

**THE IMPACT OF TRAINING ON EMPLOYEES' WORK PERFORMANCE,
MOTIVATION AND JOB SATISFACTION: THE CASE OF INTEGRATED DATA
SERVICES LIMITED (IDSL), BENIN CITY**

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ABSTRACT: *This study examines the impact of training on employees' work performance. It sought answers to the following research questions; is there any relationship between training and development of employees and their job satisfaction? Is there any relationship between training and development of employees and their job performance? Is there any relationship between training and development of employees and their motivation? The scope of the study consists of 208 employees of Integrated Data Services Limited (IDSL), Benin City. Stratified random sampling was used in selecting the respondents for the study while questionnaire served as the data collection instrument. Research data was analyzed using descriptive statistics such as frequency tables, percentages, mean, standard deviation and standard error mean as well as the t-test for Equality of Means, which served as the inferential statistic. The research findings show that; i) There is a significant relationship between training and development of employees and their job satisfaction; (training enhances job satisfaction) ii) There is a significant relationship between training and development and their job performance and iii) There is a significant relationship between employee training and development and their motivation.*

KEYWORDS: training, employees' work performance, motivation, job satisfaction: integrated data services limited (idsl), Benin City

INTRODUCTION

Today's impact of rapid globalization and increasing unpredictable and ever changing environment make it imperative that public sector organizations must take cognizance of the necessity to constantly undertake the training and development of its workforce mandatory. In order to meet the ever rapid changes in science, technologies and wider and complex environment of work, employees' in public sector organization like private sector requires continuous training and development in order to upgrade and update their knowledge, skills, abilities and attitudes.

Concept of Training and Development

The concept of employee training is often defined and used in various ways by different authors. Dessler (2005) asserts that training refers to the methods used to give new and present employees the skills they need to perform their jobs and argues that training is the hallmark of a good

management and a task managers ignore at their peril. He pointed out that having high potential employees doesn't guarantee they'll succeed. Instead, they must know what you want them to do and how you want them to do it. If they don't, they'll do the jobs their way, not yours or they'll improvise, or worst do nothing productive at all. Good training is vital.

According to Mc Kinsey (2006), observed that improved capabilities, knowledge and skills or talented workforce prove to be a major source or competitive advantage in a global market. Employee training has the strategic role or contributing immensely towards the achievement of organizational goal. According to Penrose, 1959, Barney, 1991 asserts that creating value and building capabilities for sustained organizational performance is the basis for every training program which is the unique assumption of the resource-based view theory. Employees' are the most valuable asset of every company as they can make or break a company's reputation and can adversely affect profitability, Dr. Amir Elnaga & Amen Imran, 2013.

Bohlander and Snell (2010) in another perspective observe that the term training is often used especially to describe almost any effort initiated by an organization to foster learning among its members. However, they asserts that many experts distinguish between training which tends to be more narrowly focused and oriented more toward short term performance concerns, and development, which tends to be combined into a single phrase – training and development to recognize the combination of activities organization use to increase the skill base of employees. They further argued that training and development has become increasingly vital to the success of modern organizations and that organizations often compete on the basis of their capabilities – the core sets of knowledge and expertise that give them an edge over their competitors.

Training in the Public Sector:

Training, as defined above, is an integral component of human resources management be it private or public organization, especially those that intend to remain competitive. However, in the public sector which is owned and run by the government directly or indirectly, there is a standard policy on training although, in practices, many employees in the public sector in Nigeria are not adequately trained or are not trained at all. Management or Administrative staff tends to gain more access to training in public sector, no matter how inadequate. While most of these categories of employees may not attach importance to the value of training, they are often motivated to indicate interest owing to training allowances. In most cases however, junior staff are almost left out of the training programs. To this end, the public service at certain levels is characterized by gross inefficiency, ineffectiveness, crudity and obsolete systems of getting the job done. The consequences of which have been grave for Nigerian public sector.

OBJECTIVES OF THE STUDY

The main objective of this study is to examine the impact of training and development on employees' work satisfaction, work performance and work motivation at the integrated Data Services Limited (IDSL), Benin City while, the specific objectives are to determine:-

- i. Whether there is any relationship between employee training and development and their job satisfaction in IDSL

- ii. Whether there is any relationship between employee training and development and their job performance
- iii. Whether there is any relationship between employee training and development and their motivation.

