

**TALENT MANAGEMENT: AN EXAMINATION OF THE IMPACT OF EMPLOYEE  
TRAINING AND DEVELOPMENT ON ORGANISATIONAL PERFORMANCE (A  
CASE STUDY OF NATIONAL AGENCY FOR FOOD AND DRUG ADMINISTRATION  
AND CONTROL - NAFDAC)**



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**IN PARTIAL FULFILMENT FOR THE AWARD OF  
M. A HUMAN RESOURCE MANAGEMENT.  
SUBMITTED TO THE NATIONAL COLLEGE OF IRELAND**

**MAY 2021  
THESIS SUPERVISOR: SINEAD DARCY**

## **ABSTRACT**

In recent times the need to gain a competitive edge and boost productivity has been a major concern to human resource managers. As a major resource in the deposal of the organization, the workforce thus becomes a major instrument for achieving organizational goals and objectives. For this to be actualized, the need to upgrade and build employees capacity and capability via the platform of training becomes paramount. Based on the aforementioned, the study tends to examine the co-relations between employee training and organizational performance in the context of the National Agency for Food and Drug Administration and Control (NAFDAC), Nigeria. This inquiry became necessary because of the kind of service NAFDAC renders to the Nigerian public in the form of controlling and managing the production of food and drug which directly relates to health and life issues. The study main objective is to investigate the concept of employee training and its impact on organization performance - in this case, NAFDAC. In accomplishing the goals and objectives of the study, the quantitative methodological approach was employed which connects directly to the utilization of survey in collecting data for analysis in relation to the issue under study. Finding from the study analysis reveals amongst others that, there exist a correlation between employee training and organizational performance which mediates for workplace employee engagement. It also discovered that training actually goes a long way to influence employees workplace engagement which connects to organizational performance especially in the context of NAFDAC, Nigeria. As a way of policy input, the study recommends that amongst others that, management at NAFDAC must endeavour to identify the training needs of employees due effectively and efficiently to the nature of the agency's operation which involves safeguarding the lives of Nigerian in relation to food and drug administration.

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

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**Title of Thesis:** Talent Management: An Examination of the Impact of Employee Training and Development on Organisational Performance (A Case study of National Agency for Food and Drug Administration and Control - NAFDAC)

**Date:** 5<sup>th</sup> May 2021

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## **DEDICATION**

To God almighty who has been a constant source of joy and strength in my life's journey

## **ACKNOWLEDGEMENT**

Firstly, my profound appreciation and thanks goes to my thesis supervisor, Sinead Darcy, whose patience knows no bound in providing me with the appropriate feedbacks, guidelines and correction that has significantly aided the completion of this thesis.

Secondly, Many thanks to my parent for their love trust and support throughout my life and in the course of this project.

Lastly, I will like to appreciate my academic colleagues for all their contribution to my academics

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# CHAPTER 1

## BACKGROUND TO THE STUDY

### 1.1 INTRODUCTION

Talent management has become imperative to contemporary business and public service delivery environment in a global system where business interactions are dynamic with strong competition for market shares and recognition, the issue of (Urbancova and Vnouckova, 2015). Within the last two decades, talent management has gained tremendous recognition among Human Resource (HR) practitioners and academic researchers by reason of the publication of the book “*War of Talent*” by Michaels, Handfield-Jones and Axelrod in 2001 (Thunnissen et al., 2013). As a broad concept, talent management consists of different dimensions as proposed by HR practitioners and scholars (Najm and Manasrah, 2017). These dimensions include amongst others, attracting, recruiting, selecting, training, development of talent, retention, engagement, promotion and succession planning (Najm and Manasrah, 2017; Kaur, 2013; Chartered Institute of Personnel and Development, 2007; Armstrong, 2006; Lockwood, 2006). From a narrow perspective, the training and development dimension of talent management will be examined in finding its correlation and impact on organizational performance.

Irrespective of the organization specifically as it relates to the study context – the National Agency for Food and Drug Administration and Control (NAFDAC), Nigeria, workforce or employees remains its most prized asset and the continuous development in terms of training and retraining of this asset becomes crucial to determining the success and sustainability of the organization (Aroge, 2012). In contemporary economy, knowledge and information is seen as an important driver to achieving set organizational goals and objectives (Najm and Manasrah, 2017). And this knowledge and required skill set can be gotten via the medium of continuous employee development and training. As one of the important functions of human resource management in an organization, training and employee development is viewed as a strategic tool towards optimization of organizational performance and productivity (Samwel, 2018).

According to Aroge (2012), employee training and development captures the process of gaining a particular set of knowledge, skills and also involves changes in behaviours and attitude

which is geared towards increase in workplace engagement and organizational productivity. Nebo et al., (2015) argued that, for the performance of specific role in an organization, a framework and design to appropriately educate workforce on that specialized role becomes imperative for the furtherance of skills, knowledge, and positive attitudinal and behavioural change towards organizational growth and development. Harrison (2000) imply employee training as a strategic process initiated by management towards upgrading and facilitating capacity building amongst employees in acquiring skills and abilities, knowledge and the right behaviour in relation their job. Training in an organization holds lots of benefits to both employees and the organization. McNamara (2010), argued that, employee training increases employee job satisfaction and motivation, enhances organizational performance and productivity, increases the procurement of new technology, improves organizational strategies and innovation and also decrease the rate of employee turnover in an organization.

The importance of employee training to organizational performance maximization cannot be overemphasized. Literature (McNamara, 2010; Salas and Cannon-Bowers, 2001; Armstrong, 2006; Ogbu and Osanaiye, 2017) on human resource management has over the years highlighted the role of employee training on organizational performance. The performance of the organization largely depends on the performance of employees which hinges on issues like motivation, job satisfaction, employee training and development amongst others. Buttressing the link between training and organizational performance further, Raja and Khan (2011) opined that, the concept of employee training and development has a strategic place in ensuring organizational sustainability and growth. Furthermore, in spite of the huge role and benefits employee training brings to the table of performance optimization in the organization, the issues of inadequate commitment by management to improving the capacity of their workforce in line with modern trends and advancement still exist most especially in public establishments in developing countries. As a public service agency, NAFDAC saddled with the responsibility and task of the management, administration and control of food and drugs in Nigeria, has witnessed some challenging times in relation to the increase in sub-standard consumable goods and sharp practices amongst pharmaceutical companies. In a bid to addressing the aforementioned issue, the study noticed that, despite, NAFDAC involvement in training of its workforce, the challenges as mentioned above still exist in Nigeria. Hence, this study tends to examine the impact

employee training and development (in terms of training methods and programmes) and its impact on organizational performance within the context of NAFDAC, Nigeria.

## **1.2 AIMS AND OBJECTIVES OF RESEARCH**

This research's fundamental objective is to examine the impact of employee training and development on organizational performance within the context of NAFDAC, Nigeria. In order to guide this study in a systematic frame in achieving its set goals, the following objectives becomes apt;

1. To investigate the various employee training and development methods available at NAFDAC and its effect on organizational performance.
2. To examine the impact level of employee training and development on workplace engagement at NAFDAC towards organizational performance.
3. To examine the level of management commitment towards employee training and development for optimum organizational performance at NAFDAC.

## **1.3 RESEARCH QUESTIONS**

In a bid to gather empirical data about the research subject matter the following questions becomes necessary;

1. What are the various employee training and development methods available at NAFDAC and its effect on organizational performance?
2. To what level those employee training and development impact on workplace engagement at NAFDAC towards organizational performance?
3. What is the level of management commitment towards employee training and development for optimum organizational performance at NAFDAC?

## **1.4 STRUCTURAL OVERVIEW OF THE STUDY**

The structure of the study begins with chapter one which basically introduce the issue the study tends to address in terms of background, problem statement and context of the study (which is situated around the concept of employee training and development and its impact on

organizational performance, using the National Agency for Food and Drug Administration and Control as a case study). The chapter also covers the establishment of research aims and objectives which lead to the formulation of question questions. Lastly, the chapter covers the overview of the study entire structure.

Chapter two of the study comprises the review of extant literature in relation to the study subject matter which is bounded around the concept of employee training and development, employee work engagement and organizational performance. The chapter also contain the theoretical framework of the study.

Chapter three of the study covers the methodological process employed by the researcher. This process majorly employed the Saunders et al (2006) research onions framework or design in addressing the methodological process of data collection and analysis for scientific generalization.

Chapter four of the study deals with the presentation and analysis of data gotten from the field. The chapter will also discuss the findings extensively in relation to extant literature associated with the study.

Lastly, chapter five highlights the various findings of the study and its methodological process in terms of summary, conclusions and recommendations. Inclusive in this chapter is the reflective journaling of the researcher's experiences in the course of the study.

## **CHAPTER TWO**

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

#### **2.1 INTRODUCTION**

The literature review in this study deals with the concept of training and development of employees, employee engagement in relation to training and organizational performance. This study adopts the funnel approach which focuses on reviewing concepts from a broader perspective to a narrower perspective.

Based on funnel approach, the literature is organized as follows; a conceptual review of employee training, the connection between Human Resource Management (HRM) and Employee Training and Development, organizational performance, employee training and development and organizational performance, employee training and development methods, employee engagement, training and organizational performance, management commitment and employee training and the theory framework which is human capital theory.

#### **2.2 EMPLOYEE TRAINING: A CONCEPTUAL REVIEW**

The concept of employee training development has received a lot of definitive attention over the years from human resource practitioners and academic scholars. According to Aroge (2012), employee training and development involves the process of designing a specialized educational framework focused at transferring a specific set of information, knowledge, attitude, and skills necessary to function in a particular area in an organization. In relation to the aforementioned view of Aroge, Onasanya (2006) training and development of employees in an organization implies a careful and strategic design in terms of employees-oriented programmes formulated by management for the sole purpose of educating and passing required skills for the accomplishment of desired organizational goals and objectives. As Osborne (1996) would like to think, that employee training and development is a strategic plan by the organization to orient and re-orient attitude and modify knowledge behaviour change of employees through education process for the sake of achieving performance and productivity in the organization.

Following the wave of technological improvement in almost all areas of human interaction, employees as a major asset in the organization must keep abreast with modern ways of workplace engagements. In bringing an organizations' workforce to speed, Ogbu and Osanaiye (2017) advocates for strategic training and development of employees. According to the authors, the need for training and development of employees requires a shift from old knowledge to modern and innovative forms of skills and expertise for the improvement of individual workforce ability. Salas and Cannon-Bowers, (2001) also contributed to this concept and view training as a method that opens new platforms for employees to increase their on-the-job capacity which enhances the performance of the organization and at the same time improve their job satisfaction.

Furthermore, employee training and development according to Armstrong (2009), connotes a process of equipping workforce in an organization with basic and specific knowledge and skills that can influence attitudinal and behavioural change towards performance and achievement of organizational goals and objectives. A major theme surrounding the definitions of employee training and development by different scholars and HR practitioners is the strategic framework involved in the process and this design function primarily lies with the human resource department.

### **2.3 THE CONNECTION BETWEEN HUMAN RESOURCE MANAGEMENT (HRM) AND EMPLOYEE TRAINING AND DEVELOPMENT**

In every organisational setup whether public or private, the mandate for employee's development and capacity building fall directly within the human resource department and an important dimension of human resource management (Weil & Woodall, 2005). According to Nadler (1983,p.16) the goal of all strategic human resource activities is aimed at the enhancement of an individual's or employee performance, equip the employee with new skill sets to meet both present and future needs of the organization to enable the organization compete favourably within its designated market.

Numerous scholars (Gordon, 1992; Armstrong, 1996; Beardwell, Holden and Claydon, 2004; Kaur, 2013) have over the years recognized the importance of employee training to the growth and sustainability of the organization which is one of the major functions of human resource

management. In an attempt to define human resource management, Armstrong (1996), argued that Human Resource Management (HRM) is the process of effectively coordinating the affairs of employees in the workplace for the aim of achieving performance and satisfaction both individually and collectively. Highlighting the relationship between HRM and modern organization further, Armstrong (2009) stated that, the strategic relationship between employees and the organization have far reaching consequences in setting the tone for progress and development in relation to both variables. Likewise, Beer et al., (1984), argued that, HRM possesses the capacity to interrelate with other departments of the organization in a bid to influence the management of programmes and policies of the organization. They furthermore express the view that, if the relationship that exists between the organization and employees are effectively managed, it can metamorphous into fulfilment of organizational aims, objectives and performance.

#### **2.4 ORGANISATIONAL PERFORMANCE: A CONCEPTUAL REVIEW**

The advancement in technology and digitalization has impacted organizational plans and policy framework especially as it relates to employees management. According to Thang et al., (2008), one of the ways to ensure employee organizational performance is through the medium of capacity building and frequent development of the workforce to meet modern trends and practices in the environment of business. As Black and Lynch (1996) would like to suggest that employee organisational performance refers to attitudes and behaviours that are directly or indirectly linked to workplace engagement which outlined a given output that can be evaluated and measured in connection to organizational objectives and goals. That is to say, employee organizational performance indicates employees workplace input and the subsequent output which meet the standard, policies and programmes of the organization (Joyce, 2012). Relating organizational performance to the Hawthorne studies and also other research outcomes on employee organizational performance, shows that workforce that are pleased and fulfilled with their responsibilities on the job tends to have greater job performance and productivity (Elnaga and Imran, 2013).

According to Kinicki and Kreitner (2007), organizational employee performance is more pronounce and evidential in employees that are satisfied and happy with their job which gives management easy access to motivate them for optimum performance and productivity. And one

of the ways of making employees satisfied and happy is by making them feel competent via the instrument of training and capacity development. As argued by Elnaga and Imran (2013), organizational performance can be categorized into five features: planning, monitoring, developing, rating and rewarding. The classification of planning involves the setting of goals, programmes, strategies and highlighting proactive frameworks to achieving stated objectives and goals. In terms of monitoring, this involves the effective and efficient supervision and control of the set strategies and programmes (Elnaga and Imran, 2013). Monitoring gives management the chance to access and evaluate employees progress in terms of development and growth. Again, the developing stage looks at the process of employee development which tends to check and correct any lapses in the developmental process of the employees for the intended growth and development of the organization. The rating stage gives a synopsis of the performance of employee which examine employees performance rating over a certain time frame. And at the end of the process is the reward phase which encourages employees with outstanding performance for their input in achieving set organizational goals and objectives (Elnaga and Imran, 2013).

