

**PERSONNEL TRAINING AND
DEVELOPMENT AS A TOOL FOR
ORGANISATIONAL EFFICIENCY**

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ABSTRACT

This study examined the personnel training and development as a tool for organizational efficiency. Employees of MTN Corporate Head Office in Lagos State served as the study population. The study adopted a qualitative approach using questionnaire as main instrument of primary data collection. A total of 110 questionnaires were administered to 217 employees of MTN Nigeria. Using bar charts to illustrate the degree of response; the result of the findings shows that respondents agreed that there is a significant impact of training and development on employee commitment, employee morale and motivation, employee corporate behavior and organizational efficiency. An organization with an effective policy and workable strategy on training would retain employees, enlarge market share and increase customers. Based on the findings, the study recommended that MTN Nigeria should engage always in training of her employees, in order to correct professional errors, enhance employee commitment and corporate behavior and ensure organizational efficiency.

Key words:

Training, Development, Efficiency, Employee performance.

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1 INTRODUCTION

This chapter provides a general overview of the study. The chapter begins with background of the study followed by the objectives, research questions and the research scope. The research strategy and methods and theoretical frameworks are also presented in the chapter while the research structure is described in the subsequent chapter as well.

1.1 Background of the thesis

Personnel are the most valuable assets of any organization (April 2010). There could be state of the art, machines, materials and even money yet nothing gets done without man-power. Knowledge is the ability, the skill, the understanding, the information, which every employee is required to acquire in order to function effectively and for the organization to function efficiently. Therefore, training and development play a vital role in improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that there is a significant difference between the organizations that train their employees and organizations that do not.

Training and development is a type of activity which is planned systematically and it results in enhanced level of skills, knowledge and competency that are necessary to perform work effectively and efficiently (Gordon 1992). Organizational efficiency is concerned with how organizations can increase output with a minimum cost implication. Training generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (April 2010).

Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing organizational performance through increase in individual employee contribution (Cooke 2000). In every organization there are some expectations from the

employees with respect to their performance. And when they perform up to the set standards and meet organizational expectations they are believed to be good performers. While much is known about the economics of training in the developed world, studies of issues associated with training in less-developed countries are rarely found. According to Sheri-Iynne & Parbudyal (2007) organizational efficiency means the ability of an organization to meet goals, maintain its place in the industry amidst competition and also increase in profitability.

The case company of this study is MTN Group, previously known as M-cell which is a South –African based multinational company with its head office located in Johannesburg, which specializes in mobile telecommunication. It operates majorly in most African countries, Europe and Middle Eastern countries. MTN Nigeria has risen to become the largest member of the MTN group. In Nigeria, the company celebrated its 10 years of operations in August, 2011. The company’s vision is to be the leading provider of telecommunications services while their mission is to provide first class network quality, customer service and value. This organization has been chosen as a case company for this study in view of its large market share in Nigeria (Taiwo 2001).

1.2 Thesis objectives, research questions and scope

The aim of this study is to investigate the impacts training and developments have on organizational efficiency. The growing cost of human resource in an organization has made it mandatory for organizations to put in place constant training programs that would enhance the efficiency of employees and the organization at large.

The research questions are:

- i) What is the relationship between training and employee commitment to efficiency in MTN?
- ii) What is the relationship between employee training and employee performance?

- iii) What is the relationship between employee training and organizational efficiency?
- iv) What are the roles of training and development in achieving organizational goals in MTN?

The scope of this study is limited to employees of MTN Nigeria, with emphasis on the Headquarters office located in Lagos.

1.3 Research strategy and methods

When carrying out research, two approaches that are often used are induction and deduction. The inductive approach mostly consists of gathering data, analyzing them then developing theories. On the contrary deductive approach is testing a theory or hypothesis, analyzing the data and then come to the conclusion that the hypothesis is supported or not. In research an author can adopt both the deductive and inductive (Kananen 2011).

1.4 Research methods

After deciding the research approach to use, the next step is deciding which method will be applied throughout the research: qualitative or quantitative method. The quantitative method usually deals with statistical data, and the qualitative research focus more on understanding the phenomenon. Qualitative data can be derived from a wide range from simple open-minded questionnaire to long interview or the entire policy document (Saunders et al.2009, 480).

1.5 Data collection

This survey will adopt the use of questionnaire, and academic journals as sources of primary and secondary data respectively. Questionnaire seems very fitting for this study because it explores perceptions, review of literature and evaluates programs such as interviews and observations. Above all it tends to intensively examine real life context and situations, which makes it appropriate for this thesis.

The study intends to use structured questionnaire as instrument of primary data collection. The questionnaire will be structured in the Likert scale of five options ranging from Strongly Agreed to Strongly Disagreed in order to avoid bias by respondents and to enhance validity of response.

1.6 Thesis theoretical framework and structure

This study will critically examine theories of motivation and organizational learning and their relationship to employee job performance and organizational efficiency. These theories shall be instrumental to answering the research questions and providing an in-depth understanding of the subject in study. The knowledge derived from the theoretical framework shall be applied to empirically design and execute the research methods used in the thesis. Therefore, in order to make recommendations for increased employee performance in MTN Nigeria it is imperative to understand the theories that were used in the study. Also, an array of literature on personnel training and development shall be reviewed in order to benefit from the views of scholars that have conducted previous study on this topic.

The first chapter of the thesis provides the readers with the background of the topic, why the author chose the topic, objectives, research methodology and thesis structure.

The second and third present the details of theoretical framework that will be used throughout this research, while chapter two goes into details of concept, principles, techniques and impact of training and development and chapter three focuses on the empirical research context, approach and method.

Chapter four delivers thesis findings and results, while chapter five provides suggestions for further research and assessment of the research.

2 THE IMPACT OF EMPLOYEES' TRAINING AND DEVELOPMENT ON EMPLOYEES' PERFORMANCE AND ORGANIZATIONAL EFFICIENCY

Training is an essential tool in equipping an employee who will in turn translate the training as a contribution to achieving goals and objectives of an organization thereby leading to organizational efficiency. In this chapter, the theoretical framework is presented in order to expatiate on the variables in study. Therefore theories of motivation and organizational learning shall be adopted for the study. These theories are necessary because they will throw more light to the subject and aid the attainment of the research objective and interpretation of research questions.

