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IMPROVING EMPLOYEES' PERFORMANCE THROUGH TRAINING AND MANPOWER DEVELOPMENTIN THE NIGERIA BREWERIES PLC

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Abstract

Training is a process whereby employees are shown and taught the necessary skills for a particular job. Training is a basic necessity for all the employees. Even formally educated personnel just joining the organization need to be trained or shown some aspects of his practical job, he may have to be instructed on how to operate a new machine, computer or training on the procedures relating to production control, routine job, etc.Training could be specific or general as a preparation for greater future responsibilities in any organizational set up, a sound consistent method of response to the need of the employees, community and the public at large and continuous operation of an organization is purposely carried out to expertise training and development as a tool for improving employees' performance. This research work is partly a primary research and partly a secondary research. It is partly primary because data used to test the hypothesis were collected from the field through questionnaires and interviews and it is partly secondary as the researcher made use of the data of previous writers on the topic of focus and these include related books, journal, and research work of some authors. Findings revealed that training can be expected to reinforce employees' motivation. Reduce lower labour turnover, improves the quality of output and brings about higher performances. It was recommended that employees should be sent on training at least once in a year, training and development of employees should be handled by experts so as to guarantee the meeting up of future special challenges for human resources development, employees should be trained at all levels and both the trainer and the trainees should be made aware of the importance of the training programme to ensure constant cooperation between them and thus carrying it out effectively.

Keywords: Improving, Employees Performance, Training and Manpower Development, Nigeria Breweries Plc

Introduction

Every organisation irrespective of its size strives to attain its laid down objectives. In achieving this goal, there is the need for qualified personnel to manage its affairs. As a result, each business organisation should strive to retain and also develop them to take over in the event of death, dismissal or retirement of any its workers.

Employees training and development is considered imperative, especially in the present day complex and dynamic nature of business organizations, which demands changing and adapting to new technology. This will prepare the employees for future challenges as he or she attains higher responsibilities.

Higher and improved performance can be achieved through training and development; however, employees cannot be motivated to perform well without studying their needs in various capacities. In essence, According to Douglas McGregor(1960) in Theory X and Y he stated in Theory X research that human beings are naturally lazy but they can be induce to work through the provision of some motivational incentives. As a result of this, they can work more than what is expected provided their reward is commensurate with their work.

An organisation can obtained appropriate and positive response from subordinates if their effort is valued. This implies that the effort of the subordinates should be complimentary to the achievements of the organizational goals. In other words, an organization cannot procure a sheer control or direction unless it embarks on effective motivational instruments. High productivity is one of the aims of an organization, but subordinates will no longer accept any responsibility if its satisfaction is not met.

Employee performance can be improved depending on the need, the need for the organisation to respond to external challenges makes them to invest more on training to improve employees various skills, knowledge and increase their attitude towards their jobs.
However, the objective of every organization regards training and development as management tool is bringing about changes in individual behaviour and improving organizational effectiveness.

Theoretical framework
Training Purpose and Justification

- The company in an attempt to achieve its corporate objectives makes sense of manpower as its major resources. Hence, regular training and development of these human resources usually make them to be more productive and profitable to the company. The training and development programme in an organization ranges from technical and supervisory to the relatively specific areas of management activities such as communication, financial and accounting methods, material management and planning techniques. Development programmes are more directed at the whole person and consequently, are most appropriate for individuals who are moving towards assuming higher responsibilities for more people in a wide range of work.

Both technical and managerial skills development are considered more essential and thus are based on relative competence assessment.

In a capital-intensive type of industry like Nigeria breweries Plc. which is the research place of focus, regular and continuous training programmes must take place in order to ensure

workers compliance with the modern day rapidly changing business world so as to enhance performance.

Systematic Approaches to Training

Training programmes should be set up regularly and should not be carried out in an unpleasant manner. In order to achieve the benefit of training, there should be a systematic approach to training.

Training process should be systematically and carefully designed, planned and well conducted, cost effective and that the result should be evaluated for efficient achievement of objectives. After a survey of established data, an author develops the ASDICE system model for developing training programmes. ASDICE is an acronym for six principal phase involved in training programme.

The view of Chapman (1940) who developed ASDICE is widely shared and the model would therefore be applied in examining the development of systematic training programme. The six phases involved are:-
Phase one: Assessment of training needs
Phase two: Specification of training objectives
Phase three: Design training programme
Phase four: Instruction method selection
Phase five: The conduct of training
Phase six: Evaluation of training

Phase One: - Assessment of Training Needs

This is the first step of training and development. Training should be developed only when it is perceived that it can help in solving specific operational problems. The development of training programmes, therefore, begins with a perceived need arising from personnel department or the organization or the process such as manpower planning, job design, employment and performance appraisal.