## **2.5 EMPLOYEE TRAINING AND DEVELOPMENT AND ORGANISATIONAL PERFORMANCE: THE NEXUS**

With modern businesses and interactions driven by the “knowledge economy”, organisations both private and public especially in the advance economy have made it top priority to invest in their workforce in connection to meeting their goals and objectives via effective and efficient employee performance (Ng and Siu, 2004). Different Scholars (Black and Lynch, 2014; Malik et al., 2013; Thang et al., 2008) have conducted studies to ascertain the relationship between employee training and organizational performance. In most of the studies conducted it was discovered that prudent investment in employee training and development leads to significant increase in employee performance and overall organizational performance.

Marchington (2008) further argued that, training and development of employees in almost all sphere of strategic management has a positive impact on organisational performance, this is due to the fact that it galvanized structural togetherness, workforce – management interrelationship that gives the organization a steady forward movement and quick and adequate response to environmental issues for the attainment of organizational goals and objectives.



In a research work undertaken by Farooq and Aslam (2011) indicates a positive relationship between employee training and organizational performance. The finding further shows that for any organization to achieve its intended goals and objectives, the effective utilization its workforce must be paramount which points directly to the full equipment of employees with adequate knowledge and skill set to carry out their workplace responsibilities. Again, a study done in the Pakistan telecom sector by Sultana et al., (2012) shows a significant relationship between employee training and organizational performance with  $R^2 = .501$  revealing a strong impact of training on organizational performance. Arguing further, Harrison (2000), posited that, setting up training programmes and strategies for employees tends to improve employees performance and thereby affecting organizational performance positively. Supporting the assertion of Harrison, Swart et al., (2005), the implementation of training programmes and setting up of training strategies and design for employees capacity building and development possesses the capacity to bridge the gap between present performance and organizational standard in a bid to effect improvement in employees' performance to achieving organizational goals and objective.

## **2.6 EMPLOYEE TRAINING AND DEVELOPMENT METHODS**

The core function of human resource department as earlier discussed is situated around the improvement of organizational performance which flows from programmes targeted at improving staff skills, transfer of new knowledge for the purpose of adapting to both internal and external environmental change for the benefit of both the organization and the employees (Nadler, 1984; Khawaja and Nadeem, 2013; Jyothi and Prabu, 2020). There are two approaches of broadly describing the methods an organization can adopt in the training and development of its employees. However, Clark (2019) opined that, there is no one best fit method in transferring skills and knowledge for employees' development effectively. The two broad approaches are, on – the – job training and off – the – job training. According to Jyothi and Prabu (2020), on – the – job training methods are training operations being carried out in the same work environment the trainee is situated. Examples of on – the – job training include but not restricted to coaching and mentoring, job rotation and transfers, orientation. Off – the – job training on the other hand involves the transfer of needed skills and knowledge to employees outside their primary work

environment (Clark, 2019). Examples of off – the – job training methods include role playing, conferences amongst others.

### **Job Rotation and Transfers**

Job rotation and transfers according to McCourt and Eldridge (2003), is geared towards upgrading the capacity, skills and knowledge of employees within the organization in an official capacity. This movement can be seen from the lens of assuming a higher position within the organization or movement from within branches of the organization. The method of rotation and transfers afford employees within the organization to gain new and robust knowledge and skills which both in the short and long run proves to be beneficial to increasing organizational performance and competitive advantage (Clark, 2019).

### **Coaching and Mentoring**

Coaching and mentoring is another on-the-job training technique. According to Torrington et al., (2005), this technique is mostly applied to relatively new recruits in the organization. The process involves an attachment of these recruits to coaches or mentors (managers or supervisors). This training style can also include older employees, but the emphasis is mainly placed on new recruits.

### **Orientation**

Orientation involves familiarizing new recruits or employees within the organization on a new position or job (Armstrong, 2009). The process put into consideration different kinds of organizational dealings associated with the nature and design of their job, which covers basically how to identify organizational tasks and assigned responsibilities within the workplace. Orientation as an on-the-job technique further explains in detail the working environment of the organization which involves organizational culture, procedures and processes, health and safety matters amongst others (Khawaja and Nadeem, 2013).

### **Conferences**

Conferences as an off-the-job training and development technique presents a unique dynamic which constitutes transferring of knowledge by numerous facilitators to a wide range of audience (Armstrong, 2009). This method is viewed as efficient in terms of cost optimization because it covers many employees within a particular training programme content. On the other hand, it is deemed ineffective because of the assimilation differential levels of employees nominated for the training programme (Black and Lynch, 2014). With the literature examination of training methods in relation to organizational performance, the study hence hypothesizes that;

H1: There is a significant relationship between training and development methods and organizational performance

## **2.7 EMPLOYEE ENGAGEMENT, TRAINING AND ORGANISATIONAL PERFORMANCE**

The concept of employee engagement has been conceptualized and operationalized by numerous scholars over the years. Men (2015) for instance, opined that, employee engagement is the right behaviour inculcated by employees in respect to the culture and values of the organization. Likewise, Selvarasu and Sastry (2014) argued that, the degree to which employee performance and productivity is situated is positively associated and influenced by the degree of employee commitment towards organizational core values and principles. In terms of employee engagement, the variables of attitude, behaviour and outcomes becomes paramount in understanding in details the concept of employee engagement as it relates to organizational performance mediating for training. According to Dajani (2015), attitude in employee engagement entails the extent employees appreciate their jobs and performs it with all sense of commitment and pride. The aspect of engagement covering employees behaviours speaks volume in employees attitude towards the organization within and out, commitment to the organization in terms of dedication to the organization and the positive drive of employees towards achieving organizational goals and objectives (Hewitt, 2004). The outcome attribute in employee engagement reveals the combination of both attitude and behaviour which when positive will lead to desired organizational outcomes in terms of goals and objectives. Numerous studies (Buckingham, 2006; Coffiman and Gonzalez-Molina, 2002; Murlis et al., 2001; Dajani, 2015) have revealed the significant statistical positive existents between employee engagement, training and organizational performance, profitability, and productivity.

Linking the concept of training to employee engagement, Ariani (2013), posit that, a prudent organization in the design of their policy takes into account the need for employees' capacity development and growth which is facilitated via the instrumentation of training which at the long run impact on employees workplace engagement and improve performance output. Sanneh and Taj (2015) further argued that employees' involvement in training and development programmes are positively influenced psychologically in terms of commitment, engagement, involvement, and agile attitude towards work for the continuous growth and development of the organization. Consequently, the study with the aforementioned argument hypothesized that;

H2: There is a significant relationship between employees' engagement mediating between training and organizational performance.

## **2.8 MANAGEMENT COMMITMENT AND EMPLOYEE TRAINING**

Management commitment towards employee training and development for optimum organizational performance can be captured within the context of human resource training needs. As argued by Wognum (2001, p. 408), "training and development needs may occur at three organizational levels namely; (1) *strategic level* where needs are determined by top management while considering organizations goals, mission, strategy and problems, which need to be resolved or fixed (2) *tactical level* where needs are determined with middle management while considering developments needs to the coordination and cooperation between organization units and (3) *operational level* where needs are determined with lower executive management and other employees while considering problems related to operations such as performance problems of individual workers and departments in subject".

Measuring the level of management commitment to training and development of employees according to Torrington et al. (2005) begins with the identification of relevant training needs which can be categorized into three perspectives. The categorization includes: *finding solutions to problems*, this aspect of training needs addresses employees' performance; *refining certain practices in the workplace*, this aspect engages in increase performance irrespective of whether or not there exist performance challenges and lastly, *organizational change*, this need dimension may arise due to technological change or change in organizational strategy. More so, Milkovic

and Bordereau (2003), stated that management is required to design training programmes and content that meet the different needs of employees. Thus, the study hypothesized that;

H3: There is a significant relationship between management commitment towards employee training and development for optimum organizational performance.

### **Theoretical Framework**

The *Human Capital Theory* propounded by Schultz in 1921 and later expanded by Becker in 1994 was utilized. The theory assumes that continuous investment in employee training and capacity provides the tendency for improvement and impartation of workforce in terms of knowledge and skill increase which directly impact the performance of the organization and the growth of the employees in relation to career and income (Becker, 1994). The human capital theory further opines that humans as one of means of production can be tagged as the most important “means of production” and a crucial capital to invest in. Thus, according to Gunu et al, (2013) increase in the investment of human capital (employees) in terms of training, capacity building, and healthcare will lead to a corresponding increase in performance output which implies organizational growth and sustainability.

The human capital theory values the ideal of training in an organization as a way of management investing in human resource within a strategically design frame which is within the organisations programs and policies (Becker, 1993). Viewing the nuances of the human capital theory from a strategic point, Gunu et al., (2013), argued that, when an organization engage in operational training and development of its workforce, there is a high possibility that in the long run and even in the medium term, the organization is band to reap or harvest its investment in terms of employees performance, engagement, dedication and even higher productivity for the organisation in the form of profits, employee retention amongst other performance variables. A succinct evaluation of the human capital theory crucially depicts human capital (employees) as a main resource in the organization which properly invested in will eventually upgrade the organizational productivity output. Thus, Garavan, Morley, Gunnigle and Collins (2001), argued that, amongst the different resources in the organization, the human resource is of most important in that it mediate, controls, manage, and administer all other resource in accordance to the stated organizational policies, programmes, goals and positives. Therefore, the continuous investment

in this particular important resource (employees) will eventually give the organization a competitive advantageous edge over competition and improved organizational performance.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

As stated by Kothari (2004), methodology in research involves finding viable answers to contemporary research questions. Hence, it is important in the research process that researchers adopt systematic strategic framework in tackling research problems and justifying the various strategies employed. Reinforcing this argument further, Onwuegbuzie and Frels (2013) posited that, the examination of the research methodological process can be viewed from four different aspects which are very vital to every research process. Firstly, it involves a rational deduction and postulations, which is followed by autonomous reviews, ethical standards in research and philosophical outlooks that must be put in place as guide.

This chapter will adopt the research onions to explain and justify the methodological process of the study (Saunders et al, 2009). As a way of evaluation and justification, the research philosophies, strategies, approaches amongst others will be examined.

#### **3.2 RESEARCH PHILOSOPHY**

According to Knight and Cross (2012), research philosophy is a logical approach employed by research scholars in evaluating phenomenon and world operations in relations to its coexistence and interactions which also put into consideration its flow of activities. Basically, the main core of research philosophy according to Keightley (2010), is to examine the origin and standpoint of knowledge. The process of effective data gathering and analysis is directly linked to the type of research philosophy adopted by the researcher. In identifying some major research philosophical standpoint, the research onions highlighted four distinct thoughts. These research philosophical thoughts include, interpretivism, realism, pragmatism and positivism (Saunders et al, 2009; Keightley, 2010).

##### **3.2.1 ADOPTED RESEARCH PHILOSOPHY JUSTIFICATION**

The adopted research philosophy for this study is the positivism philosophical thought. According to Kock (2015), positivism adopts a systematic framework which is scientific in

nature in explaining social phenomenon from an objective perspective. Kock (2015) further suggested that, positivism as a philosophical framework embraces quantification in data gathering and analysis which is viewed as a main core in its setup. Supporting the point further, Siponen and Tsohou (2018), argued that, positivist scholars and researchers tend to interrogate social realities from an unbiased view, hence distancing themselves from the research process of data gathering and analysis.

A major reason for the adoption of this philosophy is to aid the researcher in collecting relevant data affecting training and development of employees and organizational performance from a neutral perspective which is void of influencing respondents' decision, whether directly or indirectly from the study context which is the National Agency for Food and Drug Administration and Control (NAFDAC). Also, positivism as the adopted philosophy will give full assurance of validity and reliability to the study because it gets rid of any output grounded on prepositions and assumptions.

### **3.3 RESEARCH APPROACH**

The research approach can be either inductive and deductive. In describing inductive approach, Thomas (2006) explained that, it involves the process of generating data consistency mainly through the examination of themes, concepts and patterns observed by researchers which is consistent with the qualitative approach. Placing more emphasize on the inductive approach, Saunders et al (2009), posited that, world events and phenomenon are rather observed and viewed from a non-rigorous angle which does not particularly involves making conclusions from a theoretical background and via quantification. Thus, with the study basically encapsulated in theoretical foundation and hypotheses, the inductive approach is seen as not suitable for the study.

#### **3.3.1 ADOPTED RESEARCH APPROACH JUSTIFICATION**

The study adopts the deductive approach to research which is quantitative in nature. According to Thomas (2006), the deductive approach evaluates world realities from a scientific standpoint with a view of attending a valid output which is consistence with previous scientific studies. Supporting the aforementioned, Vaiioleti (2006), suggests that, the deductive approach is found on the foundation of hypotheses generation which is linked to prevailing theories. Also,



Marei et al., (2017) stated that, the deductive approach is constantly connected to previous scientific studies for discussion of present data, interpretation, and ideas for the purpose of validation and reliability which is via quantification.

### **3.3.2 QUALITATIVE VS QUANTITATIVE RESEARCH**

Qualitative research sees world realities from an interpretative point of view. According to Creswell (2003), the qualitative research requires the researcher to depend on interpretive framework that takes a nonlinear approach which involves critical thinking and a strong focus on contexts, content and most times cases to draw out themes and patterns in addressing societal issues. On the other hand, quantitative research tends to view and address world events and issues from a theorized perspective which involves adopting some research questions and formulation of hypotheses and data gathering for statistical analysis for the purpose of addressing research problems (Cooper and Schilnder, 2008).

### **3.3.3 REASON FOR ADOPTING THE QUANTITATIVE METHOD**

In line with the study philosophical paradigm (positivism), the quantitative research approach becomes appropriate. This is because of its background which is based on objectivity and its reasoning style attached to the deductive approach. Further justification implies the usage of data in numeric form that are made to pass through rigorous statistical analysis (Johnson and Christensen, 2008)

For more clarification and justification for the chosen approach, Saunders et al., (2009, p.127) affirms that, the approach and method (deduction and quantitative method) identifies “the necessity to describe cause-effect associations, impacts, effects, between variables”. Thus, the assertion of Saunders et al (2009) add more insight to the reason for the adoption of the deductive approach which can be connected to the study variables – employee training and development and organizational performance within the context of the National Agency for Food and Drug Administration and Control (NAFDAC). The outcome of the study based on the foundation of quantitative and deductive approach will be evaluated for validity and reliability on the grounds of previous studies within the context of workforce or employee capacity building. Furthermore, in terms of achieving a deductive and quantified end to the study, the

following hypotheses formulated by the study for testing the variables (training and organizational performance) under review will be highlighted under the research form.