2.1 Theoretical underpinning of the study

This study shall adopt three theories in order to explain behavioral factors that affect employee performance which can be corrected through employee training and development in order to achieve organizational performance. The theories are: *Abraham Maslow's hierarchy of needs theory, Douglas McGregor's theory X and Y and Frederick Herzberg's the 'Two factor theory'.*

Abraham Maslow's Hierarchy of Needs Theory (Figure 1) contends that individuals have five basic needs: Physiological needs, Safety and Security needs, Social needs, Esteem needs, and Self-Actualization needs. The theory shows that people exhibit experience of five needs occurring at different times, depending on the individual. In essence, Maslow's theory is based on three assumptions. First, that people must satisfy needs on lower level before heading for the need on the hierarchy. Second, that behavior is only stimulated by unsatisfied needs. Third, that need of an average human being ranges from very basic to more complex needs (Maslow 1943)

Physiological needs include basic and essential needs, sometimes called biological needs, e.g.: shelter, clothes, food, sex etc. Once the physiological needs are met, Maslow contends that safety and security needs often influence individuals, such as, the need to protect his/her self from dangers, harm, threat, injury, loss, or deprivation. In organizations, this level of need might include an employee's need for job security, seniority, safe working conditions, benefits, insurance and retirement plan etc. (Maslow 1943)

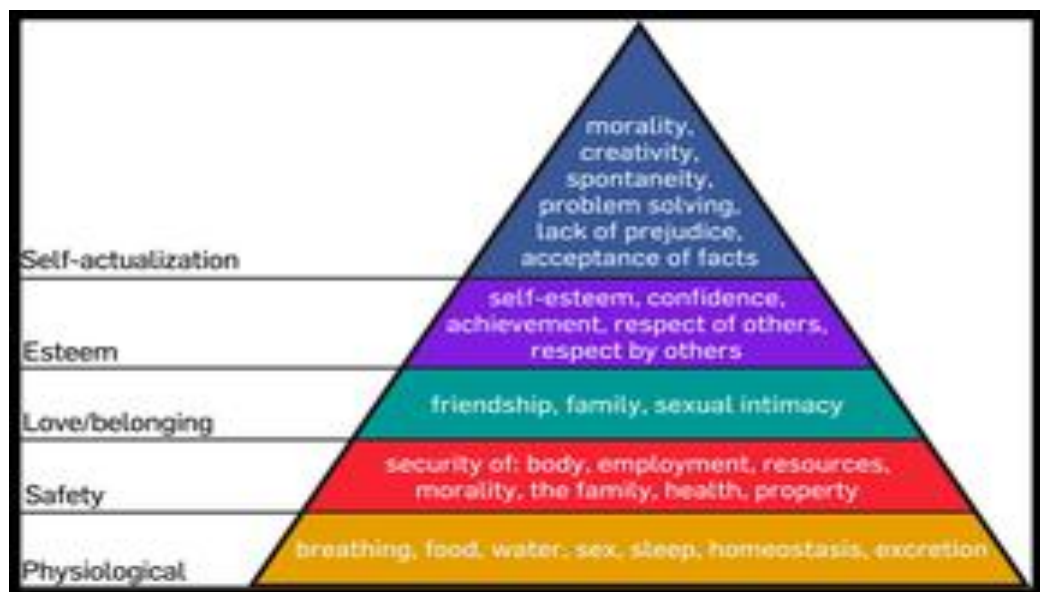


FIGURE 1: Abraham Maslow's Needs Theory pyramid (Maslow 1943)

After satisfying physiological needs, the individual seeks to fulfill their *social needs*. These include the need for companionship, love, and belonging. In organization, such needs may be filled through formal or informal work group, teams, and company-sponsored activities, (Maslow 1943); having fulfilled the lower needs; an individual turns to their personal ego needs such as self-esteem or satisfaction with oneself, sense of worth, accomplishment, achievement, competence, maturity, independence, and self-respect. In organization, esteem needs might involve personal reputation, recognition, titles, praise, status symbol, responsibility, promotions, and appreciation. According to (Maslow 1943) once the remaining four levels are met, individuals have to focus on *self-fulfillment*. Seeking to realize one's full potential, increase knowledge or skills, be creative, or simply "be the best they can" are proofs of this need which shows both in professional and personal life. (Maslow 1943)

Frederick Herzberg's 'the Two-Factor' theory classified motivation and job satisfaction into two groups of factors named as the motivation factors and hygiene factors. Hygiene factors are features of the work environment, which minimize discomfort, and insecurity. Hygiene factors are the 'job context' factors, which include company policy, supervision, relationship with supervisors, work conditions, relationship with peers, salary, personal life, relationship with subordinates, status, and job security (Herzberg 1959) suggests that motivation factors are features of work environment, which promotes employee growth and development, explained as the sixth job content factors including achievement, recognition, work itself, responsibility, advancement, and possibility of growth. (Steinmetz & Lawrence 1996) (Tihanyi, et al. 2000)

Hygiene Factors are the environmentally related factors associated with negative feelings. In contrast, motivation factors encourage effort; however, an absence of these will not increase satisfaction as will the hygiene factors, rather, it will lead to dissatisfaction. Therefore, the basic premises of the Two-Factor Theory is that if an employer tries to increase the job satisfaction derived on the job alongside with job performance for the employee or the co-workers, then the need to pay close attention to those factors that affect one's job satisfaction is crucial. The most direct form is to work on the congenial, job content factors. Offering encouragement and recognition to the employee to give them a sense of belonging in the company, and also as a sense of achievement and responsibility (Herzberg 1959).

Douglas McGregor contrasted two styles of management called theory X and theory Y. Theory X consists of assumptions of the traditional classical management view which emphasizes the need for strict managerial direction and control of employees. It assumes that people are naturally lazy and that they do not want to work. According to this view people want only security, are naturally not ambitious and will avoid responsibility if they can. For this reason workers must be coerced, controlled, directed and constantly supervised and threatened with punishment otherwise they will not carry out their tasks. The theory X view is that people are not reliable and therefore must be driven to do their work by a

judicious application of the stick rather than carrot. As a result, management based on this assumption is coercive and manipulative, (McGregor 1960).

