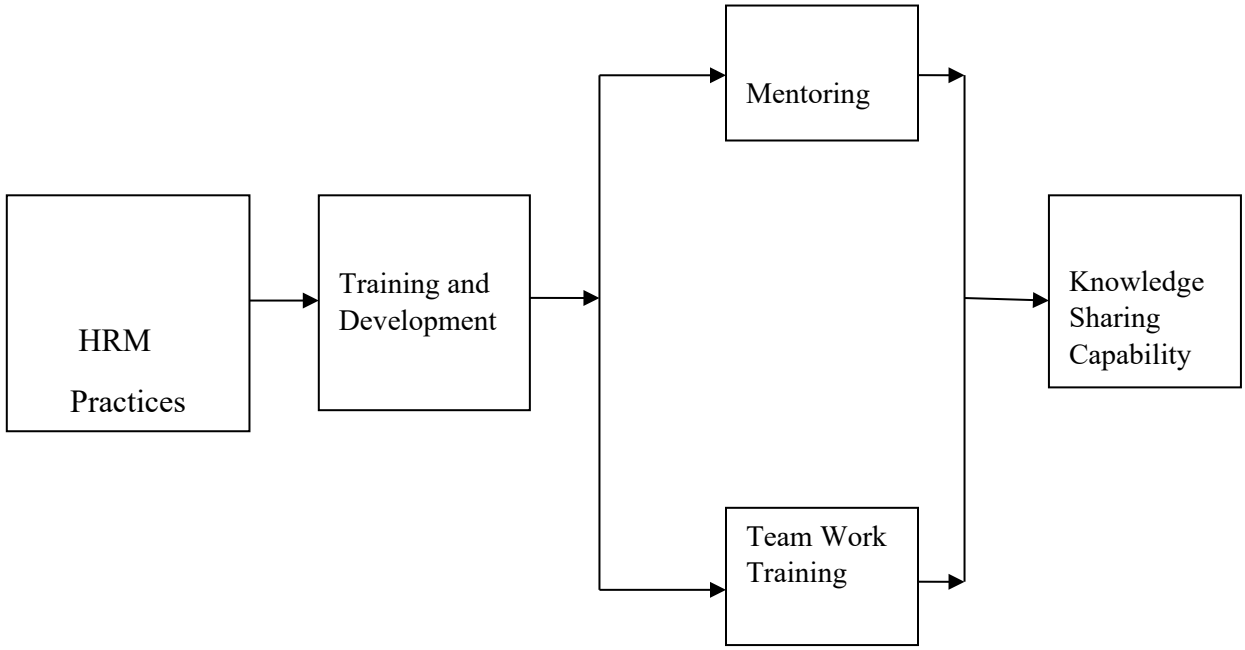

Figure 1: Conceptual Framework

2.1.1 Conceptualizing Human Resource Management

Itika (2011) opines that HRM occurs whenever and wherever there are more than one person; he noted further that HRM begins even at family phase where each member of the family assumes various responsibilities aimed at achieving the ultimate goal of the family, while the head of the family plays the role of a human resources manager by bringing the family members and other people together, discover and manage their skills and knowledge, and deploy them to achieve whatever may be the needs of the family. This setting is replicated in the bigger and formal setting like an organization. Thus, Storey (1995) views human resource management as a unique way of managing human resources in order to achieve competitive advantage with the aid of committed and competent people that are cultured and structured.

2.1.2 Conceptualizing Knowledge

Before describing what knowledge management is, it is important to dwell on the scholars' views about knowledge itself. To Wang, Hielmervik, and Brendel, (2001), the cognitive capability of an organization is referred to as knowledge. Recognizing the importance of knowledge, Muhire (2012) posits that knowledge is numbered among the most valuable resources of an organization, and that knowledge is viewed as an intellectual asset which people are always unwilling to share with other unless a reward is provided for doing so. He therefore, submits that knowledge is the act of acquiring skills through investigation, reading or observation about how to do something and aids the making of decision or taking of action. From the foregoing views of scholars, it is obvious that the definition of knowledge is a complex thing and can therefore be interpreted in various ways. Nevertheless, the authors share similarity of views that knowledge is a key resource and it is about skills possession to make a decision and perform a task. If knowledge is therefore a valuable resource as advocated by the various scholars, then, there is a need for its management to forefend its waste.

The nature of knowledge is divided into various forms and levels of experience in organizations. Nonaka and Takeuchi (1995) explain that there are two major types of knowledge, namely: implicit or explicit. The knowledge that is personal, subjective and therefore difficult to express and formalize is referred to as tacit. Such knowledge is inherent in people and difficult to pass from one person to another by either book or speech (Harry, 2010). On the other hand, explicit knowledge or codified knowledge means knowledge communicated in a hierarchy and formal manner (Nonaka and Takeuchi, 1995); it can be transferred from one person to another seamlessly and collected, codified and stored in different media, while a good example of explicit knowledge can be found on the internet or text book (Harry, 2010).

Furthermore, the importance of explicit knowledge is similar to its accessibility throughout the organization, and across its relevant period, and consequently, appropriate documentation and management are necessary to make it function (European Commission 2014). Moreover, the fact that tacit knowledge is the most valuable has been established by the survey carried out in Delegations for the Study on uptake of strategic evaluations, which has pinpointed tacit knowledge as the main source of professional knowledge and information.

2.1.3 Conceptualizing Knowledge Management and Knowledge Sharing

As earlier noted, knowledge, when acquired in the context of an organization must be properly managed; otherwise, it resorts to wastage. Knowledge management (KM) in its simplicity connotes the extraction of knowledge and skills from employees who have acquired it through training and sharing with employees who are in need of it (Caruso, 2017). The foregoing view has further consolidated the popular view that for knowledge to be managed and shared, it must have been acquired through training and development exercise, and this strengthens the reason for this study. Reiser and Dempsey (2012) observe that knowledge management is the creation, storage, and sharing of cherished information, expertise and views both within and across group of people and organizations that are convergent in interests and needs with the aim of building competitive advantage. Corroborating the view of Dempsey, Muhire (2012) says knowledge management helps companies remain competitive in this challenging market and thus, opines that knowledge management as a process of finding valuable information and morphing it into knowledge that is pivotal for making decision and taking action.

Hartner and Grunfelder (2013) consider knowledge sharing as a step within knowledge transfer, which describes the willingness and the act to share tacit and/or explicit knowledge. Thus, it only deals with the one-way direction from sharer to receiver. Caruso (2017) defines knowledge sharing as the exchange of information, skills, or expertise among employees of an organization that forms a valuable intangible asset which is a function of organization culture that encompasses knowledge sharing, particularly, the sharing of the knowledge and skills acquired via informal workplace learning; performance support to promote informal workplace learning; and knowledge management to morph valuable informal learning in workplace which is promoted, retained, and shared across the organization. Indah (2017) explains knowledge sharing as a method of disseminating knowledge, methods, experience, including the ideas they possess to other members. Along this line, Ghani (2009) believes that knowledge sharing can only work if each member is given enough chance to express themselves in opinions, ideas, criticisms and comments to others. Again, one of the key areas of this study is knowledge sharing and the speed and efficiency with which knowledge can be shared is of great concern to this study.

Knowledge sharing is at the central of the concept of knowledge management which is about sharing knowledge and not hoarding it (Milne, 2001). In his own perspective, Dudley (2006) relays that when knowledge is applied and shared, those using it will move to new phase of

understanding and that knowledge becomes richer in meaning and gain more usefulness as it progresses from one person to the other; this ultimately makes knowledge to become tacit when it is used more and results are shared while those who acquires the knowledge are able to tackle new challenges.

2.1.4 Knowledge Sharing, Training and Development, Mentoring and Team training: the Nexus

In line with the submission of Davenport (1997), knowledge sharing means a process which requires the skills and expertise acquired to be exchange between individuals. In line with this, Ipe (2003) argues that there are some particular HRM practices such as training and development that supports sharing of knowledge by encouraging other employees to acquire knowledge and share it with other fellows, so as to facilitate the possible creativity. Sharing diverse knowledge acquired through mentoring, coaching, understudy, team work and other training outlets can facilitate organizational capability through long and strategic interactions among employees in which sharing of similar experiences between employees take place (Cohen & Levinthal, 1990).

According to Sitlington and Marshall (2011), human resource pool consists of skilled and experienced employees which can help organizations to solve challenges without seeking help from outside. Furthermore, such techniques can also help in developing knowledge within an organization where employees' knowledge can be stored and documented for effective utilization when required in the future. Supporting the foregoing, Soliman and Spooner (2000) hence submit that collaborative learning through acquisition of knowledge by training and retraining can take place when employees are openly encouraged to discuss their experiences with their colleagues. One of the benefits inherent in collaborative learning and knowledge sharing is that skilled employees may be more willing to improve their learning in their place of work (Billets, 2004).

2.1.5 Knowledge Sharing, Training and Development and Competitive Advantage

As stated by Bock and Kim (2002), the most important practices to be developed within an organizational knowledge management scheme is knowledge sharing; this is because it facilitates increase in the market and competitive advantages whereby an organization gain

information about the strength and weakness of their competitors and leverage on those information to outperform the competitors in terms of market and productivity. Organization investment training and development of employees also keeps employees updated in knowledge and expertise which can be leveraged upon by an organization to develop products and render services in the most efficient manner compared to competitors with out-dated knowledge. Dawson (2000) states that the most important benefit when the workers share their knowledge is that it can be transferred and made an important asset and resources to the organization. In addition, studies had mentioned that this practice is the process where an individual or the employees can interchange their ideas or knowledge either from tacit to explicit and create new knowledge (Ismail and Yusof, 2009). Besides, Alamahamid, McAdam, and Kalaldeh (2010) argue that the individual learning commitment plus personal flexibility are the consequences of the knowledge sharing.

2.1.6 Conceptualizing Training and Development

Training and development are thinly distinguishable, even though they are often used interchangeably. Dessler (2015) sees training as a way of giving the needed skills to the employees to enable the performance of their jobs. To Dessler, training is just an act of preparing employees to acquire skills required to carry out their daily task and the scope of the training has to be narrowed to the specific job to be performed and address the weaknesses in the knowledge, as well as the skills and attitudes of the trainees. On the other hand, development refers to the method of acquiring knowledge and skills in a wider and broader sense which is tailored towards career advancement of an individual employee on a long-term basis rather than job-oriented training (Manuel, 2014). From the foregoing, it can be settled that it is the focus and the duration of knowledge and skills acquisition programme that determines whether it will be called training or development. In spite of this, training and development converges because both are aimed at knowledge and skill acquisition.

In his own account, Itika (2011) opines that in as much an organization is dependent on the capability of its work force, training and development is imperative both for the present and the future jobs and this underscores organizational survival. He stresses that whoever is the head of the HR Department must design a way of evaluating the training need of the employees in terms of knowledge gaps and package appropriate training programme to bridge such identified gaps.

Training and development is a responsibility embedded within Human Resources Management which helps to close the gaps between the present and the expected performances and it helps to fill the gaps between current and expected performance (Elnaga & Imran, 2013; Nassazi, 2013). While expressing his views, Nassazi (2013) succinctly states that training and development is systematic in nature and consists of activities designed to improve the frontier of skills, knowledge and competency of the employees. Training is aimed at improving the skills required to achieve organizational goals (Elnaga & Imran, 2013), since it expands the efficiency of individuals, groups, and organizations (Jehanzeb & Bashir, 2013). Along this line, the concept of training development can be seen as acquiring new competency and skills for personal growth (Jehanzeb & Bashir, 2013), and it is a wider concept which can be viewed as comprehensive and sustain the long-term growth and survival of an individual and gear them towards the performance of their responsibilities (Nassazi, 2013).

It has been averred by Kleiman (2000) that the essentials parts of a worthy employee training program are constructed on orientation, management skills, and operational skills of employees. Kottke (1999) explains that employee development programs must be characterized by core proficiencies, appropriate structure by which organizations grow their businesses at corporate level. Supporting the view of Gerbman (2000) posits that the basis of objective of many training programmes for employees is to incorporate the mission and culture of the organization into the employees; these training and development activities thus provide assistance for achieving the strategic goals of business and helps to promote learning chances and facilitate learning of culture within organizational (Kottke 1999). Furthermore, while evaluating the importance of training and development, Jehanzeb and Bashir (2013) identify individual benefits from training and development to be improvement in employees' competencies, performances and job satisfaction, while market growth, employees' retention and improvement in organizational performance are the benefits accruable to organization. In addition to enhancing employees' knowledge, skills and attitudes, employees are equipped with necessary competencies which enable them to align quickly to a changing and challenging process and it is a catalyst for enhancing the quality of staff available to gain competitive advantage by the organization (Nassazi, 2013)

It is noteworthy to remember that individuals become more productive because training and development programs enhance individuals' skills and abilities to the extent that even some organizations provide tuition reimbursement schemes for individuals training and

development programmes (Jehanzeb & Bashir, 2013). Due to this important nature of training and development in an organization, the focus of this study is to examine how it affects knowledge sharing capability of the employees.

The foregoing views of authors about the importance of training and development in making employees to support achievement of corporate goals underscores the need to conduct this study to further buttress the role of training and development in promoting employees' knowledge sharing capability.

2.1.7 Conceptualizing Mentoring and Team work training

Shyamala (2014) observes that mentoring is always done by a senior person within an organization and sees it as one-to-one interaction, like coaching. He asserts upon the conclusion of orientation and in-house training for employees that mentoring as a training technique is the next opportunity usually given to employees and it allows such employees to learn and grow under the auspices of a senior colleague. A mentor is defined as a trusted and experienced advisor who has been a senior colleague and who has that mastery in the employees' development (Dessler, 2008). Such a mentor may be a supervisor, but in most cases, someone who is more experienced and capable to guiding another person through a process or difficult task is regarded as a mentor. Certainly mentoring may occur informally; however, a mentorship programme has the benefit of ensuring that newly recruited employees feel welcomed and attached in pair with someone who already understood work rudiments and can help guide the new recruit through any challenge on the job; and for a mentoring scheme to workout effectively, it must be embedded in the culture of the organization (Rana, 2015).

Team work training is way of enhancing employees to gain improvement in the skills of making decision, solving problem and team-development because team training can help enhance communication which may culminate in more productive business opportunities (Dessler, 2008). Dessler further argues that the aim of team training is to spring up unity among the employees, thereby giving them the chance to know and relate with one another closely. In their account of team work training, Irene, Vassiliki & Ellisavet (2009) justifies the need for team training to encompass improvement in communication, improvement in knowledge sharing and transfer, motivation of team members, helping the members to know each other better, harnessing and making use of the strength of the team members, improving

the productivity of the team and engaging in the effective collaboration among the team members.