### **3.3.4 RESEARCH HYPOTHESIS**

The following hypothesis were formulated in accordance with the research's fundamental goals and objectives

**H1:** There is a significant relationship between training and development methods and organizational performance.

**H2:** There is a significant relationship between employees' engagement mediating between training and organizational performance.

**H3:** There is a significant relationship between management commitment towards employee training and development for optimum organizational performance.

### **3.4 RESEARCH STRATEGY**

Literally, the word strategy represents a purposeful framework aimed at achieving set goals and objectives. In explaining research design, Saunders et al., (2009) stated that, it entails the diverse stages or levels of framework a researcher can adopt in a bid to answer realities, questions systematically and scientifically under specific review. There are different strategies that can be employed by researchers in conducting primary research . These include: case study, experiment, action research, survey, ethnography and grounded theory (Saunders et al., 2009).

#### **3.4.1 RESEARCH STRATEGY ADOPTED JUSTIFICATION**

The research strategy adopted for this study is the survey strategy. Fundamentally, the deductive approach is largely linked to survey strategy which also have a connection to quantification of data gotten from the field and these give answers to examining the relationship between or amongst variables (Leedy and Ormrod, 2001; Saunders et al., 2009). As argued by Johnson and Christensen (2008), the survey research strategy has its function in drawing

responses from research participants based on their opinions, ideas, beliefs, philosophies amongst others through a systematic process. Likely, in this study according to the argument of Johnson and Christensen, the survey strategy is suitable in getting relevant response and opinions in answering the study questions on the issue of human capital development (training) and its impact on organizational performance. Another justification for the adoption of the survey strategy is its connection to the study philosophical thought and paradigm which is positivist in nature and scope.

### **3.5 RESEARCH DESIGN**

The design of any research process outlines the entire framework of finding answers to the research questions (Johnson and Christensen, 2014). It also entails a comprehensive outlay of achieving research plans and objectives in a manner that authenticate the process of data gathering and analysis for the purpose of achieving generalization. In the same vein, Keightley (2010), argued the research design is an important aspect of the research process which gives direction and guide to the kind of research being undertaken by the researcher. According to Saunders et al., (2009), there are three crucial designs to research – descriptive design, exploratory design and explanatory design.

#### **3.5.1 REASONS FOR THE ADOPTED RESEARCH DESIGN**

The study adopts the explanatory research design. This design was mainly selected due to its nature of giving a coherent explanation and examination between or amongst variables interactions. In terms of data gathering and analysis, the explanatory design accommodates statistical tests between variables with testing tools like *correlation*, *chi square*, *regression* and *t-test* (Saunders et al., 2009).

It can also be observed in examining the study research questions, the explanatory design to research is aptly conducive because of its association to quantification which help in finding viable answers to questions being risen by the study. Furthermore, with the main aim of this study linked to finding the extent of associations between variables, especially the study variables (Employee training and organizational performance), the explanatory design is seen as best fit for the examination of variables.

### 3.6 DATA COLLECTION METHOD

The research choice refers to the methods of data collection employed by the researcher in sourcing out relevant data needed to addressing research questions. The technique for data collection is a major part of the research process. According to Haseski and Ilic (2019), the foundation for adopting a viable data collection technique is predicated on the kind of research problem, the research instrument reliability and of course budgeting from the financial angle.

As earlier stated in the choice of research format, the mono quantitative collection of data technique was adopted which will employ the survey questionnaire instrument as the study mode of primary data collection source. The research process comprises two main source of data which are; primary data and secondary data source.

**Primary Data:** The primary data source explains a well-structured data set that provides proof that enable the researcher in explaining and solving research questions. This source of data collection gives the researcher a firm grip on facts and issues surrounding a given research problem. According to Rabianski (2003), primary source of data collection can be gotten via the instrument of questionnaire, surveys, interviews, case studies amongst others.

**Secondary Data:** The secondary data source describes the use of extant literature in buttressing and explaining facts obtained from the adoption of primary data source (Johnston, 2017). Three secondary data source was described by Saunders et al., (2009), which are, survey-based secondary data, documentary secondary data and multiple sources secondary data. According to Saunders et al., (2009), there is a single method of data collection described as the mono-method, mixed method and multi-method which are all available for researchers to choose from. The mono-method can be described as the utilization of a single method of data collections which can be applicable to both quantitative and qualitative research. This can be obtained via survey through the instrument of questionnaire or interviews. On the contrary, the multi method and mixed method involves the adoption of multiple or more than one method of data gathering or collection and techniques for analysis which can be employed in both qualitative and quantitative study (Saunders et al., 2009).

### 3.6.1 REASONS FOR THE DATA COLLECTION METHOD ADOPTED

The study adopted the mono-method in getting relevant data for analysis. This method was employed due to the nature of human interaction accessioned by the Covid-19 pandemic which restricted a lot of human contact in the study case. Also, the argument of online interview might surface which will be more viable in advance countries with high technological advancement, but less visible in developing countries like Nigeria which technological advancement index is still at a less advance stage. Hence, the online questionnaire will be employed in gathering relevant data to address the study research question and supporting objectives. Again, both the primary and secondary data sources were adopted by the study. The primary data source was employed in measuring the variables under review by the study and this was basically obtained via survey questionnaire. While the secondary data source most especially the documentary secondary data was adopted to further validate the findings from the primary data source in relation to previous study findings from extant literature.

### 3.6.2 INSTRUMENTS FOR DATA COLLECTION

The closed-ended format of survey questionnaire was adopted for this study. As regards to the issue under review by this study, the adoption of the closed-ended survey questionnaire will give the research a clearer perspective on the views of the survey sampled respondents. The main themes or highlights of the study questionnaire are employee training, methods of training, management staff, operations staff, employee engagement, management commitment and organization performance. Furthermore, as a way of dispatching the questionnaire for intended respondents on their views on the subject matter, a Google forms platform was created via the google forms link. Also, the utilization of the close-ended questionnaire format will support in the getting timely responses from the sampled respondents (Ellingsen et al., 2010).

#### 3.6.2.1 REASON FOR THE ADOPTION OF THE SURVEY QUESTIONNAIRE

<b>Key Highlights- Examination of Respondent key data</b>	
<b>Management Staff and Operational Staff</b>	
<b>Items</b>	<b>Reasons for Adoption</b>
<b><u>Section A-Demographics</u></b> 1. Sex?  2. Educational Qualification?  3. Marital status	The foci point of this research is directed at both the operational and management staff at NAFDAC. The purpose of this segment is to understand the respondent bio information in relation to the issues under review. This data will further add in terms of understanding the

## SECTION B

### **Methods of Training and Organisational Performance**

1. On – the – job training technique is organized in NAFDAC
2. Training conferences are planned on annual basis.
3. New recruits are assigned mentors and coaches
4. The technique of job rotation gives employees new knowledge frontier
5. Job rotation training technique is observed by NAFDAC management
6. Orientations are carried out by management of NAFDAC on new employees

To examine the impact of training on organisational Performance in the context NAFDAC.

### **Employees Engagement, Training and Organisational Performance**

7. There exist a relationship between training, employee engagement and organizational performance.
8. Employee training for engagement in an organization is commendable.
9. Regular training increases employees engagement and promotes organization performance.
10. The level of organizational performance is linked to employees engagement via the instrument of training
11. Employees involvement in training

To investigate the extent to which training has impacted employees engagement and organisational Performance at NAFDAC.

### **Management Commitment and Employee Training**

12. Training needs are adequately identified by management at NAFDAC
13. Training programmes are conducted annually.
14. Financial resources are allocated to running training programmes effectively.
15. Employees have the freedom to express their training needs.
16. Management commitment is key to

To evaluate how management commitment and employee training have impacted on the organizational Performance at NAFDAC.

### **3.7 SAMPLE AND SAMPLING TECHNIQUES**

This research takes the form of a case study on the National Agency for Food, Drug, Administration and Control (NAFDAC) focusing on a two specific levels within the agency – the management staff and operational staff. It was not realistic to cover all job levels across all departments of the agency, the adoption of a sampling technique become imperative. According to Saunders et al., (2009), research sampling techniques comprises the *probability* and *non-probability* sampling technique.

#### **Probability Sampling Method**

The probability sampling technique is grounded on the general assumption that result and finding obtained from a small sample can be conveniently generalized and applied to a bigger sample and often adopted by researches that employ the quantitative approach to data collection (Castillo, 2009). Since due to several limitations the total staff population cannot be adopted for the research it became necessary to adopt a sample size

#### **Non-Probability Sampling Method:**

According to Saunders et al., (2016), this approach to sampling offers the a research several ways to select an appropriate sample size but in most cases it is very dependent on the researchers judgment and considerations. Considered to be effective in conducting a pilot testing, it is however not effective in determining the full scope of the subject under investigation (Saunders et al., 2016).

#### **3.7.1 REASON FOR ADOPTING THE SELECTED SAMPLE SIZE AND SAMPLING TECHNIQUE**

The selected sampled size is placed at 90 respondents comprising sixty (60) operational staff and thirty (30) management staff from the Lagos branch of NAFDAC. Due to the lack of sampling frame for the study, the research opted for the usage of the *non-probability* sampling technique. This sampling technique according to Saunders et al., (2009) includes the following; quota, self-selection, purposive or judgmental, snow-ball and convenience sampling techniques. For this study, the purposive or judgmental sampling technique was employed. This sampling technique

was used because of the time frame stipulated in gathering data relevant for addressing the study research question. This will enable the researcher to specifically target sampled respondents that are knowledgeable about the research subject issues.

### **3.8 ETHICAL ISSUES AND CONSIDERATIONS**

Wilson et al., (2018) argued that ethical considerations are linked to disputed issues in relation to ethical guidelines situated around studies of the organization and society. In addition to the statement aforesaid, Coldwell and Herbst (2004) would like to think that, the importance of ethics in research is directed towards limiting negative issues targeted at the research respondents or participants in the process of gathering data met to answer the study questions. In terms of gaining access to the desired respondents of the study, the researcher discovered that there were no limitations to obtaining responses from respondents. This was because the instrument used in gathering data was based on an online survey questionnaire which was generated and the link shared amongst the study desired respondents (management staff and operation staff) at the NAFDAC Lagos state office.

The reason for the ease of access was because, the survey participants or respondents were duly notified by the researcher and information was given about their responses being placed as confidential for the purpose of research.

### **3.9 DATA ANALYSIS METHOD**

The main aim of every research study is to contribute to extant knowledge. All quantitative research with their relevant data must be translated from numeric form to information that are interpretable and explainable. Thus, it becomes necessary for data coding and analysis. For this study, the SPSS tool (Statistical Package for Social Sciences) was employed to process and analyse data captured via an online questionnaire. The procedure will assist in generating frequency tables, charts and graphs (Collis and Hussey, 2014). Furthermore, in testing of the study hypotheses, the inferential statistics of Pearson's Product Moment Correlation (PMCC) was adopted.



### **3.10 RELIABILITY AND VALIDITY**

Assessing the reliability and validity of a research Saunders et al., (2009) opined that, it ensures the research process follows acceptable standard and can be generalized. With respect to this research, the data collection method (questionnaire) including its contents were reviewed by the dissertation supervisor before circulating to participants. In terms of reliability, Saunders et al., (2009) also noted that, it connotes the trustworthiness of the data collection instrument which taken to other environment or context will also provide the same result. The reason for the adoption of the questionnaire was due to its wide usage in obtaining relevant data suitable to addressing research questions. This data collection method has been used in other similar research such as Gunu, Oni, Tsado and Ajayi (2013), which sampled 395 respondents from five selected banks in Nigeria on the issue of employees' training and development towards organizational performance.

### **3.11 STUDY LIMITATIONS**

For every research endeavor, there is bound to be some challenges which tends to confront the researcher in achieving his/her desired purpose. For this study, the major challenge faced in completing this research task is that of time and the its restriction to one organization and a particular sector. The time frame allotted for completing this study tends to hinder the researcher in conducting a robust study in relation to the study subject matter. Also, as the world battle against the Covid-19 virus, the aftermath effect has affected a lot of things including optimum availability of fund to addressing financial related issues attaining the study.

### **3.12 CONCLUSION**

The research methodology outlined provides the roadmap for the research approach taken to address the research questions and supporting objectives. In rational decisions made by the researcher in this methodology section includes the choice of adopting a positivist philosophical stand, survey strategy, approach based on deduction, research design tilted towards explanatory.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS**

#### **4.1 INTRODUCTION**

Chapter is focused on the presentation, analysis and discussion of findings from primary research conducted. The chapter begins with presentation and interpretation of the data collected through an online questionnaire that had a total of sixteen questions. The online questionnaire analysis is broken down into two sections – the demographics of participants’ analysis and interpretation and the analysis of the actual participants’ responses in relation to the study subject matter. Hypotheses was also tested in furtherance of determining the relationship between the variables (employee training and organizational performance) of the study. Also, discussions were made in regards to the findings of the study. The discussions were made via outline each objectives of the study in accordance to quantitative approach adopted. A summary of the section process was then examined.

#### **4.2 DATA PRESENTATION AND INTERPRETATION**

Chapter four of the study evaluates data obtained from the field. As highlighted in the methodology section, statistical tools such as descriptive statistics and correlation analysis was employed to find out the relationship or co-relation between employee training and organizational performance in the context of NAFDAC. Also, in the process of administering the instrument of data collection – the questionnaire, 90 questionnaires were given to designated staff (management and operational staff) of NAFDAC via email. The researcher discovered that in the process of retrieving the questionnaire, instead of 90 responses, the study was able to get 67 responses, which have a 74% overall response rate. The study also observed that, of the 60 questionnaires distributed to operation staff in NAFDAC, 37 were responded to, making a 41% respondents rate. While of the 30 questionnaires given to management staff, 30 were responded to, making a 100% response rate for management staff.