REVIEW OF RELATED LITERATURE

Brief Profile of Integrated Data Services Limited

Profile of IDSL is a strategic business unit which is a component of the Nigerian National Petroleum Corporation (NNPC). It was established in 1988 during the commercialization exercise in NNPC with a focus on seismic data acquisition (processing and engineering services). In the same year IDSL won the first international seismic acquisition contract in Ghana. IDSL also entered into joint venture partnership with United Geophysical Nigeria Limited (UGNL) in 1996 on 3 Dimensions (3-D) Data Acquisition. Other joint ventures of IDSL include their partnerships with Petro Geo Services in Marine acquisition in 1997, Land Mark in 2003, as well as Western Geo in 2006 for National Data Repository and Seismic Data processing respectively (IDSL Corporate Profile Brochure).

The mission statement of IDSL is 'IDSL Markets World Class Geophysical, Geological Petroleum Engineering Services', while the cardinal objectives include acquisition and processing of world class seismic data as well as provide reservoir and data management services to the oil and gas industries. The core business of IDSL includes, but is not limited to, seismic data acquisition, seismic data processing, petroleum engineering services, as well as Data storage and management services. The core business of IDSL is suggestive of the need to constantly adjust the skills of employees to meet up with the dynamic nature of the environment of Geophysical, Geological and Petroleum engineering. This underscores the importance of training to the employees of IDSL.

TRAINING AT IDSL

Every department and every staff of IDSL are given targets respectively at the beginning of each year. Staff performance appraisal is conducted at the end of each year; on the basis of the appraisal, training needs are identified. Three basic kinds of training are often used at IDSL. They include: equipment based; knowledge based; and induction based training. (i) Equipment-based training: this is done to update staff knowledge on how to operate modern equipments in the company's field of operation (ii) Knowledge-based training: this is given to employees who need to be knowledgeable in specific areas of operation especially if the knowledge to be acquired is raw or if the staff appraisal report shows deficiency in such areas; and (iii) Induction-based training: this is general training which is given to new employees.

According to IDSL Learning Officer, training at IDSL is usually need based; that is, only employees who deserve training are sent on training and it is usually done annually. IDSL policy on training requires that at least one third (1/3) of its total number of employees be trained annually. They could be given any one of the following trainings – local training: this is normally organized by management of IDSL, using Consultants; Local Adhoc Training: this is often organized for a few members of staff in need of professional training (Data Miners, 2009); Adhoc Overseas

Training: this involves sending employees, who require some technological knowledge for better performance overseas where they can acquire the necessary training; and Overseas Training: this is usually planned and executed by the Nigerian National Petroleum Corporation (NNPC)'s Corporate Headquarters.

The Training Cycle at IDSL

The training cycle usually begins with Training Needs Analysis; followed by Designing and Delivery; Implementation, which is the execution of training and evaluation, which seeks to ascertain the extent to which the training has met the desired objectives.

The Importance and Effectiveness of Training and Development in an Organization

The effectiveness of training and development in an organization cannot be over emphasized. Training and development foster the initiative and creativity of employees and help to prevent manpower obsolescence, which may be due to age, attitude or inability of a person to adapt himself or herself to technological changes (Arnolf 1971). Mamoria (1995), argues that training is a practical employees vital necessity because it enables employees to develop and rise within the organization and increase their market value, earning power and security. He goes further to state that training helps to mold employees' attitudes and help them to contribute meaningfully to the organization and in addition enhances performance of employees.

Noe & Schmitt (1986), assert that effectiveness goes to the heart of what training and development are all about in an organization: giving employees the knowledge and skill they need to perform their jobs effectively. As Brinkerhoff (2005), pointed out, in order to initiate more effective training, organizations need to look at how the training and development system is aligned with the strategy of the organization and at what is being done to make sure that all training and development activities are effective. Organizations can no longer afford to provide training that has not been evaluated for its contributions to the organization's strategic goals, mission and its effectiveness and use on the job to achieve those goals

Aim of Training and Development

Armstrong (2001), posits that the fundamental aim of training is to help the organization achieve its purpose by adding value to its key resource – the people it employs. He opines that training means investing in people to enable them to perform better and to empower them to make the best use of their natural abilities. He goes further to give specific objectives of training to include developing the skills and competences of employees and improve their performances, help people to grow within the organization in order that as far as possible, its future needs for human resources can be met from within; as well as reduce the learning time for employees starting in new jobs on appointment, transfer, or promotion, and ensure that they become fully competent as quickly and economically as possible. As (Dessler, 2005) argues training today also plays a key role in the performance management process. This is the integrated process employers use to make sure employees are working towards organizational goals. It means taking an integrated, goal-oriented approach to assigning, training, assessing and rewarding employees' performance. Taking a

performance management approach to training means that the training effort must make sense in terms of what the company wants each employee to contribute to achieving the company's goals.