Team training can be conducted internally or externally, and with the evolving technology, team training no longer requires people to be physically present in the same room. Therefore, given the importance of human resource training and development as emphasized by Jihanzeb and Bashir, (2013) that employees are valuable resources of the organization and performance of employees dictates the success or failure of an organization, and that training program is an enabler for companies to emphasis on knowledge, expertise and capability of employees; there is need to investigate how these training methods (mentoring and team training) trigger knowledge sharing among employees.

2.2 THEORETICAL FRAMEWORK

In order to reveal the relationship between employees training and development (mentoring and team work training) and employee knowledge sharing capability, this study was anchored on organization learning theory which is reviewed in details in the following section.

2.2.1 Organizational Learning Theory

This theory was developed by Agyris and Schoen in 1978. The theory posits that the advent of globalization has ended the reign of monopolizing knowledge. Pointing to the need to share knowledge, this theory emphasized that knowledge generated in one place spreads faster today than a decade ago. According to this theory, what is important for organizational competitive advantage in the present time is the capacity of the employees to learn from the evolving knowledge and apply what is learnt to achieve organizational goals quickly than others. According to this theory, employees' prior knowledge (tacit knowledge) enhances learning and application of new related learning. Senge (1990) later worked on the theory and notes that organizational learning theory is important as it brings into fore the need for individuals and organization to gather knowledge relating to the areas of their duties and environment and endeavour to share this knowledge with mutual vision, principles and strategies which are necessary for addressing the future of the organization. They consequently submit that poor organizational learning culminates in poor organizational adaptation to the environment, weak competitiveness, which eventually leads to decrease and ultimate collapse. In line with this theoretical proposition of relationship between learning by

training and sharing what is learnt, this study intends to evaluate the knowledge sharing capability of the employees as fueled by training and development because organization learning theory has posited that the success or failure of an organization is a function of an ability to learn while human resource management should promote learning continuously.

2.3 EMPIRICAL REVIEW

There are great deal of research on knowledge management, knowledge sharing and human resource practices, especially as related to employees training and development. Handfuls of these studies are reviewed as follows:

While carrying out an exploration into some of the methods in which the valuable employees' knowledge can be promoted, captured, shared, and managed by an organization, Caruso (2017) found that organizations are beginning to understand that the knowledge which resides in their employees is very pivotal in creating value and economic power, while the skills and expertise acquired by their employees make the organization competitive. He therefore recommended that organizations must be able to identify and figure out some of the knowledge sharing (KS) tools, such as Web 2.0 that can be employed by people to enhance sharing of knowledge across the organizations. Brendan (2018) found that in an Irish setting, the owners or senior managers are responsible for promoting the knowledge management process while there is a need to facilitate a promoter of knowledge management and educate the employees on the importance of knowledge sharing to ensure that the future of the company is secured. The submissions of Brendan and Caruso have further underscored the focus of this study. If KM and KS are important to secure the future of an organization, then there is need to investigate what drives knowledge sharing right from the context of training and development.

Iqbal, Toulson, and Tweed (2013) investigated knowledge sharing success for sustaining organizational competitive advantage in Malaysia. They found out that organizational knowledge is important so as to retain the competitive advantage of the organization. While expressing the finding of their study to support the importance of knowledge sharing, they explained that if knowledge is successfully shared, it leads to shared intellectual capital, but the success of knowledge sharing is a function of knowledge sharing capability of employees, and that it is important that this knowledge sharing capability is transformed into organizational success via appropriate HRM practices. Furthermore, Collins and Smith (2006) found out that knowledge sharing is significant in the design of knowledge-driven

HRM practices. Hence, it is important for this study to be conducted to identify which of the training methods drives knowledge sharing capability of the employees in the context of a food processing organization.

Rodriguez and Walters (2017) examined the importance of training and development in employees' performance and evaluation and found out that employees' training and development helps organization to accomplish various goals, including equipping them with the required capability to perform their jobs, sharing of knowledge inclusive. Supporting the view of Iqbal, Toulson, and Tweed (2013), they concluded that with the aid of appropriate opportunities for training and development, employees will be competent to support their organization in the current global market to achieve competitive advantage. Similarly, Salman (2015) investigated employees' perception of HRM practices and knowledge sharing behaviour in Pakistan. He found out that collaborative HRM practices is positively and significantly associated with employees' knowledge sharing behaviour, suggesting that collaborative practices and trust would assist the employees' behaviours about knowledge sharing in order to improve the capability of individual employees within the organization.

While employing conceptual approach to examine the benefits of training and development programme to employee, Jihanzeb and Bashir (2013) discovered that employees are valuable asset of an organization while success or failure of an organization is a function of its employees' performance. Therefore, in employees' training program, it is imperative to reiterate for companies to emphasize knowledge acquisition and sharing, expertise and ability of employees. Also, Ojokuku and Akanbi (2015) examined factors affecting the adoption of strategic human resources practices and its impact on the performance of public universities in Nigeria. Their findings revealed that the adoption of SHRM practices were influenced by extent of awareness of the mission and vision of the universities by staff the human resources department, and knowledge of the benefits of human resources practices.

HRM plays a more important role in managing an organization and enhancing employees' capability through training and development is an important component of HRM; it is therefore important for organization to harvest skilled and competent employees for better organizational performance (Tahir, Yousafzai, Jan & Hashim, 2014). Meanwhile, job-embedded learning method could have strong influence on knowledge sharing behaviour at workplace (Wood & Mcquarrie, 1999). Strengthening the foregoing conclusion, Peariasamy and Mansor (2008) found that the success or failure of on-the-job sharing depends on how it

works within the ambit of the employees, and hence, does not constitute additional burden for employees in terms of seeking and sharing knowledge.

Knowledge sharing is critical variable in this study, and in as much the foregoing authors have validated the existence of relationship between acquiring skills and capability to share the acquired skills by the employees and organizational performance, this study is relevant to resolves inattention given to teamwork and mentoring as related to knowledge sharing.

2.4 Research Gaps from the Literature and Conclusion

Knowledge management has been a field of study attracting a great deal of research and it is one of the phases of knowledge management which is seen as an advantageous tool within a company's strategy (Grunfelder and Nasholm, 2013). In the light of the foregoing, Abdul-jalal, Touson and Tweed (2013) concluded that knowledge sharing capability is important for knowledge sharing success, pointing to its pivotal role in the framing of HRM practices that is knowledge-driven. They noted that lack of employee's knowledge sharing capability may lead to an inability of the organization to remain competitive. Also, while canvassing for the need for employees' training, Sheeba and Christopher (2020) averred that learning and development is such a vital ingredient among the different HRM practices which enables employees to bridge their knowledge gaps and acquire the required knowledge, skills and attitudes which are strategic for innovation.

Furthermore, Jihanzeb and Bashir (2013) proposed that training and development might culminate benefits for the employees and trigger employees' knowledge sharing which later affect organizational results. Consequently, they recommended future research to recognize the traits that facilitate a seamless transfer of employee development benefits to different levels; this has not received deserving attention. This study seeks to fill the foregoing gap by investigating how training and development impacts on knowledge sharing capability of employees in the context of an organization.

Also, the direction of arguments in the literature has tended towards positing training and development as the basis for organization to gain competitive advantage and improve employees' performance and organizational productivity (Jihanzeb & Bashir, 2013; Abubakar, 2019; Daniel, 2018; Dewan & Abdul, 2017; Ojokuku & Akanbi, 2015). However, the impact of each of the training and development methods, such mentoring and team work training to trigger and strengthen the knowledge sharing capability of the employees has received little attention. Although Victor and Khataluwage (2019), Salman (2015) and Al-

Shawabkeh (2018) examined this impact, the geographical scopes of their studies were in Sri Lanka, Pakistan and Jordan respectively. This present study has its site and geographical dimension in Nigeria, and therefore becomes necessary as it will not only contribute to the debate in the literature, but will benefit organizations which are still not aware of the impact of training and development in triggering capability of their employees to share knowledge among themselves. Consequently, against the backdrop of the aforementioned gaps, this study seeks to empirically investigate the impact of training and development on knowledge sharing capability of employees in the context of food processing organization which has embedded training and development in its HRM practices and accorded priority to knowledge sharing.

Conclusively, the coast has been made cleared from the above that the influence of mentoring and team training methods has not been investigated within the geographical scope of Nigeria, necessitating the reason why this study has to be conducted. Finally, from the above views of the authors, it is apparent that mentoring and team training are all important ways of training employees to acquire new skills about their line of duties within an organization. If this is so, skills and knowledge acquired by the employees must be shared with one another; agreeing with this, Tuorinsky (2021) posits that employees who have been trained effectively are equally encouraged by their manager to apply new skills in the performance of their duties and transfer those trainings to their team and their organizations. Thus, by implication, the extent of knowledge sharing depends largely on the human resources policy of an organization, one of which is training and development. Moreover, Harry (2010) avers that companies and organisations are fond of hiring talented individuals who have tacit knowledge or acquiring businesses that have personnel with skill and experience that the existing firm lack. Finally, worthy of noting is the fact the relationship between training and development and knowledge sharing has been theoretically established in Organizational Learning theory postulated in 1978 by Agyris and Schoen which emphasizes the importance of complete and continuous organizational learning in which individuals and teams gain knowledge that is related to the performance of their works and the environment and imbibe the spirit of sharing knowledge with common vision, models and strategies in order to address the present and future challenges of the organization.

CHAPTER THREE

RESEARCH QUESTIONS

The immediate previous chapter has revealed existing gaps in the literature and clearly revealed that knowledge sharing as influenced by mentoring and teamwork training methods has not been addressed, especially with reference to the food processing organisation in Nigeria. Hence, there is need for this study to investigate the impact of mentoring and team work training methods on knowledge sharing in a food processing organization in Nigeria.

Therefore, arising from the research gaps identified in the previous chapter, the general research question raised is: what is the relationship between training and development and employees knowledge sharing capability? This question is further broken down into the following sub-questions to facilitate easy accomplishment:

- What is the relationship between employees' mentoring and employees' knowledge sharing capability in an organization?
- What is the relationship between employees' team work training and employees' knowledge sharing capability in an organization?

Although the general objective of this study is to examine the relationship between employees' training and development and employees' knowledge sharing in a food processing organization, in order to answer the research questions, specific objectives have been set to:

- examine the relationship between employees' mentoring and employees' knowledge sharing capability in an organization;
- assess the relationship between employees' teamwork training and employees' knowledge sharing capability in an organization.

To answer the research questions and test any causative relationship, this study conjectures the following testable hypotheses:

- **$H0_1$**: Employees' mentoring has no significant positive impact on employees' knowledge sharing capability in a food processing organization.
- **$H0_2$:** Employees' team work training has no significant positive impact on employees' knowledge sharing capability in a food processing organization.

CHAPTER FOUR

METHODOLOGY

4.1 Introduction

From the previous chapter, it was concluded that the potency of mentoring and team work training methods to influence knowledge sharing especially in Nigeria has not been given empirically deserved attention, despite the views widely shared in the literature that knowledge sharing among employees is strategic for gaining competitive advantage. To this end, this chapter chronicles the methodology employed in carrying out the research work; some of which includes the research philosophy, research design, population of the study, sample size and sampling techniques, instruments of data collection, method of data collection, pilot test, model specification, measurement of variables. Furthermore, assumptions behind the estimation techniques and procedures for carrying out diagnostic test on the estimated coefficients are equally presented in this chapter.

4.2 Research Philosophy

Suanders, Lewis and Thornhill (2009) opine that research philosophy connotes the building or development of knowledge and the nature of that knowledge. They assert that it is normal for a researcher to think about whether to approach data collection by administering questionnaire or conducting interviews and that such researcher can only find answer relating to choice of data collection technique and analytical procedure by taking a look at the research onion. Thus, Saunders, Lewis and Thornhill (2009) believe there are four important research philosophies namely: Positivism, Realism, Interpritivsm and Pragmatism. They further argue that none of these philosophies is better than the other as each philosophy is suitable at addressing different issues depending on the research questions a researcher strives to answer. Thus, in this study, a positivist philosophy to the development of knowledge which embraces the methodical stance of the natural scientist is adopted. This is because positivist prefers investigating an observable social reality and generalizing the end product of such investigation (research) in a law-like manner that is akin to finding produced by the physical and natural scientists. Consequently, since training and development and knowledge sharing are observable social reality, positivism philosophy which believes that only phenomena that can be observed will lead to the production of credible data and which

involves using existing theory to test hypotheses for confirmation or rejection is chosen to guide this study.

4.3 Study Area

This study was conducted within a food manufacturing organisation in Nigeria. According to Daniel (2017), the value of Nigeria's food processing industry is $10 billion and the industry serves as the provider of an estimated 10 million direct jobs; furthermore, Nigeria produces millions of tonnes of raw food materials derived from plants and animals which can be processed, stored and transformed into several usable products and outputs to serve both local and export markets. With the emergence of Covid-19, it cannot be gainsaid that Nigeria has the greatest capacity and advantage to leverage food processing to sustain and reroute economy to the path of recovery.

In the light of the foregoing, Adedeji (2020) posits that notwithstanding that the Nigerian food processing sector is blessed with large workforce, the level of expertise and skills in the sector remains abysmally low, while many stakeholders have affirmed that the sector is suffering from serious shortfall in skilled and trained manpower and this has remained the critical factor militating against the competiveness of the sector. He concludes that what is required for food processing sector in Nigeria to reposition itself for maximum contribution to economic recovery and growth is skilled manpower. From the foregoing therefore, it is obvious that there is knowledge gap and poor knowledge sharing among the huge employees in the Nigerian food sector which calls to question the training and development philosophies in this sector despite the level of education and experience paraded by the workforce. This was what informed the choice of this organization as the area of this study to empirically validate the influence of training received by the huge workforce in the food processing organization on their organizational knowledge sharing capability.

4.4 Research Design

Patton (1990) argues that whatever research design that is chosen must be suitable for the problem being investigated. In spite of the fact that each of quantitative and qualitative methodologies has their benefits and limitations, quantitative methods have been found to be appropriate for carrying out organizational research (Bryman, 1984; Dey, 1993; Rossman & Wilson, 1985). Hence, this study followed survey research process and adopted ex post

facto research design method.

4.5 Study Population

Within the food processing sector, this study focused on a company; hence, the population of this study comprised the entire full time employees in the target food processing company in Nigeria. There are about 2,300 direct employees in this company and this constitutes the total population of this study.

