**CHAPTER ONE**

**INTRODUCTION**

**1.1 Background of the Study**

[Human resource management](https://en.wikipedia.org/wiki/Human_resource_management) regards training and development as a function concerned with organizational activity aimed at bettering the [job performance](https://en.wikipedia.org/wiki/Job_performance) of individuals and groups in [organizational](https://en.wikipedia.org/wiki/Organization) settings. Training and development can be described as "an educational process which involves the sharpening of skills, concepts, changing of attitude and gaining more knowledge to enhance the performance of employees" (Wikipedia, 2018).

The name of the discipline has been debated, with the [Chartered Institute of Personnel and Development](https://en.wikipedia.org/wiki/Chartered_Institute_of_Personnel_and_Development)(CIDP) in 2000 arguing that "human resource development" is too evocative of the master-slave relationship between employer and employee for those who refer to their employees as "partners" or "associates" to feel comfortable with (Athanasios & Chatzimouratidis, 2012). Eventually, the CIPD settled upon "learning and development", although that was itself not free from problems, "learning" being an over-general and ambiguous name, and most organizations referring to it as "training and development".

Training and development encompasses three main activities: training, education, and development (William & Kazanas 2004).Training: This activity is both focused upon, and evaluated against, the job that an individual currently holds. Education: This activity focuses upon the jobs that an individual may potentially hold in the future, and is evaluated against those jobs. Development: This activity focuses upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future, and is almost impossible to evaluate (William 2005).

The "stakeholders" in training and development are categorized into several classes. The sponsors of training and development are senior managers. The clients of training and development are business planners. Line managers are responsible for coaching, resources, and performance. The participants are those who actually undergo the processes. The facilitators are Human Resource Management staff. And the providers are specialists in the field. Each of these groups has its own agenda and motivations, which sometimes conflict with the agendas and motivations of the others (Derek, Laura & Stephen, 2004).

The conflicts that are the best part of career consequences are those that take place between employees and their bosses. The number one reason people leave their jobs is conflict with their bosses. And yet, as author, workplace relationship authority, and executive coach, Harrison, (2005) points out, "Tempting as it is, nobody ever enhanced his or her career by making the boss look stupid." Training an employee to get along well with authority and with people who entertain diverse points of view is one of the best guarantees of long-term success. Talent, knowledge, and skill alone will not compensate for a sour relationship with a superior, peer, or customer (Harrison,2005).

Many training and development approaches available for organizations are proposed including: on-the-job training, mentoring, apprenticeship, simulation, web-based learning, instructor-led classroom training, programmed self-instruction, case studies/role playing, systematic job rotations and transfers etc(Shawn & Rebecca, 2004).

Typical roles in the field include executive and supervisory/management development, new-employee orientation, professional-skills training, technical/job training, customer-service training, sales-and-marketing training, and health-and-safety training. Job titles may include vice-president of organizational effectiveness, training manager or director, management development specialist, [blended-learning](https://en.wikipedia.org/wiki/Blended-learning) designer, training-needs analyst, learning officer, and individual career-development advisor(Cohn & Reeves,2005).

Talent development is the process of changing an [organization](https://en.wikipedia.org/wiki/Organization), its [employees](https://en.wikipedia.org/wiki/Employee), its [stakeholders](https://en.wikipedia.org/wiki/Stakeholder_%28corporate%29), and groups of people within it, using planned and unplanned learning, in order to achieve and maintain a competitive advantage for the organization. Cohn & Khurana, (2005) notes that the name may well be a term in search of a meaning, like so much in management, and suggests that it be thought of as selective attention paid to the top 10% of employees, either by potential or performance.

While talent development is reserved for the top management it is becoming increasingly clear that career development is necessary for the [retention](https://en.wikipedia.org/wiki/Employee_retention) of any employee, no matter what their level in the company. Research has shown that some type of career path is necessary for [job satisfaction](https://en.wikipedia.org/wiki/Job_satisfaction) and hence job retention. Perhaps organizations need to include this area in their overview of employee satisfaction (Cohn &Khurana, 2005).

The term talent development is becoming increasingly popular in several organizations, as companies are now moving from the traditional term training and development. Talent development encompasses a variety of components such as training, career development, career management, and organizational development, and training and development. It is expected that during the 21st century more companies will begin to use more integrated terms such as talent development (Cohn &Khurana, 2005).

**1.2 Statement of the Problem**

In Nigeria, inefficiency is a very serious problem that needs to bead dressed urgently. Europe faced this same problem in the 18th and 19th centuries and writers such as Max Weber (1947), Vroom (1970), and a host of others were able to address the issue of how organizations can increase output and improve efficiency.

Most organizations find it difficult to identify the training needs, and even where the need is recognized, a lot of time and money is committed to staff training and development. The exercise is often either in-appropriate, haphazard or premised on a faulty diagnosis of organizational training needs. In other situations, where training happens to occur, deployment of staff so trained may be without regard to the skill the staff acquired, leading to frustration of personnel so trained and also general inefficiency in the system. Public enterprises in Nigeria are fond of this practice (Onah, 2008). The workforce is generally under-tapped, under-utilized and therefore falls short of its anticipated contributions to the realization of organizational goals. It is appalling to note that managers in Nigeria have paid little or no attention on staff training programmes often manifest tripartite problems of incompetence, inefficiency and ineffectiveness. Numerous scholars have been writing on how efficiency, competence and effectiveness can be achieved through training.

Among other scholars that highlighted the usefulness of training are (Graig 2006), Akintayo 2006), & Oguntimehin, 2001). They identified the functions of training as follows; increase productivity, improves the quality of work, improves skills, knowledge, understanding and attitude; enhance the use of tools and machine; reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs, eliminates obsolesce in skills, technologies, methods, products, capital management etc. It brings incumbents to that level of performance which needs the performance for the job; enhance the implementation of new policies and regulations; prepares people for achievement, improves man-power development and ensures the survival and growth of the enterprise.

**1.3 Objectives of the Study**

The broad objective of the study is to examine the effect of manpower training and development on employees’ performance in selected Hospitality firms.