Types of Training

Sherman and Bohlander (1992), categorized training into two – that which focuses on non-management employees; as well as that which focuses on supervisors and management employees. The former rely mainly on: on-the-job training; off-the-job training; as well as cooperative training, internship Government training. The latter relies mainly on off-the-job training.

In-company, on –the-job: this consists of teaching or coaching by managers or team leaders or trainers at the desk or at the bench. It may also consist of individual or group assignments and projects and the use of mentors. It is the only way to develop and practice the specific managerial, team leading, technical, selling, manual and administrative skills needed by the organization. It has the advantage of actuality and immediacy but the disadvantages are that the effectiveness of learning is strongly influenced by the quality of the guidance and coaching provided on the job. Furthermore, the instruction may be inadequate and the training may perpetuate bad habits. Lastly, the learner may be distracted by the environment and find it difficult to acquire the basic skills quickly (Armstrong, 2001); to this end, it is essential to provide training to managers and team leaders on how to train.

In company, off-the-job: this can assume the form of special course or take place in training areas of centers which have been specially equipped and staffed for training. According to Armstrong, it is the best way to acquire advanced manual, office, customer service, selling skills and to learn about the company procedures and products. It helps to increase the identification of the trainee with the company as a whole; and the use of systematic trainee techniques, special equipment and trained trainers means that the basic skills and knowledge can be acquired quickly and often economically. The main short-coming arises when trainees are transferred from the training course to a job to apply their knowledge and skills in practice. On a full-time manual skills course in a training centre, they will have been sheltered from the realities of the rough and tumble in most workshops, especially in batch production factories.

External training: this is useful for the development of managerial, team leading, technical, and social knowledge skills, especially if the courses cover standard theory and practice which can be easily translated from the general to the particular. External training should also be able to supply the quality of instruction that might be uneconomic to provide internally. It can be used to implant highly specialized knowledge or advanced skills. It has the added advantage of broadening the horizons of those taking part. The main short-coming is that of transferring learning into practice even more acute with external courses. However, effective training is, the knowledge and skills acquired which may be quickly dissipated unless they are used immediately, it may also be difficult to select relevant course from the bewildering variety available source.

Just-in-time-training: this is one which is closely linked to the pressing and relevant needs of people by its association with immediate or imminent business activities. It is delivered as close as possible to the time when the business activity is taking place.

Options in Training

Billson (1998) identified seven (7) options in training delivery and their likely impact on business results. They are: external training courses (low); internal courses/workshops (low); self-learning via multi-media packages (medium), small group coaching (high); action learning (high); one-one learning (very high); and just-in-time training, which also produces very high impact on business results.

Steps in Training

A systematic approach to training and development is expected to follow a logical sequence of activities. Dessler for example, states that training program consist of five steps as follows. The first, or needs analysis step, identifies the specific job performance skill needed, assesses the prospective trainees' skills and develops specific measurable knowledge and performance objective based on any deficiencies. In the second step, instructional design, you decide on, compile, and produce the training program content, including workbooks exercise and activities; here you'll probably use techniques such as on-the-job training and computer assisted learning. There may be a third, validation step, in which the bugs are worked out of the training program by presenting it to a small representative audience. The fourth step is to implement the program, by actually training the targeted employee group. Fifth is an evaluation step, in which management assesses the program's successes or failures

Training Techniques

Fagbohunge and Longe (1994) categorized training techniques into three. They are: (i) Information presentation techniques, which includes lectures, correspondence course, motion pictures, reading lists, closed-circuit television (and video tape), systematic observation (closely related to modeling), programmed instruction and computer assisted instruction (CAI) (ii) T(training) – groups or sensitivity training – which refers to unstructured learning situation in which individuals meet in groups, focuses on the behaviours taking place in their groups and attempt to enhance the awareness of both themselves and social processes, and (iii) Laboratory education; simulation methods, which include case method, the critical incident method role playing, programmed group exercise, the task model, the in-basket technique, and business games; as well as on-the-job training methods which include orientation or induction training, apprenticeships, vestibule training, job rotation, committee assignments (or junior executive boards), on-the-job coaching, and performance appraisal.