The theory X was challenged by McGregor himself. According to him, theory X assumptions appear inadequate and ineffective for the full utilization of human potentialities. The alternative which he offered he called *theory Y* and is an optimistic view of human nature. Theory Y consists of assumptions which could lead to higher motivation of workers and the total integration and realization of individual and organizational goals. The assumption of theory Y is that people have a capacity to be highly imaginative and creative; physical and mental work is as natural as play or rest; people will exercise self-direction and self-control in meeting any objective to which they are committed. People are not by nature passive or resistant to organizational goals; workers are willing to accept and will even seek responsibility, (McGregor 1960). This study will therefore understand human behavior through examination of the theories discussed with the aim of recommending appropriate training and development strategies for positively improving employee attitude to work thereby enhancing organizational efficiency in MTN Nigeria.

2.2 The Concept of training and development

Narrowly, training refers to the ways in which specific knowledge and skills necessary to perform a specific job are taught and learnt (Crowford 1984). According to McFarland, (1983) training is the term used to describe the process through which organizations build the skills and abilities of non-managerial employees. It is from the aforementioned definitions that training is referred to as the process by which managers acquire knowledge and skills for a definite task or purpose (Banjoko 1996) stated that training tends to be connected with non-managerial employees whilst development usually refers to management staff.

Thus, to straighten a distinction between the two terms, some scholars have referred to training as employee training and development as management development, or executive development while employee training refers to training given to employees in the areas of operations, technical and allied areas,

management development refers to developing an employee in the areas of principles and techniques of management, administration, organization allied areas, (Scott, Clothier and Spiegel 1977). Other terms sometimes used instead of training and development include employee development, manpower development, or education and training (Ginsberg 1997) argued that training and development activities are integral and important aspect of human resource management. Such activities make it possible to adjust as well as enhance the skills of the work force, ranging from the lowest to the highest set of employees

2.3 The Principles of training and development

For training to be effective, a number of principles are usually applied. The principles are: Positive Reinforcement, Learner Participation; Feedback Mechanism and Transferability of knowledge to job performance. These principles have been identified based on extensive research of (Anastasi B.1969) and (Flippo 1984). As observed by (Beach 1980) learning is really the core of the training process. Learning refers to the human process whereby skills, knowledge, habits and attitudes are acquired in such a way that behavior is modified. The more highly motivated trainees are the quicker and more effectively they learn. Training must therefore, be related to trainees desires and needs such as job recognition, prestige and promotion. In effect, learning is most effective when the trainees realize that they can fulfill certain needs through training (Obisi 2001).

Positive reinforcement involves the use of rewards as promotion, pay increase, praise, and better working conditions while negative reinforcement involves the use of punishment or penalties on employees. An example of negative reinforcement will be a demand for an employee to repeat a training course due to poor performance at an initial training, (Mamoria 1995)

Learner participation implies active participation of trainees in the learning process. 'Such participation is a prerequisite for effective learning 'since the greater the number of human senses involved the more complete the learning process. In essence, carefully designed practice methods are quite essential to effective learning, (Dixon 1999).

Feedback means that learners are allowed to know how they are performing. Information necessary for feedback should include how trainees can avoid repeating the mistakes they made in the future. Research findings have shown that people learn faster when they are informed of their accomplishments, (Leibowitz 1981)

Transferability of knowledge portends that employees should transfer the knowledge acquired from training to enhance their job performance. Hence, knowledge, skills and attitudes acquired in training but not used in the job cannot contribute to organizational goals. When employees' jobs are not fashioned in line with the areas they have been trained it will not encourage employees to pursue further reading. This underscores the desirability of ensuring that, as much as possible, training tasks are similar to job tasks (Dixon1999)

2.4 Training and development techniques

According to (Obisi 2001) *Job Rotation method* of training is intended to provide the trainees with a variety of work experience by moving them from one job or from one unit to the other thereby enabling them to acquire greater job knowledge and experience with which to handle greater responsibilities in the future. By rotating the trainees from one departmental job or assignment to the other, the method enables the trainers to have a better appreciation of inter departmental problem either as they relate to the job or the employees in the various departments.

Internship training offers a good chance for the trainee to gain deep and useful understanding into the relationship between theory and practice. Internships, however, involves a slow process of learning as the need to be able to capture the relevant experiences of a job may take some time. Besides, internship suffers serious setback during the period of depression and layoffs which necessarily does not create room or vacancies to take in new terms, (Leibowitz 1981).

Using *Understudy Assignment* method, the trainee is tutored by an experienced manager for the higher responsibilities to be taken by trainee, this is aimed at enabling him to acquire skills and know how to perform as much as the superior on the job. The efficiency of this approach hangs on how much time and interest the superior has in the subordinate to assume, (Steinmetz & Lawrence 1996).

Vestibule training method involves trainees learning in an environment which is virtually identical to what is to be encountered on the job. This method tries to stimulate, actual work situation so that trainees are equipped with preliminary learning experiences prior to any actual work practice. Thus, the problem of transferring learning from the learning environment to the work station is minimized since the trainees are already doing what they, would eventually end up doing in the actual job situation, (Kenny & Reid 1995).

Classroom method involves the transmission of fundamental knowledge, required ideas and factual information from the trainer to the group of trainees at ago, to achieve low cost training method. Apart from being a low cost training method, it is unique in the sense that it provides a direct medium of communication with the trainees in addition to providing an opportunity for an exchange of ideas between the trainees and the instructions (Mamoria 1995).

Programmed Instructional Method is a self-training method based on auto-instructional technologies. It is one of the more recent-inventions for learning theories, principles and concepts through- self- effort. Using this method, learning materials are organized and presented in a sequential manner either in a cassettes, films other types, (Hamblin 1974).

Simulation techniques according to (Griffin, et al.2000) are used largely in developing executive talents. The use of simulation techniques for developing executives' talent has become known recently ,and this is traced to the fact that neither the conventional on-the-job nor the off-the-job methods are enough in develop the capabilities needed in managers(Lang 1992) observed that most of the managers do not undertake programmed or routine jobs like the lower level employees. More specific skills are needed by managers to specialized, skilled

analytical, diagnostic, problem solving skills, human relations skill, interpersonal skills as well as sound decisions making skills. Hence, Situations involving the use of each of the skills might be simulated and managers put-through these situations as a process of developing these needed capacities in them.

Case Studies method of training has continued to record significant popularity as a method whose focus is geared towards challenges and problems that opposes executives in their day to day business. Cases are arranged to carry out the reality in the day to day business world by describing actual business situations. Sometimes, typical business situations can be simulated and presented in a case form. Usually, the cases would contain background information about the company, its products, its finances as well as its organizational structure, (Robert and Benn 1969).