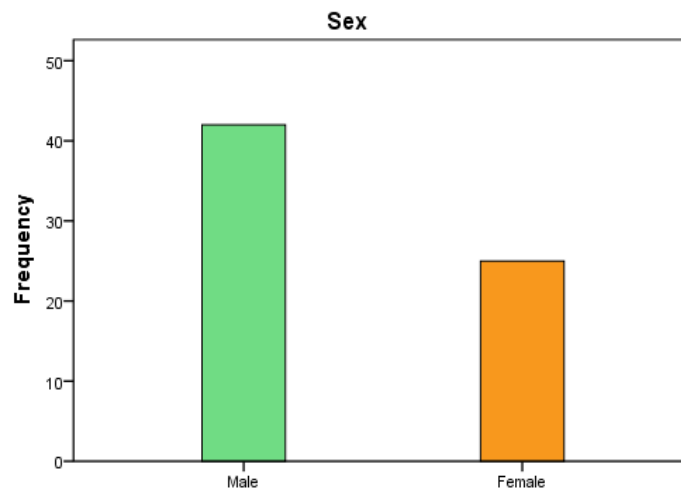
#### 4.2.1 DEMOGRAPHICS OF RESEARCH PARTICIPANTS

The online questionnaire asked four questions to establish demographics. These were around gender, age, marital status and educational level. The following gives an insight into the demographics of respondents. The justification for adopting the demographics of the study is firstly, to examine the gender ratio in accordance to selection of employees for training in NAFDAC. In terms of age distribution, the adoption seeks to ascertain whether age distribution and differences impacts the selection of employees for training in NAFDAC. The marital status tends to examine if marital status has an influence in the training process of employees in the study case. Likewise, the educational bio-data and staff position tends to give an insight to whether or not employees are selected for training programmes based on their qualification educationally and office designation (management staff or operational staff).

#### Frequency Table

Table 1

Sex				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	42	62.7	62.7	62.7
Female	25	37.3	37.3	100.0
Total	67	100.0	100.0	



Analysis from table 1 shows that 42 respondents representing 62.7% of the study sampled population are male, while 25 covering 37.3% are female. Hence, the study reveals that, more male took part in the study than female.

**Table 2**

<b>Age</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18 - 35	22	32.8	32.8	32.8
36 - 53	29	43.3	43.3	76.1
54 and Above	16	23.9	23.9	100.0
Total	67	100.0	100.0	

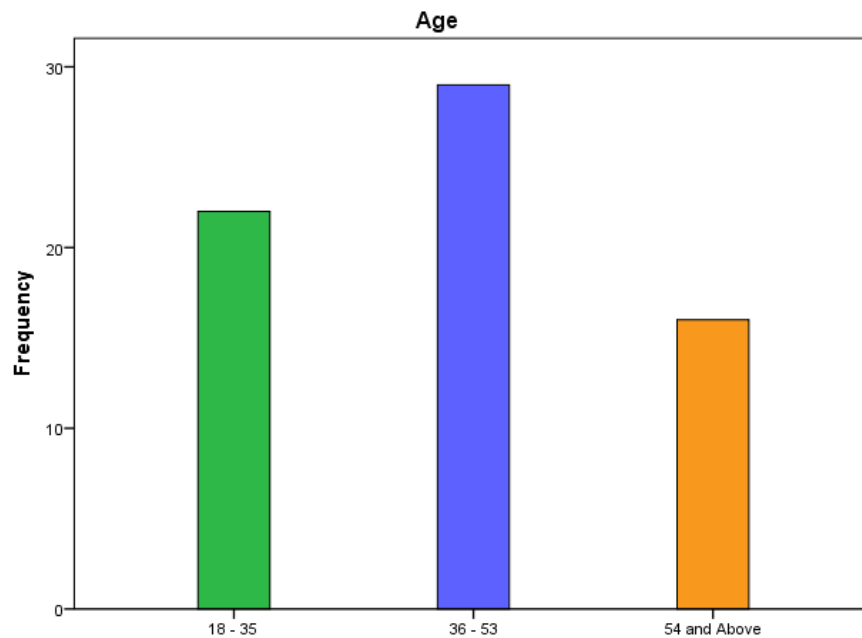


Table 2 reveals that, 32.8% of the study sampled population are within the age bracket 18 – 35, 43.3% are 36 – 53 years of age, while the remaining sample population covering 23.9% are within the age bracket 54 and above.

**Table 3**

**Marital Status**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Single	24	35.8	35.8	35.8
Valid Married	36	53.7	53.7	89.6
Valid Divorced	7	10.4	10.4	100.0
Total	67	100.0	100.0	

**Marital Status**

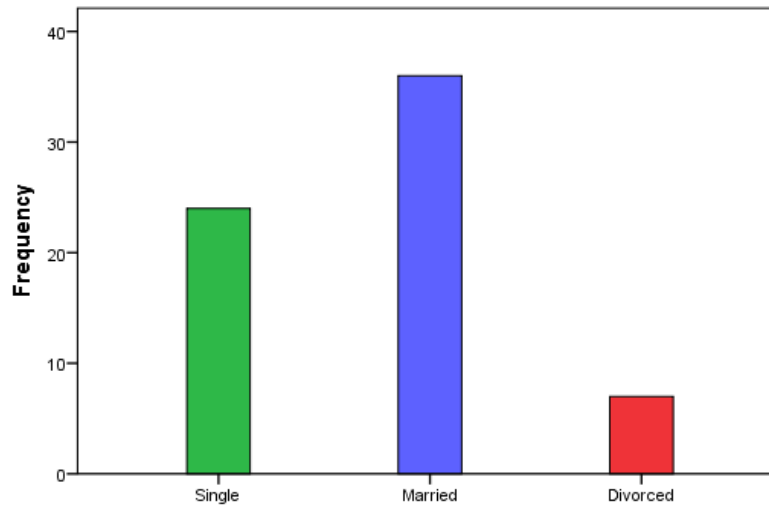
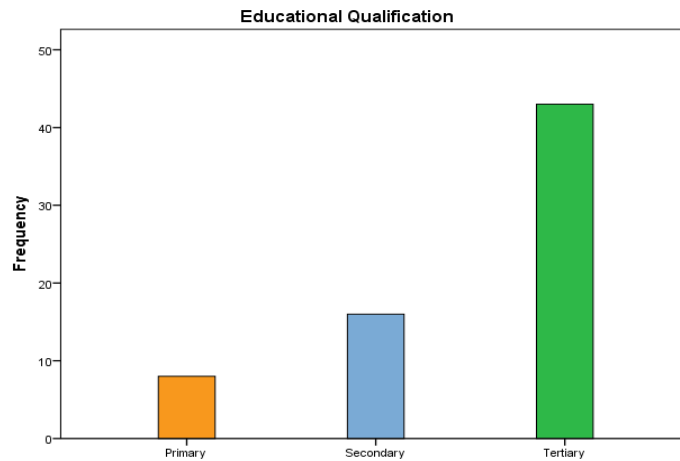


Table 3 shows that 35.8% of the sampled population are single, 53.7% are married, while 10.4% are divorced. Hence indicating that, more married respondents took part in the study.

**Table 4**

**Educational Qualification**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Primary	8	11.9	11.9	11.9
Valid Secondary	16	23.9	23.9	35.8
Valid Tertiary	43	64.2	64.2	100.0
Total	67	100.0	100.0	



It was discovered in table 4 that, 11.9% of the study respondents possesses primary certification, 23.9% covering 16 respondents has secondary certification, while most of the sampled respondents has tertiary certification.

**Table 5**

**Staff Position**

	Frequency	Percent	Valid Percent	Cumulative Percent
Operations	37	55.2	55.2	55.2
Valid Management	30	44.8	44.8	100.0
Total	67	100.0	100.0	

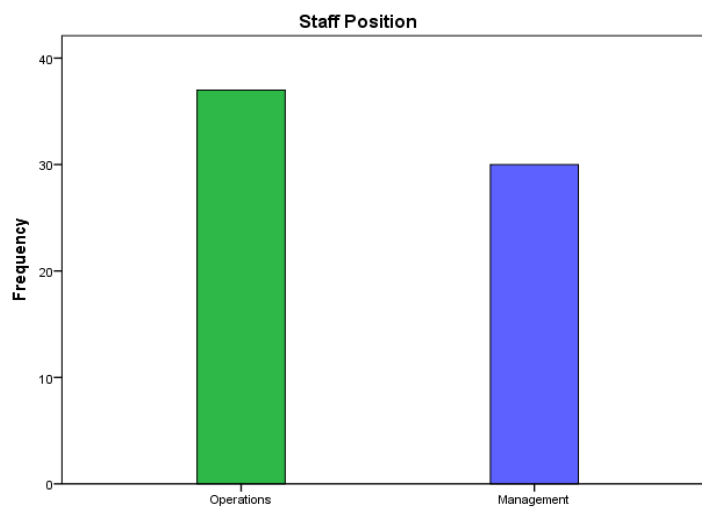


Table 5 of this study shows staff position which reveals that 55.2% of the study respondents are operational staff while 44.8% are management staff which reveals that more operational staff participated more in this study.

#### 4.2.2 ONLINE QUESTIONNAIRE RESEARCH PARTICIPANTS RESPONSES

Now that the demographics of respondents has been outlined the following is an overview of the responses gathered from the sixteen questions related to training and development in the online questionnaire.

**Table 6:** On – the – job training technique is organized in NAFDAC

##### Question One

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	16	23.9	23.9	23.9
Agree	26	38.8	38.8	62.7
Undecided	11	16.4	16.4	79.1
Disagree	9	13.4	13.4	92.5
Strongly Disagree	5	7.5	7.5	100.0
Total	67	100.0	100.0	

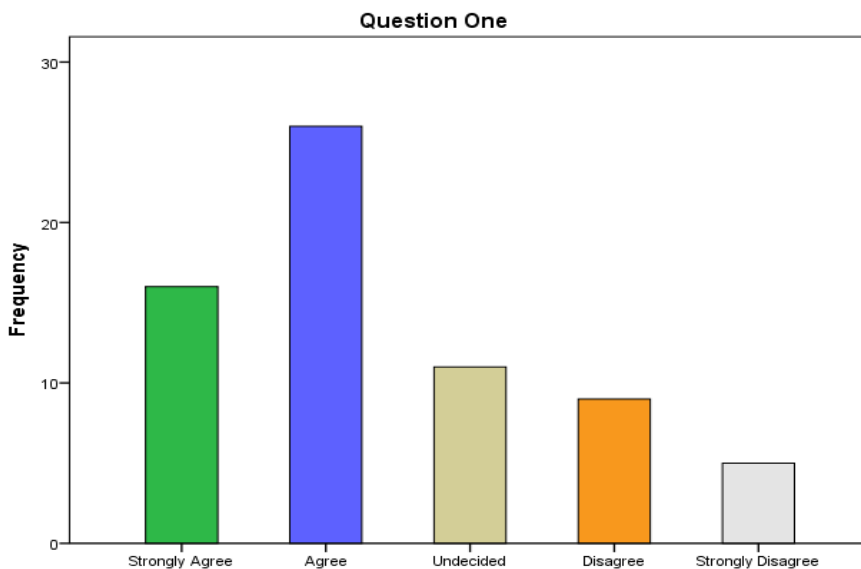
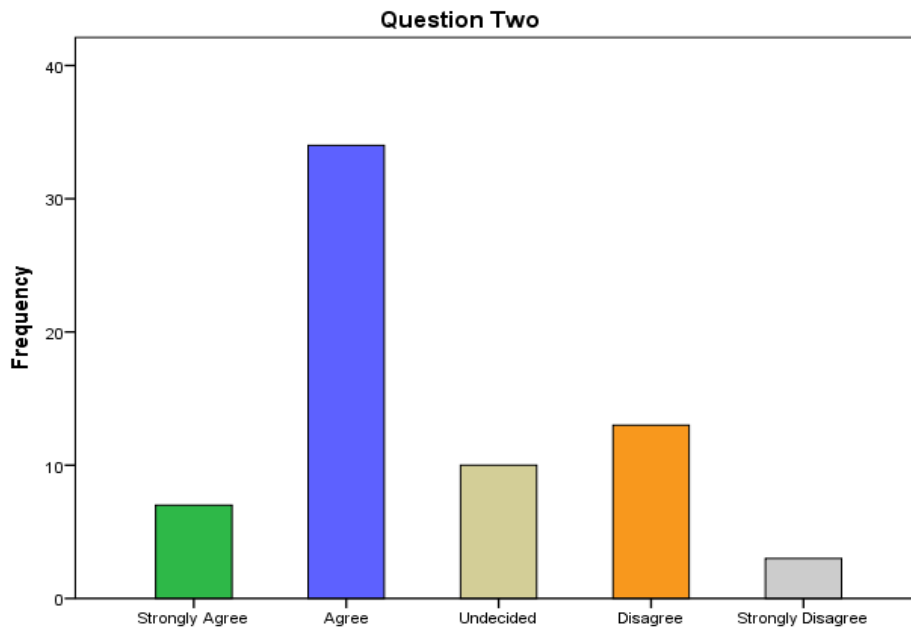


Table 6 shows that, 23.9% strongly agree that, on-the-job training technique is organized in NAFDAC, 38.8% agreed, 16.4% were undecided, 13.4% disagreed, while 7.5% strongly disagreed that, on – the – job training technique is organized in NAFDAC. The analysis thus indicates that majority of the sampled respondents agreed that, on – the – job training technique is organized in NAFDAC.

**Table 7: Training conferences are planned on annual basis**

**Question Two**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	7	10.4	10.4	10.4
Agree	34	50.7	50.7	61.2
Undecided	10	14.9	14.9	76.1
Disagree	13	19.4	19.4	95.5
Strongly Disagree	3	4.5	4.5	100.0
Total	67	100.0	100.0	





In relation to whether training conferences are planned on annual basis at NAFDAC, 10.4% strongly agreed, 50.7% agreed, 14.9% were undecided, 19.4% disagreed, 4.5% strongly disagreed. Thus, the analysis shows that majority of the sampled respondents agreed that, training conferences are planned on annual basis at NAFDAC.