Benefits of Training

There are several benefits which organizations that train and develop their employees stand to gain. Cole (2002) argues that an organization which adopts a systematic training approach attains several benefits for both the organization and the employees. Alaina (2010), asserts that an employee who is adequately trained performs better, has increased morale and achieves higher goals within the organization. Thus, employee performance training is a key to increasing employee retention and productivity. The goal of performance training, he argues is to close the gap between how an employee currently performs and how the organization needs him to perform and further observed that an appropriately trained employee makes fewer mistakes, needs less

supervision, and gets more accomplished. Such employees are also likely to treat customers well and thus increase their loyalty to the organization. To this end, employee performance training increases customer satisfaction and result in fewer complaints, thus freeing up time for managers. Employee performance training also helps to reduce employee turnover rates. Donald (2009), in his view states that employee development training has a certain cost to the organization that can easily be considered a benefit to the employee. Such awareness on the part of the employee can also lead to greater loyalty to the organization as well as enhanced job satisfaction.

Armstrong (2005), outlined the benefits of training to include; minimizing learning cost; improvement of individuals, team and corporate performance in terms of output, speed quality, and overall productivity; improvement of operational flexibility by extending the range of skills possessed by employees (multi-skilling); attraction of high quality employees by offering them learning and development opportunities, increasing their levels of competence and enhancing their skills, thus enabling them to obtain more job satisfaction to gain higher rewards and to progress within the organization; increasing the commitment of employees by encouraging them to identify with the mission and objectives of the organization; helping to manage change by increasing the understanding of the reasons for the change and providing people with knowledge and skills they need to adjust to new situations; helping to develop a positive culture in the organization thereby helping the organization to attract high quality staff oriented towards performance; as well as a provision of higher levels of service to customers.

RESEARCH METHODS

The population of the study is made up of two hundred and eight (208), employees of IDSL consisting of twenty-three (23) management staff, one hundred and seventy-three (173) senior staff and eleven (11) junior staff.

The sample size for the study was determined using Yemane's for

Nuclear: $n = \frac{N}{I} + Ne^2$, where

N = Sample Size

N = Population Size; and

1. E = level of significance (Yemane)

Using a level of significance of 0.05 and based on the population size of 208. The sample size was determined as $n = \frac{208}{1} + 208 (0.05)^2 = 136.824$. This random sampling was then used to select 140 (one hundred and forty) respondents from the three strata – management, senior and junior staff. Proportional allocation was used to determine the number of respondents from each stratum. Consequently, the sampling technique is stratified random process. Questionnaires served as one of the main instrument of research and of the 140 administered questionnaires, 118 were recovered and these provided the research data. The questionnaire consisted of two main parts – the Bio-data, which featured items related to respondents' personal data; and a section (part two) which featured items related to the core subject-matter of the study. The five point Likert scale served as a question-response format with regard to items in part 11. Values were assigned to the five point scale as follows: strongly agree: 5, Agree: 4, Not Sure: 3, Disagree: 2, and Strongly Disagree: 1.

DATA ANALYSIS METHODS

Research data were analyzed, using descriptive statistics such as frequency tables, mean, standard deviation, and standard error mean; as well as the t-test, which served as the inferential statistic. Research decisions were made on the basis of the inferential test. Data Analysis was done using the Statistics Package for Social Sciences (SPSS).

Research Hypotheses

The following hypothesis stated in null form will be tested in this study:-

1. There is no relationship between the number of times employees have been sent for training and the case of their work.
2. There is no relationship between the extent to which the training attended in terms of job performance resulting from knowledge gained and employee's level of education.
3. There is no predictive relationship between employee's level of education, age, relevance of training to job performance, number of times employees have been sent on training and employee's level of satisfaction with the training programs attended.

RESULTS OF RESEARCH FINDINGS

Testing of Hypotheses

Ho1: there is no relationship between training and job satisfaction.