In a training system, organizations must first define and articulate specific problems that training can help to solve. Only on such basis should they build the programme. Four main stages involved in the assessment of training needs are:

(a)   Organizational Analysis and Diagnosis

The analysis of organization features or diagnosis or organizational problems may reveal general or specific training needs or factors, which may affect the effective design and conduction of training programme.

Torrington and Chapman supported the assertion when they said the internal design of formal organization indicates the flow of communication authority and promotion pathways. Resources both financial and material indicate training limitations. Whilst comparison of current resources with manpower planning may suggest developmental training requirements, the goal system reflected in short and long term goals such as internal promotion and expansion may also suggest training needs.

However, a rational way of assessing training needs is to make an analysis of the entire organization.

(b) Job analysis

Job analysis is also an important tool for assessing the need for training. Job analysis identifies the component task and responsibilities of a job with detailed analysis of the activities or operations necessary on the component task. This information identifies the key elements of training the particular operations, abilities, skills and other characteristics which are necessary for effective performance of specific tasks.

(c) Employees Assessment

An essential feature of this stage is the assessment of individual candidates for training. Although, it is the individual who is to be trained, there is little point in spending time and effort identifying and meeting needs for him if changes at the departmental level of the company and about to render the individuals obsolete.

However, a detailed statement of individual's current physical and psychological qualities and development can be obtained from candidate's specification.
In the case of new employees, this will be a product of employment process (employment decision, employment interviews, and job design) whilst an existing employee's specification would be updated after further assessment and performance appraisal.
Discussion with employees will also reveal who needs to be trained and the kind of training to be given.

(d) Identification of Training Needs:-

The stages analysed above will identify a mixture of general and specific training needs, possibly supplemented by specific planning or operational diagnosis of problems, which must be formally collected and recorded. These needs may be focused on the training and development of individuals, groups, departments, or on the organization as a whole.

Phase Two: Specification of Training Objectives

The objectives should be written and clearly stated, including what is expected of every trainee to be able to accomplish after the completion of the training programme. The objective should also indicate the conditions under which performance must be maintained and the standard by which this is evaluated. This makes the goal explicit to the designer subsequently to the trainer and trainee to assist in designing the relevant learning situations and identification of evaluation criteria.

Phase Three: Design Training Programme

A training programme is a summary of all the training required to enable an individual in an organization perform a particular job to the standard required of him either for a unit or a section

The design features may be shown by job analysis and the experience of the trainer. Since training is concerned with modifying the behaviour of people, aknowledge of psychology will help to improve all aspects of the design and conduct phases.

Phase Four: Instruction Method Selection

Having established training objectives, we must then decide upon our training strategy-the ways that we attempt to impact skills and knowledge through the selection of appropriate methods of instruction

The methods will be discussed under these headings: On the job Training, Vestibule Training, Apprenticeship, Job Rotation, Role-Playing conferences or Group Discussion, Combination of Techniques and Business Games.

(a) On the Job Training- This is the most popular and in some cases the only form of training used by some organizations. It is a system of in which an employee is assigned to a particular job in a normal working situation and has a more experienced officer supervising his activities, pointing out his mistakes and instructing him on how to perform a job more effectively.

(b) Vestibule Training- This is a training device that trains the employee off his regular work area but in an environment closely resembling his work place. One of the advantages is that costly mistakes are avoided and the problem of transfer of learning is minimized as the trainee practices with identical equipment and tools.

(c) Job Rotation- A system in which the new employee is moved from one job to another in order to give him the required skill in performing the various jobs. The essence of this programme is to broaden his experience in different jobs.

(d) Role Playing- Here, the selected trainees portray people in certain positions. It develops skills of problem analysis and creative thinking, facts and principles.

(e) Apprenticeship- a system of training in a skilled trade in which the young worker learns from a more experienced instructor who demonstrates both practical and theoretical aspects of the work while the learner copies.

(f) Conference or Group Discussion- This is a kind of discussion in which course participations, under the control of the instructor or a chairman, discuss subjects and exchange experience and information. Therefore, speech facilities, thinking ability and judgement of the participants are developed.

(g) Combination of Techniques- The general approach and specific technique must be selected for a particular training or learning situations. Some may involve a combination of different approaches and techniques.