**Table 8:** New recruits are assigned mentors and coaches

**Question Three**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	10	14.9	14.9	14.9
Agree	35	52.2	52.2	67.2
Undecided	6	9.0	9.0	76.1
Disagree	8	11.9	11.9	88.1
Strongly Disagree	8	11.9	11.9	100.0
Total	67	100.0	100.0	

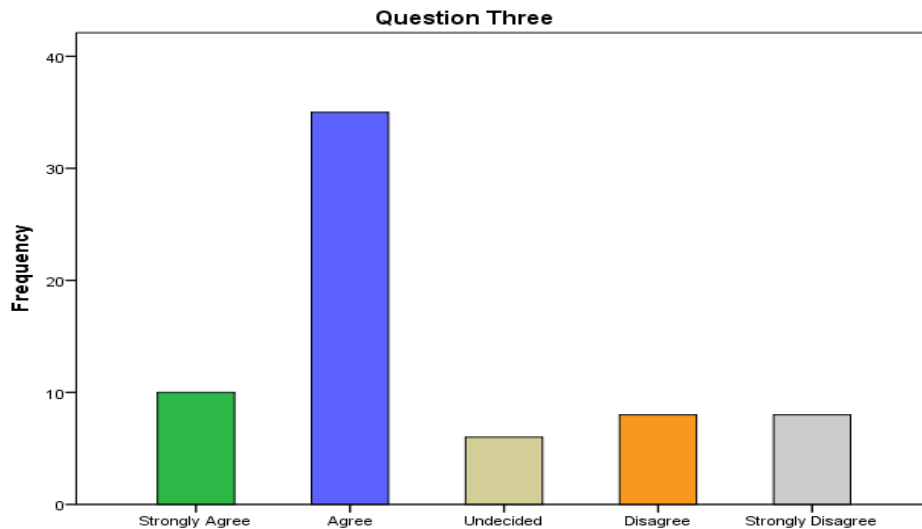
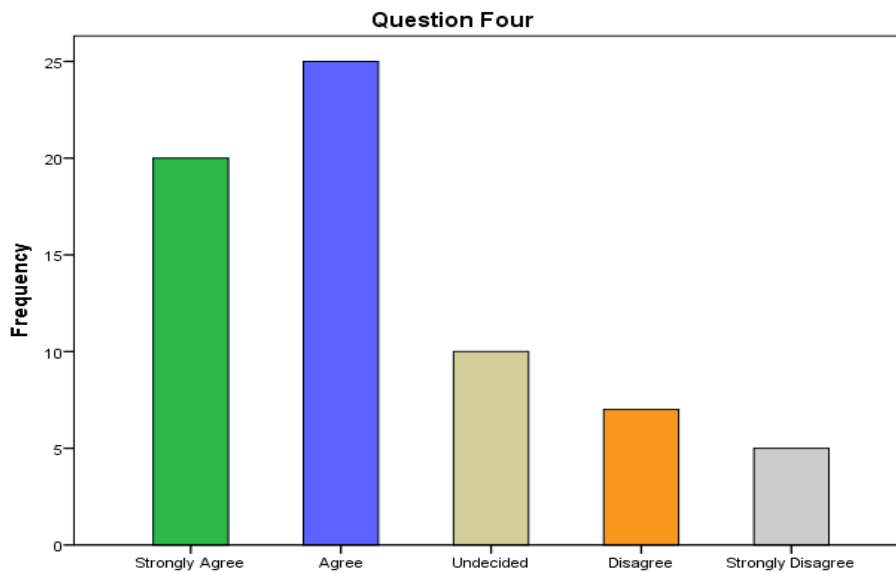


Table 8 reveals that, 14.9% strongly agreed that new recruits are assigned mentors and coaches, 52.2% agreed, 9.0% were indecisive, 11.9% disagree, 11.9% strongly disagree that, new recruits are assigned mentors and coaches. The analysis thus shows that, majority of the sampled respondents agrees that new recruits are assigned mentors and coaches.

**Table 9:** The technique of job rotation gives employees new knowledge frontier

**Question Four**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	20	29.9	29.9	29.9
Agree	25	37.3	37.3	67.2
Undecided	10	14.9	14.9	82.1
Disagree	7	10.4	10.4	92.5
Strongly Disagree	5	7.5	7.5	100.0
Total	67	100.0	100.0	



From table 9, there was an indication that, 29.9% of the respondents adopted by the research strongly agreed that the technique of job rotation gives employees new knowledge frontier, 37.3% agreed, 14.9% were undecided, 10.4% disagreed and 7.5% strongly disagreed. The analysis thus indicated that, a majority of the respondents agreed that, the technique of job rotation gives employees new knowledge frontier.

**Table 10:** Job rotation training technique is observed by NAFDAC management

**Question Five**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	13	19.4	19.4	19.4
Agree	28	41.8	41.8	61.2
Undecided	9	13.4	13.4	74.6
Disagree	10	14.9	14.9	89.6
Strongly Disagree	7	10.4	10.4	100.0
Total	67	100.0	100.0	

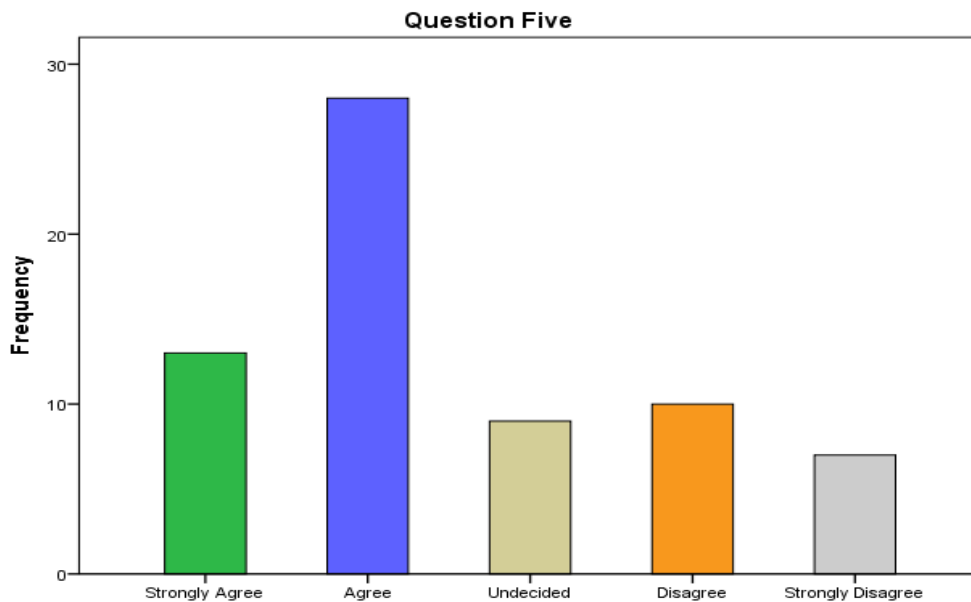
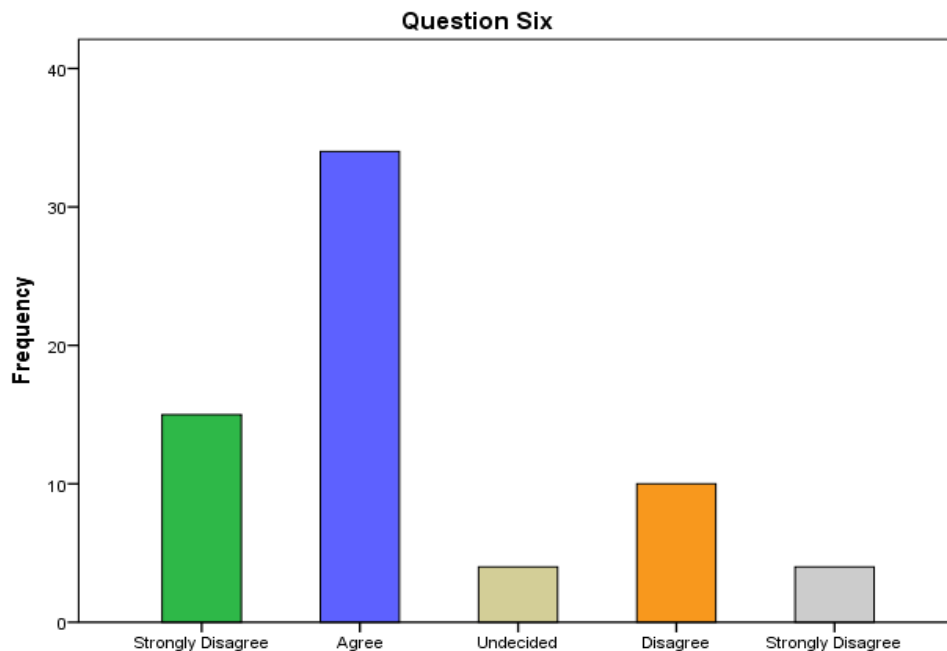


Table 10 reveals that, 19.4% strongly agreed that job rotation training technique is observed by NAFDAC management, 41.8% agreed, 13.4% were undecided, 14.9% disagreed while the remaining sampled respondents covering 10.4% strongly agreed. It thus indicates by the analysis that, majority of the sampled respondents agreed that, job rotation training technique is observed by NAFDAC management.

**Table 11:** Orientations are carried out by management of NAFDAC on new employees

### Question Six

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	15	22.4	22.4	22.4
Agree	34	50.7	50.7	73.1
Undecided	4	6.0	6.0	79.1
Disagree	10	14.9	14.9	94.0
Strongly Disagree	4	6.0	6.0	100.0
Total	67	100.0	100.0	



According to table 11, it was discovered that, 22.4% sampled respondents strongly agreed that, orientations are carried out by management of NAFDAC on new employees, 50.7% agreed, 6.0% were undecided, 14.9% disagreed, while the remaining 6.0% strongly disagreed that, orientations are carried out by management of NAFDAC on new employees. It therefore shows from the aforementioned analysis that majority of the sampled respondents of the study agreed that orientations are carried out by management of NAFDAC on new employees.

**Table 12:** There exist a relationship between training, employee engagement and organizational performance

### Question Seven

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	7	10.4	10.4	10.4
Agree	33	49.3	49.3	59.7
Undecided	8	11.9	11.9	71.6
Disagree	5	7.5	7.5	79.1
Strongly Disagree	14	20.9	20.9	100.0
Total	67	100.0	100.0	

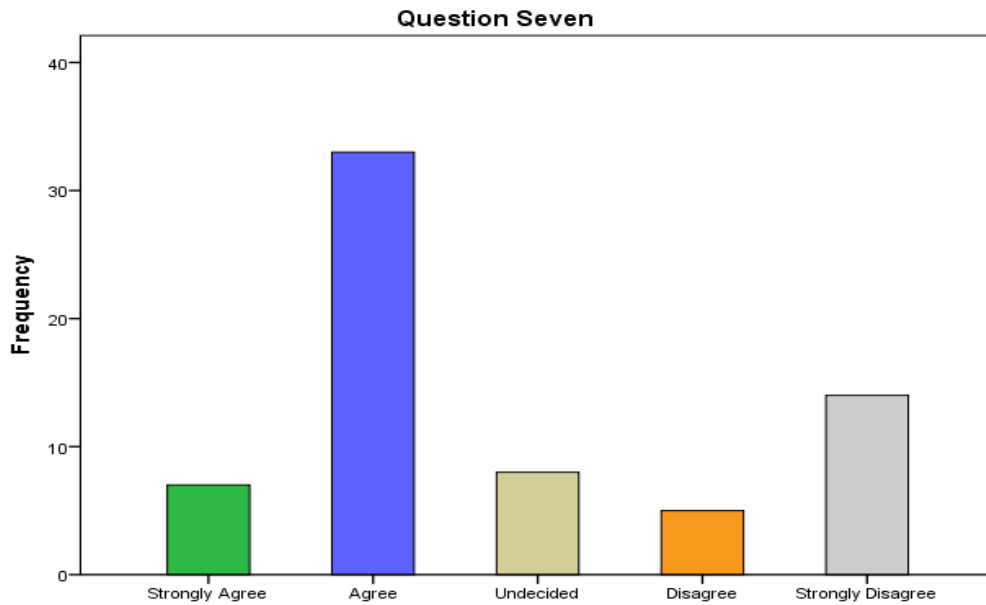
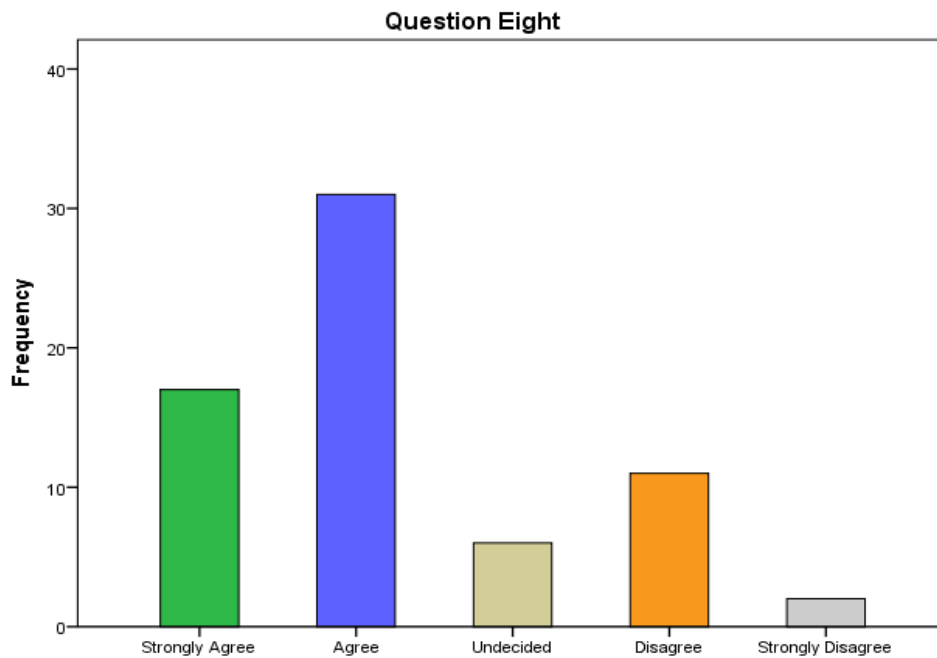


Table 12 shows that, 10.4% of the study sampled population strongly agreed that, there exist a relationship between training, employee engagement and organizational performance, 49.3% agreed, 11.9% were undecided, 7.5% disagreed while 20.9% strongly disagreed to the aforementioned statement. The descriptive analysis therefore reveals that, majority of the sampled agreed that, there exist a relationship between training, employee engagement and organizational performance.