The specific objectives are:

1. To ascertain the degree to which training and development of employees' has enhanced performance in hospitality firms in Enugu metropolis.

2. To examine the link between training and development, incentives, and performance in hospitality firms in Enugu metropolis.

3. To make proposals that will enhance sound labor focused capacity in hospitality firms in Enugu metropolis

**1.4 Research Question**

1. What is the degree to which training and development of employees' has enhanced performance in hospitality firms in Enugu metropolis?
2. What is the link between training and development, incentives, and performance in in hospitality firms in Enugu metropolis?
3. What proposals will enhance sound labor focused capacity in in hospitality firms in Enugu metropolis?

**1.5 Research Hypothesis**

**Hypotheses One**

Ho: Training and development of employees' has not enhanced performance in in hospitality firms in Enugu metropolis.

H1: Training and development of employees' has enhanced performance in in hospitality firms in Enugu metropolis.

**Hypotheses Two**

H0: There is no training and development, incentives, and performance in hospitality firms in Enugu metropolis.

H1: There is training and development, incentives, and performance in hospitality firms in Enugu metropolis.

**Hypotheses Three**

H0: There are no proposals that will enhance sound labor focused capacity in hospitality firms in Enugu metropolis.

H1: There are proposals that will enhance sound labor focused capacity in hospitality firms in Enugu metropolis.

**1.6 Significance of the Study**

The study is importance to the following areas

**Organization:** Organization especially the hospitality firms have a whole lot to learn and know about the result of thorough training in organization. Organizations can gain in terms of superior performance

**Employees**: employees will understand what expectation they have when training is carried out for them. Employees can also have improved conditions of service due to better organizational performance

**Academia:** researchers conducting similar study will find this study useful as it serves a referencing point. The research can also benefit the academia in terms of addition to knowledge

**Government:** this is very useful to government and all policy maker as the study gives some findings and recommendation for the general public

**1.7 Scope of the Study**

It will be too wide and unmanageable for us to carry out a study on manpower training and development on employees’ performance. Its implication will be that while studying manpower training and development on employees’ performance in Nigeria we related it to some selected hospitality firms. To escape this danger, the scope of this study was reduced to manpower training and development in some selected hospitality firms. Even at this, studying the whole hospitality firms in Nigeria will also be too unmanageable for us.

The intention was to use the study in generalizing on manpower training and development on employees’ performance in some selected hospitality firms.

**1.8 Limitations of the Study**

There always exist many constraints militating against a good research work. Among these limitations/ constraints include the unwillingness attitude of some individuals to come up with relevant information, for some reasons best known to them.

Another constraint is that of reaching to the appropriate respondents. Most of our respondents do not reside where they can be easily reached and this posed a problem for the researcher.

Besides, some of the respondents subjected the researcher to some rigorous bureaucratic process thereby making it hard for the researcher to get some relevant information needed for the study and this also posed a limitation to the researcher.

However, despite these constraints, the research was successfully carried out through persistence and perseverance.

**1.9 Definition of Terms**

**Training:** The action of teaching a person or animal a particular skill or type of behaviour.

**Development:** The process of developing or being developed

**Human Resources:** The personnel of a business or organization, regarded as a significant asset in terms of skills and abilities.

**Manpower Planning:** Manpower Planning which is also called as Human Resource Planning consists of putting right number of people, right kind of people at the right place, right time, doing the right things for which they are suited for the achievement of goals of the organization.

**Business:** A person's regular occupation, profession, or trade.

**Hospitality:** The friendly and generous reception and entertainment of guests, visitors, or strangers.

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**CHAPTER TWO**

**REVIEW OF THE RELATED LITERATURE**

**2.1 Conceptual Framework**

**2.1.1 The Concept of Manpower Training**

Training is a process that develops and improves skills related to performance. Effective training programmes according to Blum & Naylor, (2006) can result in increased productivity, reduced labor turnover, and greater employer satisfaction. According to Abiodun, (2009), training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately on a given task or job. Employees who have not received adequate training before being assigned with responsibilities lack the necessary confidence with which to carry out the job. An employee should be helped to grow into more responsibility by systematic training and development.

McGehee & Thayer, (2011) see training as the formal procedures which an Organization use to facilitate employees’ learning so that their resultant behavior contributes to the attainment of the Organizations as well as the individuals’ goals and objectives.

Furthermore, training according to Nwachukwu, (2008) is an organizational effort aimed at helping an employee to acquire basic skills required for the efficient execution of the functions for which he was hired or employed. On the other hand, he regards development as the activities undertaken to expose an employee to perform an additional duties and assume positions of importance in the organizational hierarchy. Training as it is observed exposes employees to skills necessary for effective job performance while development goes further to equip employees with the knowledge required for performing additional responsibility to a particular task faster and better than before, development may involve exposing an employee to more challenging task.

Cole, (2002) defined training as any learning activity which is directed towards the acquisition of specific knowledge and skill for the purposes of an occupation or task. He contends that the focus of training is the job or task. However, he sees development as any learning activity which is directed towards future needs rather than present needs and which is concerned more with career growth than immediate performance. He further goes on to state that the focus of development tends to be primarily on an organization future manpower requirements and secondly, on the growth needs of individuals in the workplace.

Armstrong, (2003) posits that training is the formal and systematic modification of behavior through learning which occurs as a result of education instruction, development and planned experience. This, Becker, (2012) agreed in his definition of training as a systematic process of altering the behavior and/or attitudes of employees in a direction to increase organizational goals.

Becker, (2012) approached the definition of training in a manner that hammers on time variations. They defined training as a process that involves acquisition of skills, concepts, rules or attitude in order to improve present and future performance. In another development, Koontz &O’Donnel, (2010) identify training as a learning opportunity provided for employees to become acquainted with the principles, concepts, and techniques that would improve their efficiency and effectiveness.

Also, Tannehill, (2010) contend that training is a short term educational process utilizing a systematic and organized procedure by which non-managerial personnel gain technical skills and knowledge for a particular purpose. Tannehill, (2010) on the other hand defines training as the overall process whereby an individual’s behavior is modified to conform to a predefined and specified pattern. Supporting this, Odiorne, (2003) maintained that training should lead to a change in behavior. If it does not, it then means that the trained does not have intelligent quotient (IQ) to understand, or that he has a boss who conflicts with the training behavior proposed, or that he has peers or subordinates who determine that such proposed behavior would not work or may be consultant for the environment.