Phase Five: Conduct of Training

Effective training also depends crucially on the conduct of training programme. Trainers programme designers should possess knowledge and experience, and must be fully conversant with the subject and have the personality and motivations to convey it. This point was emphasized by Glueck when he said that: Greater care must be exercised in hiring or developing effective instructors or trainers

To some extents, the success of training programmes depends upon proper selection of the training tasks. Personal characteristics such as ability to speak well, to write convincingly, to organize the work of others, to be inventive, to inspire others to greater achievements, etc., are more important factors in the selection of trainers

The instructor selector for any training activity therefore must be able to impact the knowledge in the ideal manner that will facilitate proper learning

The environment in which training takes place is also very important being that it has implication, both physical and psychological on the transfer of learning or knowledge.

PHASE SIX: - Evaluation of Training Programme.

Organization must accept training as one of the necessary tools for efficient operation of the organization. Serious attention must be given to evaluation of the whole training activities.

Essentially, the evaluation needs to be made by comprising the results with objectives of training programme that are set in assessment phase.

Werther and David (1982) identified steps involved in the evaluation of training and development programmes as follows:

  i. evaluation criteria
  ii. pre- test
  iii. Train or develop workers
  iv. Post- test
  v. Transfer to the job
  vi. Follow up studies

Learning Theory

According to Thomson (2005), learning theory provides the background against which training programmes and techniques should be developed and used. Knowledge of the basic concepts of how people learn is essential to anyone who plans or conducts training. Even during the initial phase of the learning sequence when training needs are being identified, it is necessary to be aware of learning theory as this will help to direct inquires towards those areas where training is most likely to be effective.

The individual must be motivated to learn- he should be aware that his present levels of knowledge or skill, or his existing attitude or behaviour, needs to be improved if he is to perform on his own and to others satisfaction. He must therefore, have a clear picture of the behaviour he should adopt.

Standards of performance should be set for the learner- learners must have clearly defined targets and standards, which they find acceptable and can be used to judge their own progress.

The learners should have guidance- the learner needs a sense of direction and 'feedback' on how he is doing. A self- motivated individual may provide much of this for himself, but the trainer should be available to encourage and help him when necessary.

The learner must gain satisfaction from learning- learners are capable of learning under the most difficult circumstances if the learning is satisfying to one or more of their needs. Conversely the best training schemes can fail if they are not seen as useful by the trainee.

Learning is an active not a passive process- the learner needs to be actively involved with his trainer, his fellow and the subject matter of the training programme.

Appropriate techniques should be used- the trainers have a large repertory of training tools and materials. But he must use this with discrimination in accordance with the needs of the job, the individual and the group.

Learning methods should be varied- the use of a variety of techniques as long as they are equally appropriate helps learning by maintaining the interest of the trainee.

Time must be allowed to absorb the learning- learners requires time to assimilate, test and accept. This time should be provided in the training programme. Too many trainers try to cram too much into their programmes and allow insufficient scope for practice and familiarization.

The learner must receive reinforcement of correct behaviour- learners usually need to know quickly that they are doing well, in a prolonged training programme; immediate steps are required in which learning can be reinforced.

The need to recognize that there are different levels of learning and that these needs different methods and takes different times; - learning requires direct physical responses, memorization and basic conditioning.

Training Needs

Employee training and development are at the heart of employee utilization, productivity, commitment, motivation and growth. Many employees have failed in organisation because their need for training was not identified and provided for as an indispensable part of the managerial function. As said earlier, training is an organizational effort aimed at helping an employee to acquire basic skills required for the efficient execution of the functions for which he was hired. Development deals with the activities undertaken for employees to perform additional duties and assume positions of importance in the organizational hierarchy.

Employee productivity is a function of ability, will and situational factors. An organization may have employees of ability and determinations, with appropriate equipment and managerial support, yet productivity falls below expected standards. The missing factor in many cases is the lack of adequate skills, and knowledge which are required through training and development.

There are however, certain conditions that will serve as pointers for the need for training. These symptoms manifest themselves in a variety of ways. The most common ones are listed below:

a. Lack of interest in one's job
b. Negative attitude to work
c. Low productivity
d. Tiredness
e. Excessive absenteeism
f. Excessive complaints
g. High rejects or low quality output
h. High incidence of accidents
i. Insubordination

When any organization especially those in the company start experiencing some of those warning signs, it should consider training, hence development. Employees will not complain to management that they require training, instead they will hide their frustration and use money for example, as a scapegoat by demanding for more wages, they may complain of the lack of fringe benefits and use one or two isolated examples to justify their complaints Cole (1998).