4.6 Sample Size and Sampling Technique

In order to achieve efficiency and due to time constraint concerning the completion of this study, a food processing company was randomly selected for study out of the entire processing companies. This sampling method has been used by Saunders, Lewis, and Thornhill (2003) and adjudged okay. The size of the sample for this study was determined by the method developed by Taro Yamane in 1967 as follows:

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

Where:

n = sample size

N = total population in the target company

1 = constant

e = error terms (5%)

There are about 2,300 direct employees in the target food processing company; hence, sample size is calculated thus:

$n = 2{,}300/1 + 2{,}300(0.05)^2$

$= 2{,}300/ 6.75 = 340.74$

Therefore, sample size (n) for this study is approximately 341 employees.

4.7 Method of Data Collection

While expressing supporting for the use of questionnaire for survey study, Baruch, and Holtom (2008) posit that quantitative methodology that involves the use of survey questionnaires usually have a higher rate of response and provide better insight into the research work. Therefore, this study, being a survey design, sourced data from primary source with the aid of online survey instrument. This method was equally used by Lepak and

Snell (2002) in the context of human resources management practices and 0.80 Alpha coefficient values was obtained for the reliability test.

In the data collection process, the respondents were only required to complete the questionnaire and were never interviewed. The questionnaire was adopted following the work of Salman (2015) and Kolawole (2019) and comprises three sections A, B and C. Section A was design to elicit the socio-demographic characteristics of the respondents. While section B contained ten (10) probing questions designed to measure the effect of training and development by mentoring on knowledge sharing among the employees in the target organization, Section C also measured the effect of training and development by team work on knowledge sharing among the employees in target organization with ten (10) probing questions. Thus, there were twenty (20) questions asked in all based on a five-point Likert scale where respondents were asked to choose from five options namely: Strongly agree, Agree, Neutral, Strongly disagree and Disagree, and each option was graded 5, 4, 3, 2 and 1 respectively to measure the research questions.

4.8 Administration of the Instrument/Participants

The respondents of this study consisted of all the full-time staffs of the target food processing company in Nigeria. Babbie (2016) notes that online surveys are very economical and productive compared to other methods, such as face-to-face and phone interviews. Respondents were granted adequate time to complete and return the completed questionnaires to ensure accuracy and unbiased answers.

4.9 Validity Test

In order to check that the data collection instrument in this study measure what it was intended to measure, and ensure its coherence and articulation, the questionnaire was presented for vetting and certification by this study supervisor, as well as a personnel manager of a company in Nigeria who is a proficient expert in the field of human resources management. Their comments and suggestions informed some valuable changes made to the instrument before its administration to the study sample.

4.10 Reliability Test

According to Orodho (2009), the extent to which the research instrument generates the same results on repeated trials is referred to as reliability. Hence, to ascertain the extent of consistency with which the instrument produces same or similar results when applied to same sample under same condition and circumstances, reliability test was conducted by calculating the internal Cronbach's Alpha consistency coefficient. The results of this test produced Cronbach Alpha coefficient value of 0.97, suggesting high reliability of the research instrument administered in this study.

4.11 Pilot Study

Pre-testing of questionnaire is an essential stage in the survey research process so as to establish whether the instrument would be efficient in addressing the research problem when eventually applied to target population (Salman, 2015). Although there are several methods of carrying out pilot study in the literature, however, Zaltman and Burger (1975)

posit that the pilot sample should be close to the target population. Hence, the administered online questionnaires in this study were first pilot tested on the staff of a consumer good company in Nigeria in order to assess the completion time of the survey and the clarity of its contents as well as the instrument design. Feedback from the pilot study revealed an average completion time of 15 minutes which was deemed appropriate considering the size of the questionnaire. Although, respondents found some questions in Part A to be too personal and could trigger biases, nevertheless, the framing of the questions were not gender-sensitive. Also, the layout of the questionnaire was found to be satisfactory while no difficulties were reported regarding the understanding of the questions.

4.12 Model Specification

In order to establish the relationship between training and development and knowledge sharing, this study adopted the regression model specified by Kolawole (2019). Hence, the model of this study is functionally specified thus:

$KS = f(TD)$……Eq(3.1)

Where TD = training and development and KS = knowledge sharing. Since this study focuses on mentoring and team work training methods: Eq(1) can be expanded as :

$KS = f(MENT \ \& \ TWT)$……Eq(3.2)

Transforming Eq(2) to econometric form produces Eq(3) thus:

$KS = \beta 0 + \beta 1 MENT + \beta 2 \ TWT + ut$……Eq(3.3)

Where:

KS = knowledge sharing;

MENT = training by mentoring which

TWT = team work training

$\beta 0$ = regression constant

$\beta 1$ = regression coefficient of mentoring

$\beta 2$ = regression coefficient of team work training

Before estimating the multiple linear regression in Eq(2), a simple regression was estimated to assess to effect of each selected training and development methods on knowledge sharing. This decomposed models in respect of each objective are as specified in Eq (3.4) and Eq(3.5) respectively:

Objective 1: To examine the impact of employees' mentoring on employees' knowledge sharing capability in a food processing organization;

$KS = \beta 0 + \beta 1MENT + ut$……Eq(3.4)

Objective 2: To assess the impact of employees' teamwork training on employees' knowledge sharing capability in a food processing organization.

$KS = \beta 0 + \beta 2\ TWT + ut$……Eq(3.5)

4.13 Data Analysis Technique

Analysis of the data collected from the surveyed respondents was done by both descriptive and inferential statistics. Specifically, percentages, mean, standard deviation, kurtosis and skewness were employed to describe the nature of the collected data. Pearson Products Moment Correlation analysis was carried out to understand the extent and direction of the relationship between the variables of interest, while multiple regression technique was used to establish the intensity of the relationship between training and development (independent or explanatory variables) and employees' knowledge sharing (dependent or endogenous variable) in the context of a food processing organisation. This methodology had been used and adjudged okay by Ozigbo (2012) and Kolawole (2019). Statistical Package for Social Sciences (SPSS) was used to estimate the specified models.

4.14 Diagnostic Tests

When Ordinary Least Square (OLS) regression is used to estimate model, Best Linear Unbiased Estimates (BLUE) are obtained provided that none of the assumptions of the Classical Linear Regression Model (CLRM) is violated. Consequently, the following diagnostic tests were

conducted to ensure that none of the assumptions of Classical Linear Regression were violated while estimating model 3.3.

4.14.1 Autocorrelation Test

In order to be sure of the validity of the OLS regression estimates, Durbin–Watson (d) Test was used to test autocorrelation in this study because the this is the most celebrated test for detecting serial correlation as developed by statisticians Durbin and Watson (Mugenda & Mugenda, 2012). It is popularly known as the Durbin– Watson d statistic. A great advantage of the d statistic is that it is computed from the estimated residuals, which are usually computed in regression analysis. Autocorrelation occurs when there is an omission of variables, model misspecification or when there is systematic error in measurement.

4.15 Research Ethics

The intent of gathering data for this study and the essence of the research were duly told to respondents before the link to the questionnaire was sent. The survey did not take place in the presence of senior management (i.e. directors or heads of department) and particular caution was taken to ensure that participants remained anonymous by not demanding the names of the respondents and the titles of their work. All information provided by the respondents were treated with utmost confidentiality and used solely for the purpose of this study.

4.16 Limitations to the Methodology

The researcher considered the pitfalls of the methodology adopted in this study which includes possible biased responses, lack of cooperation due to non-physical presence with the respondents, reluctance in disclosing personal details and others. However, the researcher was confident in the respondents and ensured the questionnaire was simply designed to appeal to the sense of the respondents in such a manner that would make them readily give up required information.

CHAPTER FIVE

DATA ANALYSIS AND FINDINGS

5.1 Introduction

In this chapter, data analysis and subsequent findings in line with the research questions raised, objectives stated and hypotheses conjectured are presented. The chapter proceeds from the evaluation of the respondents' response rate, through respondents' demographic characteristics, descriptive analysis of the variables and diagnostic tests. Also, the results of the correlation analysis, regression analysis, as well as the test of hypotheses are presented in this chapter.

5.2 Response and Data Processing Rate

Although three hundred and forty one (341) copies of research questionnaires were administered in line with section 4.6 of chapter 4, the response rate was 89% as three hundred and nine (309) questionnaires were successfully completed and retrieved from the respondents. There is no consensus in the literature as to what constitutes acceptable response rate; for instance, Salman (2015) reported 65% response rate while Kolawole (2019) reported 69.86%. Consequently, the 89% response rate obtained in this study is considered very good and subsequent analysis of data is based on this response.

5.3 Demographic Characteristics of the Respondents

The detailed personal characteristics of the respondents are presented in this section. These pieces of information were required to assess the credibility of whatever information elicited from the respondents and their suitability for this study. Hence, findings obtained in respect of this section are presented as follows:

Table 5.1: Gender Distribution of the Respondents

		Frequency	Valid Percent	Cumulative Percent
Valid	Male	181	59.3	59.3
	Female	124	40.7	100.0
	Total	305	100.0	

Source: Field Survey (2021)

From Table 5.1, the majority of the respondents (181) which constitutes about 59.3% of the total respondents were males while the remaining respondents (124), which make up of 40.7% of the respondents were females. This finding reveals that there are moderately more male employees in the surveyed food processing company than female employees. This is consistent with the gender combination characteristic of Nigerian corporate organizations which has penchant for recruiting more of males than females into their workforce (Oyenuga, Adebiyi, Mustapha and Abimbola (2019). Furthermore, this finding confirms the study of Kolawole (2017) who equally reported 59.3% male respondents and 40.7% female respondents in his study conducted in the manufacturing sector of Nigeria and differs from the work of Salman (2015) where gender combination of 73.60% male and 26.40% female was reported. The bar Chart of the gender composition of the respondents is depicted by Figure 2:

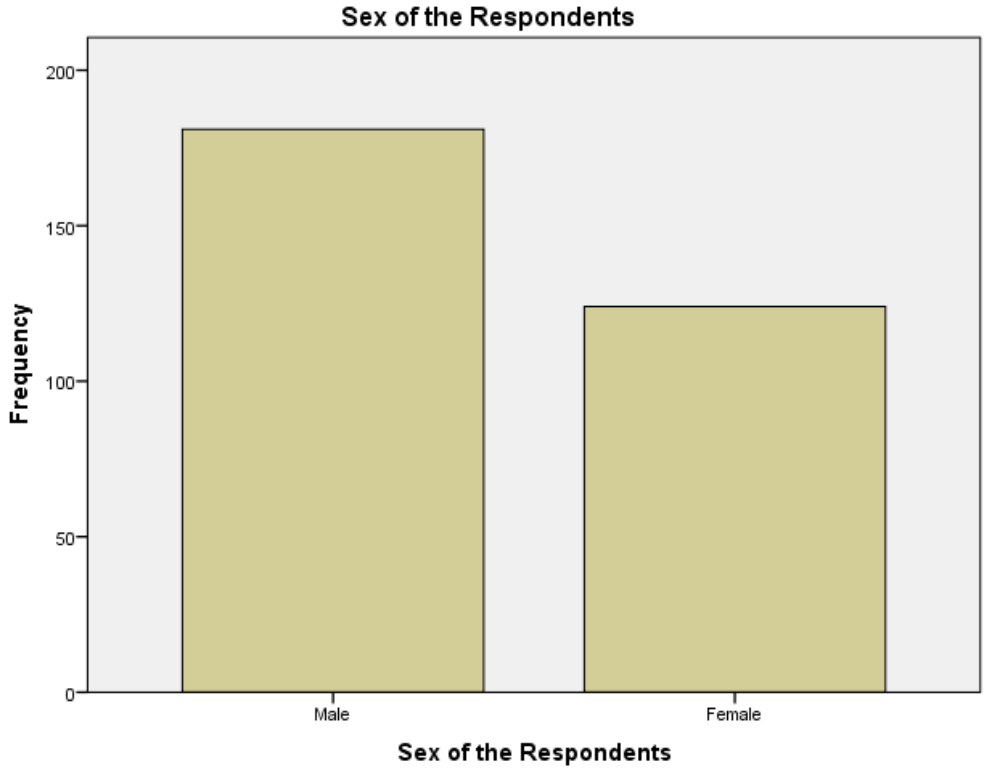

Figure 2: Bar Chart of Gender Distribution of the Respondents

Table 5.2: Age Distribution of the Respondents

		Frequency	Valid Percent	Cumulative Percent
Valid	20-29	25	8.2	8.2
	30-39	100	32.8	41.0
	40-49	86	28.2	69.2
	50-59	62	20.3	89.5
	above 59	32	10.5	100.0
	Total	305	100.0	

Source: Field Survey (2021)

With respect to age distribution of the respondents on Table 5.2, the highest number of respondents fall within the age bracket 30-39, and this is about 32.8% of the total respondents; the next higher group of respondents fall within 40-49 age bracket and the total number of these respondents is 86, constituting about 28.2% of the total respondents. This group is followed by age bracket 50-59, which has total number of 62 respondents and a proportion of 20.3%. While respondents who are above 59 years of age are 32 and constitutes 10.5% of the total respondents, the respondents between age bracket 20-29 are 25 and forms the lowest proportion of about 8.2%. A closer look at this age distribution reveals that the employees of the surveyed food processing company are very youthful and matured, which is reflective of an organizational strategy to recruit young and energetic employees who would be able to exert the needed physical and mental energy to pursue the goal of an organization. This result thus corroborates the study of Kolawole (2019) who revealed that respondents whose ages fell within 36 years and 45 years had the highest frequency of 109. The distribution has a mean of 2.74. Also, Figure 3 reveals that the age of the respondent is normally distributed and symmetrical in nature with mean score of 2.9 and a standard deviation of 1.13.