Table 1: Training Vs Job Satisfaction

S/N	A. JOB SATISFACTION	SA	A	NS	D	SD
1.	Training helps to enhance employees; commitment to duty.	43	40	5	21	9
2.	Training helps to enhance interpersonal relations.	35	46	10	19	8
3.	Training helps to reduce labour turnover.	22	44	11	29	12
4.	Training enhances employees' opportunities for promotion.	41	38	4	20	15
5.	Training enhances employees' social network.	29	42	7	23	17

ASSIGNMENT OF VALUES

SA: 2POINTS; A: 1POINT; NS: B O; D: -1; SD: -2

LET

D & SD – Disagree

Then, the above data will appear as;

Items	Agree X_1	Disagree X_2
6	$(2 * 43) + (1 * 40) = 126$	$(-1 * 21) + (-2 * 9) = 39$
7	$(2 * 35) + (1 * 46) = 116$	$(-1 * 19) + (-2 * 8) = 35$
8	$(2 * 22) + (1 * 44) = 88$	$(-1 * 29) + (-2 * 12) = 53$
9	$(2 * 31) + (1 * 38) = 100$	$(-1 * 20) + (-2 * 15) = 50$
10	$(2 * 29) + (1 * 42) = 100$	$(-1 * 23) + (-2 * 17) = 57$

Let X_1 = Scores obtained by respondents who agreed with the items suggesting that there is a relationship between job satisfaction and training; and

Let X_2 = Scores obtained by respondents who disagreed with the items.

GROUP STATISTICS

	N	Mean	Std. Dev.	Std. Error Mean
Agree	5	106.00	14.9666	6.6933
Disagree	5	46.80	9.3915	4.2000

Independent Samples Test

Levene's Test for Equality of variances

F	Sig.
1.563	0.247

T – test for Equality of Means

	T	Df	Sig. (2 - tailed)	Mean Difference
Equal Variances assumed	7.492	8	0.00	59.20
Equal Variances not assumed	7.492	6.727	0.00	59.20

95% Confidence Interval of the Difference

	Std. Error Difference	Lower	Upper
Equal Variances assumed	7.9019	40.9782	77.4218
Equal Variances not assumed	7.9019	40.3603	78.0397

Table 1 indicates that the mean difference between respondents who agreed with the items and those who disagreed with the items was 59.20. The t test for Equality of mean had a calculated value of 7.492 and a computed significant probability of 0.00, which is less than 0.01, the assumed level of significance.

Consequently, H_{O1} is rejected. Thus, at the ninety-nine percent confidence level, we can conclude that there is a relationship between job satisfaction and training. Thus, training enhances job satisfaction.

H_{O2} : there is no relationship between training and employee work performance.

Table 2: Training Vs Employee Performance

S/N	A. JOB SATISFACTION	SA	A	NS	D	SD
1.	Training helps to increase employees' task performance (speed of service)	40	45	3	20	10
2.	Training enhances employees' productivity	41	43	1	19	14
3.	Training helps to enhance employees' attitude towards customers.	28	44	9	22	15
4.	Training helps to minimize errors	39	46	2	19	12
5.	Training helps to enhance product quality	31	41	6	22	18

ASSIGNMENT OF VALUES

SA: 2POINTS; A: 1POINT; NS: B O; D: -1; SD: -2

LET SA & A – Agree

D & SD – Disagree

Then, the above data will appear as;

Items	Agree X_1	Disagree X_2
6	$(40 * 2) + (45 * 1) = 125$	$(20 * -1) + (10 * -2) = 40$
7	$(41 * 2) + (43 * 1) = 125$	$(19 * -1) + (14 * -2) = 47$
8	$(28 * 2) + (44 * 1) = 100$	$(22 * -1) + (15 * -2) = 52$
9	$(39 * 2) + (46 * 1) = 124$	$(19 * -1) + (12 * -2) = 43$
10	$(31 * 2) + (41 * 1) = 103$	$(22 * -1) + (18 * -2) = 58$

Group Statistics

	N	Mean	Std. Dev.	Std. Error Mean
Agree	5	115.40	12.7397	5.6974
Disagree	5	50.00	6.8191	3.0496

Independent Samples Test

F Sig.
8.576 0.019

T – test for Equality of Means

	T	df	Sig. (2 - tailed)	Mean Difference
Equal Variances assumed	10.120	8	0.00	65.40
Equal Variances not assumed	10.120	6.118	0.00	65.40

95% Confidence Interval of the Difference

	Std. Error Difference	Lower	Upper
Equal Variances assumed	6.4622	50.4981	80.3019
Equal Variances not assumed	6.4622	49.6613	81.1387

Ho3: there is no relationship between training and motivation.