Sources of Training Need Information

Clue to training can come from a number of written sources. Even such sources as complaints, requests, suggestions while usually oral at first, should be reduced to writing if they are to be used as basis for determining training needs.

1. Complaints- from time to time in any organization, individuals or groups feel something is just not right. The dynamic nature of work makes this possible; often this dissatisfaction takes the form of complaints. Some of these complaints are verbal, some written. Analysing

these complaints can reveal needs for additional skill, knowledge and understanding on the part of the individual or group.

2. Crisis- A crisis in an organization or one of its units subsequently reveals training needs. There are a number of factors that causes crisis, such as poor planning, lack of co-ordination, breakdown in communication, inadequate control, personality conflicts, unwarranted assumption of authority, these and other crisis can indicate training needs.

3. Grievances- many companies, especially those unions, have a formal procedures through which an individual or group may bring to management's attention any condition or problem they feel exists to the detriment of all concerned.

4. Plans- plans are constraint clues to future training needs. Large- range plans reveal needs permitting adequate preparation that is alone. Short-range plans reveals need requiring more immediate action, even corrective training. The best will fail if they are not implemented by adequately trained and motivated people.

5. Policies- new policies about to be introduced and old policies which are being received, can pose problem of communication or performance standards. Before implementing additional skills, knowledge or understanding may be needed by those concerned. If so, we have training needs.

6. Suggestions- different from requests or statements, suggestions regarding training needs may come to a training practitioner informally, even spontaneously they may even be framed as questions. Yet they direct signals that someone feels a training need exists.

Problems Associated with Training and Development

Although, training and development have not many advantages associated with it, but still, there are some problems that militate against its implementation. Such problems are:

1. Over-emphasis on promotion- in most companies in Nigeria today, promotion is over emphasized. This influences employees to devote too much time to the future instead of concentrating on achieving first class results on their present job. They become frustrated because advancement never seems to come as quickly as expected.

2. Pressing personality rather than performance- this is the problem of counting too much effort with the definition of an ideal manager's personality and not enough into judging how well he contributes to the company's assets.

3. Lack of sufficient fund- the amount embarked for training programmes in most organizations or companies though large, is always not sufficient to adequately implement the programme.

4. Low productivity- in a company where many employees are qualified to be sent on a course, there may be lack of suitable employees to replace those sent on courses and this may result to low productivity. The productivity may be even too low if the company still cannot find a person for a better replacement.

5. Inadequate transportation during training- in most companies, adequate transportation is not provided to convey the trainees and where this is provided, most of the vehicles are not road worthy due to lack of maintenance. Cole(2004)

Training Philosophy

The training philosophy of an organization expresses the degree of importance its attaches to training. Some firms adopt a laissez-faire approach believing that employees will find out what to do for themselves or through in old phase, sitting by Nellie. If this sort of firms suffers a skill shortage, it is remedied by recruiting from firms who do not invest in training.

Organizations with a positive training philosophy understand that they are in a world where competitive advantage is, they invest in developing the skills and competence of their people.

They also recognize that actual or potential skills shortages can threaten their future prosperity and growth. This is achieved by having higher quality people than other firms employ, and this need is not satisfied unless commercial terms, these firms persuade themselves that training is an investment that will pay off. They understand that it may be difficult to calculate the return on that investment, but they believe that the tangible and intangible benefits of training will justify the cost.

However, the study of training must be a positive and realistic philosophy of how training contributes to the bottom line. Underpinning this is the need to set hard objectives for training in terms of a return on investment in the same way as other investments have to demonstrate a pay-back. Cole (2004)

Evaluation of Training and Development

A variety of approaches are available for evaluating training programmes. One of the most widely accepted and used approach was developed by Donald (1959). He identified four different forms evaluation that should be performed for each training programme. The results taken from all four levels provide a clear picture of the effectiveness of the training programme. Below are the various levels stated in details:

1. Reaction- the reaction of the participants to the training programme is the first level of evaluation. Information gathered about the reactions of the business should include what they thought about the programme that is taking place, the trainers involved and the content of the programme. These reactions are generally gathered through questionnaires distributed to the participants at the conclusion of the programme.