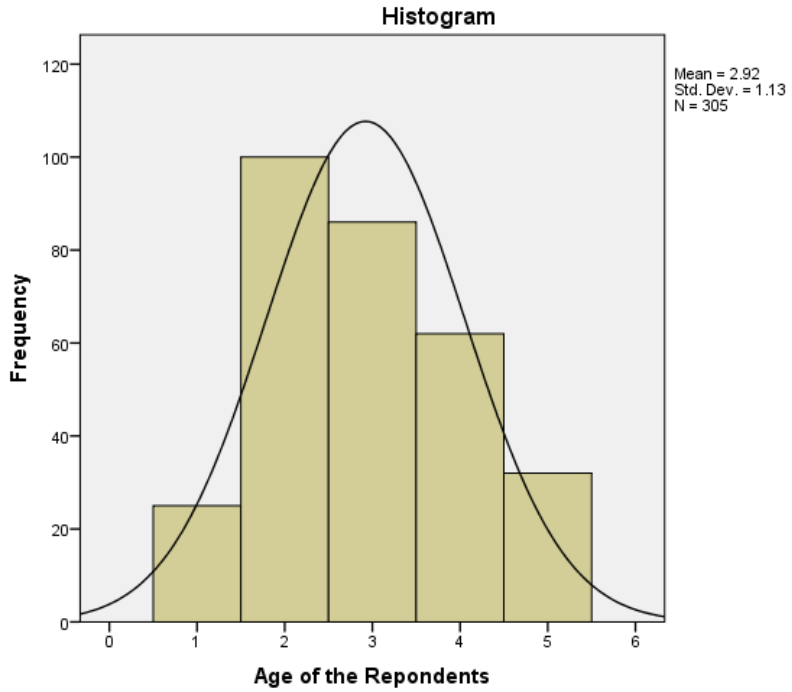

Figure 3: Histogram of the Age Distribution of the Respondent

Table 5.3: Distribution of Job Level of the Respondents

		Frequency	Valid Percent	Cumulative Percent
Valid	Lower	19	6.2	6.2
	Middle	193	63.3	69.5
	Upper	93	30.5	100.0
	Total	305	100.0	

Source: Field Survey (2021)

Concerning the distribution of the job level of the respondents, the highest frequency goes to the respondents who are on the middle level as depicted on Table 5.3. According to this distribution, a total number of 193 respondents are on the middle level, constituting about 63.3% of the total respondents. While the upper level as the next modal class has about 93 respondents which is a proportion of 30.5% of the respondents, the lowest frequency class goes to lower class with total respondents of 19, which constitute 6.2% of the respondents in total. Judging from this finding, the majority of the respondents which is a total of 93.8% belong to the both middle and the upper levels on their jobs. It is therefore, obvious that the respondents are senior employees in the middle and upper management levels that are expected to have gone through training and headed projects' execution team, mentored younger ones and shared their wealth of experience with others in their growing up the ladder of their career with the organization. This thus enhances the reliability of the responses obtained from the respondents. The pictorial distribution of the respondents' job levels are depicted by Figure 4:

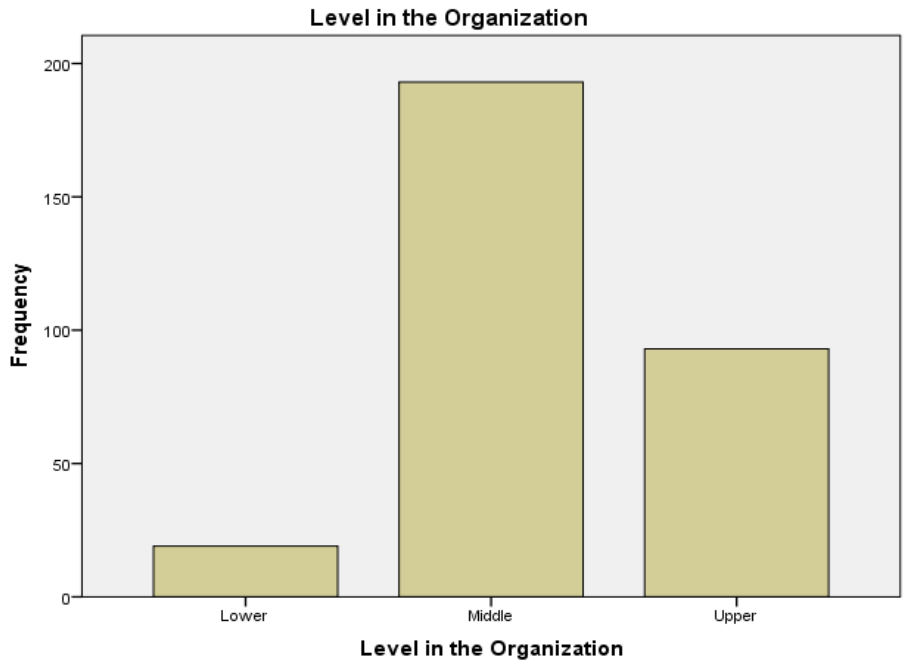

Figure 4: Bar Charts showing distribution of the respondents across Job levels

Table 5.4: Distribution of the Highest Academic Qualifications of the Respondents.

		Frequency	Valid Percent	Cumulative Percent
Valid	OND/NCE	27	8.9	8.9
	HND/BSc	205	67.2	76.1
	Master/PhD	73	23.9	100.0
	Total	305	100.0	

Source: Field Survey (2021)

In respect of respondents' qualifications, Table 5.4 shows that the highest number of staff (205) in the site of this study has HND/BSc degree certificates and this accounts for about 67.2% of the total respondents, while the remaining employees are distributed between PhD holders (73) with 23.9 % and OND/NCE holders (27) with a lowest proportion of 8.9%. Given this result, it

connotes the employees of the food processing company are well educated and academically qualified to complete the questionnaires. Hence, the respondents are all learned persons and imbued with the requisite education to be able to read and understand the various constructs in the questionnaires before responding to them. In addition, Figure 5 pictorially explains the distribution of the highest academic qualifications of the respondents.

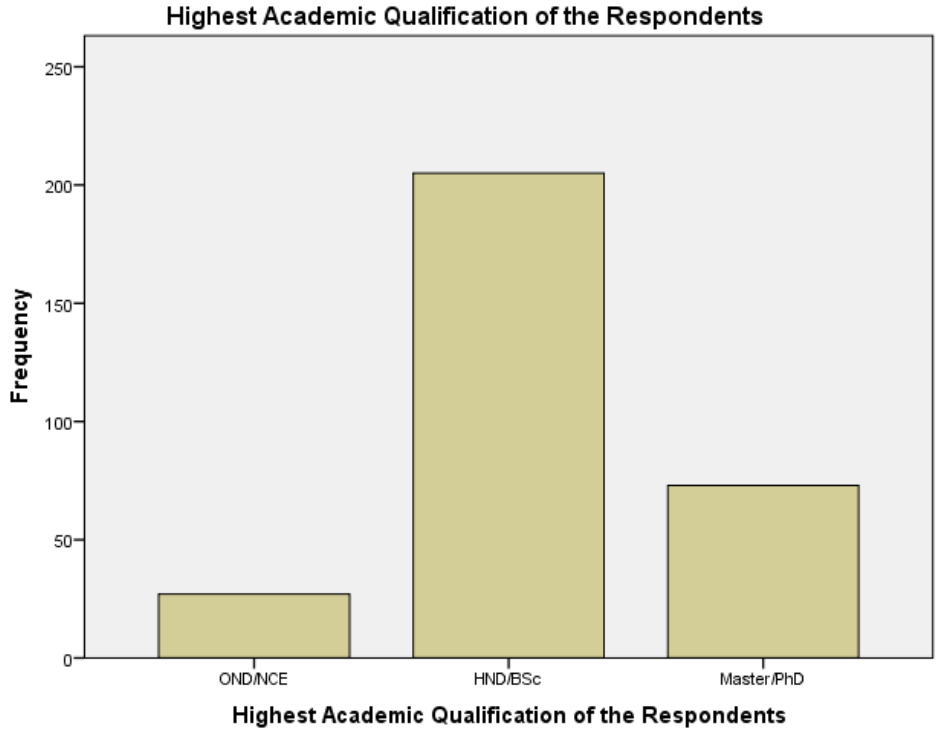

Figure 5: Bar Chart Showing the Highest Academic Qualification of the respondents

Table 5.5: Distribution of the Years of Work Experience of the Respondents

		Frequency	Valid Percent	Cumulative Percent
Valid	Below 5 years	14	4.6	4.6
	5-10 years	97	31.8	36.4
	11-15 years	80	26.2	62.6
	16-20 years	69	22.6	85.2
	Above 20 years	45	14.8	100.0

Total	305	100.0	

Source: Field Survey (2021)

From Table 5.5 which contains the distributions of the work experiences of the respondents, the majority of the respondents (97) have work for their organization for between 5 to 10 years, 80 of the respondents have worked for between 11 to 15 years, 69 of the respondents indicated that they have worked for between 16 to 20 years; while 45 respondents signified that they have for their organization for above 20 years, the lowest experienced group of about 14 respondents which constitutes 5.6% have worked for under 5 years with this food processing organizations. Judging from these results therefore, the participants in the survey were very experienced and capable of possessing the requisite work and training experience to complete the questionnaires. This result, for further clarity is depicted by Figure 6:

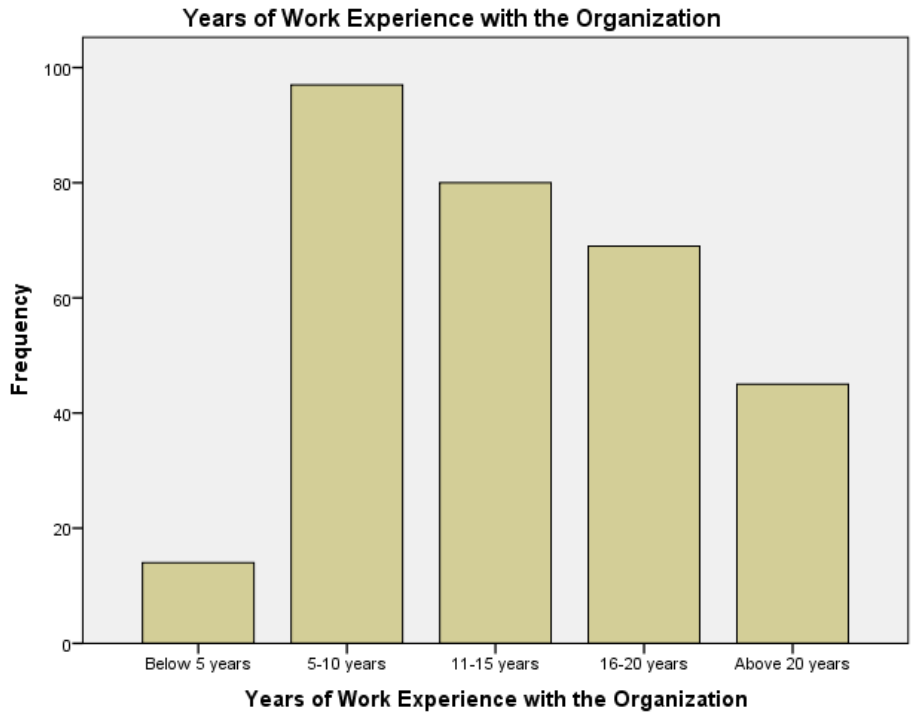

Figure 6: Bar Chart showing the Years of Work Experience of the Respondents

5.4 Descriptive Analysis of the Variables

The descriptive analysis of the constructs measuring the impact of mentoring and team work training on the knowledge sharing in food processing company is presented in this section. The following Likert scales were used in the questionnaires: 1= strongly disagree, 2= disagree, 3= neutral, 4=agree, and 5= strongly agree. Therefore, for ease of analysis and interpretations, Strongly Disagree (1) and Disagree (2) were grouped together as "Disagreed", Neutral (3) was left as "Neutral" while Agree (4) and Strongly Agree (5) were grouped together as "Agreed". Thus, Disagree and Strongly Disagree are treated as one option while Agree and Strongly Agree were equally treated as one option.

5.4.1 Descriptive Statistics of Knowledge sharing by mentorship

Table 5.6: Frequency Statistics measuring Knowledge sharing by Mentorship

		Response in Percentage (%)				
Statement	N	SD=1	D=2	N=3	A=4	SA=5
There is existing policy on training and development in my organization	305	0.7	0.7	0	56.0	42.6
Knowledge sharing by mentoring is part of the existing training and development policy in my organization	305	0	0	0.3	53.1	46.6
I have opportunities to be trained by a mentor who shares his/her experiences and skills with me in my organization	305	1.6	1.3	3.3	52.5	41.3

In my organization, my mentor always advises me not to hoard skills and expertise but share my experiences and skills with others	305	0.7	1.0	0	74.4	23.9
In my organization, I have unhindered access to my mentor and share his/her skills and expertise with me freely	305	1.3	1.3	0.7	31.8	64.9
My mentor always encourages me to share knowledge with other colleagues in my organization	305	1.6	2.0	4.3	35.4	56.7
In my organization, I have been assigned difficult task to solve and I had to rob mind with my mentor to achieve it	305	7.2	7.2	3.3	41.0	41.3
In my organization, there is a forum where mentors and mentees interact to solve any challenge being faced by the mentees in their	305	11.1	7.5	4.9	39.7	36.7

assigned duties						
To the best of my knowledge, my mentor has significantly enhanced my capability to share work skills and expertise with other colleagues in my organization	305	0	0	1.0	81.3	17.7
In my organization, my mentor has never declined to answer any work-related question I asked in the course of my duty	305	0.7	1.3	2.6	64.3	31.1

Source: Field Survey (2021)

Table 5.7: Descriptive Statistics measuring Knowledge sharing by mentorship

	N	Minimum	Maximum	Mean	Std. Deviation
There is existing policy on training and development in my organization	305	1	5	4.39	.598
Knowledge sharing by mentoring is part of the existing training and development policy	305	3	5	4.46	.506

in my organization					
I have opportunities to be trained by a mentor who shares his/her experiences and skills with me in my organization	305	1	5	4.30	.745
In my organization, my mentor always advises me not to hoard skills and expertise but share my experiences and skills with others	305	1	5	4.20	.547
In my organization, I have unhindered access to my mentor and share his/her skills and expertise with me freely	305	1	5	4.58	.703
My mentor always encourages me to share knowledge with other colleagues in my organization	305	1	5	4.44	.805
In my organization, I have been assigned difficult task to solve and I had to rob mind with my mentor to achieve it	305	1	5	4.02	1.178

In my organization, there is a forum where mentors and mentees interact to solve any challenge being faced by the mentees in their assigned duties	305	1	5	3.83	1.303
To the best of my knowledge, my mentor has significantly enhanced my capability to share work skills and expertise with other colleagues in my organization	305	3	5	4.17	.399
In my organization, my mentor has never declined to answer any work-related question I asked in the course of my duty	305	1	5	4.24	.627

Source: Field Survey (2021)

From the above Table 5.6, frequency of the responses to the constructs measuring the impact of mentoring on knowledge sharing among the employees of a food processing organization are presented while Table 5.7 displays the descriptive statistics of respondents' responses to the questionnaire. In the first question, respondents were asked whether there was an existing policy on training and development in their organization; to this, larger percentage of the respondents

(98.6%) agreed that a policy on training and development existed in their organization while the remaining respondents which are about 1.4% disagreed with this question. This is a confirmation that the surveyed food processing company values training and development policy and hence, makes a suitable site for this study. Looking at the means value of the responses to this question on Table 5.7, it is 4.39 out of the maximum of 5 while the standard deviation from the mean value is as low as 0.598, translating that the responses to this questions cluster around their mean values with tolerable error.