Tables 3: Training Vs Motivation

S/N	A. JOB SATISFACTION	SA	A	NS	D	SD
1.	Training enhances employees' opportunity for higher pay.	38	45	4	18	13
2.	Training enhances employees' opportunity for personal growth.	33	42	6	23	14
3.	Training enhances employees' opportunities for independent thought.	29	39	10	28	12
4.	Training enhances employees' chances of self-esteem.	22	38	123	32	14

ASSIGNMENT OF VALUES

SA: 2POINTS; A: 1POINT; NS: 0; D: -1; SD: -2

**LET SA & A – Agree
D & SD – Disagree**

Then, the above data will appear as;

Items	Agree X_1	Disagree X_2
5	$(38 * 2) + (45 * 1) = 121$	$(18 * -1) + (13 * -2) = 44$
6	$(33 * 2) + (42 * 1) = 108$	$(23 * -1) + (14 * -2) = 51$
7	$(29 * 2) + (39 * 1) = 88$	$(28 * -1) + (12 * -2) = 52$
8	$(22 * 2) + (38 * 1) = 100$	$(32 * -1) + (14 * -2) = 60$

Group Statistics

	N	Mean	Std. Dev.	Std. Error Mean
Agree	4	102.00	16.5529	8.2765
Disagree	4	51.750	6.5511	3.2755

Independent Samples Test

F Sig.
3.222 0.123

T – test for Equality of Means

	T	df	Sig. (2 - tailed)	Mean Difference
Equal Variances assumed	5.645	6	0.001	50.250
Equal Variances not assumed	5.645	3.917	0.005	50.250

95% Confidence Interval of the Difference

	Std. Error Difference	Lower	Upper
Equal Variances assumed	8.9011	28.4698	72.0302
Equal Variances not assumed	8.9011	25.3295	75.1705

The above table indicates that the mean difference between the scores of respondents who agreed with the items suggesting that there is a relationship between employee motivation and training was 50.250. A t- test for Equality of Means had a calculated value of 5.645 and an associated significant probability of 0.001, which is less than 0.001, core percents, which assumed level of significance. Consequently, HO3 is rejected. We may thus conclude at the ninety-nine percent (99%) confidence level, that there is a relationship between employee and motivation and training.

SUMMARY OF RESEARCH FINDINGS

From the foregoing analysis the following research summary is pertinent

- A reasonable number of employees at IDSL have benefited from one type training or the other:
- Training enhances employees' job satisfaction:
- Training enhances employees' job performance:
- Training enhances employees' motivation and

Arising from (ii) – (iii) above, training is very vital to the success of the organization since employee job satisfaction and motivation, which are engendered by training, are crucial to optimums productivity and hence performance.

DISCUSSION OF FINDINGS

A comparison of employee job satisfaction with training revealed that respondents who agreed that training enhances job satisfaction had a mean score of 106 with a standard deviation of 14.9660 and a standard error of 6.6933. On the other hand, respondents who disagreed with the item had a Mean score of 46 with a standard deviation of 9.3915 and a standard error Mean of 4.2, thus resulting in a Mean difference of 59.200. A Levene's test for Equality of Mean had a calculated value of 1.563 with a computed significant probability of 0.247 thus indicating that the test is not significant since the computed significant probability of 0.247 is not less than 0.05 the assumed level of significant.

Consequently, we can assume Equal Variances at the 99% confidence. A t-test for Equality of Mean, Equal Variance assumed, had a calculated t statistic of 7.492 with a computed significant probability of 0.00, thus indicating that the test was significant at the one percent (1%) level. The implication is that at the ninety-nine percent (99%) confidence level, we can conclude that there is a significant relationship between job satisfaction and training. In other words, training enhances job satisfaction.

A comparison of employee performance with training revealed that respondents who agreed that training enhances performance had a Mean score of 115.4 with a standard deviation of 12.7397 and a standard Error Mean of 5.6974. The corresponding values for respondents, who disagreed where 50, 6.8191, and 3.0496 for Mean, Standard deviation and Standard Error Mean respectively, thus resulting in a Mean difference of 65.400. The Levene's test for Equality of variances had a

calculated F statistic of 8.576 with an associated significant probability of 0.019, thus indicating that the test was significant at the five percent (5%) level since the computed significant probability of 0.019 is less than 0.05, the assumed level of significance. Consequently, we cannot assume Equal variance. A t-test for Equality of Means, Equal variance assumed, showed a calculated value of 10.120 with associated significant probability of 0.000, thus indicating that the test was significant at the one percent (1%) level since the computed significant probability of 0.000 is less than 0.01. We may thus conclude at the ninety – nine percent (99%) confidence level that there is a significant relationship between employees performance.