2. Learning- the second level evaluates the degree of learning that took place specifically; the goal is to determine whether the trainees have mastered the facts, techniques, skills and process that they were taught during the training programme. A variety of tests such as performance tests, or pencil and paper tests, can be administered to determine the level of competency achieved by the trainees. Another approach is to have the trainees demonstrate their level of knowledge through a simulated exercise or through role playing. Whatever method is used, the testing usually takes place at the end of the training programme.

3. Behaviour- behaviour evaluation of a training programme examines whether participants exhibits or behaviour changed in their jobs. The data used to evaluate the trainees' behaviour are usually collected from individuals, such as supervisors, co-workers, who work closely enough with the trainees to evaluate their performance on the job. The more the behaviour taught at the training programme are being used by the trainees, the more the training programme has successfully transferred training to the work site.

4. Results- the last level of evaluation is the result level. This phase investigates how the training programme has impacted on the organization. Data collected to evaluate a training programme at this level might include costs savings, projected and actual profit increases in sales, decreases in accidents, improved employee attitude, lowered turnover and absenteeism or increase in production. Evaluation at this level should relate directly with the goals of the organization outlined during the initial assessment stages of the training programme. If these results match the expectation, the training programme can be deemed successful, if they do not match, more specifically, if they fail to reach the desired goal, adjustments, training programme need to be made. These adjustments are filtered into the training programme beginning at the assessment stage, and the process begins again.

Specialized Institutions for Training and Development

In the Nigeria business industry today, there are few but developing institutions engaged in training and development. We have the centre for management development, institute of

personnel management, financial institutions training centre and other professional bodies. Organizations like Nigeria breweries plc. Invests huge sums of money annually in support of these institutions.

In spite of the commitment to provide training to organizational staff, these institutions remain to be fully developed in many ways. First, training is usually targeted to top managerial staff leaving out the vast majority of the staff whose improved skills, knowledge and attitudes in modern organizations are highly needed. Secondly, the emphasis has been on crash training often based on expediency. The training provided is far from being systematic; the courses are usually predetermined from textbooks without relevance to the particular needs of staff or the needs of emerging innovative organizational activities.

Overall, these institutions, do not give adequate public enlightenment of organizations production development matters, handicapped as they are, in adequate recourses, both human and materials.

Re-Training Programmes
The failure to use appropriate modern training techniques in support of actual teaching, coupled with the shortage of resources in relation to the potential trainees in the industry, suggests the problem encountered in the re- training programmes make the re- training of staff rather slow or highly impossible.

Re- training is a vital training and development strategy because knowledge tends to be obsolete over a couple of years and in the dynamic and very innovative business practice today(e.g. rapid technological change, computer, new information technology) the need for the re- training of existing staff seems urgent.

Considering the urgent training and development need of the business industry and the rising expectations in a competitive organizational business environment, one wonders whether the role of these institutions apart from being unsatisfactory, underdeveloped and highly inadequate, may be considered distant from one overwhelming number of banks staff requiring urgent training. These institutions alone without the support of programmes in institutions of higher learning, may certainly, not likely to meet the real development requirements of a rapidly growing and modernizing organization.

In overall basis, organizations should show more interest in institutions of higher learning. Through direct participation in curriculum development, financing, industrial attachment and teaching by seasoned and experienced employees. Nigeria organizations such as Nigeria breweries would soon strive to derive maximum benefits from training offered by those institutions of higher learning. Overall, the need to support these institutions with appropriate incentives to motivate employee students and lectures cannot be over emphasized.

Methodology
Research Design
At this stage of the research process, the entire work plan is sampled out. Important variables and characteristics were identified. Possible populations of interest were singled out and the methods of obtaining representative samples from populations were planned. The sample size, scope and limitations of the research were also taken into consideration. Research design can be defined in different ways:

It may refer to the plan, structure and strategy of the investigation for solving research problems. A plan is a blue print for carrying out research and it will include the outline of all what the researcher will have to do, from hypothesis to data analysis and conclusion. Also, Thomas(1988) defined the concept of research design as "The basic plan, which guides the data collection and analysis of the research project, it is the framework which specified the type of information to be collected, the source of data, and the data collection procedure".

In essence, a research design is the plan structure and strategy of investigation conceived by the person carrying out the research so as to obtain answers to research questions. The plan is the overall scheme of the research and contains an outline of what the researchers proposes to do. The structure of the research is to outline or model how variable are interrelated and how strategy of objectives are attained. In order to obtain the preliminary investigation for the subject matter, exploratory research is concerned with discovering the general nature of the problem at hand, and the variable that relates to it.