According to Akpan, (2012), training is to equip people with the knowledge required to qualify them for a particular position of employment or to improve their skills and efficiency in the position they already hold. Training as cited by Onah, (2008) is defined as an organized and coordinated development of knowledge, skills and attitudes needed by an individual to master a given situation or perform a certain task within an organizational setting. To Obiajulu, & Obi, (2004), after the selection process has been completed, the new employees need some form of training for them to adapt to the organizational methods and systems. Training to them is referred to as teaching operational or technical employees how to do the job for which they were hired.

Consequently, analyzing the above definitions, one can say that both training and development result in creating a change in an individual. Thus, there is a kind of similarity between training and development because both concepts are aimed at creating a favorable change in the individual. However, the frontiers of development extend further to measure how effectively the favorable change in behavior has improved job performance. Jones, George & Hill, (2000) in (http://www.businessballs.com/traindev.html) believe that “training” primarily focuses on teaching Organizational members how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers. “Development” on the other hand focuses on building the knowledge and skills of Organizational members so that they will be prepared to take on new responsibilities and challenges.

Sequel to the above, one can easily perceive the difference between training and employee development. As quoted by Onah, (2008):“Staff training and development come under the purview of personnel functions in most organizations, especially public organizations. The importance of staff training and development in any organization is clear, if we recognize the fact that the structure that sustains it depends on the individual that operate the structure. Staff training and development can occur simultaneously or complementarily but the two do not necessarily have direct relations to each other. They should in fact be separated in concept”.

However, employees training and development complement each other in an organization’s quest to evolve qualified manpower. This is the reason why most authors use the terms “training and development” as synonyms. It is common for people to use training and development interchangeably as if both are the same whereas; there is a distinction between the two. Though differ in concept but can be studied together because of their relatedness and mutual effect on the staff.

In any event, we will in this work study the two concepts together because they produce the same effect on the staff, which is the improvement of work effectiveness and efficiency. The purpose of training and development has been identified to include; creating a pool of readily available and adequate replacements for personnel who may leave or move up in the Organization; enhancing the company’s ability to adopt and use advances in technology because of a sufficiently knowledgeable staff; building a more efficient, effective and highly motivated team, which enhances the company’s competitive position and improves employee morale; help the organization achieve its purpose by adding value to its key resources-the people it employed and ensuring adequate human resources for expansion into new programs. In other words, training refers to the teaching and learning activities carried on for the primary purpose of helping members of an organization acquire and apply the knowledge, skills, abilities and attitudes needed by that organization. Broadly speaking, training is the act of increasing the knowledge and skills of an employee for doing a particular job.

**2.1.2 Manpower Development as a Concept**

Lots of time training is confused with development, both are different in certain respects yet components of the same system. Development implies opportunities created to help employees grow. It is more of long term or futuristic in nature as opposed to training, which focus on the current job. It also is not limited to the job avenues in the current organisation but may focus on other development aspects also.

At most organizations, for example, employees are expected to mandatorily attend training program on presentation skills however they are also free to choose a course on ‘perspectives in leadership through literature’. Whereas the presentation skills program helps them on job, the literature based program may or may not help them directly.

Similarly many organisations choose certain employees preferentially for programs to develop them for future positions. This is done on the basis of existing attitude, skills and abilities, knowledge and performance of the employee. Most of the leadership programs tend to be of this nature with a vision of creating and nurturing leaders for tomorrow.

The major difference between training and development therefore is that while training focuses often on the current employee needs or competency gaps, development concerns itself with preparing people for future assignments and responsibilities.

Development focuses on building the knowledge and skills of organizational members so that they will be prepared to take on new responsibilities and challenges. In the view of Adamolekun, (2013), staff development involves the training, education and career development of staff members. The purpose of training and development has been identified to include: creating a pool of readily available and adequate replacements for personnel who may leave ormove up in the organization; enhancing the company’s ability to adopt and use advances in technology because of a sufficiently knowledgeable staff; building a more efficient, effective and highly motivated team, which enhances the company’s competitive position and improves employee morale; and ensuring adequate human resources for expansion into new programs.(http://www.zeromillion.com/business/ personnel/ employee-taining.html).

The purpose of manpower development is to improve knowledge and skills and to change attitude (Mullins, 2009). Mullins argues further that manpower development is capable of producing the following benefits: Increase the confidence, motivation and commitment of staff; Provide recognition, enhanced responsibility, and the possibility of increased pay and promotion; Give feeling of personal satisfaction and achievement, and broaden opportunities for career progression; and Help to improve the availability and quality of staff.

Training facilitates manpower development and consequently his performance. Manpower training and manpower development are two inter-related processes whose importance cannot be overemphasized in any decision of strategic human resource management. They are related through series of activities, which an enterprise would embark upon to improve the quality of its managerial capacity (Mullins, 2009).

In this view of (Mullins, 2009), manpower development refers broadly to the nature and direction of change induced in the employees as a result of educating and training programmes. He says that development is managerial in nature and career focused.

To distinguish training and development, (Mullins, 2009) has this today, “that unlike the training, the workers which improves technical and mechanical skills, development techniques are designed for work behaviour modification”. According to him, development is an educational process, utilizing a systematic organizational procedure by which a worker learns the conceptual and theoretical knowledge for effective pursuance of their responsibilities.