The trainees are presented with the cases and are requested to identify the major and minor problems of the case, to distinguish the salient facts from the case and suggest alternative solutions to the problems evaluate the alternative solutions and recommend the best course of action. The whole exercise is aimed at sharpening the participants ability to correctly identify the key problem in any given problem situation to obtain and interpret fact and to be conscious of the many important variables upon which management decisions are based as well as improve their skills in diagnosing the relevant issues involved and in recommending the best solution possible for the given problem situation. (Imanyi 2002)

Business Games method is used in training participants on handling situations or events that involve competition between two equally strong opposing groups. From time to time, executives do face zero-sum decision-situations where they have to bargain or struggle for competitively advantageous positions. For example, in collective bargaining or conflict resolution, each party contends for the optimum gains. In mergers, executives often face a bargaining situation where each party tries hard to have the best of the bargaining situation. The essence of this approach to developing executive is to enable them appreciate the fact that the conduct of a company's business quite often takes the form of a game of competition between many market participants and that, business thrives better

depending on the tactical capability of its managers in decision making. Consequently, executive must not only have organizational ability, but also the alertness in thinking and the capability to perform effectively even under a stressful and competitive atmosphere (Mamoria 1995)

Critical Incidents allows trainees to develop the important skills and practical judgment in search of details that may be relevant to understand the problem and solution at hand. Using the critical method, the trainees are giving scanty but critical information relevant to the problem. It is therefore expected of the trainees to search for more information. In doing this, they must develop the ability to recognize what the problem is or what extra information is necessary for proper conceptualization of the problem and what other pertinent facts are needed to properly arrive at a good solution to the problem, (Flynn, et al. 2001)

Sensitivity Training is for company executives. This method specifically is used to train executives on the act of creating an awareness and sensitivity to the behavioral pattern of him and of others that he relates. The essence of this training method is aimed at developing the ability to understand themselves and the behavior of others and to identify their human relation skills needs and how best to accommodate the feelings of others in order to be a good manager. (Obisi 2001)

In-basket Training is a method where the trainees are expected to examine a basket filled with papers and files relating to their field of work and suggest recommendations based on the problems contained in them. This method aim at improving the decision making process and problem solving abilities of the employee at the managerial level, where the participants are usually asked to establish priorities and then handle a number of office papers, such as memoranda, reports, telephones messages and emails that would typically cross a managers desk.

The advantages in this method of training are that it includes the use of the best traditional case study at the same time using the refinements to give room for greater flexibility, realism and involvement.

2.5 Training Evaluation Model

The need to measure the effectiveness of training programs is as important as determining the need for training and the best program that fits such needs. According to (Donald Kirkpatrick 1998), there are Four-Level Training Evaluation Model which serves as a tool in analyzing the effectiveness of training.

The Four Levels Models are:

1. Reaction
2. Learning
3. Behaviour
4. Results

Level 1: Reaction

This level measures how the employee been train reacts to the empowerment program, their experience towards the program, instructor, the deliver style and the materials been used. The need to measure the reaction of training is important because it helps the organization in understanding how well the training is received, the strength and weaknesses of training and determining if it accommodates personal learning styles.

Level 2: Learning

This level measures what the trainee has learnt, how much of knowledge and skills acquired through the training session. When planning training program a list of specific learning objectives to be achieved are to be put into consideration and it is important to measure what the trainees are learning, by this not only will it help in mapping out knowledge acquired but also as a guide for future training programs to be adopted.

Level 3: Behavior

At this level, the employee's behavior is evaluated based on the training program received, by looking at how the skills and information gained is applied on the job through the employee's behavior. Most time, the behavior can only change if the conditions are favorable and when the behavior has not changed, it indicates that nothing has been learnt and training was ineffective.

Level 4: Results

Analyses are evaluated based on the final result of training through the outcome the employee exhibit after the training. This is evaluated alongside the organizational goals and objectives such as employee retention, higher morale, higher quality rating, less customers complains and increased production.

2.6 Designing training and development programme

According to Madhruma &Sheetal (2009), training and development programme need to be effective and conscious planned by the trainer, the training should consist detailed plans for what will be done, why it will be done and the best approach to attain the objectives for which it was set. The steps of designing training and programme are as follows:



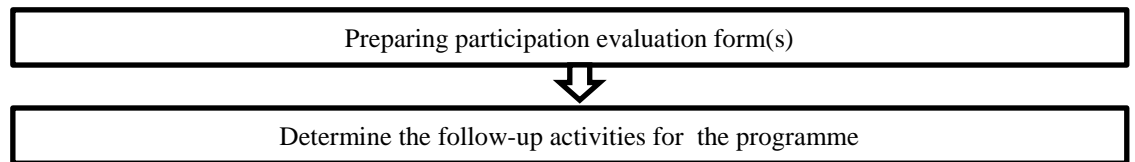


TABLE 1. Designing the training programme

2.7 Employee training and development as a tool for employee performance

Employee performance is greater in a satisfied worker and the management also finds it easier to give motivation to high performers in the process of attaining the organizational goals (Kinicki & Kreither 2007). Employees' can only derive satisfaction when they feel that they are competent to perform their duties, when this is achieved through effective training and development programmes.

Recognizing the important role of training practices gives the top executives safe and good working environment that goes along in improving the motivational level and performance output of the workforce. According to Leonard-Barton (1992), an organization that gives value to knowledge as a source of gaining competitive edge over their competitors, are supposed to build up a system that ensures constant learning, and an effective way of doing so is through employee training.

Preffer (1984) states that a well-trained workforce has a tendency to be more capable to record high performance targets and also gain high competitive advantage in the labor market. The importance of training on employee performance, through accelerating the process of learning is mentioned in many research work (McGill and Slocum 1993; Ulrich *et al.* 1993). The employee performance that is achieved through training refers to continuous improvements in knowledge, skills and abilities to carry out duties as it relates to work, and hence achieve more employee commitment towards the organizational goals (Huselid 1995; Ichniowski *et al.* 1997). (M. & O. 1998) Says training programme should result in cultural method of developing learning process that is aimed at

building employee performance and ultimately higher returns on investment for the organization.