Those procedures however involve decision of what information to generate, the data collection method, the measurement approach and the ways in which data are analysed. Collecting data relevant to the topic under study requires that the research be clearly defined.

Study Population
Population refers to all the people or things that fall under the study or topic. The population for the study encompasses all staff of Nigeria Breweries Plc., Lagos

Selection of Sample/ Sampling Techniques
Since everybody in the population cannot be surveyed for this study due to the limitation of time and finance. A random sampling size of 100 employees to cut across to various department of the organization has been chosen. The essence of this sample technique is to ensure that the sample size present a true reflection and representation of the study population.

Source of Data Collection
There are two major sources of data collection for this research work. These are the primary and secondary sources.

Primary Data collection
These are data collected for specific purpose and aimed at solving the problems at hand. The main advantage here is that the exact information wanted is obtained. The primary sources of data collection from responses of the respondents to whom questions were designed for these studies where administered. There are three common methods of gathering primary data. These include; Questionnaires and personal interviews

Secondary Data collection
Secondary data are collected for some other purpose. This type of data must be used with caution, it may not give the exact kind of information needed and the data may not be obtained from published materials, for example newspapers, journals, annual reports and textbooks.

However, for the purpose of this research, both the primary data and secondary data were used. The data gathered from the use of historical research method may be drawn from many

sources, which include official records, newspapers, magazines, textbooks, government agencies, etc.

The following are sources of materials used in carrying out this research.

a.   Official records: - these ordinarily constitute excellent source of exact information because of the care which official bodies must exercise to make certain that such records are accurate, complete and carefully preserved.

b.   Newspaper and Magazine Accounts:- although not always accurate in detail (even factual material may be interpreted and presented in more ways, newspapers and magazines often provide essential facts and serve as a more or less permanent records of day- to- day happenings in the world. Thus, these materials are of immense use in this research.

c.   Books and Textbook Materials: - regular books being one of the sources of secondary data for this research work helped tremendously in the theoretical aspects of this work.

d.   General Reference: - this includes encyclopaedia, dictionaries and abstracts which were also included in this research work in other to find the real meaning of some situations and their causes.

Method of Data collection

The purpose of collecting data is to solve the problem at hand. Data collection involves presenting to a targeted audience the question, whether through personal interviews and recording their responses, or by questionnaire.

However, in order to carry out the study successfully it was necessary to collect both primary and secondary data. The method of primary data collection for the study is through questionnaires and interviews. The secondary data were collected through book reviews and journals.

Method of Data Analysis

This sub-heading is to discuss various tools or techniques to be used in analyzing the primary data. The researcher employed two major tools, statistical table and the chi-square techniques. The statistical table assisted in the interpretation of the various responses especially the close-ended question on the questionnaire while the chi-square tested the stated hypothesis.

To determine the chi-square used, this formula was formulated;

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

Where:

$\sum$ = Summation

fo = Observed Frequency

fe = Expected Frequency

X2= Chi Square

Data Presentation and Analysis
4.3 Presentation and Analysis of Data

On the whole, a total of 100 questionnaires were administered to the staff, out of which 87 questionnaires were clearly filled and returned. The remaining 13 unreturned questionnaires were not collected because of various reasons which include among others, that the officers were on leave, at the meeting or that questionnaires were misplaced.

For the purpose of analyzing data, simple statistical descriptions and chi-square were used. These were presented in tabular forms showing the number of responding percentages for each alternative.

Table 1: Have you undergone training since joining the company?

Variables	Number Of Variables	Percentage
Yes	59	67.8
No	28	32.2
Total	87	100

Source: Field survey, 2012

The above table indicates that 67.8% of the respondents have undergone one form of training or the other, while 32.2% of them have not undergone training at all.

Table 2: Number of times that you have been sent for training since employed

Variables	Number Of Variables	Percentage
None	3	3.5
Once	42	48.3
Twice	18	20.7
Thrice	15	17.2
More than three	9	10.3
Total	87	100

Source: Field survey, 2012

From the analysis above, 3.5% of the respondents did not receive training at all, 48.3% of the respondents received training only once, 20.7% received twice, 17.2% received thrice, while 10.3% of them fell in the category of those who have attended training more than thrice.

Table 3: That the employees' benefit from the training have increased their productivity

Variables	Number Of Variables	Percentage
Yes	54	62.1
No	22	25.3
Not applicable	11	12.6
Total	87	100

Source: Field survey, 2012

This table indicates that 62.1% claimed to have benefited from the programme undergone with an increased productivity, 25.3% claimed they have not benefited in any way, while 12.6% were indecisive.