Lastly, a comparison of employee motivation with training revealed that respondents who agreed with the items suggesting that training enhances employee motivation had a Mean score of 102 with a standard deviation of 16.5529 and a standard Error Mean of 8.2765. The corresponding value for those who disagreed were 51.75, 6.5511 and 3.2765 for Mean, Standard deviation and standard Error Mean respectively, thus resulting in a Mean difference of 50.25. The Levene's test for Equality of variances showed a calculated F statistic of 3.222 with a significant (computed) probability of 0.123, thus indicating that the test was not significant since the computed significant probability of 0.123 is not less than 0.05 the assumed level of significance.

Consequently, we may assume Equal variance at the ninety-five percent (95%) confidence level. A t-test for Equality of Means Equal variances assumed revealed a calculated value of 5.645 with an associated significant probability of 0.005, thus indicating that the t-test is significant at one percent (1%) level since the computed significant probability of 0.005 is less than one percent (1%) the assumed level of significance. Thus, we may conclude at the ninety-nine (99%) confidence level that there is a significant relationship between employee motivation and training. Thus, it is suggestive that training enhances employee motivation.

RECOMMENDATIONS

The major objective of training is to assist the trainee to acquire appropriate skills or improve existing skills with a view to enhancing performance. As Bohlander and snell (2010) states, training plays a central role in nurturing and strengthening the competencies of a firm and in this way become the backbone of strategic management. In view of the problem definition and research findings, the following recommendations are suggested:

- Management should consciously put appropriate mechanisms in place to evaluate the impact of training on its employees with a view to justifying the huge investment on training. This calls for evaluation of trainee's performance prior to training as well as their performance after training, using the relevant indices. A thorough statistical analysis of the two sets of measurements should be carried out to determine whether there is any significant difference. A significant positive difference between the two sets of measurements will justify the training. If there is no significant difference between the two sets of measurements, it will be suggestive of ineffectiveness of the training method of ineffectiveness of the trainee or both;

- Also, there is the need to sensitize the employees on the need to justify their involvement in any company sponsored training programmes by demonstrating, through improved performance and dedication, the effects of such training programmes. This will stimulate greater employee commitment to training programmes through sincere determination to learn new skills or improve existing value to the organization. The point being made is that, if trainees are aware of management's expectation with respect to post-training performance, they will have a better attitudes towards training and thus derive greater satisfaction;
- Employee attitudes towards training may also be positive if the outcome of the evaluation of training is made to form the basis for motivation using Herzberg's two – factor Theory – hygiene factors such as pay, supervision, and motivators such as responsibility, growth and work itself. To this end, trainees that are unable to justify their involvement in the training programme, though improved performance and or productivity should not benefit from the motivation packages; and lastly
- Management should also try to evaluate the effectiveness of the training programmes, with respect to the training facilities and facilitators with a view to determining the relevance of such facilities to the training need of the trainees. Such evaluation of training facilities will help management to detect and correct lapses as and when they occur. To this end, adequate feed-back mechanism should be put in place to ensure the necessary feed-back from trainees that will enable management make the necessary adjustment in the training system.

CONCLUSION

The study examined the impact of training on employees' work performance. It sought answers to the following research questions; is there any relationship between job satisfaction and training? Is there any relationship between employee job performance and training? Is there any relationship between employee motivation and training? The scope of the study consisted of employees of Integrated Data Services Limited (IDSL), Benin. Stratified random sampling was used in selecting the respondents to the study while the questionnaire served as the data collection instrument. Research data was analyzed using descriptive statistics such as frequency tables, percentages, mean, standard deviation and standard error Mean; as well as the t-test for Equality of Mean, which served as the inferential statistic. The research findings were;

- There is a significant relationship between job satisfaction and training; (training enhances job satisfaction).
- There is a significant relationship between employee job performance and training; and
- There is a significant relationship between employees' motivation and training.

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