2.8 Impact of employee training and development on organizational efficiency

There are many factors which improve the effectiveness of the work force for example scheduling, training etc. It is needed for the organization to map out training plans carefully in order to achieve employee job engagement and invariably organizational efficiency (Armstrong 2000). The training design should be made according to the needs of the employee, those organizations which develop a good training design according to the need of the employees and the organization always get good results (Partlow, et al.1996); (Tihanyi, et al,2000); (Flynn ,et al 2001).

It is very necessary for a trainer to engage his or her audience during the training session (Philip, et al., 2005). Delivery style means so much in to training programme and the participants. It is very difficult for an employee to perform well at the job place without any pre-training (Garavan 1997). Trained employees perform well as compared to untrained employees (Partlow, et al.1996); (Tihanyi, et al., 2000); (Flynn,et al. 2002). It is necessary for the organization to give its employees training to achieve optimal overall goals of the organization in a better way (Kaynak 2003). Training and development increase the overall performance and above all at a very minimal cost of the organization (Sheppard 2003). Although it high cost is incurred in giving training to employees ,but on the long run it gives back more than it took(Flynn, et al.2001); (Kaynak 2003); (Heras 2006). Every organization should train its employee based on its need per time so that they could compete. Employee training and development positively affects employees' performance and eventually enhances organizational efficiency.

2.9 Trends for Training Programs

In order to keep up with the corporate training initiative effectiveness as a result of the evolving changes in the nature of delivery methods in empowering employee to be more effective, these trends has been considered paramount:

- Corporate emphasis on training programs: High focus on how to retain employee and cross training them to be more efficient should be important to every organisations, as this will help the employee to deliver better return on investment for the organisation than constantly recruiting new employee due to high level of turnover.
- Better corporate training techniques: The adoption of technology to reinforce training initiatives, recognition of learning styles coupled with personalised digital training will make learning easier for the employee and more efficient for the organisation as well.
- Focus on extrinsic and intrinsic incentives: Utilizing psychology and proper understanding of motivation has challenged corporate training to be more scientific in their approach towards training programs. This is designed such that it works alongside with the employees' personal goals, and the overall organisational goals, in order to give room for more efficient means of communicating the training goals.
- More eLearning and use of technology: The new generations of employees are more comfortable and flexible with eLearning system of training, with no substitute for human interaction but the adoption of computer training programs to acquire needed skills and knowledge.
- Gamification for techniques for corporate training: The use of gamification is such that it applies the game principles to make learning process fun filled and challenging to the trainee through quests and competition created during training session.

3 RESEARCH CONTEXT, APPROACH AND METHODS

This chapter presents in a comprehensive manner the research context, approach and methods. Firstly, the research context, abridged history and profile of MTN Nigeria is presented in 3.1, followed by the procedure by which the research materials were gathered which is presented in 3.2 and how the results of the findings was processed and analyzed is discussed in 3.3. The study adopts the survey design with questionnaire as an instrument of primary source of data collection.

3.1 Research context: Abridged profile of MTN Nigeria

MTN Group, which was previously known as M-cell is a South –African based multinational company with its head office located in Johannesburg, and specializes in mobile telecommunication. It operates majorly in most African countries, Europe and Middle Eastern countries with its Head Office in Johannesburg. MTN Nigeria is the largest member of the MTN group in Nigeria; the company celebrated its 10 years of operations in August 2011. The company’s vision is to be the country’s leading provider of telecommunications services while their mission is to provide first class network quality, customer service and value. MTN prides itself as the market leader in the highly saturated mobile telecommunications industry in Nigeria with coverage in all the 36 States of the Federal Republic of Nigeria and Abuja.

The official website of MTN Nigeria claims that the telecommunications giant attained 120 million subscribers in the first Quarter of 2013; making it the leader in the industry, (MTN 2013). According to Nigerian Communications Commission (NCC. 2013) as at the last Quarter of the year 2013 the subscriber base of the MTN Nigeria had hit an all high of 200 million. This feat has made the organization the one to beat in the industry. Its marketing slogan is *MTN Everywhere you go* which has endeared it into the heart of every Nigerian with high level coverage. A country that has been afflicted by poor and unreachable telecommunication services, MTN has broken the jinx and put telephone gadgets in the hands of every common Nigerian. MTN has a policy of training its

employees regularly since its operations require constant update with technologies.

3.2 Acquisition of research materials

Empirical data was gathered through administration of questionnaires through in appendix 1 in order to address the research questions. The design adopted for this research was survey design which involves obtaining information directly from a group of individuals by administering questionnaire. (Leibowitz 1981) Stated that research design is the term used to describe a number of decisions which needs to be taken regarding the collection of research data. According to (Asika 2000) the survey method is one of the practical ways to procure many types of research information as well as one of the most economical ways. The survey design is a versatile and cost efficient design for gathering research information. The researcher began by analyzing the background of the problem using the responses generated from the questionnaires administered which were designed to verify the applicability of training programmes in MTN Nigeria.

The questionnaire consists of a set of questions designed to gather information and data for analysis. The response provided by respondents on the questionnaire was used to answer the research questions. The questionnaire was divided into two sections; the first section consists of the respondents' bio-data while the second section consists of statements in the Likert scale ranging from Strongly Agreed to Strongly Disagreed for the respondents to choose answers that will answer to the research questions. The population of study is the total number of employees in MTN Nigeria, H/Qs, Lagos which presently is 217 comprising of senior level, middle level and junior level employees both male and female of varying age brackets. The sample is a representative part of the population.

For this study a sample size of 110 employees representing 50.7% of the population of MTN Nigeria H/Qs was selected using the simple random sampling technique across different departments. The same sample size was administered with the questionnaire. A total of 110 questionnaires were administered to the employees of MTN of the varying degree of offices as earlier stated.

3.3 Research data and processing analysis

Qualitative analysis was used in analyzing and processing the information gathered from questionnaire administered. The research question guided the researcher in randomly selecting three major questions out of the questionnaire items. Firstly, the information from the questionnaires was analyzed, succeeded by the interviews. Responses from respondents are presented in a tabular form with percentage to calculate the degree of response to the questions asked. After ascertaining the degree of response, a thematic presentation and analysis of the findings followed as stated below the table. At the end of the analysis, the researcher assembled all the results and responses, carefully considering them before interpretation and conclusions were made on whether training and development is a tool for organizational efficiency.