Table 4: That employees have job satisfaction after the training

Variable	Number Of Variables	Percentage
I know the job better	18	20.7
I enjoy the work than before	10	11.5
I can work efficiently without supervision	20	23
I have job satisfaction	39	44.8
Total	87	100

Source: Field survey, 2012

This analysis shows that 17.31% of the respondents claimed to know the job better as a result of the training, 20.7% claimed to have enjoyed the work more than before, 11.5% can now work efficiently without supervision, while 44.8% of them are those that have increased in their overall output.

Test of Hypothesis

Hypotheses are ideas, benefits or assumptions put forward by someone for the purpose of helping and guiding firms in arriving at a reasonable conclusion. These assumptions are taken to be true originally, but the result of a research may prove them wrong. This necessitates the testing of the hypothesis as formulated.

Testing and interpretation of hypothesis

Haven given careful analysis of the respondents, the hypotheses earlier formulated were then tested by the use of X_2 chi-squared test.
1. The statistical formula for X_2 chi-square is $X^2 = \sum \frac{(fo-fe)^2}{fe}$

Where

Fo = The observed frequency
Fe = The expected frequency
$\sum$ = Summation.
X^2 = chi square.
2. Determine the degree of freedom and it is noted as (Df). The degree of freedom equal (number of columns minus one). Column will be denoted as C and Row will be denoted as R excluding the total column and row.
3. Significance level: the conventionally accepted significance level is 0.05.
4. Decision rule: when the chi square lies within the critical value i.e. the accepted significance level we should accept the null hypothesis and reject the alternative hypothesis but when the chi square exceeds the critical value in the table for alpha 0.05 as our accepted significance level we should reject the null hypothesis and accept the alternative hypothesis.

The chi square distribution table

Df	0.5	0.10	0.05	0.02	0.01	0.001
1	0.455	2.706	3.841	5.412	6.635	10.827
2	1.386	4.605	5.991	7.824	9.210	13.815
3	2.366	6.251	7.815	9.837	11.345	16.268
4	3.357	7.779	9.488	11.668	13.277	18.465
5	4.351	9.236	11.070	13.388	15.086	20.517

Hypothesis 1

Alternative Hypothesis	Null Hypothesis
Training and Manpower Development improves productivity and employee performance.	Training and Manpower Development does not improve productivity and employee performance.

Table 1: Question 13

Variable	Fo	Fe	fo-fe	$(fo-fe)^2$	$\dfrac{(fo-fe)^2}{Fe}$
Yes	75	44	31	961	21.8
No	12	44	(32)	1,024	23.3
Total	87				45.1

The computed $X^2 = 45.1$

The degree of freedom is given as n-1

N=number of row

Therefore N=2

2-1=1

At 5% level of significance with degree of freedom of $1X^2T=3.84$

X^2 calculated 45.1

X_2 TABULATED 3.84

Decision Rule

If $X^2 > X_2$ T at 0.05 Accept Hi

If $X^2 < X_2$ T at 0.05 Reject H_0

From the computation therefore the Hi hypothesis is accepted which says that Training and Manpower Development improves productivity and employee performance and the Ho hypothesis which says that Training and Manpower Development does not improve productivity and employee performance so it's rejected.

Hypothesis 2

Alternative Hypothesis	Null Hypothesis
Training exercise are frequently carried out in the organization	Training exercise are not frequently carried out in the organization

Table 2: Question 18

Variable	Fo	Fe	fo-fe	$(fo-fe)^2$	$\dfrac{(fo-fe)^2}{Fe}$
Yes	72	44	28	784	17.8
No	15	44	(29)	841	19.1
Total	87				36.9

The computed $X^2 = 36.9$

The degree of freedom is given by n-1

N= number of the rows

N=2-1=1

At 5% level of significance with degree of freedom of $1X^2T=3.84$

X^2 calculated 36.9

X_2 TABULATED 3.84

Decision Rule

If $X^2 > X_2$ T at 0.05 Accept Hi

If $X^2 < X_2$ T at 0.05 Reject Ho

From the computation or analysis therefore the Hi hypothesis is accepted which says that Training exercise are frequently carried out in the organization and the Ho hypothesis which says that training exercise is not frequently carried out in the organization is rejected.

Hypothesis 3

Alternative Hypothesis	Null Hypothesis
Employees' are satisfied with their job in terms of the training and development they received.	Employees' are not satisfied with their job in terms of the training and development they received.