**Table 13:** Employee training for engagement in an organization is commendable.

### Question Eight

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	17	25.4	25.4	25.4
Agree	31	46.3	46.3	71.6
Undecided	6	9.0	9.0	80.6
Disagree	11	16.4	16.4	97.0
Strongly Disagree	2	3.0	3.0	100.0
Total	67	100.0	100.0	

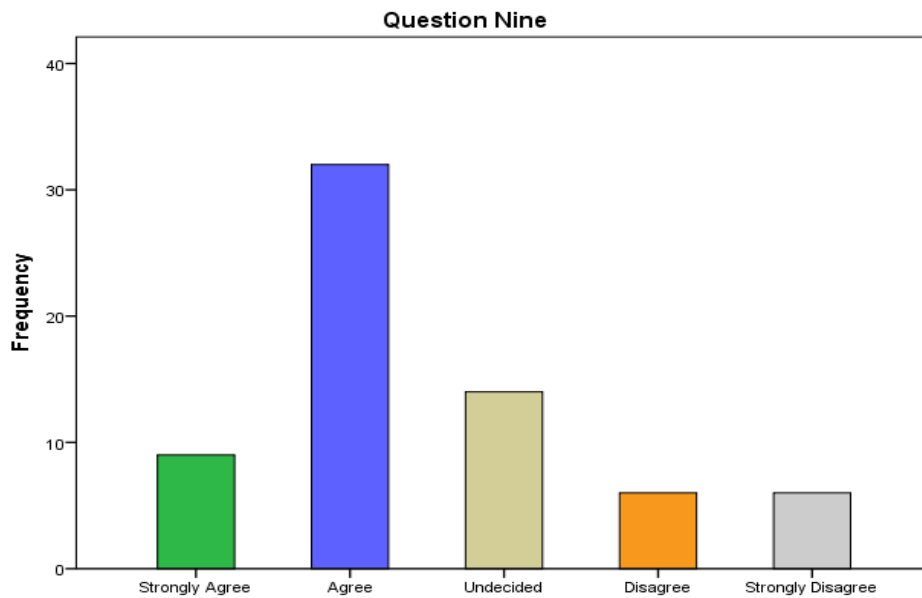


With regards to question 13, 25.4% of the study sampled population strongly agreed that, employee training for engagement in an organization is commendable, 46.3% agreed, 9.0% were indecisive, 16.4% disagreed while the remaining 3.0% strongly disagreed that, employee training for engagement in an organization is commendable.

**Table 14:** Regular training increases employees engagement and promotes organization performance

**Question Nine**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	9	13.4	13.4	13.4
Agree	32	47.8	47.8	61.2
Undecided	14	20.9	20.9	82.1
Disagree	6	9.0	9.0	91.0
Strongly Disagree	6	9.0	9.0	100.0
Total	67	100.0	100.0	



In table 14, it was revealed that, 13.4% of the sampled study population strongly agreed that, regular training increases employees engagement and promotes organization performance, 47.8% agreed, 20.9% were undecided, 9.0% disagreed, while the remaining 9.0% strongly disagreed that, regular training increases employees engagement and promotes organization performance.

**Table 15:** The level of organizational performance is linked to employee’s engagement via the instrument of training

**Question Ten**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	11	16.4	16.4	16.4
Agree	29	43.3	43.3	59.7
Undecided	18	26.9	26.9	86.6
Disagree	6	9.0	9.0	95.5
Strongly Disagree	3	4.5	4.5	100.0
Total	67	100.0	100.0	

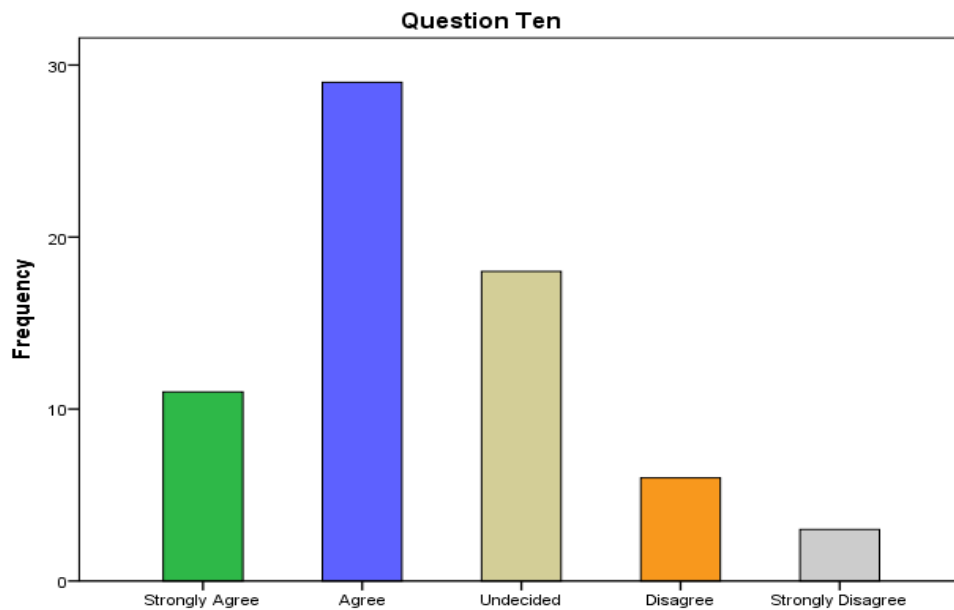


Table 15 shows that, 16.4% of the study sampled population strongly agreed that the level of organizational performance is linked to employee’s engagement via the instrument of training, 43.3% agreed, 26.9% were undecided, 9.0% disagreed while the remaining 4.5% strongly disagreed that, the level of organizational performance is linked to employee’s engagement via the instrument of training. The analysis thus revealed that, majority of the

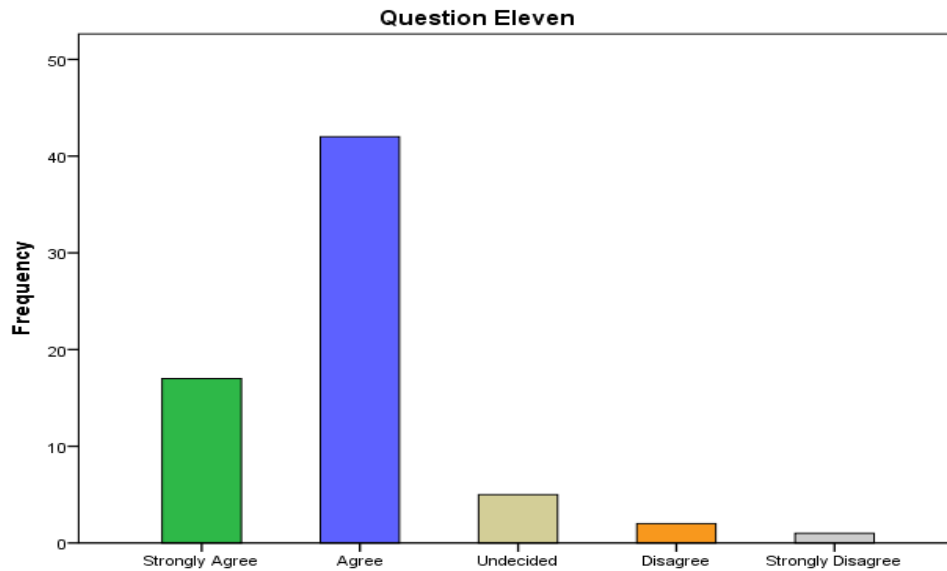


sampled respondents agreed that, the level of organizational performance is linked to employees engagement via the instrument of training.

**Table 16:** Employee’s involvement in training affects career development engagement positively

**Question Eleven**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	17	25.4	25.4	25.4
Agree	42	62.7	62.7	88.1
Undecided	5	7.5	7.5	95.5
Disagree	2	3.0	3.0	98.5
Strongly Disagree	1	1.5	1.5	100.0
Total	67	100.0	100.0	



As regards whether, employee’s involvement in training affects career development engagement positively, 25.4% strongly agreed, 62.7% agreed, 7.5% were undecided, 3.0% disagreed while 1.5% strongly disagreed that, employee’s involvement in training affects career development engagement positively. The above analysis goes to show that, majority of the study

sampled population agreed that, employees involvement in training affects career development engagement positively.

**Table 17:** Training needs are adequately identified by management at NAFDAC

**Question Twelve**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	6	9.0	9.0	9.0
Agree	15	22.4	22.4	31.3
Undecided	13	19.4	19.4	50.7
Disagree	28	41.8	41.8	92.5
Strongly Disagree	5	7.5	7.5	100.0
Total	67	100.0	100.0	

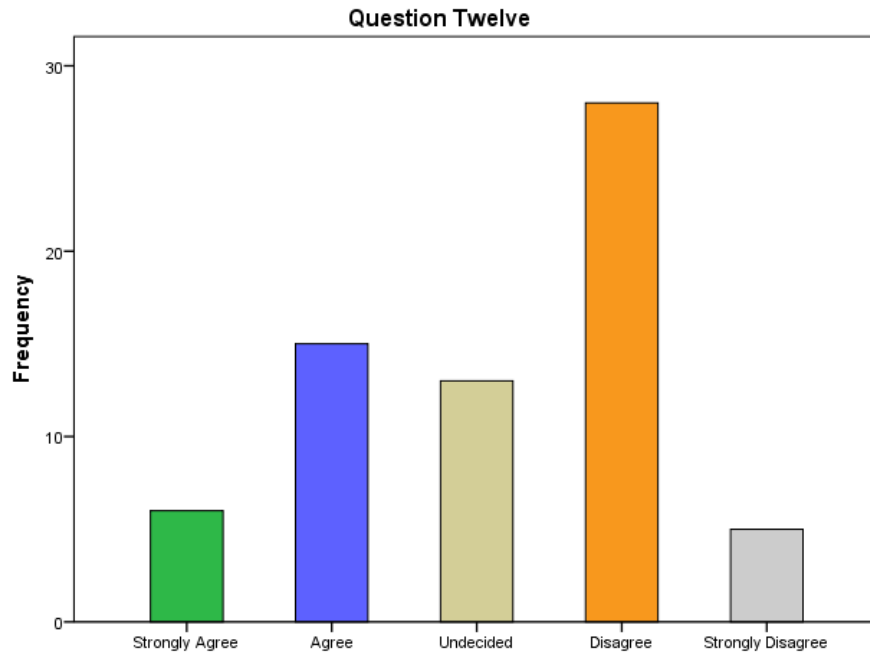


Table 17 reveals that, 9.0% of the study respondents strongly agreed that, training needs are adequately identified by management at NAFDAC, 22.4% agreed, 19.4% were undecided, 41.8% disagreed, 7.5% strongly disagreed that, training needs are adequately identified by

management at NAFDAC. The analysis thus shows that, majority of the sampled population disagreed that, training needs are adequately identified by management at NAFDAC.

**Table 18:** Training programmes are conducted annually

**Question Thirteen**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	4	6.0	6.0	6.0
Agree	13	19.4	19.4	25.4
Undecided	15	22.4	22.4	47.8
Disagree	29	43.3	43.3	91.0
Strongly Disagree	6	9.0	9.0	100.0
Total	67	100.0	100.0	

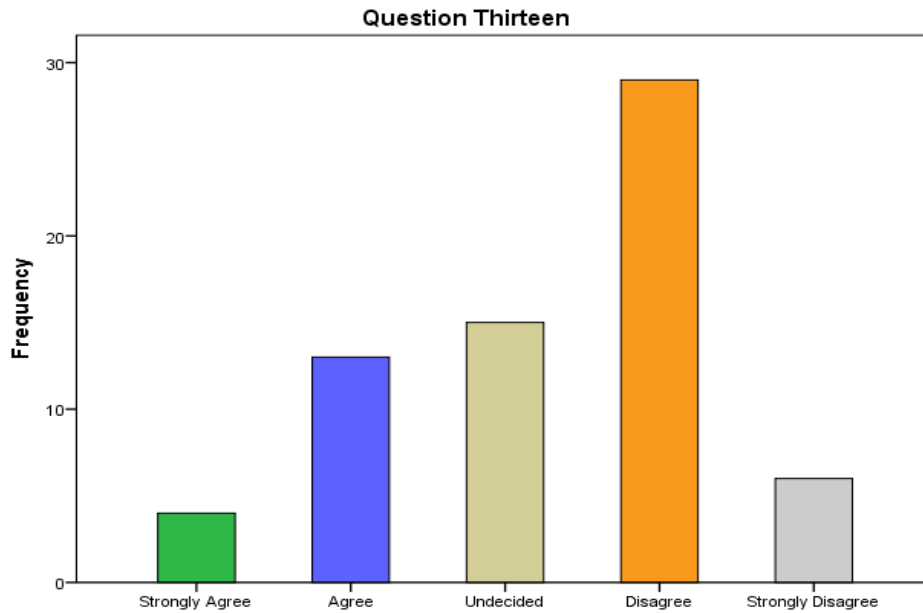


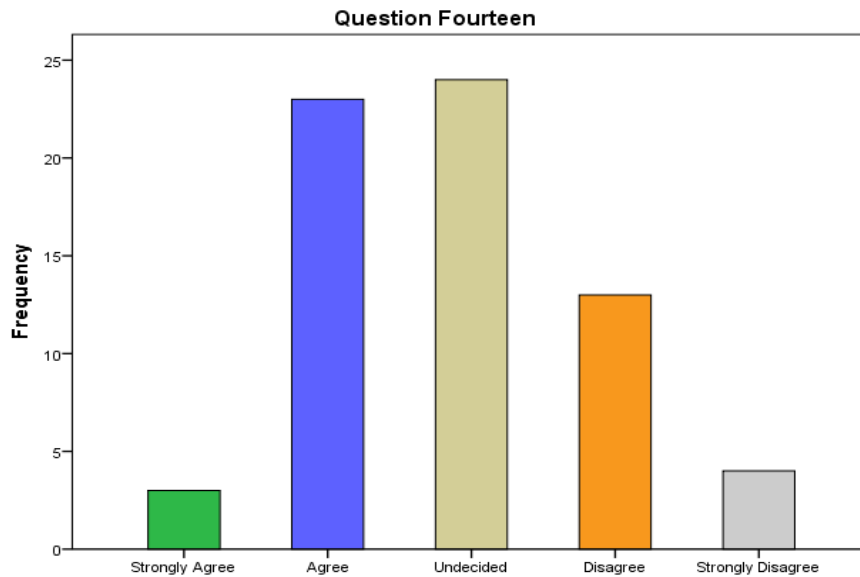
Table 18 discovered that, 6.0% of the student respondents strongly agreed that, training programmes are conducted annually, 19.4% agreed, 22.4% were undecided, 43.3% disagreed while 9.0% strongly disagreed that, training programmes are conducted annually. The analysis

thus revealed that, majority of the sampled respondents disagreed that, training programmes are conducted annually.