4 RESEARCH FINDINGS AND RESULTS

This chapter summarizes the response from the questionnaires and explains the research with detailed explanation of the research findings. Three basic questions were randomly selected in relevance to the study objectives and sampled on the employees of MTN. The likert scale of five options ranging from Agree to Strongly Disagree was the structure of the questionnaire which they were to respond to. Using the Global Ranking Method of decision making; below is the result of the findings.

TABLE 2. Response on training is related to commitment

Questionnaire results

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Training is related to commitment	61	14	5	26	4	110

Source: (Researcher,2015)

The question was posed on respondents through the questionnaire on whether there is a relationship between training and employee commitment to work and organizational efficiency. The highest number of respondents strongly agreed and agreed that training influences commitment positively. A training programme serves as an avenue for management to entrench the organization's values, philosophy, goals and objectives to the members. Absence of training would not create such opportunities and would lead to high employee turnover.

TABLE 3. Response on lack of training triggers low morale

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Lack of training triggers low morale	58	20	14	4	14	110

Source: Researcher (2015)

Respondents were asked if lack of training triggers low employee morale and poor motivation to work. The majority of the respondents strongly agreed and agreed that the two variables are significantly related. Absence of training would lead to work apathy and low motivation which in turn affects level of individual and organizational productivity.

TABLE 4. Response on MTN staff gained from training

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
MTN has gained from staff training	7	43	14	27	19	110

Source: Researcher (2015)

The researcher was interested in knowing if MTN as a studied organization had gained something from training of its employees. The general response was in the affirmative; that MTN has gained much expertise of its employees through skill enhancement, reduction of time and material waste and eventually cost reduction in its services. From the findings above it is right to posit that employee training is related to employee commitment, morale at work, waste reduction and invariably increases organizational efficiency.

Table 5. Tabular representation of Responses from employees of MTN Nigeria H/Qs

Questionnaire items	Variables	(SA)	(A)	(U)	(D)	(SD)	Total
There is a relationship between training, employee commitment and organizational efficiency	Frequency	61	14	5	26	4	110
	Percentage	55.5	12.7	4.5	23.6	3.6	100
Lack of employee training triggers low employee morale and poor motivation to work	Frequency	58	20	14	4	14	110
	Percentage	52.7	18.9	12.7	3.6	12.7	100
Employee training has assisted MTN Nigeria in reducing cost of production through reduction and minimization work accidents.	Frequency	7	43	14	27	19	110
	Percentage	6.4	39.1	12.7	24.5	17.3	100

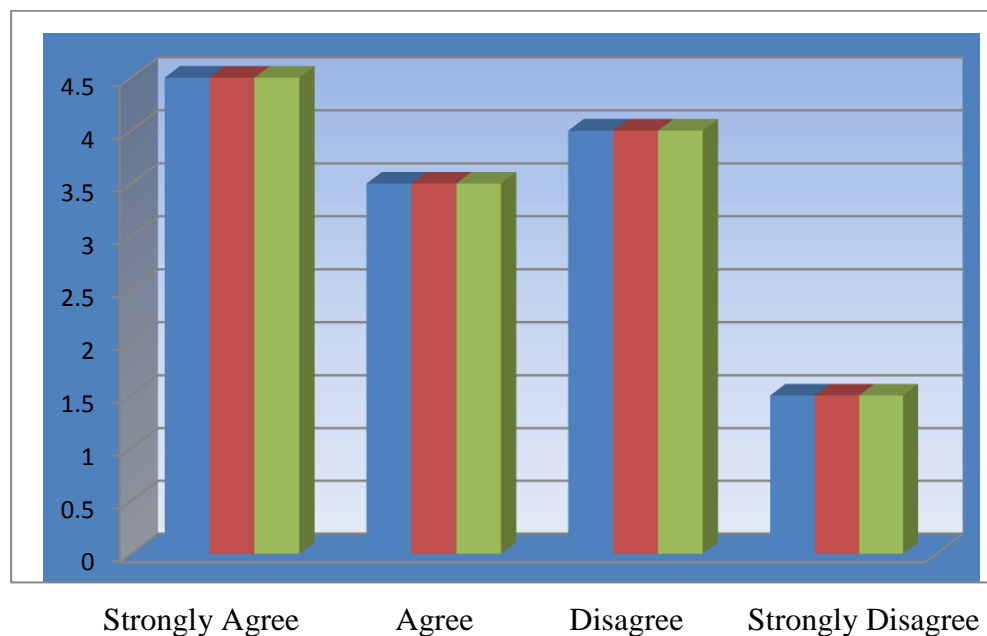


FIGURE 2: Bar chart representation of respondents' relationship between employee training, commitment and organizational efficiency.

The figure 2 above represents the levels of response from respondents as stated on the table above. It is observed that the highest number of respondents either strongly agreed or agreed that there is a relationship between training, employee commitment and organizational efficiency. A total of 61 respondents representing 55.5% strongly agreed while 14 representing 12.7% agreed; the strongly agreed and agreed bar all culminated at 4.5 in figure 2 above. It can therefore be observed from the above result that there is a significant relationship between employee training, employee commitment and organizational efficiency since training assists organizations in reducing industrial wastes. Trained employees perform their jobs with knowledge and enhanced skills such that the organization increases productivity and profitability. As (Nwita 2000) explains that the role of performance plays an important factor in achieving the goals of the organization so to increase performance is to increase the effectiveness and efficiency of the human resource which are useful for the attaining of the organizational set goals. But focusing more on the question of how an employee can work more effectively and efficiently to increase the growth and the productivity of an organization. (Qaiser,et al 2000)