Furthermore, they were asked if knowledge sharing by mentoring was part of the existing training and development policy in their organization, they overwhelmingly agreed that mentorship was part of the exiting training and development policy with about 99.7% response, except for few indifferent respondents which were about 0.3% of the total respondents. Responses to this question have mean value of 4.46 and 0.506 standard deviation, which connotes that the responses are normalized with tolerable error. On the mentorship opportunity, about 2.9% of the respondents disagreed that they had been mentored, while 3.3% of the respondents were undecided on this question. However, majority of the respondents which makes up 93.8% agreed that they have benefited from mentors' experiences and skills while working for their organization. With this response, the survey participants have demonstrated that they can provide valid answers to questions relating mentoring and knowledge sharing and confirmed the earlier response that mentorship training is part of the existing training and development policy in their organization. Furthermore, the responses to this question have mean value of 4.30 out of maximum of 5 and very low standard deviation value of 0.745. Consequently, the margin error of the responses is tolerable as the observations cluster around their mean value.

In as much the respondents agreed they have mentors, they were asked whether their mentors also encourage them to share work skills and experience with other colleagues rather than hoarding them, preponderance of the respondents which constitutes about 98.3% agreed that their mentors indeed encourage them to share knowledge and experiences relating to their work with others; 0.8% of these respondents however, disagreed with this question. Nevertheless, this finding implies that there is existence of culture of knowledge sharing among the employees of this food processing organization which is propelled by mentorship training, and a further confirmation that mentorship training policy exists in this organization. The mean value of the

responses to this question is 4.20 with a low standard deviation of 0.547. Since the majority of the respondents confirmed they have mentors, Asking the respondents if they have unhindered access to their mentors, and if mentors freely share experiences with them, about 2.6% of the respondents disagreed, 0.7% was indifferent while about 96.7% of the respondents agreed that they have access their mentors and their mentors equally share experiences and skills with them. This result connotes that this company promotes culture of knowledge sharing through mentorship training program and it confirms the earlier responses that mentorship is rooted in training and development policy of this organization while knowledge sharing is routed through mentorship. The standard deviation of the responses to this question is low at 0.703 while the mean value of the responses is 4.56 out maximum of 5.

Having confirmed that the respondents have unhindered access to their mentors, they were asked if they have had to recourse to their mentors to solve difficult challenge relating to the performance of their duties. To this question, 14.4% of the respondents declined that they have not recourse to their mentors to solve difficult task while 3.3%of the respondents were aloof about this question. However, 82.3% of the respondents unambiguously agreed that in the performance of their work-related duties, they have been helped out by their mentors when difficult task was involved. This further reinstates the robustness of the mentorship training programme in this company and a confirmation of the earlier responses that the employees have unhindered access to their mentors. Inherent insignificant error margin in the responses to this question is affirmed by mean value of 4.02 and standard deviation value of 1.178. In order to find out if mentorship training actually influences the knowledge sharing capability of the respondents, they were asked if mentorship training programme from which they benefit have significantly enhanced their capability to share work-related skills and expertise with others in the organization. Responding to this question, majority of the respondents, constituting about 94.4% agreed that their capability to share work experience and skills with others has been enhanced significantly, while 2% disagreed with this question, there was about 1.3% of the respondents who were undecided about this question. To this end, this result shows that the majority of the mentored employees have enhanced knowledge sharing skills as derived from their mentorship training programme.

Table 5.8: Frequency Statistics measuring Knowledge sharing by Team work Training

		Response in Percentage (%)				
Statement	N	SD=1	D=2	N=3	A=4	SA=5
Knowledge sharing by Team work training is part of the existing training and development policy in my organization	305	0	0	2.6	65.2	32.1
In my organization, I belong to a team whose members are skillful in sharing work skills and expertise	305	4.9	8.5	2.6	39.3	44.6
Ability to impart organizational knowledge by sharing skills and expertise with others is an essential part of team training activities in my organization	305	0	3.0	6.2	49.5	41.3
In my organization, I have actively participated in a team work assignment that significantly improved my capability to share organizational	305	0.7	0.7	0.7	63.0	35.1

knowledge and skills						
While working in a team, I do notice that team leader always encourages members to share experiences and expertise required to achieve the team goal	305	4.6	7.5	2.6	52.8	32.5
In my organization, skills and experiences shared with me by my team members have helped me to learn faster and better in the understanding of my job demands	305	0	0	1.6	80.0	18.4
I have been part of a team which accomplished landmark project for my organization and have shared my experiences on this project with others.	305	0	7.0	0	52.5	40.5
In my organization, participation in team work assignment and sharing such experience are always made compulsory as	305	6.9	21.6	3.0	38.0	30.5

part of every employee's career development.						
My team leader always encourages me to share my skills and expertise with other colleagues in my organization	305	1.6	3.0	2.6	75.7	17.0
In my organization, I have good relationship with other team colleagues and share skills and expertise with one another without any reservation	305	0	0	0	58.7	41.3

Source: Field Survey (2021)

Table 5.9: Descriptive Statistics measuring Knowledge sharing by Team work Training

	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic
Knowledge sharing by Team work training is part of the existing training and development policy in my organization	305	1	5	4.30	.511
In my organization, I	305	1	5	4.10	1.118

belong to a team whose members are skillful in sharing work skills and expertise					
Ability to impart organizational knowledge by sharing skills and expertise with others is an essential part of team training activities in my organization	305	1	5	4.29	.714
In my organization, I have actively participated in a team work assignment that significantly improved my capability to share organizational knowledge and skills	305	1	5	4.31	.589
While working in a team, I do notice that team leader always encourages members to share experiences and expertise required to achieve the team goal	305	1	5	4.01	1.034
In my organization,	305	1	5	4.17	.415

skills and experiences shared with me by my team members have helped me to learn faster and better in the understanding of my job demands					
In my organization, I belong to a team whose members are skillful in sharing work skills and expertise	305	1	5	4.10	1.118
I have been part of a team which accomplished landmark project for my organization and have shared my experiences on this project with others.	305	1	5	4.48	.500
In my organization, participation in team work assignment and sharing such experience are always made compulsory as part of every employee's career development.	305	1	5	3.64	1.301
My team leader	305	1	5	4.04	.680

always encourages me to share my skills and expertise with other colleagues in my organization					
In my organization, I have good relationship with other team colleagues and share skills and expertise with one another without any reservation	305	4	5	4.41	.493

Source: Field Survey (2021)

Table 5.8 contains the frequency percentages of responses given by the respondents so as to measure the influence of team work training on knowledge sharing while Table 5.9 gives the summary of the descriptive statistics of the responses. Having established from the respondents' responses in the previous section that there was existing training and development policy in their organization, this question further asked the respondents if team training was part of the training and development programme in their organization. Responses obtained shows that almost all the employees agreed that team training was part of the training and development policy in their organization as about 97.3% of the respondents were positive about this question while only 2.6% of the respondents were undecided. Given these responses, it can be established that this food processing company adopt team work training method to impart knowledge unto its employees and hence, the respondents are suitable to answer the rest of the questions addressing the influence of team training on knowledge sharing among the employees of this organization. The mean of these responses is 4.30 out of the maximum of 5 while rate at which these responses deviate from the mean value is 0.511; hence, the responses obtained are reliable with minimal error margin.

Also, to further confirm the existence of team work training methods in this organization, respondents were asked if they belonged to any work team in their organization. Response to this question revealed that only 11.4% of the total respondents disagreed with this question while 2.6% of the respondents were neutral to this question. However, majority of the respondents which accounts for 83.9% agreed that they were part of a work team who are verse in the act of sharing work-related skills and expertise. This is a confirmation that the respondents are active members of a work team. The reliability of these responses is confirmed by the high mean value of 4.10 out of 5 and a low standard deviation value of 1.118 as revealed by Table 5.9. Moreover, in responding to question relating to whether act of imparting organizational knowledge is usually taught among their respective work team, about 3% of the respondents disagreed with this question while about 6.2% of the total respondents were indifferent to this question. By this result, it is obvious that the majority of the participants in this survey were work team members and are usually taught how to share knowledge obtained from the team work training exercise with other colleagues in their organization. The answers given to this question is validated by the high mean value of 4.29 with low standard deviation which is 0.714.

In addition, while trying to confirm the extent to which the respondents' participation in a team has influenced their capability to share organizational knowledge, about 98.1% of the total respondents agreed that their participation in team work assignment at one point or the other has significantly improved their capability to share organizational knowledge and skills; 1.14% of the respondents disagreed while 0.7% of the respondents were undecided in responding to this question. Hence, this finding has revealed that team work training activities positively influence the capability of the employees in this organization to share knowledge. This foregoing position is consolidated by mean value of 4.31 while the deviation from the mean value as standardized is 0.589. Respondents were equally asked if work skills and experiences shared with them by others within the organization have helped them to better improve their performances on their job. Responses obtained to this question showed that the majority of the respondents have benefitted from knowledge shared with them by others with about 98.4% affirmative answer, while only 1.6% of the respondents were undecided. By this result, most of the employees in the surveyed food processing company have benefited from organizational knowledge shared by others and this has helped them to learn better and faster on their jobs. The mean value of this question is 4.17 with a very low standard deviation value of 0.415.

In the last question in this section which try to confirm if the respondents maintain good relationship with other team members and share work skills and expertise with one another. In responding to this, all the respondents agreed that they have good relationship with their team members and indeed shared organizational knowledge and skills with one another. This result confirms existence of unstrained relationship among the survey participants which is a prerequisite for free flow of knowledge among the employees. The calculated mean value to these responses is 4.41 and the reliability of these responses is strengthened by the low standard deviation value of 0.493.

5.5 Inferential Statistics Analysis Results

5.5.1 Multiple Regression Result

In this section, multiple regression model specified in Eqn (3.3) was estimated to assess the effect of mentoring and team work training on knowledge sharing. The summary of the regression output is displayed on Table 5.10.

Table 5.10: Summary of Multiple Regression Output (Impact of Mentoring and Teamwork training on Knowledge sharing)

Predictor Variables	Coefficient	Std. Error	t-Statistic	Prob.
C	1.557	0.209	7.462	0.000
MENT	0.07	0.065	1.37	0.173
TWT	0.684	0.044	13.330	0.000
Statistics:				
R2	0.54			
Adj. R2	0.53			
F-stat.	173.90			
Multiple R.	0.73			
Durbin-Watson Stat	2.09			
Standard Error of	0.346			

the Estimate				

Source: Authors Computation (2021)

From Table 5.10, the estimated equation of best fit explaining the relationship between mentoring (MENT), team work training (TWT) and knowledge sharing (KS) can stated as:

KS = 1.557 + 0.07MENT + 0.684TWT + ἐt……..Eqn(5.1)

From the above equation of best fit, it is noticeable that all the independent variables (i.e mentoring and team work training) are positively influencing the dependent variables (knowledge sharing). In other words, from Eq(5.1), 0.07MENT implies that 1% increase or decrease in mentoring is capable of influencing 7% increase or decrease in knowledge sharing; this is a confirmation of a direct relationship between mentoring and knowledge sharing in a food processing organization; also, this further corroborates the result of the survey in which the respondents in majority agreed that to the best of their knowledge, their mentors have significantly enhanced their capability to share work skills and expertise with other colleagues in their organization. Also, team work training (TWT) has a positive and significant influence on knowledge sharing; this is because from equation 5.1, 0.684TWT connotes that should team work training be increased by 1% it will culminate in about 68% increase in knowledge sharing and vice versa. This equally aligns with the finding earlier obtained in the descriptive analysis section in which the respondents agreed that they had actively participated in a team work assignment that significantly improved their capability to share organizational knowledge and skills and that their mentors usually encourage them to share knowledge with colleagues rather than hoarding it. By the foregoing result, it points to the direction that mentoring and team work training are positive influencers of knowledge sharing in a food processing organization.

A further and closer look at Table 5.10 shows a coefficient of multiple correlations which is 0.73; this connotes that a strong positive correlation exists between mentoring, team work training and knowledge sharing since this value is closer to 1. Also, R^2 value of 0.54 attests to the goodness of fit of the fitted regression line to a set of the observations made during the survey since this value is also positive and closer to 1. Consequently, it means that about 54% of the variation in knowledge sharing in the food processing company can be accounted for jointly by mentoring and team work training methods while the remaining 46% is accounted for by

other factors not captured in the estimated model. The goodness of fit of the regression is further confirmed by the adjusted R^2 value of 0.53 which is not significantly different from the R^2 value, and it implies that the estimated model is consistent and estimates reliable. Furthermore, the standard error of 0.346 is the standard deviation of the sampling distribution of the estimator which measures the extent of accuracy of the estimates of the model and this is relatively low as expected and hence implies high reliability of the estimates.

F-stat value is 173.90 depicted on Table 5.10 reveals that jointly, mentoring and team work training methods (independent variables) consistently and significantly explained variation in knowledge sharing (dependent variable). That is, the proportion of variation in the knowledge sharing accounted for by the mentoring and team work training is true and never due to chance or error.

5.5.2 Simple Regression Result

In chapter 4, apart from multiple regression model which examined the combined effect of mentoring and team work training on knowledge sharing, the models depicting the relationship between each of the independent variables and the dependent variable were also specified and labeled equation 3.4 and 3.5 respectively in line with the specific objectives of this study. Thus, the relationship between mentoring training method and knowledge sharing is explained by model stated in equation 3.4 while the relationship between team work training and knowledge sharing is explained by model stated in equation 3.5. Consequently the results of these models after estimation are displayed on Table 5.11 and 5.12 respectively.

Table 5.11: Decomposed Regression Model 3.4 (Impact of Mentoring on Knowledge sharing)

Predictor Variables	Coefficient	Std. Error	t-Statistic	Prob.
C	1.761	0.626	6.726	0.000
MENT	0.512	0.065	10.366	0.000
Statistics:				
R2	0.26			

Adj. R2	0.26			
F-stat.	107.445			
Multiple R.	0.51			
Durbin-Watson Stat	2.049			
Standard Error of the Estimate	0.435			

Source: Authors Computation (2021)

Looking at the result on Table 5.11, model of best fit explaining the relationship between mentoring method of training employees and employees' knowledge sharing capability in a food processing organization can be stated thus:

KS = 1.761 + 0.512MENT + et……..Eqn(5.2)

Interpreting the above equation, it implies mentoring training method is positively associated with knowledge sharing. Hence, 1% change, either increase or decrease would cause about 51% corresponding change in knowledge sharing due to the direct relationship between these two variables. This result corroborates the finding under descriptive statistics where the respondents significantly agreed that being mentored have improved their capability to share organizational knowledge with others in their organization and that no friction to sharing of knowledge between the mentors and the mentees. Also, mentoring without the strength of team work can significantly predict 26% of the change in knowledge sharing, and the F-statistics of this model which is 107.44 reinstates the consistency of the model and reaffirms that the ability of mentoring to influence knowledge sharing does not happen by chance. The positive result obtained here confirms the result earlier reported on able 5.10 when all the independent variables were regressed together on knowledge sharing.