**Table 19:** Financial resources are allocated to running training programmes effectively

**Question Fourteen**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	3	4.5	4.5	4.5
Agree	23	34.3	34.3	38.8
Undecided	24	35.8	35.8	74.6
Disagree	13	19.4	19.4	94.0
Strongly Disagree	4	6.0	6.0	100.0
Total	67	100.0	100.0	



A look at table 19 reveals that, 4.5% of the sampled population strongly agreed that, financial resources are allocated to running training programmes effectively, 34.5% agreed, 35.8% were undecided, 19.4% disagreed while 6.0% strongly disagreed that, financial resources are allocated to running training programmes effectively.

**Table 20:** Employees have the freedom to express their training needs

**Question Fifteen**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	7	10.4	10.4	10.4
Agree	41	61.2	61.2	71.6
Undecided	13	19.4	19.4	91.0
Disagree	4	6.0	6.0	97.0
Strongly Disagree	2	3.0	3.0	100.0
Total	67	100.0	100.0	

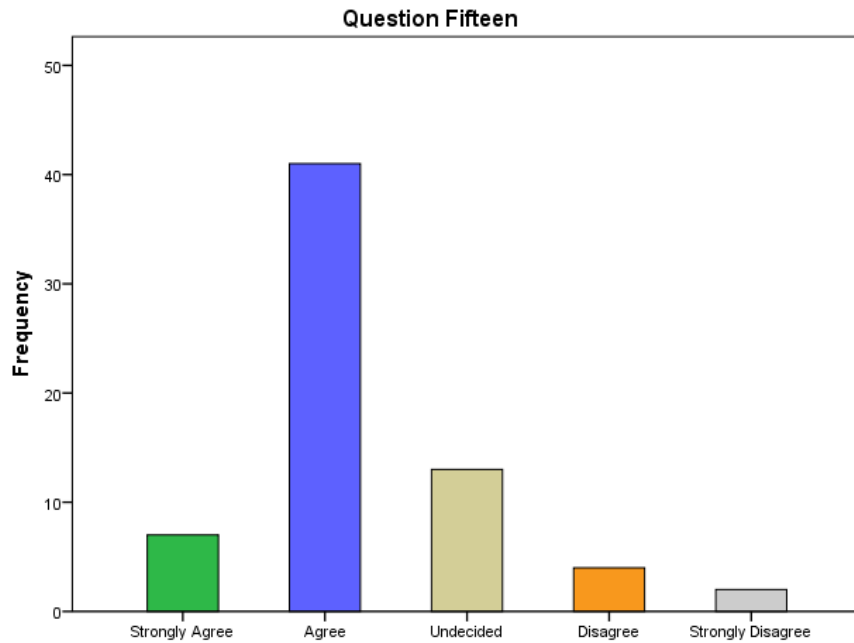


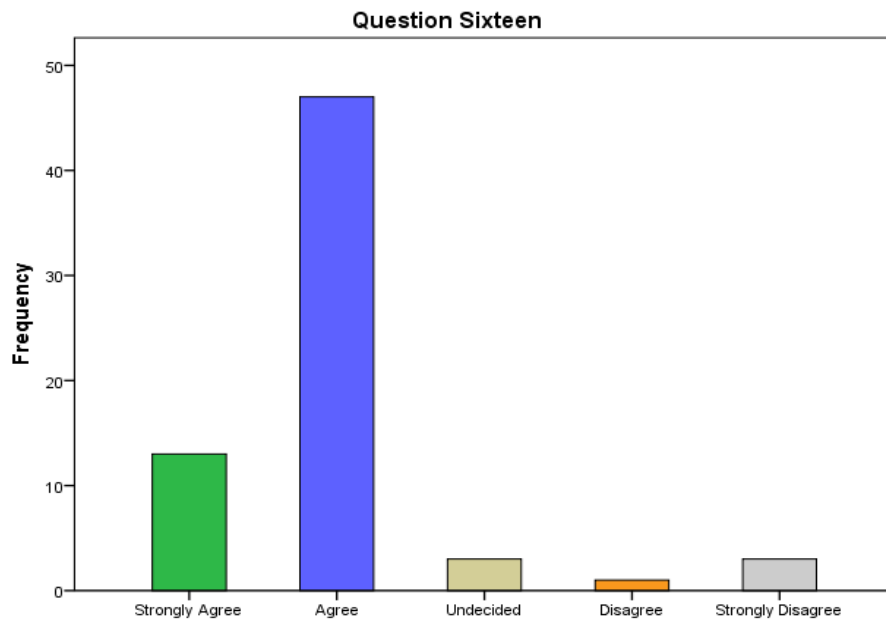
Table 20 shows that 10.4% of the study sampled respondents strongly agreed that, employees have the freedom to express their training needs, 61.2% agreed, 19.4% were undecided, 6.0% disagreed, while 3.0% strongly agreed that, employees have the freedom to

express their training needs. The above mentioned analysis thus reveals that, a majority of the research respondents agreed that, employees have the freedom to express their training needs.

**Table 21:** Management commitment is key to achieving effective employee training

**Question Sixteen**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	13	19.4	19.4	19.4
Agree	47	70.1	70.1	89.6
Undecided	3	4.5	4.5	94.0
Disagree	1	1.5	1.5	95.5
Strongly Disagree	3	4.5	4.5	100.0
Total	67	100.0	100.0	



It was discovered in table 21 that, 19.4% of the sampled respondents strongly agreed that, management commitment is key to achieving effective employee training, 70.1% agreed, 4.5%

were indecisive, 1.5% disagreed, while the remaining 4.5% strongly disagreed that, management commitment is key to achieving effective employee training. The above analysis hence shows that, majority of the sampled respondents agreed that management commitment is key to achieving effective employee training.

### 4.3 HYPOTHESES TESTING

This section looks at the three-hypothesis put forward for this research all of which were focused on an examination of the impact of employee training and development on organisational performance

#### Hypothesis One

H1: There is a significant relationship between training and development methods and organizational performance.

**Table 22:** Correlation between training and development methods and organizational performance

			Training and Development Methods	Organisational Performance
Spearman's rho	Training and Development Methods	Correlation Coefficient	1.000	.918**
		Sig. (2-tailed)	.	.000
		N	67	67
	Organisational Performance	Correlation Coefficient	.918**	1.000
		Sig. (2-tailed)	.000	.
		N	67	67

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 22 shows that, there exist a significant relationship between training and development methods and organizational performance with a correlation coefficient  $R$  value of 0.918, indicating that, training and development methods has a strong influence on organizational performance in the context of NAFDAC. Furthermore, with the  $p$ -value (Sig = 0.000) less than ( $<$ ) 0.01, the study thus rejects the null hypothesis (there is significant relationship between training and development methods and organizational performance) and accept the research hypothesis (there is a significant relationship between training and development methods and organizational performance). Linking the above finding to the study demographics, it was discovered that, management staff were more supportive to training and development methods having a strong impact on organizational performance than operational staff who were reluctant to supporting the ideal of training and development methods having a significant impact on organizational performance. On the issue of education, more tertiary certificate holders in the agency were more open in backing up the finding of training and development methods having a strong impact on organizational performance. Evaluating the finding from a gender view, the study observed that, more males and females that are in the management cadre were more supportive to training methods influencing organizational performance unlike their counterparts in the operational cadre who tends to view the management from a different light. In terms of the age distribution, younger employees compared to the older ones (54 and above) were fascinated about the prospect of training and hence were of the opinion that, training and development methods in NAFDAC impacts on organizational performance. The marital status factor was also observed as another variant in the response of employees to training programmes and methods. It was noticed that, single and divorced employees were more accommodating to various training methods and programmes offered by NAFDAC management indicating its effect on organizational performance. While the married employees especially females and within the operational cadre were less enthusiastic about training needs, its eventual method design and its relationship to organizational performance.



## Hypothesis Two

H2: There is a significant relationship between employees' engagement mediating between training and organizational performance

**Table 23:** Correlation between employees' engagement mediating between training and organizational performance

			Employees' engagement	Organizational Performance
Spearman's rho	Correlation		1.000	.872**
	Employees' engagement	Coefficient		
		Sig. (2-tailed)	.	.000
		N	67	67
	Organizational Performance	Coefficient	.872**	1.000
		Sig. (2-tailed)	.000	.
	N	67	67	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Result obtained from Table 23 indicated there exist a significant relationship between employees' engagement mediating between training and organizational performance with a correlation coefficient  $R$  value of 0.872, indicating that, the concept of training has a strong influence on employees' engagement thus affecting organizational performance. Furthermore, with the  $p$ -value (Sig = 0.000) less than ( $<$ ) 0.01, the study is hence rejecting the null hypothesis which states that, there is no significant relationship between employees' engagement mediating between training and organizational performance and accept the research hypothesis which states that, there is a significant relationship between employees' engagement mediating between training and organizational performance.

The study discovered that, due to management frequent involvement in training which they stand to act as mentors and coaches to operational staff, the issue of engagement in the workplace become easy to identify. Hence, the study submits that, management staff are more engaged in their work responsibilities than operational staff. This submission also gives credent to the issue of educational qualification, which goes to show that educated staff (tertiary education) are more engaged in the workplace. Viewing engagement via training in NAFDAC from the lens of marital status and age brackets, the study depicts that, single employees that are within the age brackets (18 – 35 and 36 – 53) are more engaged in carrying out their responsibilities effectively than married staff which falls within the age of 36 -53 years and 54 and above number of years. In terms of gender, the study was unable to show its impacts in relation to employees’ engagement via the medium of training for organizational performance.

**Hypothesis Three**

H3: There is a significant relationship between management commitment towards employee training and development for optimum organizational performance.

**Table 24:** Correlation between management commitment towards employee training and development for optimum organizational performance.

			Management Commitment towards Employee Training	Organizational Performance
	Management Commitment towards Employee Training	Correlation Coefficient Sig. (2-tailed) N	1.000 . 67	.767** .000 67

	Correlation	.767**	1.000
Organisational	Coefficient		
Performance	Sig. (2-tailed)	.000	.
	N	67	67

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 29 shows that, there exist a significant relationship management commitment towards employee training and development for optimum organizational performance with a correlation coefficient  $R$  value of 0.767, demonstrating that, the concept of management commitment towards employee training has a strong influence on organizational performance especially at NAFDAC. With the  $p$ -value (Sig = 0.000) less than ( $<$ ) 0.01, the study thus rejects the null hypothesis which states that, there is no significant relationship between management commitment towards employee training and development for optimum organizational performance and accept the research hypothesis which states that, there is a significant relationship between management commitment towards employee training and development for optimum organizational performance.

In accessing management commitment towards employee training for optimum organizational performance, it was discovered that, management were vocal towards admitting their commitment and drive towards improving employees (operational staff) capacity towards organizational performance. But in contrast to the aforementioned assertion, due to low participation of operational staff, it can be deduced that, their satisfaction on the job which training can facilitate is at a low level. Therefore, the study, observed that, from the operational staff point of view that, management are not committed to encouraging employee training. From the educational background, respondents with higher education, which are mostly management staff agreed to their commitment towards employee training for optimum organizational performance at NAFDAC. While other educational qualification brackets (secondary and primary and operational respondents with tertiary certification) were not in support of management commitment towards employee training for optimum organizational performance at NAFDAC. For the other demographic variables, the study did not find their co-relation to the above finding.

#### **4.4 DISCUSSION OF FINDINGS**

The purpose of analyzing data gathered from the primary research conducted as outlined in the data analysis and interpretation section of this study is to find answers to research questions and meet research objectives and goals. In this study, research objectives were formulated which guided the purpose of the study. Thus, with the analysis of data and interpretation, the study will therefore examine if the objectives of the study met its intended purpose.

##### **4.4.1 OBJECTIVE 1: WHAT ARE THE VARIOUS EMPLOYEE TRAINING AND DEVELOPMENT METHODS AVAILABLE AT NAFDAC AND ITS EFFECT ON ORGANIZATIONAL PERFORMANCE**

With regards to training and development methods and programmes at NAFDAC in relation to organizational performance, the study shows a connection between the two variables (training methods and organizational performance). The study demonstrates empirical evidence of a strong influence of training methods (on-the-job and off-the-job training) on organizational performance in the context of NAFDAC. The study further observed that, there exist several methods of training and development at NAFDAC which include, job rotation and transfer, coaching and mentoring, orientation amongst others. The finding of the study is in consonant with the assertion of Redmond (2007), who posited that, training is a programme implementation which is focused on education and knowledge transfer in the workplace. Redmond (2007) further states that an employee may possess the required drive and ability with a conducive environment, but performance and productivity still falls short of expectation which can be deduce from lack of workplace skills and technical know-how and can be obtain via the medium of adequate training methods and programmes.

Similarly, Iboma (2008) argued that, an effective and efficient training method and programmes could influence behavioural change of employees positively in the workplace towards optimum performance and productivity. Supporting the findings of the study, Ezeani and Oladele (2013) in their study, conducted a survey research on the issue of training and development as it affects Accountants in selected business organisations in Onitsha, Nigeria. The study thus discovered that, training methods such as orientations, mentorship, seminars amongst

others are some of the methods available to Accountants in the context of the study. The findings also show that, the training methods are taken seriously by employers of the selected organisations.

Buttressing the study findings in relation to objective one, Oyitso and Olomukoro (2012), in their study examined the impact of training and its methods on workforce organizational performance. The study findings emphasized that to achieve optimum productivity, the organization and its management must involve in upholding the doctrine of employee capacity building to keep up with modern technological trends in relation to the workplace environment. It was also reiterated by the study that, to meet expected organizational goals and objectives, organizational management must be true and focus on enabling effective and efficient employee training methods and programmes which will give credence to achieving the objective of optimum organizational performance.