**2.2 Theoretical Framework**

Organizations’ volition in facing amplified competition ascribable to globalization, modifications in debut, policy-making and fiscal surroundings Encyclopedia Britannica, (2006) and accordingly propelling these establishments to train their workers seemingly to prepare them to adjust to the increments above and consequently upgrade their performance. It constitutes imperatively a neglect in the succeeding cogent-evidence upon the development of learning in the commercial enterprise, and the corporate world in the most recent decade. These developments have not only been achieved through improvements in debut nor conflate of factors of initiation yet amplified attempts towards the betterment of authoritative human resource. It constitutes afterward, inside all affiliations duty to improve the job performance of the employees’ as well, certainly execution of training. This in this way calls for directors to guarantee a sufficient supply of stuff that is in fact and socially able and prepared to do vocation improvement in master offices or administration positions (Afshan, Sobia, Kamran & Nasir, 2012). Striking out the words of Afghan, Sobia, Kamran & Nasir 2012, it is a wake-up call for principals of establishments to employ capable hands to occupy central places to allow for career advancement. Oppugn that might come forth in numerous cases comprise the vital nature of human resources. Taking into cognizance, that the profound attributes of the firm are human resources, employees’ rises to make a decent fountainhead of gaining whip-hand Afshan, Sobia, Kamran & Nasir, (2012), and training will fix to improve the equitable means of creating hierarchical scholarly property through ramping-up employees potentiality, in a petition to succeed. Organizations have to adopt and utilize human assets valuable. Organizations, subsequently, need to adumbrate its human asset management in modes which are in accordance with the organization's structure, as such, it will enable the organizations to accomplish their goals and objectives. Additionally, it constitutes critical for organizations to endorse their manpower in obtaining the essential aptitudes required and, increase responsibility. This may somewhat be an aftereffect of the assorted types of events, e.g., political shakiness, defilement, organization poor framework, low degrees of training and buying force, illnesses and starvation known to win in the African business context Jarvis (2008). Established on the illustration of Jarvis, (2008), spotting equipped human resource in Africa, organizations has to travel through the stringent processes which adversely affect its business context.

Staffs' training is thought to be crucial as it identifies with workers' change and yield. This proposal recommends that the impact of specialists' availability could attain to capacity and achievability in overseeing hotel business endeavors. The work concentrates on the impact of anticipating employees’ preference and gets prepared calendars. However, it supports some planned programs in the Sheraton Hotel and Resorts, Lagos Nigeria. The study presumes that the accomplishment of all foundations numbers unreasonably on important human resource. Appropriately, it gets a handle on the prerequisite for Hotel business running in Nigeria to watch that exercise, for example, sorted out training recommendations are exhaustive in nature to outfit staffs with the obliged Noesis, air, picking up and limit for occupation quality. Appropriately, it is kept up that hotel industries, particularly those in Nigeria should mastermind training exercises as a perpetual activity to help secure and survey staffs' levels of obtaining, and brief them to make and repair professionally Jarvis, (2008).

Training in Industry's setting, was a history started in the United States in the 1940s, which made the structure a resounding accomplishment, moving propelled development of war material past longings. The system was driven, passing by the need to rapidly show apprentice proletarians selecting in the war period workforce the same number of skilled jacks released to war. Training is an operation of the human asset association related with honest to goodness development encouraged towards enhancing the estimation of individuals and social events in different leveled set up.

Recently, training remains an enthusiasm for the individual, since it is seen as the essential pathway to shape adequate human resource regarding esteem and inwardness. Hence, it tries for outfitting individuals with information and administrative, specific aptitudes expected to do their work enough and capable. This will never-ending affect the organization’s work and execution decidedly Jarvis, (2008) adds that training is ebullient for individuals because it is a necessary step to adorn human resource due to its level of admiration. However, it seeks to furnish individuals with the needed data and resources expected to implement their functions and performance in spades. Training is one of the key modification steps to depict hotels. Hence, it is clear why colossal offers are deducted from spending arrangement and focused on training process in the hotel.

**2.2.1 Structural Functionalism Theory**

Structural functionalism, or simply functionalism, is "a framework for building theory that sees society as a [complex system](https://en.wikipedia.org/wiki/Complex_systems) whose parts work together to promote solidarity and stability". This approach looks at society through a [macro-level orientation](https://en.wikipedia.org/wiki/Macrosociology), which is a broad focus on the [social structures](https://en.wikipedia.org/wiki/Social_structure) that shape society as a whole, and believes that society has evolved like organisms (Fish, 2005). This approach looks at both [social structure](https://en.wikipedia.org/wiki/Social_structure) and [social functions](https://en.wikipedia.org/wiki/Social_function). Functionalism addresses society as a whole in terms of the function of its constituent elements; namely [norms](https://en.wikipedia.org/wiki/Norms_%28sociology%29), [customs](https://en.wikipedia.org/wiki/Convention_%28norm%29), [traditions](https://en.wikipedia.org/wiki/Traditions), and [institutions](https://en.wikipedia.org/wiki/Institutions). A common analogy, popularized by [Herbert Spencer](https://en.wikipedia.org/wiki/Herbert_Spencer), presents these parts of society as "organs" that work toward the proper functioning of the "body" as a whole(Gerber, &Macionis, 2011). In the most basic terms, it simply emphasizes "the effort to impute, as rigorously as possible, to each feature, custom, or practice, its effect on the functioning of a supposedly stable, cohesive system". For [Talcott Parsons](https://en.wikipedia.org/wiki/Talcott_Parsons), "structural-functionalism" came to describe a particular stage in the methodological development of [social science](https://en.wikipedia.org/wiki/Social_science), rather than a specific school of thought.

[Classical theories](https://en.wikipedia.org/wiki/Sociological_theory#Classical_theoretical_traditions) are defined by a tendency towards biological analogy and notions of [social evolutionism](https://en.wikipedia.org/wiki/Social_evolutionism):

Functionalist thought, from [Comte](https://en.wikipedia.org/wiki/Auguste_Comte) onwards, has looked particularly towards biology as the science providing the closest and most compatible model for social science (Gerber, (2011). Biology has been taken to provide a guide to conceptualizing the structure and the function of social systems and to analyzing processes of evolution via mechanisms of adaptation functionalism strongly emphasises the pre-eminence of the social world over its individual parts (i.e. its constituent actors, human subjects).