Table 5.12: Decomposed Regression Model 3.5 (Impact of Team work training on Knowledge sharing)

Predictor Variables	Coefficient	Std. Error	t-Statistic	Prob.

C	0.942	0.096	9.768	0.000
TWT	0.90	0.022	35.06	0.000
Statistics:				
R2	0.80			
Adj. R2	0.80			
F-stat.	1221			
Multiple R.	90			
Durbin-Watson Stat	2.281			
Standard Error of the Estimate	0.228			

Source: Authors Computation (2021)

From the above Table 5.12, the estimated model of best fit assessing the relationship between team work training and knowledge sharing can then be stated as:

Ks = 0.942 + 0.90TWT + et……Eqn(5.3)

As in the case of mentoring, the result of the impact of team work training on knowledge sharing displayed on Table 5.12 is not different from the ones on Table 5.10. This is because team work on its own still maintains positive and significant relationship with knowledge sharing even without the contribution effect of mentoring. To this end, for every 1% increase in team work training method, it culminates in about 90% increase in knowledge sharing and vice versa. The ability of team work training method to influence knowledge sharing is confirmed by F-stat value of 1221 which is very significant and reveals that truly, team work influences influence knowledge sharing consistently and not by probability.

5.6 Test of Hypotheses

The decision rule for testing hypothesis is that Null Hypothesis (H0) should be rejected and Alternate Hypothesis (H1) accepted if p-value is less than or equal to critical value (α) 0.05 and vice versa.

i. Hypothesis One

$H0_1$: Employees' mentoring has no significant positive impact on employees' knowledge sharing capability in a food processing organization.

$H1_1$: Employees' mentoring has significant positive impact on employees' knowledge sharing capability in an organization.

Looking at Table 5.11, p-value of mentoring (MENT) is 0.000 which is obviously less than critical value at 0.05 significance level; hence, there was no enough evidence to accept null hypothesis. Consequently, it was concluded that H0 should be rejected in favour H1. This implies that mentoring has significant positive impact on employees' knowledge sharing capability in an organization. Since this result is statistically significant, it can be generalized in making conclusion.

ii. Hypothesis Two

$H0_2$: Employees' team work training has no significant positive impact on employees' knowledge sharing capability in a food processing organization.

$H1_2$: Employees' team work training has significant positive impact on employees' knowledge sharing capability in a food processing organization.

Similarly in this case, Table 5.12 reveals that teamwork training (TWT) has p-value of 0.000 which is less than the critical value at 0.05 significant level, suggesting the rejection of H0 and acceptance of H1. Consequently, null hypothesis was summarily rejected due to lack of sufficient evidence while alternative hypothesis was accepted; this translates that team work training has significant positive impact on employees' knowledge sharing capability in a food processing organization. The statistical significance of this result again makes it suitable for generalization.

5.7 Diagnostic Test of the Estimates

With the use of inferential statistics, it becomes imperative to conduct diagnostic test on the estimated coefficients so as to confirm their reliability for conclusion and decision making. This

study employed Durbin Watson statistics and Collinearity diagnostics tests and the results are presented as follows:

5.7.1 Durbin-Watson Statisitics Test

From Table 5.10, 5.11 and 5.12, Durbin Watson statistics reported for the estimated models 3.3, 3.4 and 3.5 are 2.09, 2.05 and 2.28 respectively. These DW statistics are all greater than the R^2 values across the three estimated models and lie approximately within the acceptable benchmark value of 2 (d*=2). Hence, we can conclude that the estimated models in this study are free from autocorrelation complicity and the estimated coefficients are reliable.

5.7.2 Multicollinearity Test

In regression analysis, multicollinearity surfaces when two or more independent variables are highly correlated with one another in such a way that they fail to give independent information in the regression model. Hence one of the ways to investigate and detect multicollinearity is through the variance inflation factor (VIF), which helps to measure the level and strength of correlation between the independent variables in a regression model (Gujarati & Porter, 2010).

In testing for multicollinearity, if VIF is approximately equal to 1, indicates there is no case of correlation among the predictors variable used in the estimated model. Also, VIF value between 1 and 5 implies moderate and tolerable correlation among the predictors or independent variables which is not severe enough to justify attention. Consequently, the result displayed on Table 5.13 shows VIF value of approximately 2 for each of the predictor variables, mentoring and teamwork; hence, it was concluded that the regression models estimated in this study were free from severe correlation and multicollinearity complicity.

Table 5.13: Multicollinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Mentoring (MENT)	.584	1.713
	Team work training (TWT)	.584	1.713

Source: Authors Computation (2021)

5.8 Summary of Findings

In anticipation of detailed discussion in the next chapter, the following key findings are highlighted in this study:

i. The mean values of all the responses obtained from the field survey were within the range of the maximum while their standard deviation values were low, which was suggestive of the reliability and validity of information obtained from the employees of the surveyed food processing company.

ii. There was an existing policy on training and development which incorporates mentorship and team work training methods in the selected food processing organization

iii. Training by mentoring and team training was not restricted to some particular employees as all the employees accepted that they have been mentored and participated in executing important projects which required team work efforts.

iv. It was also found out that mentors encouraged mentees to share organizational knowledge and skills with others freely in the like manner the team leaders did to their team members.

v. It was confirmed evidently that training by mentorship and team work have significantly enhanced the employees' capability to share work experience and skills with other colleagues in the organization

vi. Sharing of knowledge was confirmed to be real among the employees in the surveyed food processing company and this have benefited them as they affirmed that organizational knowledge shared with them by others has helped them to learn better and faster on their jobs.

vii. By the regression result, mentoring and team work training methods like the descriptive result were found to be positive and true influencers of knowledge sharing in the surveyed food processing company.

viii. Both mentoring and team work training methods could jointly predict 54% change in knowledge sharing in the survey food processing company.

ix. Like the descriptive result, the regression result revealed that individually and collectively, mentoring and team work training methods were significant influencers of knowledge sharing activities;

x. Although both mentoring and team work training were significant influencers of knowledge sharing, regression analysis further revealed that team work training method was stronger at influencing knowledge sharing than mentoring.

xi. There was a strong positive correlation among the research variables with 70% multiple correlation coefficients.

xii. Result of diagnostic tests revealed no severe case of autocorrelation problem among the predictors (mentoring and team work training) and the dependent variable (knowledge sharing); hence, the estimated coefficients were found reliable for conclusion and decision making.

CHAPTER SIX

DISCUSSION OF FINDINGS

6.1 Introduction

The previous chapter has provided insights into the results of both descriptive and inferential statistics used in measuring the impact of training and development on knowledge sharing in a food processing organization. Furthermore, the key findings of the analysis were highlighted in the concluding part of the previous chapter. Therefore, in this chapter, the discussions of the key results obtained in this study as related to literatures are presented.

6.2 Result Discussions

It was found in this study that the surveyed food processing company had existing and functional policy on training and development which incorporates mentorship and team work training methods. This finding agrees with the study of Simon (1991) which revealed that organization learns in two ways, which can either be learning by members or via the introduction of new staff member who is competent to provide knowledge that is lacking in the organization. This result also upholds the recommendation of Mahdi, and Nassar (2020) that for training and development to drive knowledge sharing within an organization, senior employees must be made to mentor the new employees and employees should be allowed to converse with one another informally.

Also, it was found that employees were trained by their respective team leaders and mentors on how to share knowledge and the need to share knowledge. The surveyed food processing company is therefore discerning of the benefits inherent in employees' knowledge sharing and tactful in leveraging on this to improve its productivity and outsmart competitors. This is consistent with the revelation of Kogut and Zander (1992) that the opportunity for organizations to share, implement and develop new knowledge is the cornerstone of competitiveness while due to competitive pressure, businesses now rely upon efficient management of their personnel's knowledge as an important resource they use to improve their products and services.This, in addition, corroborates the position of Kottke, Gerbman (2000) that the basic objective of many training programmes for employees is to incorporate the mission and culture of the organization

into the employees; and concurs with Kottke (1999) that training and development activities provide assistance for achieving the strategic goals of business and helps to promote learning chances and facilitate learning of culture within organizational. By implication, the surveyed food processing company believes and keys into knowledge sharing as one of the activities involved in knowledge management. This is in tandem with Nonaka and Takeuchi (1995) that when knowledge remains with employees without being shared, such knowledge is unproductive and hence, useless for the organization. However, this food processing company understands that employees' knowledge sharing activities helps to spread knowledge among individual employees, it has therefore taken the advantage of sharing employees' knowledge through training and development practices so as to help to build knowledge base within the organization and improves its learning capability.

To underscore the premium which the surveyed food processing company placed on the potency of training and development to positively influence knowledge sharing, training of staff by mentoring and team work training was not restricted to some particular employees as majority the employees in the surveyed company accepted the fact that they had been mentored and participated in executing important projects which required team work efforts. This is a further confirmation that knowledge sharing in this food processing organization is a culture that is imbibed by all the employees in a bit to improve organizational performances.

As found out in this study, the surveyed employees confirmed that mentorship has significantly enhanced their capability to share work skills and expertise with other colleagues within the organization, thereby agreeing with Al- Hawary (2015) and Rana (2015) that training and development has a positive and significant impact with knowledge sharing. To confirm that a good relationship among employees of an organization is a key requirement for organizational knowledge sharing, majority of the surveyed employees agreed that they had good relationship with one another and shared work skills and experience freely with their colleagues. This aligns with the study of Mahdi, and Nassar (2020) who found out that barriers to communication between employees must be reduced for effective knowledge sharing; it also corroborates the study of Salman (2015) that oorganisations can use teamwork among workers to manage their knowledge in order to build their human resource pools and work together to learn from each other and to accomplish mutual objectives.

Accordingly from the above, the good relationship revealed by the descriptive statistics as

spurring adequate knowledge sharing among the employees of the surveyed company was equally confirmed evidently by the result of the regression analysis. Regression result revealed that a positive and statistically significant relationship exists between knowledge sharing and mentoring and that when both mentoring and team work training methods are combined, they could predict knowledge sharing in the surveyed food processing company by 54%. This finding implies that evidently, training by mentorship and team work significantly determines and enhance the employees' capability to share work experience and skills with other colleagues in the organization. This finding concurs with Adebola, Akpa and Ilori (2017) who also found positive effect of training and development on organizational performance and confirms Victor and Khataluwage (2019) who found a significant positive relationship between training and development and knowledge management.

Looking at the impact of each of the predictors (mentoring and team training) separately on knowledge sharing in the estimated regression model 3.4 and 3.5, it was found out that while mentoring could significantly predict knowledge sharing to the tune of 51% , team work training method could significantly and positively push knowledge sharing by as much as 80%. This result is a confirmation of Itika (2011) who opines that in as much an organization is dependent on the capability of its work force, training and development is imperative both for the present and the future jobs and this underscores organizational survival; also, Irene, Vassiliki and Ellisavet (2009) emphasized the need for team training to include improvement in communication, improvement in knowledge sharing and transfer, motivation of team members, helping the members to know each other better, harnessing and making use of the strength of the team members, improving the productivity of the team and engaging in the effective collaboration among the team members.

In addition, this study found a positive impact of mentoring and teamwork that was statistically significant on knowledge sharing; this aligns with the finding that the success or failure of any organization is resting on the efficient management of its employees' knowledge as well as the spread of this knowledge among the various cadres of the employees (Abdul-Jalal, Touson & Tweed, 2013). This finding also conforms to Rodriguez and Walters (2017) who found out that employees' training and development helps organization to accomplish various goals, including equipping them with the required capability to perform their jobs and share knowledge. Supporting the foregoing, Wood and Mcquarrie (1999) established that job-embedded learning

method could have strong influence on knowledge sharing behaviour at workplace while Peariasamy and Mansor (2008) found that the success or failure of on-the-job sharing depends on how it works within the ambit of the employees in terms of seeking and sharing knowledge. However, this result disagrees with that of Obeidat et al. (2014) that there is no any effect of HRM practices on KM process. Furthermore, a strong positive correlation was found among the research variables with 70% multiple correlation coefficients; this thus confirms the work of Nanda (2016) who revealed a strong correlation between training and development and knowledge management. The result of diagnostic tests revealed no severe case of autocorrelation problem among the predictors (mentoring and team work training) and the dependent variable (knowledge sharing); hence, the estimated coefficients were found reliable for conclusion and decision making; this result equally tallies with that of Kolawole (2019) and Salman (2015) where the estimated coefficients were found reliable and free of autocorrelation complicity. Consequently, the result of this study can be relied upon for conclusion and decision making.

6.3 Implications of Result and Theoretical Confirmation

The first specific objective of this study is to examine the impact of mentoring on knowledge sharing in a food processing organization. The result of data analysis has informed the rejection of the null hypothesis (H0) at 0.05 significant level and the acceptance of the alternate hypothesis (H1) that employees' mentoring has significant positive impact on employees' knowledge sharing capability in an organization. Also in the case of testing the hypothesis conjectured to assess the impact of team work training on knowledge sharing, null hypothesis was absolutely rejected for lack of sufficient evidence, while alternate hypothesis which states that employees' team work training has significant positive impact on employees' knowledge sharing capability in a food processing organization was clearly upheld. These decisions were supported by t-statistics calculated that were higher than the critical values (1.96) at 0.05 critical value.

The above results confirm the a priori expectation that training and development should positively influence knowledge sharing in an organization. This result thus affirms the organization learning theory which states that there is the need for individuals and organization to gather knowledge relating to the areas of their duties and environment and endeavour to share this knowledge with mutual vision, principles and strategies which are necessary for addressing the future of the organization. By implications, training by mentoring and teamwork are essential

for knowledge sharing as it has been revealed by this study that knowledge sharing has positively and significantly influenced them. Thus, in the context of the view of Muhire (2012), sharing of knowledge helps companies remain competitive and improve productivity in the challenging global market while Iqbal, Toulson, and Tweed (2013) posits that with the aid of appropriate opportunities for training and development, employees will be competent to support their organization in the current global market to achieve competitive advantage in terms of increased sales, profits, quality products and services.

6.4 Limitations of the Study

Although insight into the impact of training and development on knowledge sharing in food processing organization in Nigeria was provided by this study, this study employed quantitative research design using deductive approach. However, the researcher is equally cognizant of other research designs that can be employed to carry out this study. This approach employed in this study is time-consuming as there was need to spend more time to ensure that the study's sample was representative, while designing and piloting data collection instrument and trying to ensure a good response rate were hitches associated with the approach employed in this study. Furthermore, this study focused on a food processing company in Nigeria and this can impair its generalization to organizations in other sectors of the Nigerian economy. In addition, this study is geographically limited to Nigeria and this may limit its applications to other countries due to differences in legislations and other working conditions.