#### **4.4.2 OBJECTIVE 2: TO EXAMINE THE IMPACT LEVEL OF EMPLOYEE TRAINING AND DEVELOPMENT ON WORKPLACE ENGAGEMENT AT NAFDAC TOWARDS ORGANIZATIONAL PERFORMANCE**

The data obtained from the field survey points to answering the question if a relationship exists between employee engagement via the instrument of training and organizational performance. The study in its subsequent analysis reveals a significant relationship between employee's workplace engagement in relation to training and organizational performance in the context of NAFDAC. Supporting the aforementioned finding, Bagyo (2013) in their study on employee engagement, training and leadership commitment towards organizational performance, the study discovered after a rigorous and systematic process of data collection that, there exists a positive influence of training on employee engagement in the workplace towards organizational performance. In similar fashion, Ologbo and Sofian (2013), argued that, employees are more engaged and committed to workplace activities and responsibilities when they are involved in training processes and in both short and long affects organizational performance positively.

The study conducted by Sendawula et al (2018), also supported the above finding in respect to the relationship between employee engagement controlling for training and organizational performance. When examining the influence of training on employee engagement

and organizational performance in the context of Uganda's health sector a study discovered that there exists a positive significant relationship between training for employee engagement and organizational performance. In line with the above-mentioned, Otieno et al (2015), suggest that when management of an organization develops employee's capacity and capability through the medium of training, there is a high likelihood that such employees will reciprocate by rendering maximum commitment and optimum engagement for the organizational achievement of goals and objectives. Similarly, Gichohi (2014), further explains that there exists a positive significant relationship between employee engagement through training and organizational performance which has an added positive of increasing the knowledge and enlightenment of employees.

#### **4.4.3 OBJECTIVE 3: TO EXAMINE THE LEVEL OF MANAGEMENT COMMITMENT TOWARDS EMPLOYEE TRAINING AND DEVELOPMENT FOR OPTIMUM ORGANIZATIONAL PERFORMANCE AT NAFDAC**

With the data gathered from the field, the study also examined the co-relation between management commitment level towards employee training and development and organizational performance. As outlined in Table 24 (hypothesis 3) a significant relationship between management commitment to training and organizational performance is evident. To support this Elnaga and Imran (2013), argued that, as one of the important roles of human resource managers, the concept of training according to their findings plays a very vital part in managerial practices. Training when being evaluated with organizational performance in relation to management commitment level shows a positive relationship in terms of advancement in employees skill set and knowledge base and increase in organizational productivity.

Buttressing the study findings on the issue of management commitment towards employee training and organizational performance, Amin et al (2013) and Sultan et al (2012), were of the view based on their study findings that, the concept of training can only influence organizational performance positively when management are fully committed to employee training process by first and for most identifying employee training needs, developing a training method or programmes and setting up a platform for effective evaluation of the training process so as to identify if the training program and methods has affected employees positively in terms of knowledge impact and skills for undertaking workplace responsibilities.

Nawaz et al (2014) also highlighted that, when management fathom the development of their workforce through the engagement of training, the concept of employee commitment becomes heightened and workplace attitudes and behaviour takes a positive turn which eventually leads to improve performance and productivity. Interrogating the study carried out by Men (2015), the findings highlighted that, the involvement of management in employee training and development tends to motivate employee's workplace engagement which attracts other attributes like employee energy and vigor to work, increase commitment and dedication amongst others which leads to optimization of organizational performance. In his discovery, Ariani (2013) suggest that, in situations when the organization engage their employees in productive training and capacity building; as a show of faith, trained and equipped employees will in turn reciprocate by committing their efforts fully to achieving organizational goals and objectives which also tends to affect their (employee) behaviour and attitudes in the workplace positively.

#### **4.5 SUMMARY**

In accordance to the section aim which is centred on the presentation, analysis, and discussion of the findings of data gotten from the field with respect to the objectives of the study, the following issues were discovered. Firstly, the respondents demographics were presented and analyzed followed by the various responses by the sampled respondents, then the various hypotheses of the study were tested. The results of the different hypotheses tested shows a significant relationship between employee training and organizational performance, a significant co-relation between employee workplace engagement and organizational performance mediating for training and lastly a significant relationship between management commitment towards employee training for optimum productivity. Again, these above findings were occasioned at different points by bio-data variables like management staff vs operational staff; educational qualification; gender, age and marital in influencing its direction in terms of responses.

## **Chapter 5**

### **Summary, Conclusions and Recommendations**

#### **5.0 INTRODUCTION**

This chapter provides a summary of findings, conclusions and subsequent recommendations in relation to the study findings. For the study summary, it covers research scope, methodology involved in the research and highlights important findings observed in the research. The conclusion of the study explains from a holistic view the findings of the study and from the findings of the study recommendations are presented. Also, implementation of the recommendations in terms of timeline and costings are outlined. Limitations of the research were also highlighted and lastly personal learning and reflections were discussed.

#### **5.1 SUMMARY AND CONCLUSION**

The issue of employee training and development for maximum engagement and organizational performance as situated in the context of NAFDAC, was examined by the study with the focus of investigating the co-relationship between the variables (employee training and organizational performance) of the study. Other objectives which tends to give the study direction and aim was also highlighted in chapter one which includes, to investigate the various employee training and development methods available at NAFDAC and its effect on organizational performance, to examine the impact level of employee training and development on workplace engagement at NAFDAC towards organizational performance, and to examine the level of management commitment towards employee training and development for optimum organizational performance at NAFDAC. The research strategy utilized in this study was a survey and the data collection method was an online questionnaire. This quantitative approach allowed for accessing a large small size across management and operational staff. In addressing the data obtained from the field, quantification approach was employed, which enabled the researcher to objectively access the study respondent's responses to questions raised in the questionnaire and evaluate the co-relationship between the variables of the study.

In conclusion, the research noted a co-relation between employee training and organizational performance which mediates for workplace employee engagement. The findings



of this research work correspond with studies (Oyitso and Olomukoro, 2012; Ezeani and Oladele, 2013; Sendawula et al, 2018) carried out on employee training and development and organizational performance. With respect to employee training and its effect on organisational performance as opined by Sendawula et al (2018), is very crucial as one of the functions of the human resource manager. This is because all the resources available to the organization which could be classified into men, money and materials, the men (humans) are the most important due to their ability to control other organizational resource, hence, their continuous upgrade and improvement. Arguing in the same direction, Oladele (2013), posited that, the capacity, ability and technical know-how can be advanced when employees are engaged in training and development programmes which can metamorphose or translate into increase organizational performance.

In terms of training influencing employees workplace engagement and thereby affecting organizational performance positively, the study concludes that, training actually goes a long way to influence employees workplace engagement which connects to organizational performance especially in the context of NAFDAC, Nigeria. Agreeing to the study conclusion, various scholars like Otiena et al (2015); Gichohi (2014); Ologbo and Sofian (2013) Suggests that, one of the instruments of getting employees committed to their jobs is the instrument of training which being applied operationally and strategically can lead to improved organizational performance.

The study further concludes that, there exists a significant relationship management commitment towards employee training and organizational performance. The assertion was highlighted by different studies (Amin et al, 2013; Sultan et al, 2012; Elnaga and Imran, 2013) which give credence to the study findings that employee training breeds employees engagement in the workplace thereby leading to organizational performance. But a cross examination of the descriptive analysis reveals that, management at NAFDAC do not identify and attend to employees training needs regularly.

## **5.2 RECOMMENDATIONS**

With respect to the study findings as situated within the context of exploring the co-relation between employee training and organizational performance, a case study of NAFDAC, Nigeria, the study offers the following recommendations:

1. Since training is an important aspect of human resource management, management at NAFDAC apart for the basic training must endeavor to identify training needs of field employees (frontline workers or operational staff) effectively and efficiently due to the nature of the agency's operation which involves safeguarding the lives of Nigerians in relation to food and drug administration. The identification of training needs for the field workers (operational staff) is very important because they constantly interact with the environment in relation to the job design and scope
2. Management at NAFDAC should thrive to operate a platform of open communication between management and line workers. This should be done because, it will enable employee to air their needs in terms of training and development needs without fear or prejudice.
3. Training programmes should be updated to conform to modern standards and applications especially as it relates to food and drug administration and control.
4. In terms of administrating training at NAFDAC, management should endeavor to organize training activities annually or twice a year depending on its annual budget.
5. And lastly, as it in the capacity of management, NAFDAC should from time to time organize refresher courses (this can cover training course outline within the framework of human interaction and behaviours; operational upgrade on on-the-job skill set amongst others) for both management and operational staff which will enable staff at the agency to be optimum in performance.

### **5.2.1 TIMELINE AND COSTINGS IN RELATION TO IMPLEMENTING THE RECOMMENDATIONS OF THE STUDY**

With respect to the recommendations of the study, a purposeful framework of implementation and execution of the study became necessary which can be measured in terms of costing and

timeline involved. First and foremost, the identification of training needs of operational staff (field workers) by management of NAFDAC must be prioritized and this should be done on a yearly basis with its associated budget targeted at achieving employee training goals and objectives. In terms of training budget, management of NAFDAC can appropriate the sum of 200,000 Naira in the identification process of operational employees training needs. The training identification budget can be implemented via the organization of attitude test or a survey to predetermine the needs of operational staff in terms of training and development. The justification of identifying training needs of operational staff is hinge on the conception that, the operational staff are the frontline workers of the agency and hence encounter numerous events on the field which they were not privy to in the basic training given them, hence the need for retraining based on new experiences on the field.

Also, in carrying out the actual training programmes for operational staff at NAFDAC after identifying their training needs, management at NAFDAC can formulate a training schedule (involving on-the-job training like mentorship and coaching, seminars, and off-the-job training like conferences), which can be implemented as such that, once every two years employees at the agency must attend a major training programme. The costing for the execution of the training programme can range between 2 to 4 million naira.

Furthermore, with the two years major training programme for employees at NAFDAC, mini training programmes can be executed in terms of refresher courses which will give employees at the agency to be at par with modern trends as it involves the administration and control of food and drugs in Nigeria. This initiative can be done every 6month with the sum of 500,000 Naira budgeted to its implementation.

### **5.3 LIMITATIONS OF RESEARCH**

It's important to note the limitations of research conducted e.g. in this case that the research was a case study so focused on one specific organisation NAFDAC becomes a limitation. Furthermore, the research sample was only a small representation (Lagos branch of NAFDAC) of the overall organization (which have a total workforce of about 2361). hence limiting findings from other operational regions of the country. Another limitation is that NAFDAC is a government body / a public sector entity so the findings relates more to the public sector than the

private sector. Also, the research was done in an African context with an African state body which possesses considerable characteristics the African environment which might be difficult in generalizing its findings outside the African environment. Finally, the fact that it is in a Nigerian context and NAFDAC is specifically a Nigerian government entity it can be deduce that its findings might be at variance with other African countries.

#### **5.4 PERSONAL LEARNING AND REFLECTIONS**

The research findings tend to show the relationship between employee training for maximum employee engagement in the workplace and organizational performance. In relation to the study finding a lot of experiences can be drawn from this. In the process of undertaking this research, I discovered that the various training methods specifically on-the-job and off-the-job training has a crucial impact on employee engagement and organizational performance. As regards to on-the-job method, the aspect of mentorship, coaching and orientation for new staff members, I learned that it is vital for employees to acclimatize with the work environment for better performance. Taking a step back in the process of data collection, the process came with some lessons and events that has been an added positive to the experience of the researcher in terms of carrying out a systematic and holistic research work. In the process of data collection, which is associated with survey design, I was able to get a wide range of respondents which gave the study a reasonable response in terms of the research issues understudy. Moving back to the research findings, I observed that, based on the findings of the present study other areas of research can be explored which can be examined in the form of evaluating or exploring the co-relation between challenges of employee training and development and organizational performance.

In a further review of my reflection from this study, I was impacted by the findings around management commitment to employee training and development in relation to organizational performance. Again, I was enlightened by the study on the importance of management in the identification of employee training needs and the subsequent implementation of training programmes for the development and upgrade of employees capacity, skill and knowledge for on-the-job engagement which eventually leads to better organizational performance.

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## Appendix A

### NATIONAL COLLEGE OF IRELAND MA IN HUMAN RESOURCE MANAGEMENT

Dear Sir / Madam,

#### REQUEST FOR YOUR CO - OPERATION IN COMPLETING THIS QUESTIONNAIRE

I am a Postgraduate Student of the above-mentioned University. As part of the programme, I am presently conducting a research on the topic “Talent Management: An Examination of the Impact of Employee Training and Development on Organisational Performance (A Case study of National Agency for Food and Drug Administration and Control - NAFDAC)”. This questionnaire is therefore designed to collect the relevant data for the study. Your response to the questions will not be used for any other purpose other than the one stated above.

Furthermore, you are kindly requested to respond as sincerely as possible to all the questions as stated in the questionnaire. Please, tick (√) in the space provided in the most appropriate column on each of the item.

Thank you for your cooperation.

#### SECTION A: BIODATA

1. Sex: Male , Female
2. Age: 18 – 35 years , 36 – 53 , 54 and above
3. Marital Status: Single , Married , Divorced
4. Educational qualification: Primary  Secondary  Tertiary
5. Staff Position: Operations  Management

**SECTION B:**

Please, tick the space that best fit your view.

1=strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree

S/ N	STATEMENT	5	4	3	2	1
	<b>Methods of Training and Organisational Performance</b>					
1	On – the – job training technique is organized in NAFDAC					
2	Training conferences are planned on annual basis					
3	New recruits are assigned mentors and coaches					
4	The technique of job rotation gives employees new knowledge frontier					
5	Job rotation training technique is observed by NAFDAC management					
6	Orientations are carried out by management of NAFDAC on new employees					
	<b>Employees Engagement, Training and Organisational Performance</b>					
7	There exist a relationship between training, employee engagement and organizational performance					
8	Employee training for engagement in an organization is commendable					
9	Regular training increases employees engagement and promotes organization performance					
10	The level of organizational performance is linked to employees engagement via the instrument of training					
11	Employees involvement in training affects career development engagement positively					
	<b>Management Commitment and Employee Training</b>					
12	Training needs are adequately identified by management at NAFDAC					
13	Training programmes are conducted annually					
14	Financial resources are allocated to running training programmes effectively					
15	Employees have the freedom to express their training needs					
16	Management commitment is key to achieving effective employee training 68					