While one may regard functionalism as a logical extension of the organic analogies for societies presented by [political philosophers](https://en.wikipedia.org/wiki/Political_philosopher) such as [Rousseau](https://en.wikipedia.org/wiki/Rousseau), sociology draws firmer attention to those institutions unique to industrialized capitalist society (or [modernity](https://en.wikipedia.org/wiki/Modernity)). Functionalism also has an anthropological basis in the work of theorists such as [Marcel Mauss](https://en.wikipedia.org/wiki/Marcel_Mauss), [Bronisław Malinowski](https://en.wikipedia.org/wiki/Bronis%C5%82aw_Malinowski) and [Radcliffe-Brown](https://en.wikipedia.org/wiki/Radcliffe-Brown). It is in Radcliffe-Brown's specific usage that the prefix 'structural' emerged. Radcliffe-Brown proposed that most stateless, "primitive" societies, lacking strong centralized institutions, are based on an association of corporate-descent groups. Structural functionalism also took on Malinowski's argument that the basic building block of society is the [nuclear family](https://en.wikipedia.org/wiki/Nuclear_family), and that the [clan](https://en.wikipedia.org/wiki/Clan) is an outgrowth, not vice versa (Macionis, 2012).

[Émile Durkheim](https://en.wikipedia.org/wiki/%C3%89mile_Durkheim) was concerned with the question of how certain societies maintain internal stability and survive over time. He proposed that such societies tend to be segmented, with equivalent parts held together by shared values, common symbols or, as his nephew Marcel Mauss held, systems of exchanges. Durkheim used the term 'mechanical solidarity' to refer to these types of "social bonds, based on common sentiments & shared moral values, that are strong among members of pre-industrial societies". In modern, complex societies, members perform very different tasks, resulting in a strong interdependence. Based on the metaphor above of an organism in which many parts function together to sustain the whole, Durkheim argued that complex societies are held together by organic[solidarity](https://en.wikipedia.org/wiki/Social_solidarity), i.e. "social bonds, based on specialization and interdependence, that are strong among members of industrial societies"(de Maio, 2010).

These views were upheld by Durkheim, who, following [Comte](https://en.wikipedia.org/wiki/Auguste_Comte), believed that society constitutes a separate "level" of reality, distinct from both biological and inorganic matter. Explanations of social phenomena had therefore to be constructed within this level, individuals being merely transient occupants of comparatively stable social roles. The central concern of structural functionalism is a continuation of the Durkheimian task of explaining the apparent stability and internal cohesion needed by societies to endure over time Macionis, (2010)*.* Societies are seen as coherent, bounded and fundamentally relational constructs that function like organisms, with their various (or social institutions) working together in an unconscious, quasi-automatic fashion toward achieving an overall social equilibrium. All social and cultural phenomena are therefore seen as functional in the sense of working together, and are effectively deemed to have "lives" of their own. They are primarily analyzed in terms of this function. The individual is significant not in and of himself, but rather in terms of his status, his position in patterns of social relations, and the behaviours associated with his status. Therefore, the social structure is the network of statuses connected by associated roles ([Tumin,](https://en.wikipedia.org/wiki/Melvin_Tumin%22%20%5Co%20%22Melvin%20Tumin) 2003).

It is simplistic to equate the perspective directly with political [conservatism](https://en.wikipedia.org/wiki/Conservatism). The tendency to emphasize "cohesive systems", however, leads functionalist theories to be contrasted with "[conflict theories](https://en.wikipedia.org/wiki/Conflict_theory)" which instead emphasize social problems and inequalities (Macionis, 2011)*.*

**2.2.2 Measurement Models**

**2.2.2.1The Kirkpatrick's Four Level Approach**

Beginning with World War II, appraisal examination has developed as a result of substantive sponsorship by the U.S. focal government in training and appraisal activities. It gives answers to the inquiries of do we actualize or rehash a project or not?" And "provided that this is true, what adjustments ought to be made?

Cole, (2010), Remembering the finished objective to orchestrate locales of appraisal, the first would be Kirkpatrick Four Levels of Evaluation.

Kirkpatrick model is right away, very nearly 45 years old. It is lovely straightforwardness has made it be the most, by and largely used systems for appraisal training undertakings. ASTD's (American Society for Training Development) study, which reports input from very nearly 300 Human Resource officials and chiefs, uncovered that 67% of organizations that direct assessments utilize the Kirkpatrick model (Cole, (2010).

**2.2.2.2 Kirkpatrick Four Levels of Evaluation**

His four levels of assessment are: responding - a measure of fulfillment, learning - a measure of learning, conduct - a measure of conduct change and results- a measure of results (Phillips 2007).

Reaction evaluation is the way by which the operators felt, and their individual reactions to the training or learning information, for the occasion: Did the learners like and admire the training? Did they consider the training related?

Learning evaluation is the estimation of the addition in data or shrewd capacity from before to after the learning foundation: Did the students acknowledge what was wanted to be taught? Did the learner experience what was relied upon for them to experience?

Conduct evaluation is the extent to which the students joined the adapting besides, changed their behavior, and this can be finished immediately or a while after the preparation, dependent upon the condition: Did the learners put their learning into effect when back at work?

Results evaluation is the effect on the business or environment, happening in view of the upgraded performance of the learner - it is known as the destructive test. Measures would normally be business or legitimate key performance pointers, for instance, Volumes, qualities, rates, timescales, quantifiable benefit, and other quantifiable parts of the progressive performance, for the event; amounts of dissensions, staff turnover, consistent misfortune, and frustrations.

**2.2.2.3 CIRO (Context, Input, Reaction, Outcome) APPROACH**

Another four-level approach at first grew by Warr, Bird, and Rackham is a to some degree novel way to deal with portraying evaluation frames. At first used as a piece of Europe, this framework has a great deal more broad degree than the standard use of the statement "appraisal" in the United States. Similarly, as with different methodologies, four general classifications of assessment are portrayed, which frame the letters CIRO (Context, Input, Reaction, Outcome) (Phillips, 2007). Organization evaluation joins getting and using information about the latest operating conditions or setting to center training needs and destinations. Data appraisal joins amassing and using information about possible training resources to pick between choice inputs to training technique. Reaction evaluation consolidates obtaining and using information about the learners' reactions to upgrade the training process. Result evaluation fuses amassing and using information about the revelations and consequences of training, and it is all things considered seeing as the most basic bit of the appraisal.