CHAPTER SEVEN

CONCLUSION

7.1 Introduction

Having discussed the results obtained in this study in the previous chapter, this final section presents the conclusion drawn from the findings of the study of training and development on knowledge sharing in a food processing organisation in Nigeria while making necessary recommendations for policy making and for the future researchers on areas that remain unaddressed by this study.

7.2 General Conclusions

Knowledge management in its simplicity connotes the extraction of knowledge and skills from employees who have acquired it through training and sharing with employees who are in need of it (Caruso 2017). Thus, as earlier noted, knowledge, when acquired in the context of an organization must be properly managed; otherwise, it resorts to wastage. This study has therefore surveyed a food processing company to unravel the how acquisition of knowledge by training and development impact on the ability of the employees to share the knowledge acquired. It was therefore, found out that the food processing company in Nigeria placed much premium on training and development and knowledge sharing. This is evident in the responses obtained from the survey of the employees of this company who agreed in majority that they had been mentored and team trained by their organization. The importance placed on knowledge sharing by this food processing company was also confirmed by the employees who concurred that due to their mentoring and teamwork training experiences, their capacity to share organizational knowledge and skills have been significantly enhanced. Furthermore, the two null hypotheses of no significant positive impact of training and development on knowledge sharing were rejected at 0.05 significant level with respect to the two research objectives stated in this study. In the light of the foregoing, it was concluded in this study that training and development is a significant positive determinant of knowledge sharing in the food processing company in Nigeria. In other words, it is evident to conclude that training and development significantly and

positively influences sharing of organizational knowledge among the employees of the food processing company in Nigeria. Hence, the more employees are trained, especially by mentorship and teamwork methods, the more they share organizational knowledge and experiences with one another. (Iqbal, Toulson, and Tweed, 2013)

7.2.1 Impact of Mentoring on Knowledge Sharing

This study has evidently established that the Nigerian food processing company practiced training of employees by mentorship, and this has significantly enhanced the sharing of organizational knowledge and skills among the employees. Majority of the employees agreed to have been mentored and that their mentors encouraged them to share organizational knowledge with their colleagues. They also confirmed that they did rob minds with their mentors to solve difficult tasks in the course of their duties and their mentors never declined to answer questions put to them by the mentees. Based on these findings, it was concluded that mentoring remains a significant driver of employees' knowledge sharing in the food processing organization.

7.2.2 Impact of Team work training on Knowledge Sharing

It has been also revealed by this study that team work training was one of the methods used in the Nigerian food processing company to train their employees in the act of sharing organizational knowledge; this is so as the survey of these employees showed that they had at one time or the other in the line of their duties, participated in the execution of important projects during which knowledge and skills were acquired while confirming that they maintained unstrained relationship with teams members. In addition, it was discovered that skills and experiences shared with the employees by team members have helped them to learn faster and better in the understanding of their job demands. Based on these findings, it was concluded that team work training is a significant driver of organizational knowledge sharing in the food processing company and a good source to acquire significant work experiences and skills.

7.3 Policy and Managerial Recommendations

Based on the conclusions made above, this study recommended as follows:

i. Human resource managers and policy makers should prioritize mentoring and team work for incorporation while formulating policies on employees' training and development programme; this will enhance the capability of employees to share organizational knowledge in Nigerian food processing companies.

ii. Government and human resource policy makers should continuously review labour laws and staff manuals to ensure that mentorship and team training experiences are made part of the criteria for employees' assessment for career advancement since these training methods significantly promote knowledge sharing, and organizational knowledge sharing among employees is pivotal for an organization to gain competitive advantage and improve productivity.

7.4 Recommendations for further Research

This study made the following recommendations for future researchers:

i. Since deductive approach and quantitative research design were adopted in this study, it is suggested that future researchers should employ other approaches and research designs in carrying out future studies;

ii. Furthermore, this study sampled only food processing company within the Nigeria manufacturing sector; future research can therefore, consider expanding the scope of this study to incorporate companies from other sectors and sub-sectors of the Nigeria manufacturing sector so as to allow comparison of findings.

iii. The geographical scope and site of this study are in Nigeria; it suggested that this study should be replicated in similar developing countries to see whether or not the impact of training and development is statistically different across the developing countries.

iv. This study focused on a food processing company listed on Nigerian Stock Exchange Market without regard for other Small and Medium Scale Enterprises (SMEs); hence, future studies can survey SMEs and carry out a comparative analysis to find out if there is difference in the adoption of training and development methods and the extent of influence of training and development on knowledge sharing.

v. Since attention of this study was on private sector of the economy, future studies can be replicated in the public sector to see if the impact of training and development on

knowledge sharing will statistically differ in the public sector when compared with that of private sector.

vi. Finally, the conceptual framework of this study can be expanded by the future researchers to include other methods of training and development such as coaching, personal development, conferences etc.

7.5 Personal Learning Statement

The key to success lies in careful, accurate and complete planning. After I knew the value of planning, I prepared my dissertation carefully step by step. In order to settle on the subject of my research project, the first step was the examination of my shortcomings and skills. I have always been interested in knowledge sharing among employees within companies. This passion helped me learn about company knowledge sharing procedures and how to analyze employee strengths and weaknesses.

The next major stage was to develop a strategy on how I would accomplish the work, i.e. how the study is conducted? When should I begin?

In developing my research project approach, I identified several questions that were vital to my study's overall success. I have concentrated my energy on finding solutions to these questions. Although I believe that I have able to satisfactorily respond to most research inquiries, there are some areas in which I might investigate further and spend more time and resources. However, the response from my mentor showed that I have succeeded in achieving the aims of my research project.

In addition, it would have consumed a great deal of time employing qualitative research design (in terms of this dissertation) and would have caused a great deal of financial expense, in particular in conducting the interviews. The quantitative research design adopted for this study was nonetheless sufficient to obtain the analytical results. Further I would have utilized a larger and more diversified sample size to establish the relationship and generalize well-rounded results. I would absolutely add all the aforementioned observations in the research if I would carry out another research.

This being my first substantial research assignment made the task a bit frightening at the start and made me somewhat apprehensive of my capabilities to perfectly carry out the task. But as the project advanced, things became clearer and my sense of confidence increased. My

discussions with my mentor allowed me to evaluate my communication and interpersonal skills and to identify the areas of improvement needed. Questioning is one of the most fundamental communication utensils for answering and confirming. Because this is a crucial instrument in the search for knowledge, it was essential to have straight replies from my mentor throughout the first phases of my research. I realized, however, that it was not possible to obtain straight information because the answer depends directly on the inquiry type. This resulted into me administering an online questionnaire for this dissertation. During the assignment, I used both closed questions to corroborate what I understood and open questions, to obtain as much information as I could.

At the end of the project, after I passed the data collection phase, I wanted precise answers, including testing questions, so that many areas could be clarified. The restoration of knowledge as a question has made it possible for me to understand tough elements.

I have used both actions and a wide range of verbal and non-verbal means, such as nodding in my head, making notes of important points and confirmatory words to express a form of recognition seen as an accurate or reflective listening or feedback, since I would continuously try to understand what my mentor says. It was strengthened by using eye contact to convey that I understood and was interested in what my mentor was telling me.

This dissertation has helped me to expand my knowledge in IT since I learnt how to better use both Microsoft Excel and SPSS. Not only have I added to my understanding of HRM, but I learnt several areas of planning, organization, time management, writing and emotional intelligence. These abilities will help me in all part of my life.

References

Abdul-Jalal, H., Toulson, P., Tweed, D. (2013) 'Knowledge sharing success for sustaining organizational competitive advantage', *Procedia Economics and Finance*, 7(5), pp. 150-157.

Adebola, S. A., Akpa, V. O. and Ilori, B. O. (2017) 'Human Resource Management Practices and Productivity- A Case of Selected Multinational Corporations in Nigeria', *International Journal of Business and Management Invention*, 6 (5), pp. 2319 – 8028.

Adedeji, O. (2017) Small Business and Entreprenuership Retrieved from, The Nation 17th September. Available at: www.thenationonline ng.net [Accessed 12th, June 2021].

Ahmad, S., and Schroeder, R. G. (2003) 'The impact of human resource management practices on operational performance: Recognizing country and industry differences', *Journal of Operations Management,* 21(1), pp.19-43.

Ahmed, T., Khan, M. S., Thitivesa, D., Siraphatthada, Y. and Phumdara, T. (2020) 'Impact of employees engagement and knowledge sharing on organizational performance: Study of HR challenges in COVID-19 pandemic', *Human Systems Management*, 39 pp. 589–601.

Alamahamid, S., McAdam, A., and Kalaldeh, T. (2010) 'The relationship among organizational knowledge sharing practices, employees learning commitments, employees adaptability and employees job satisfaction: An empirical investigation of the listed manufacturing companies in Jordan. *International Journal of Information Knowledge Management*, 5, pp. 327-355.

Al-Hawary, S. I. S. (2015) 'Human resource management practices as a success factor of knowledge management implementation at health care sector in Jordan", *International Journal of Business and Social Science*, 6(11), pp. 83-98.

Armstrong, M., and Taylor, S. (2014) *Armstrong's Handbook of Human Resource Management Practice,* 13th ed., London: Kogan Page.

Aulawi, H., Sudirman, I., Suryadi, K., and Govindaraju, R. (2008) 'Knowledge sharing behavior, antecedent and its influence towards the company's innovation capability', Paper presented at the 2008 IEEE International Conference on Industrial Engineering and Engineering Management, IEEM 2008.

Babbie, E. R. (2016) *The Practice of Social Research*, 14th ed., Boston, MA: Cengage Learning.

Bartlett, K.R. (2001) 'The Relationship between Training and Organizational Commitment: A Study in the Health Care Field', *Human Resource Development Quarterly*, 12(4), pp. 335–352.

Baruch, Y., and Holtom, B. C. (2008) 'Survey response rate levels and trends in organizational research', *Human Relations*, 61(8), pp. 1139-1160.

Beer, M., Spector, B., Lawrence, P. ., Mills, D. and Walton, R. (1984) *A Conceptual View of HRM in Managing Human Assets*, Free Press: New York.

Billett, S. (2004) 'Workplace participatory practices: Conceptualising workplaces as learning environments', *Journal of Workplace Learning*, 16(6), pp. 312-324.

Bock, G. W., and Kim, Y. G. (2002) 'Breaking the myths of rewards: An exploratory study of attitudes about knowledge sharing', *Information Resources Management Journal*, 15(2), pp.14-21.

Boxall, P., & Purcell, J. (2011). *Strategic and Human Resource Management* (3rd ed.). Basingstoke: Palgrave Macmillan.

Brendan, C. (2018) '*An Exploration of the Perception and Practices of Knowledge Management in Irish Small and Medium Sized Enterprises*', Published Master Dissertation. Ireland: National College of Ireland.

Bryman, A. (1984) 'The debate about quantitative and qualitative research: a question of method or epistemology', *British Journal of Sociology*, 35, pp. 75-92.

Caruso, J. S. (2017) 'A foundation For Understanding Knowledge Sharing: Organizational Culture, Informal Workplace Learning, Performance Support, And Knowledge Management', *Contemporary Issues in Education Research* 10(1), pp. 45-52.

Cavusgil, S., Calantone, R., and Zhao, Y. (2003) 'Tacit knowledge transfer and firm innovation capability', *Journal of Business & Industrial Marketing*, 18(1), pp. 6- 21.

Choy, C.S., and Suk, C.Y., (2005) 'Critical factors in the successful implementation of knowledge management', *Journal of Knowledge Management Practice*, 6(1), pp. 234-258, 2005.

Cohen, W. M., and Levinthal, D. A. (1990) 'Absorptive capacity: a new perspective on learning and innovation', *Administrative Science Quarterly*, 35(2), pp. 128-152.

Daniel E. (2017) Small business and entreprenuership. The Nation 17th September. Available at: www.thenationonline ng.net [Accessed 12th, June 2021].

Davenport, T. H., and Volpel, S. C. (2001) 'The rise of knowledge towards attention management', *Journal of Knowledge Management*, 5(3), pp. 212-222.

Dawson, R. (2000) 'Knowledge capabilities as the focus of organisational development and Strategy', *Journal of Knowledge Management*, 4(4), pp.320-327.

Dessler, G. (2017). *Human resource management,* 15th ed., New York: Pearson.

Dessler, G. (2008) *Human resource management,* 11th Ed., New Jersey: Prentice Hall

Dewan, M. K. and Abdul, H. A. (2017) 'The effect of high performance hr practices on knowledge sharing behavior: The mediating role of employee engagement', *IPBJ* 9(1), pp. 74-88,

Dey, I. (1993) *Qualitative data analysis: A user-friendly guide for social scientists.* Oxfordshire: Routledge

Dudley, M. (2006) 'What do you know?: knowledge assembly. The American Institute of Architects', Available at: http://www.aia.org. [Accessed: 23 June, 2021]

Elnaga, A., and Imran, A. (2013) 'The Effect of Training on Employee Performance', *European Journal of Business and Management*, 5(4), pp. 137-147.

European Commission (2014) International Cooperation and Development - DEVCO learning and knowledge development strategy (LKDS), 2014-2020.

Fox, A. (1966). *Industrial Sociology and industrial relations*. London: HMSO.

Gerbman, R. V. (2000). Corporate Universities. *HR Magazine,* 45 (2), pp.101-106.

Ghani, S.R. (2009) 'Knowledge management: Tools and techniques', *Journal of library and information Technology*, 29(6), pp. 33-38.

Goffin, K., and Koners, U. (2011) 'Tacit Knowledge, Lessons Learnt, and New Product Development', *Journal of Product Innovation Management,* 28(2), pp. 300-318.

Gujarati, D. N., and Porter, D. C. (2010) *Essentials of Econometrics.* New York: McGrawHill.

Holste, J., and Fields, D. (2010) 'Trust and tacit knowledge sharing and use,' *Journal of Knowledge Management*, 14(1), pp. 128-140.

Han, T.S., Chiang, H.H., and Chang, A. (2010) 'Employee participation in decision making, psychological ownership and knowledge sharing: Mediating role of organizational commitment in Taiwanese high-tech organizations', *The International Journal of Human Resource Management,* 21(12), pp. 2218- 2233.

Hartner, A. and Grunfelder, M. (2013) What influences Knowledge Sharing? The case of Alstom France. Published Master Thesis. Umeå: School of Business and Economics.

Harry, C. (2010) Tacit and Explicit Knowledge, University of Chicago.

Hussin, N., and Mokhtar, S. H. M. (2018) 'The Impacts of Knowledge Management Practices on Employees' Job Satisfaction', *International Journal of Academic Research in Progressive Education and Development*, 7(3), pp. 338–351

Indah, Y. C. (2017) 'The Effect of Knowledge Sharing and Transfer of Training on The Performance of Employees,' *Journal of Research in Business and Management* 4(12), pp. 63-72.