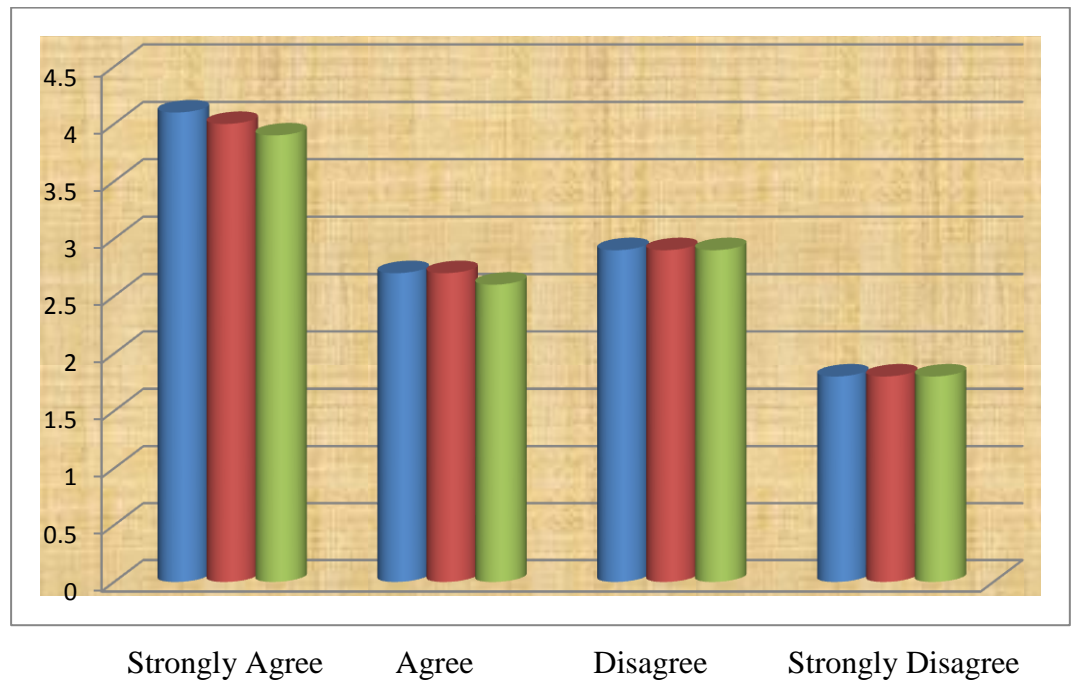


FIGURE 3: Bar chart of respondents view on whether lack of training triggers low employee morale and poor motivation

The figure 3 above represents the levels of response from respondents as stated on the table above. It is observed that the highest number of respondents either strongly agreed or agreed that lack of training triggers low employee morale and poor motivation. A total of 58 respondents representing 52.7% strongly agreed while 20 representing 18.9% agreed; the strongly agreed and agreed bar all culminated at 4.00 and 3.00 respectively in the figure 3 above. It can therefore be observed from the above result that lack of employee training triggers low employee morale and poor motivation. (Akintayo 2006) observed the functions of training as follows: increases productivity, improves the quality of work; improves skills, knowledge, understanding and attitude; enhances the use of tools and machines; reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs, eliminates obsolescence in skills, technologies, methods, products, capital and employees' management.

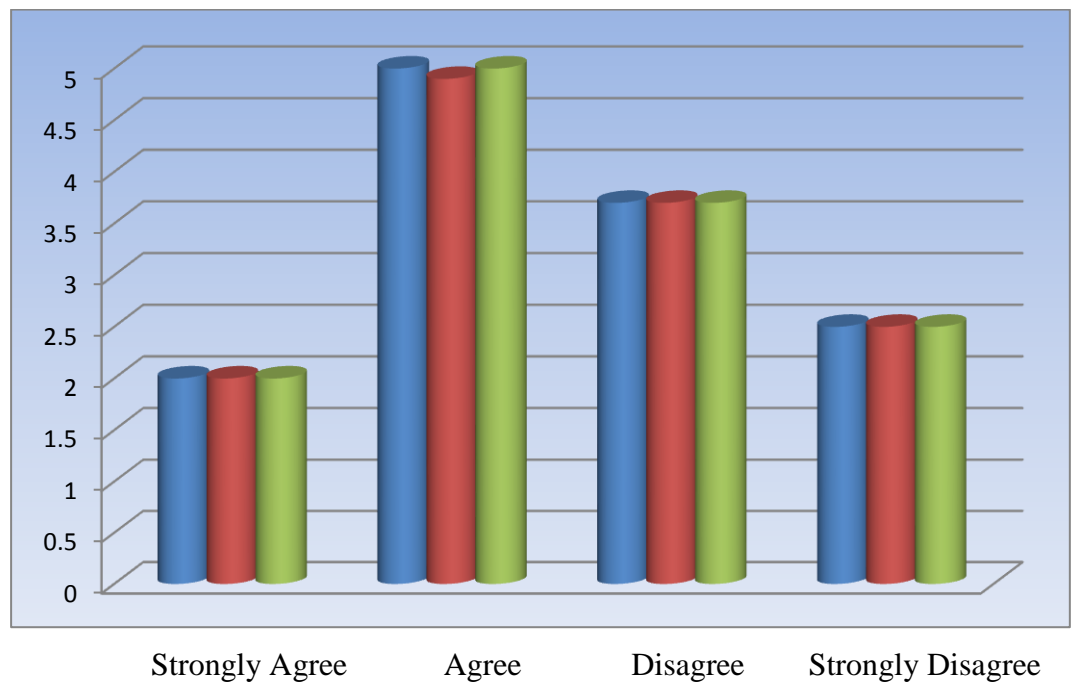


FIGURE 4: Bar chart of respondents view on whether employee training has assisted MTN Nigeria in reducing cost of production through effort reduction and minimization work accidents.

The Figure 4 above represents the levels of response from respondents as stated on the table above. It is observed that the highest number of respondents agreed that employee training has assisted MTN Nigeria in reducing cost. A total of 49 respondents representing 39.1% agreed while 27 representing 24.5% disagreed; the agreed bar culminated at 5.00. Therefore, MTN has enhanced its efficiency through consistent employee training and development.

The purpose of training and development has been identified by (Armstrong 2000) to include: creating a pool of available and adequate replacement for personnel who may leave or move up in the organization; developing the organizations ability to adopt and advance in technological knowhow due to sufficiently knowledgeable staff; and building a more efficient, effective and highly motivated team, which enhances the organizational efficiency.

TABLE 6. Key Research Findings

<p>1. EMPLOYEE TRAINING AND EMPLOYEE COMMITMENT</p> <p>In this study employee training was seen as relevantly influencing employee commitment positively therefore MTN should be involved in more training programmes that would enhance skill of its employees.</p>
<p>2. EMPLOYEE TRAINING AND EMPLOYEE MORALE</p> <p>The study also shows a close relationship between employee morale at work, motivation and likeness for the work as significant to training. Training is the driving force that brings organization members to appreciate the values of the organization.</p>
<p>3. EMPLOYEE TRAINING AND COST REDUCTION</p> <p>The study has shown a positive relationship between employee training and cost reduction. Employee work turnover is reduced because training will lead to organizational commitment. Production waste will reduce because skills have been sharpened. Employee training thereby leads to organizational efficiency.</p>

5 CONCLUSION

This chapter concentrates on improvement suggestions and personal assessment of the study done. The chapter also summarizes briefly the theoretical framework and the data acquisition method. The improvement suggestions are based on the analyzed findings of the study. The aim of this study was to investigate training and development and organizational efficiency. The growing cost of human resource in an organization has made it mandatory for organizations to put in place constant training programs that would enhance efficiency of employees and the organization at large. The research questions centered on knowing the relationship between training and employee commitment to efficiency in MTN; the relationship between employee training and employee performance; the relationship between employee training and organizational efficiency and the role of training and development in achieving organizational goals in MTN. The scope was limited to employees of MTN Nigeria, with emphasis on the Headquarters office located in Lagos.