**2.2.3 Measuring Performance**

A quantifiable marker used to evaluate how well an organization or business is attaining to its coveted destinations. Numerous business administrators routinely survey different performance measure seeks to measure such things as results, creation, request and working effectively keeping in mind the end goal to capture a more target feeling of how their business is going and whether the modification is required.

**2.2.4 The Relationship between Training and Employees Performance**

The huge bulk of the past studies gives the confirmation that there is a strong positive relationship between human asset administrations rehearses and authoritative execution, (Ubeku, 2005). Ubeku, (2005) specified in his study that training and advanced programs, as unitary of the all-important human asset administration practice, decidedly influences the nature of the laborer's information, abilities, and capacity and along these lines bring about higher employee performance on exercise. This link, at last, adds to preeminent pecking order implementation. Training constitutes the principal technique towards discerning the denied need of workers and at that stage, assembling their obliged capability level and then that they may do well to accomplish hierarchical objectives. As portrayed by the work of Harrison, (2010), adapting through training impact the hierarchical execution by most prominent employee operation, and should exist as a fundamental key to the achievement of corporate objectives. And thus again, executing training projects as a solution for covering performance issues, for example, filling the crevice between the standard and the genuine execution is a compelling method for enhancing employee operation, Ubeku, (2005).

As indicated by Ubeku, (2005), crossing over the performance hole alludes to executing an important training intercession for the sole intent of creating specific aptitudes and capacities of the laborers and upgrading worker performance. He further elaborates the idea of giving tongue to that preparation, encourages organizations to grasp that its specialists are not performing great and-and accordingly their insight, attitudes and a realm of mind needs to be defined by the firm demands. At that position may be different explanations for the poor performance of the employees, for example, staffs may not feel spurred any longer to utilize their skills, or possibly not sufficiently sure of their abilities, or they may be confronting work- life clash. All the above viewpoints must be counted by the firm while selecting generally suitable training intercession that helps the association to tackle all subjects and improve worker motivational level to share and meet firm desires by demonstrating wanted performance.

**2.3 Empirical Review**

Training and development has been a subject of many studies over the years. Raja et al (2011) conducted a survey of 100 sample, they observed in their studies that there is a positive relationship between training design and organizational performance. Similarly Abeeha and Bariha (2012) in their studies carried out in Pakistan, observed a positive correlation between employees’ training and organizational competitive advantage.

Abang, May, and Maw (2009) on the other hand, pointed out that Lynch and Black in their studies revealed that only off-the job (general) training improves organizational performance whereas on the job training does not. Training and development has been acknowledged to be a very important component of organizational performance. However, it is not an end goal rather training is characterized as a means to an end – the end being productive, efficient work organizations, populated by informed workers who see themselves as significant stakeholders in their organizations’ success (Byrne, 2009). Fewer than 5% of all For the capable working of an organization, training is really key, as a result of the route that through this process the employees' gets the opportunity to be more skillful and more gainful which accordingly is produced for every organization.

Studies have sought to isolate whether high skills are contributory factor behind successful and higher performing firms (Tamkin, 2005). These studies have identified a significant association between a highly skilled workforce and organizational performance, most commonly measured by the level of labour productivity. For example, Haskel and Hawkes (2003) have shown that the top performers in UK manufacturing are hired workers with, on average, an extra qualification level compared to the lower performers. These studies also found that higher skill levels support innovation and more sophisticated production processes and were associated with the production of higher quality products.

Haskel, Hawkes and Pereira (2003) showed that more productive UK firms hired more skilled workers. Their finding showed that skills were positively related to total factor productivity (TFP) and the skill gap between the top- and bottom-performing firms explained some 8% of the productivity gap.

Similarly, Larossi, Mousley, and Radwan, (2009) found in the US, that an extra year of education raised productivity by between 4.9 and 8.5% in the manufacturing sector and between 5.9 and 12.7% in the services sector. Other research has suggested that a more highly skilled workforce can bring other benefits such as enhancing company survival.

Reid (2000) opined that a more skilled UK workforce was related to a greater commercial orientation and strategic awareness and propensity to innovate and to retain competitive advantage. An OECD study looked at innovation in UK SMEs and found that higher qualification levels of both managers and staff boosted innovation (Albaladejo and Romijn, 2001). Higher training expenditure per employee was also associated with higher technological complexity and originality. Perhaps, some of the most influential work in this area has focused on the investment in skills and training and the association between skills and productivity. A clear connection between higher skills and higher productivity has been identified particularly at the intermediate skills level. The studies found that the higher average levels of labour productivity in firms in continental Europe were closely related to the greater skills and knowledge of their workforces. Within manufacturing firms, lower skills levels in the UK were found to have a negative effect directly on labour productivity and on the types of machinery chosen (Keep, Mayhew and Corney, 2002). There is evidence that skill levels are associated with innovation performance (Tamkin, 2005). Several studies have highlighted the performance benefits associated with increasing training activity, the type of training provided and the depth.

Dearden and Van Reenen (2000) analyzed the impact of training on performance for a variety of measures including value added output, profits and wages for a group of British industries between 1983 and 1996. They found connections between more training and higher labour productivity across a number of sectors.In essence, manufacturing firms undertaking training were found to be more productive, to have higher capital intensity, to conduct more research and development and have a more highly qualified workforce (Penny, 2005).

A study in France Devanna, Fombrun, and Tichy, (2004). found that the more training given, the better the economic performance. Training was permanently and clearly associated with an increase in profitability and productivity. Raising the proportion of workers trained in an industry by 5% points (say, from the average of 10% to 15%) was associated with a 4% increase in value added per worker and a 1.6% increase in wages. They note that this level of increase has also been found by other researchers like Blundell *et al.* (1996) and Booth (1991).

Collier *et al.* (2002) have found that increasing investment in training reduces the chance of firm closure. For small firms it was the training of craft and manual workers that made the difference, for larger firms it was training of professional, clerical and secretarial employees. Others have found evidence on benefits from training in terms of motivation and attitude; Booth and Zoega (2000) suggested that training fosters a common firm culture and helps attract good quality workers; Green and Felstead *et al.* (2000) found that training had a downward impact on employee turnover.