Ismail, M. B., & Yusof, Z. M. (2009) 'Demographic factors and knowledge sharing quality among Malaysian government officers', *Communications of the IBIMA*, 9(1), pp. 1-8.

Ipe, M. (2003) 'Knowledge sharing in organizations: A conceptual framework', *Human Resource Development Review,* 2(4), pp. 337-359.

Irene, N., Vassiliki, B., and Ellisavet, B. (2009) 'Trainee Perceptions of Training Transfer an Empirical Analysis', *Journal of European Industrial Training*, 33(3), pp. 255-270

Itika, J. S. (2011). *Fundamentals of human resource management*, Mzumbe: African Studies Centre:

Jehanzeb, K., and Bashir, N. A. (2013) 'Training and development program and its benefits to employee and organization: A conceptual study', *European Journal of Business and Management*, 5(2), pp. 243-252.

Kanter, J. (1999) 'Knowledge management, practically speaking. *Information Systems Management*', 16(4), pp. 7-15.

Kathaluwage, L.C.D. and Victor, C.D. (2019) 'Impact of Training and Development on Knowledge Management', *IJARIIE*, 5(1), pp. 2395-4396

Kikoski, K., and Kikoski, F. (2004). '*The inquiring organization: Tacit knowledge, conversation and knowledge creation, skills for 21st-Century Organizations*", Westport, Conn: Praeger.

Kogut, B., and Zander, U. (1992) 'Knowledge of the firm, combinative capabilities, and the replication of technology', *Organization science*, 3(3), pp. 383-397.

Kolawole, S. A. (2019). Human resource management practices and employee engagement in manufacturing firms in Nigeria, Published Ph.D Thesis. Kenya: Jomo Kenyatta University of Agriculture and Technology.

Kleiman L.S. (2000) '*Human resource management: A managerial tool for competitive Advantage*', NY: Southwestern College publishing.

Kottke, J. L. (1999). 'Corporate universities: Lessons in building a world-class work force (Revised)', *Personnel Psychology*, 52, pp. 530-533

Lepak, D. P., and Snell, S. A. (1999). The human resource architecture: Toward a theory of human capital allocation and development. *Academy of Management Review,* 24,31–48.

Mahdi, O.R., Nassar, I.A., and Almsafir, M.K. (2020) 'Knowledge management processes and sustainable competitive advantage: An empirical examination in private universities', *Journal of Business Research*, 94, pp. 320–334.

Manuel, F. D. (2014) The effect of training & development and employee engagement on perceived business performance, Unpublished MBA Thesis. South Africa: University of Pretoria:

Martins, E. C., and Meyer, H. W. J. (2012) 'Organizational and behavioral factors that influence knowledge retention', *Journal of Knowledge Management*, 16(1), pp.77-96.

Martins, E. C., and Meyer, H. W. J. (2012) 'Organizational and behavioral factors that influence knowledge retention', *Journal of Knowledge Management*, 16(1), pp. 77-96.

Milne, P. (2001) 'Rewards, Recognition and knowledge sharing: *Seeking a causal link in AARL*, 32(4), pp. 88-101.

Mugenda, O. M., and Mugenda, A. G. (2012). *Research methods: Quantitative and qualitative approaches*, 5th ed., Nairobi: Acts Press.

Muhire, N. (2012) Learning and knowledge management: The development of an E-learning and knowledge management, Published Master Dissertation. Dublin: Technological University Dublin

Nanda, S., (2016) 'Human resource management is the key elements in knowledge management', *International Journal of Applied Research*, 2(9) pp. 114-116.

Nassazi, N. (2013) Effects of training on employee performance: Evidence from Uganda, Unpublished Ph.D Thesis. Vassa Finland: University of Applied Sciences.

Nonaka, I. and Takeuchi, H. (2009) 'Perspective-tacit knowledge and knowledge conversion: controversy and advancement in organizational knowledge creation theory' *Organization Science*, 20(3), pp. 635–652.

Nonaka, I., & Takeuchi, H. (1995). *The knowledge creating company: How Japanese companies create the dynamics of innovation.* New York, USA: Oxford University Press.

Obeidat, B.Y., Masa'deh, R. and Abdallah, A.B., (2014) 'The relationships among human resource management practices, organizational commitment, and knowledge management processes: A structural equation modelling approach', *International Journal of Business and Management*; 9(3). Pp. 9-26.

Ojokuku, R. M. and Akanbi, F. K. (2015) 'Strategic human resource management practices and performance in Nigerian public Universities', *Journal of Resources Development and Management*, 10, pp. 2422-839.

Orodho, J. A. (2009) *Elements of education and social science research methods*, Nairobi: Kanezja

Oyenuga O. G., Adebiyi S. O., Mustapha D. O., and Abimbola B. O. (2019) 'Assessment of knowledge sharing determinants in the Nigeria Universities using analytic network process', *Journal on Efficiency and Responsibility in Education and Science*, 12(3), pp. 84-102. doi:http://dx.doi.org/10.7160/eriesj.2019.120303

Ozigbo, N. C. (2012) 'Implications of Human Resources Management and Organizational Culture Adoption on Knowledge Management Practices in Nigerian Oil and Gas Industry', *Communications of the IIMA*, 12(3). http://scholarworks.lib.csusb.edu/ciima/vol12/iss3/6.

Patton, M. Q. (1990) *Qualitative evaluation and research methods*, USA: Sage Publications, Inc.

Peariasamy, T. and Mansor, N. A. (2008) 'On-the-job knowledge sharing: how to train employees to share job knowledge', *Jurnal Kemanusiaan bil*. 12, pp.87-101.

Prusak, L. (2001) 'Where did knowledge management come from?', *IBM systems Journal*, 40(4), pp.1002-1007.

Rana, G., (2015) 'Relationship study between human resources management and knowledge management practices in Indian organization', *International Journal of Engineering Technology, Management and Applied Sciences,* 3, pp. 10-14.

Resiser, K. and Dempsey, W. (2012) 'Training for job-skill confidence'. *Journal of Career Development,* 22(4), pp. 261-71.

Robertson, J. (2004). CM Briefing. Available at: http://www.steptwo.com.au/papers/cmb_knowledgesharing/index.html [Accessed: June 6th 2021].

Rodriguez, J. and Walters, K. (2017) 'The Importance of training and development in employee performance and evaluation. *World Wide Journal of Multidisciplinary Research and Development'*, 3(10), pp. 206-212.

Rossman, G. B., and Wilson, B. L. (1985) 'Numbers and words'. *Evaluation Review*, 9(5), pp. 627- 643.

Salman, I. (2015) *Employees' perceptions of human resource management practices and Knowledge sharing Beahviour, Published Dissertation*. New Zealand: Massey University, Palmerston North.

Saunders, M., Lewis, P., and Thornhill, A. (2003) *Research Methods for Business students*, 3rd ed., Essex: Prentice Hall.

Schieman, J. and Goodman, N. (2020) 'Using knowledge management to leverage training and development initiatives' 42(2), pp. 112-115.

Senge, P. M. (1990) *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday.

Simon, H. A. (1991) 'Bounded rationality and organizational learning', *Organization science*, 2(1), pp.125-134.

Shamsie, J., and Mannor, M. J. (2013) 'Looking inside the dream team: Probing into the contributions of tacit knowledge as an organizational resource', *Organization Science*, 24(2), pp. 513-529.

Sheeba, M. J. and Christopher, P. B. (2020) 'Exploring the role of training and development in creating innovative work behaviors and accomplishing non-routine cognitive jobs for organizational effectiveness', *Journal of Critical Reviews*, 7(4), pp. 263-267.

Soliman, F., and Spooner, K. (2000) 'Strategies for implementing knowledge management: role of human resources management', *Journal of Knowledge Management*, 4(4), pp. 337-345

Storey, D. (1995) *Human Resource Management*. London: Routledge.

Storey, J. (2001) *Introduction: From Personnel Management to Human Resource Management*, *A critical Text,* London: Thomson Learning.

Swanson, R.A., and Holton E.F.III. (2001) *Foundations of human resource development*, San Francisco: Berrett-Koehler

Theodore, Z. (2006). Knowledge sharing. Available at: www.gurteen.com. [Accessed: June 6th 2021].

Tahir, N., Yousafzai, I. K., Jan, S. and Hashim, M. (2014) 'The Impact of Training and Development on Employees Performance and Productivity: A case study of United Bank. Limited Peshawar City, KPK, Pakistan, *International Journal of Academic Research in Business and Social Sciences*, 4(4), pp. 86-98.

Tourinsky, E. (2012) 'Training vs. knowledge sharing: what does your workforce need?'. Available at: https://www.govloop.com/community/blog/training-vs-knowledge-sharing-what-does-your-workforce-need/ [Accessed May 8th, 2021].

Tsui, E. (2005) 'Technology in Knowledge Management', *The Academy of Management Journal*, 9(1), pp. 1089-1121.

Wang, K., Hielmervik, R.O. and Brendel, B. (2001) *Priniciples of knowledge management*, Norway: Tapin Academic Press.

White, T. (2004) 'Knowledge management in an academic Library', *International Journal of human resource management*, 3(4), pp. 23-37.

Wood, F. and McQuairre, O. (1999) 'On-the-job learning in Journal of Staff Development', 20, (3). Available at: http://www.nsdc.org/library/publications/jsd/wood203.cfm. [Accessed: June 6th 2021].

Zaltman, G., and Burger, P. C. (1975). *Marketing research: Fundamentals and dynamics*, Chicaogo, USA: Dryden Press.

Appendices

QUESTIONNAIRE

(Information for the respondents)

Research Topic: Impact of Training and Development on Employees' Knowledge Sharing Capability in a Food Processing Organization.

Hi, I am Alayande Marvelous, a student of National College of Ireland. I am currently carrying out a study on the above topic as part of the requirements for my Master Degree in Human Resources Management. Your assistance is required in this study that seeks to provide improved understanding of how various training and development methods used in your training can affect your sharing of knowledge with other colleagues in your organization. This is what all the questions contained in the questionnaire are meant to achieve.

On the average, the questionnaire should take about **15-20** minutes to complete and contains questions meant to measure:

- Demographic information of the participants;
- Training and development by mentoring among the employees in your organization;
- Training and development by team work among the employees in your organization; and
- Employees' knowledge sharing in your organization.

May I emphasize that the completion of the questionnaire is a **voluntary exercise** and as such, confers on you the right at any time to either withdraw from the exercise or decline to answer any question as you deem fit. Nevertheless, your cooperation and time concerning this survey would be helpful and greatly appreciated since you are one of the right persons with practical industrial work experience and hence, can practically do justice to this questionnaire. The outcome of this study would enhance my knowledge and understanding immensely about the connection between training and development and employees' knowledge sharing in the context of an organization. Should you **care** and make a request, the results, conclusion and the recommendations of this study upon completion can be sent to you via your e-mail.

Finally, may I assure you of the **confidentiality** of the information provided and the **anonymity** of your identity; hence, you are advised **not** to write your name or any information that can identify you on the questionnaire; furthermore, your colleagues, organization and managers

cannot have access to any information provided by you and **neither** will any reference be made to you orally or in writing to link you to this study.

The information provided on the questionnaire by you will be transferred to an electronic database while the original questionnaire would be **destroyed** upon the completion of the data analysis. The data set will be kept in absolute confidence at the electronic database of National college of Ireland and can only be accessible to supervisor, statisticians as well as researchers, undergoing similar study, either now or in the future.

Subject to the agreement of your supervisor, you may be able to complete this questionnaire during the work time or lunch break. Should you find it difficult to complete this questionnaire at work time, be free to do that at any place in your community at the time that suits you. Please feel free to contact me via the details provided below should you have any question or require further clarification regarding this study.

Finally, I would greatly appreciate your unbiased responses and opinions to make this study a successful one.

Researcher's Name	**Contact Details**
Alayande Marvelous	(malayande6@gmail.com)

SECTION A: Socio-demographic Characteristics: Please tick as appropriate

Please complete the following Socio-demographic *information as this will only be used for statistical purposes*

a) Age: 20-29 ( ) 30- 39 ( ) 40 – 49 ( ) 50 – 59 ( ) Above 59 ( )
b) Gender: Male ( ) Female ( )
c) Level in the organization: Upper ( ) Middle ( ) Lower ( )
d) Total years of experience with your organization: Below 5 years ( ) 6-10 years ( ) 11-15 years ( ) 16-20 years ( ) above 20 years ( )
e) Highest Academic Qualification: OND/NCE ( ) HND/BSc ( ) Masters/PhD ( )

SECTION B: Knowledge Sharing by Mentorship Training

S/N		Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)
1	There is existing policy on training and development in my organization					
2	Knowledge sharing by mentoring is part of the existing training and development policy in my organization					
3	I have opportunities to be trained by a mentor who shares his/her experiences and skills with me in my organization					
4	In my organization, my mentor always advises me not to hoard skills and expertise but share my experiences and skills with others					
5	In my organization, I have unhindered access to my mentor who shares his/her skills and expertise with me freely					
6	My mentor always encourages me to share knowledge with other colleagues in my organization					
7	In my organization, I have been assigned difficult task to solve and I had to rob mind with my mentor to achieve it					
8	In my organization, there is a forum where mentors and mentees interact to solve any challenge being faced by the mentees in their assigned duties					

9	To the best of my knowledge, my mentor has significantly enhanced my capability to share work skills and expertise with other colleagues in my organization					
10	In my organization, my mentor has never declined to answer any work-related question I asked in the course of my duty					

SECTION C: Knowledge Sharing by Team work Training

S/N		**Strongly Disagree (SD)**	**Disagree (D)**	**Neutral (N)**	**Agree (A)**	**Strongly Agree (SA)**
1	Knowledge sharing by Team work training is part of the existing training and development policy in my organization					
2	In my organization, I belong to a team whose members are skillful in sharing work skills and expertise					
3	Ability to impart work knowledge by sharing skills and expertise with others is an essential part of team training activities in my organization					
4	In my organization, I have actively participated in a team work assignment that has significantly improved my capability to share work knowledge and skills					

5	While working in a team, I do notice that team leader always encourages members to share experiences and expertise required to achieve the team goal						
6	In my organization, skills and experiences shared with me by my team members have helped me to learn faster and better in the understanding of my job demands						
7	I have been part of a team which accomplished landmark project for my organization and have shared my experiences on this project with others.						
8	In my organization, participation in team work assignment and sharing such experience are always made compulsory as part of every employee's career development.						
9	My team leader always encourages me to share my skills and expertise with other colleagues in my organization						
10	In my organization, I have good relationship with other team colleagues and share skills and expertise with one another without any reservation						

Thank you for your time!