Table 3: Question 14

Variable	fo	fe	fo-fe	$(fo-fe)^2$	$\frac{(fo-fe)^2}{Fe}$
Yes	60	44	16	256	5.8
No	27	44	(17)	289	6.7
Total	87				12.5

The computed $X^2 = 12.5$

The degree of freedom is given as n-1

N= number of row

Therefore N=2

2-1=1

At 5% level of significance with degree of freedom of $1X^2 = 3.84$

X^2 calculated 12.5

X_2 TABULATED 3.84

Decision rule:

If $X^2 > X_2$ T at 0.05 Accept Hi

If $X^2 < X_2$ T at 0.05 Reject Ho

From the computation therefore the Hi hypothesis is accepted which says employees' are satisfied with their job in terms of the training and development they received and Ho Hypothesis which says that employees' are not satisfied with their job in terms of the training and development they received is rejected.

Summary and Discussion of findings

The information collected from the respondents, both in questionnaire and interviews revealed that Training and Manpower Development is an inevitable and important activity in every organization. It was gathered that if workers are adequately trained on their jobs, the mistakes occurring on their jobs would be minimized, leading to managerial effectiveness through a planned and deliberate learning process.

And also, the questionnaires were used to find out how effective training and development is in the organization and the data however collected were analysed and the result of the analysis as well tested hypothesis revealed that training and manpower development helps in improving organizational workforce by affecting changes in the performance of employees in the organization.

Summary and Conclusions

Summary of Findings

The purpose of this paper is to elicit information about determining the problems faced by Nigeria Breweries Plc in planning and implementing training and development of their workers and how it has contributed to the attainment of the organizational objectives.

The questionnaire was used in order to find out how effective training and development is in the organization in question, the researcher in an attempt to ensure that the aims and objectives of the study was achieved, reviewed related literature in the areas of training and development.

In order not to deviate from the task, three research hypotheses were put forward by the researcher. Each of these hypotheses was statistically tested at 0.05 level of significance.

The data collected, however, were analysed and the result of the analysis as well as the tested hypothesis revealed that training and development helps in improving organizational workforce by affecting changes in performance and other behaviour, acquisition of new knowledge, skills, beliefs, values and attitudes.

However, the summaries of major findings are as follows;
1. Training can be expected to reinforce employees' motivation
2. Training workforce is likely, all things being unequal, to have lower labour turnover
3. Training improves the quality of output and brings about higher performance.
4. Majority of the employee's benefited from the training and development programmes.
5. If adequate provision can be made to promote the workers after training, they would be encouraged to stay longer in the company.
6. Training and Manpower Development increases employee's overall productivity.
7. Training given to the employees increased their job performance by 86.2%

Conclusion

Regarding data collected and analysed, it was discovered that if workers are adequately trained on their jobs, the mistakes occurring on their jobs would be minimized.

Similarly, the result of the research showed that employees' morale would be increased if promoted after training. Moreover, if the organization constantly trains and re-train their employees, high labour turn-over will be reduced.

Result of the research also shows that training and manpower development in Nigeria Breweries Plc increased performance.

The result of data collected revealed the various constraints faced by the organization under study, and recommendations are made to overcome these problems.

Recommendations

Having undergone thoroughly, the study of the organization in question, "Nigeria Breweries Plc", the researcher deems it fit and necessary to proffer recommendations as follows based on the findings of the study as follows with a view that, the recommendations will in one way or the other contribute to the effective and adequate training and development of workers and as well in increase profitability through increased performance.

The recommendation include among others:
1. Employees should be sent on training at least once in a year.
2. People should be selected for training based on need assessment.
3. Every newly employed staff should be given adequate and properly conducted induction training.
4. Training and Development of employees should be handled by experts so as to guarantee the meeting up of future special challenges for human resources development.

5. The company should always adopt whatever techniques considered suitable to the changing needs of the organization as that uses by other organizations might not be best.

6. Employees should be trained at all levels.

7. Employees sent on training should be subjected to evaluation when they finish their training and re-trained where necessary.

8. Employees should once in a while, be sent for training overseas to meet the rapid changing world in both production system and socio technology.

9. Both the trainer and the trainees should be made to be aware of the importance of the training programme to ensure constant cooperation between them and thus carrying it out effectively.

10. Workers should be given adequate incentives to effect change in their attitude and work performance especially after training and thereby ward off lots from them through increased productivity.

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