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**CHAPTER THREE**

 **RESEARCH METHODOLOGY**

**3.1 Research Design**

The study adopted the descriptive research design that enabled her to adopt a method for easy data collection, interpretation and analysis. Nwodu (2006) states that “Design here bothers on what issue events or phenomenon is to be investigated” That was why we used sample survey for the study as it enabled us to collect data on the topic through questionnaire and interviews: That was advantageous to us because it permitted a wide coverage size in an easier way.

It also enabled us to collect data from a literate audience which made most of the data generated by the researcher objective and valid.

**3.2 Area of the Study**

The study took place in Adig Suites, Golden Royale Hotel, and Nike Lake. Enugu has good soil-land and climatic conditions all year round, sitting at about 223 meters (732ft) above sea level, and the soil is well drained during its rainy seasons.

**3.3 Population of the Study**

Population of the study according to Ogili, (2005) “involves a group of persons or aggregate items, things the researcher is interested in getting information from for the study”

Therefore, the population of both the junior and senior staff in Adig Suites, Golden Royale Hotel, and Nike Lake used was 100.

|  |  |  |
| --- | --- | --- |
| **S/N** | **FIRMS** | **NO. OF POPULATION** |
| 2 | Adig Suites,  | 25 |
| 3 | Golden Royale Hotel,  | 35 |
| 4 | Nike Lake. | 40 |
| Total | 100 |

**Source: Field Survey, 2018**

**3.4 Sample Size Determination**

Sampling is a process of selecting a given number or any portion of that population for the purpose of obtaining information for generalization about the large population Uwakwe, (2006). Sampling population is used to avoid possible errors in dealing with population. The population size was narrowed down to determine the sample size. A statistical formula was used in determining the sample size. The sample size would be suitable for the study.

Taro Yamani formula as quoted in Nwabueke, (1986) was applied and it is stated as follows:

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

Where n = sample size

N = the target population (100)

e = margin of error (5%)

Therefore:

$$n= \frac{100}{1+105 \left(0.05\right)^{2}}$$

$$N= \frac{100 }{1+0.25}$$

$$n= \frac{100 }{1.25}$$

$$n= 80$$

N = 80 (Desired sample size)

**3.5 Sources of Data:** The sources from which the necessary data were collected, for the purpose of completing this research work are from primary and secondary Sources.

**Primary Data**

Data were obtained through the use of interview and questionnaire that were structurally and carefully formulated to selected staff, management, and customers.

**Secondary Data**

These are data that have existed in this area of discipline and other related works of scholars. Therefore, the researcher got his secondary facts from articles, newspapers, magazines, and internet.

**3.6 Instrument for Data Collection**

Questionnaire items were used to source data from the respondents. The items sought to which the respondents understood the problem of the study as they were conceptualized in the literature review. The questionnaire was pilot tested and rated highly by scholars with extensive experience in the use of the instrument for research purposes. The ease of access to the respondents by the researcher, allowed for a personal administration of the instrument which ensured eighty nine percent return rates thereby eliminating non-return bias.

**3.7 Validation of Research Instrument**

The instrument used is questionnaire and personal interview. It is valid because it is ideal for measuring the study.

Obasi (2008) says “validity is the appropriateness of an instrument in measuring what is intended to measure” for this reason, the researcher went further to test the validity of her instrument by conducting a pilot study.

**3.8 Reliability of Research Instrument**

To test the reliability of the data collection instrument, a pilot study which entails administration of instrument executed among small portion was conducted to pretext study schedule. The essence of this was to realize or get the same result it's practiced over and over under the same condition which may be validated in the course of the study. The research instrument was pre-tested on 10 staff of the effect of reward management on organizational performance in selected Hospitality firms.

**3.9 Method of Data Analysis**

In the course of this study, the entire questionnaire was collected and presented based on simple percentages. After all these, the hypotheses formulated were tested with the aid of chi-square non-parametric techniques which is an estimation of hypothesis testing normally used when comparing the observed distribution of data with the expected distribution. The chi-square is preferred as it shows how the hypotheses conform to the result of the questionnaire. Also, the chi-square is a representation of the finding of the research. Also, the chi-square test of goodness of fit test.

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**CHAPTER FOUR**

**DATA PRESENTATION AND ANALYSIS**

**4.1 Introduction**

Data analysis is an explanation of factual information generated in the course of a study”. Nwodu, (2006). Also Ikeagwu, (1998) said that data can be analyzed to “further the overall goal of understanding social phenomena achieved through the processes of description, explanation, and prediction”.

**Table4.1: Presentation of Data**

|  |  |
| --- | --- |
| **Questionnaire**  | **Questionnaire Returned** |
| **80** | **80** |

**Source: Field Survey, 2018**

In this chapter, the results of the field work (survey) are presented and interpreted using simple percentages for descriptive purposes. In table 4.1 80 copies of the questionnaire distributed, 80 copies were returned by the respondents. There are two sections of the questionnaire: The demographic section comprised of sex, age, marital status, educational qualification and occupation of the respondents and the general questions section containing relevant questions for the study.

**Table4. 2Categories of Respondent Population Size**

|  |  |
| --- | --- |
| **Staff** | **Number**  |
| Manager | 1 |
| Senior Staff  | 25 |
| Junior Staff  | 40 |
| Security & others | 14 |
| **Total** | **80** |

**Source: Field Survey, 2018**

**4.1 Presentation of Data from Respondent Questionnaires and Questionnaires Items**

**Question 1:** What is your age bracket?

**Table 4.3:** Age Bracket of the Respondents

|  |  |  |
| --- | --- | --- |
| **RESPONSE** | **FREQUENCY** | **PERCENTAGE (%)** |
| 18-20 | 20 | 25 |
| 21-25 | 30 | 36 |
| 26-30 | 15 | 19 |
| 31–35 | 5 | 7 |
| 36 and Above | 10 | 13 |
| **TOTAL** | **80** | **100** |

**Source: Field Survey, 2018**

Table 4.3 shows that out of eighty (80) respondents, 25% of them were at the age range of 18-20 while 36% is 21-25, the age between 26-30 is 19%, then the age between 31-35 is 7% and that of 36-40 is 13%.