A plethora of literature reviewed on the topic showed a relationship between employee training and organizational efficiency. The first step taken by the researcher was to discuss and seek advice from the thesis supervisor on how to proceed, then studying the theories that existed on the topic such as: Abraham Maslow's theory of Hierarchy of Needs, Douglas McGregor's theory X and Y and Frederick Herzberg's the Two Factor theory. Based on the theoretical framework, the researcher designed a simple and efficient questionnaire, which aided in generating primary data for the study. The answer to the main research question of this study is that training is indispensable for organizations to enhance employee performance. Employee performance will make for organizational efficiency.

The finding of this study is in tandem with the findings of Amir, et al. (2013) that studied the effect of training on employee performance. Their recommendations was that an effective training is regarded as the major key factor to be in place for improved performance; as it can enhance the level of employee and firm competency. It supports by filling the gap between what performance is required

and what performance is happening, that is the gap between desired performance and actual employee performance. Training need referred to any shortage in performance, which can be relieved by appropriate training programmes. There are different methods of overcoming deficiencies in employee performance on job, and training is one of them.

Particularly training develops skills, competency, and ability and ultimately improves employee performance and organizational productivity. Training programs are the stimulant that workers require to improve their performance and capabilities, which consequently increase organizational productivity. Therefore, training should be designed on the basis of firm specific needs and objectives. Effective training is the thoughtful intervention designed towards attaining the learning necessary for upgraded employee performance. The research affirmed the proposition that training has a positive impact on employee performance.

5.1 Improvement suggestions for MTN Nigeria

This study makes the following recommendations to MTN Nigeria. Having understood the concept of leadership in relationship with the impact on employee, the researcher made the improvement suggestions in the table below:

TABLE 7. Improvement suggestion

1	The organization must plan regular training programmes to enable employees acquaint themselves with latest technological advancement in the telecommunications industry. This would reduce cost and improve process efficiency.
2	Training programmes given to employees of this organization must be relevant and applicable to their daily work schedule as this will enhance skill and organizational productivity.
3	On-the-Job training activities should be emphasized, especially at units where technicality is prevalent in the organization.

4	There should be financial and non financial incentives by the organization; this would encourage employees to desire participating in training programmes.
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In this case on-the-job training method is hereby recommended for MTN Nigeria, in view of its cost efficiency and effectiveness on the employee's skill enhancement. It is also a mentoring relationship.

5.2 Assessment of Research

After thoroughly studying the impacts of personnel training and development as tool for efficiency the researcher believes that the findings of the study are valid and reliable, the research questions were answered and the recommendations will prove to be effective. The research covered the scope of the study as well as the basic research questions. The data collated from the questionnaire really reflected the situation at MTN Nigeria. Furthermore, the research strategy was very fitting as it was qualitative on both sides i.e. strategy and case. The research results and findings are reliable because research was carefully planned and the methods applied were accurate.

5.3 Recommendation for future research topics

Some other research topics on training and development as it relates to employees efficiency could be:

- a) Defining what the optimal settings should be when planning training and development for employee.
- b) Determining the current state of the knowledge of the employee before embarking on training and development.
- c) Settling the efficacy of training programmes alongside with the employee success.
- d) What is the existing relationship between training programme and the improved production?

5.4 SUMMARY

The main objective of this thesis is to investigate the impacts training and developments have on organisational efficiency, with the case company MTN Nigeria Group. The researcher began with the chapter one, which presents background information of topic, why the authors choose the topic, objectives, research methodology and the thesis structure.

Chapter two and three present the details of theoretical framework that was used throughout the research, with the chapter two providing details of the concept, principles, techniques, training evaluation models, trends for training programs and impacts of training and development.

Chapter three focus on the empirical research context, approach and methods.

Chapter four shows the thesis findings and results, while chapter five provides the conclusion, recommendation for future topic, assessment of the research and summary.

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7 APPENDIX 1

QUESTIONNAIRE

Lahti University of Applied Sciences
Degree Programme in International Business
Bachelors Thesis
Shodeinde Olubukunola

Dear Respondents

I am conducting a study on training and development as a tool for organizational efficiency. Your organization has been chosen as the study center.

Kindly tick (x) to the questions below as applicable. Responses would be treated with confidentiality and used for academic purpose only.

SECTION A: RESPONDENTS' BIO-DATA

Sex	Age	Rank	Educational Qualifications	Years of service
Male []	18 – 25[]	Top level[]	SSCE []	0-5 years[]
Female[]	25 –30[]	Middle level []	OND []	5-10 years[]
	30 – 35[]	[]	B.Sc. []	10-15years []
	35 –40[]	Low level []	HND []	
	40and above[]	[]	M.Sc []	
	[]		MBA []	

SECTION B**Key:****SA = Strongly Agree****A= Agree****U= Undecided****D=Disagree****SD= Strongly Disagree**

		S	A	U	D	SD
1	Many employees of MTN have participated in training and development programmes in the last three years.					
2	Employees who have regularly participated in training and development programmes in MTN perform higher.					
3	There is a relationship between training, employee commitment and organizational efficiency					
4	The training and development programmes of MTN have been principally on-the-job approach					
5	Lack of employee training triggers low employee morale and poor motivation to work					
6	Employee training and development enhances organizational efficiency in MTN.					
7	The content of training and development programmes in MTN is relevant to the work schedule of the employees (trainees).					
8	Employee training has assisted MTN Nigeria in reducing cost of production through waste reduction and minimization of cases of work accidents.					
9	My supervisor usually observes that training has improved effectiveness and efficiency on the job					
10	There is a significant relationship between training and employee organizational performance.					