**Table 4.4:** Marital Status of the Respondents

|  |  |  |
| --- | --- | --- |
| **RESPONSE** | **FREQUENCY** | **PERCENTAGE (%)** |
| Single | 40 | 50 |
| Married | 10 | 13 |
| Widow | 17 | 22 |
| Widower | 4 | 5 |
| Divorced | 8 | 10 |
| **TOTAL** | **80** | **100** |

**Source: Field Survey, 2018**

 Considering eighty (80) questionnaire distributed, the table 4.3 shows that 50% respondents were single, 13% were married, 22% were widower,5% were divorced and finally 10% were divorced.

Table 4.4 shows that it is quite outstanding that the numbers of those who are single are more than that of the other.

**QUESTION 4**: What is your educational qualification?

**Table 4.5:** Educational Qualification of Respondents

|  |  |  |
| --- | --- | --- |
| **RESPONSE** | **FREQUENCY** | **PERCENTAGE (%)** |
| OND/NCE | 40 | 50 |
| BS.c/HND | 22 | 27.5 |
| M.Sc | 15 | 18.75 |
| Ph.D | 3 | 3.75 |
| **TOTAL** | **80** | **100** |

**Source: Field Survey, 2018**

Table 4.5 shows that out of eighty (80) respondents representing 40% of them have OND/NCE, 22 respondents representing 27.5% are BS.c/HND, 15 respondent representing 18.5% have M.Sc and 3 respondent representing 3.5% have Ph.D.

**Section B**

**Table 4.6:** Training and development of employees' has enhanced performance in hospitality firms in Enugu metropolis

|  |  |  |
| --- | --- | --- |
| Variables | Frequency | Percentage% |
| Strongly Agree | 7 | 8 |
| Agree | 35 | 44 |
| No opinion | 10 | 13 |
| Disagree | 13 | 16 |
| Strongly disagree  | 15 | 19 |
| **Total** | **80** | **100** |

**Source: Field Survey, 2018**

Table 4.6 shows that 7respondents representing 8% agree that Training and development of employees' has enhanced performance in hospitality firms in Enugu metropolis. 10 respondents representing 13% says Training and development of employees' has enhanced performance in hospitality firms in Enugu metropolis. 13 respondents representing 16% disagree. While 15 respondents representing 19% strongly disagrees that Training and development of employees' has enhanced performance in hospitality firms in Enugu metropolis.

Therefore, with respondents representing 35%, it is clear that Training and development of employees' has enhanced performance in hospitality firms in Enugu metropolis.

**Table 4.7:** There is link between training and development, incentives, and performance in in hospitality firms in Enugu metropolis

|  |  |  |
| --- | --- | --- |
| Variables | Frequency | Percentage |
| Strongly Agree | 20 | 25 |
| Agree | 12 | 15 |
| No opinion | 18 | 23 |
| Disagree | 10 | 12 |
| Strongly disagree  | 20 | 25 |
| **Total** | **80** | **100** |

**Source: Field Survey, 2018**

Table 4.7 shows that 20 respondents representing 25% agree that there is link between training and development, incentives, and performance in in hospitality firms in Enugu metropolis.12 respondents representing 15% agree that there is link between training and development, incentives, and performance in in hospitality firms in Enugu metropolis. 18 respondents representing 23% has no opinion. 10 respondents representing 12% agree that there is link between training and development, incentives, and performance in in hospitality firms in Enugu metropolis, while 20 respondents representing 25% agree that there is link between training and development, incentives, and performance in in hospitality firms in Enugu metropolis.

Therefore, with 20 respondents representing 25%, it is clear that there is link between training and development, incentives, and performance in in hospitality firms in Enugu metropolis.

**Table 4.8:** Good proposals will enhance sound labor focused capacity in hospitality firms in Enugu metropolis

|  |  |  |
| --- | --- | --- |
| Variables | Frequency | Percentage |
| Strongly Agree | 15 | 18 |
| Agree | 20 | 25 |
| No opinion | 10 | 13 |
| Disagree | 5 | 6 |
| Strongly disagree  | 30 | 36 |
| **Total** | **80** | **100** |

**Source: Field Survey, 2018**

Table 4.8 shows that 15 respondents representing 18% strongly agree that Good proposals will enhance sound labor focused capacity in in hospitality firms in Enugu metropolis. 20 respondents representing 25% agrees that Good proposals will enhance sound labor focused capacity in in hospitality firms in Enugu metropolis. 10 respondents representing 13% has no opinion whether Good proposals will enhance sound labor focused capacity in in hospitality firms in Enugu metropolis. 5 respondents representing 6% disagrees that Good proposals will enhance sound labor focused capacity in in hospitality firms in Enugu metropolis. 30 respondents representing 36% strongly disagree that Good proposals will enhance sound labor focused capacity in in hospitality firms in Enugu metropolis.

Therefore, with 30 respondents representing 36%, say that Good proposals will enhance sound labor focused capacity in in hospitality firms in Enugu metropolis.

**Table 4.9:** Training is a process that develops and improves skills related to performance

|  |  |  |
| --- | --- | --- |
| Variables  | Frequency | Percentage |
| Strongly Agree | 7 | 9 |
| Agree  | 25 | 31 |
| No opinion | 15 | 19 |
| Disagree | 13 | 16 |
| Strongly disagree | 20 | 25 |
| **Total**  | **80** | **100** |

**Source: Field Survey, 2018**

Table 4.9 shows the various responses which states that 7 respondents representing 9% says that Training is a process that develops and improves skills related to performance. 25 respondents representing 31% says that Training is a process that develops and improves skills related to performance. 15 respondents representing 19% says that Training is a process that develops and improves skills related to performance. 13 respondents representing 16% says that Training is a process that develops and improves skills related to performance. And 20 respondents representing 25% have no idea if Training is a process that develops and improves skills related to performance.

Therefore, with 25 respondents representing 31% it is clear that Training is a process that develops and improves skills related to performance.

**Table 4.10:** Training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately

|  |  |  |
| --- | --- | --- |
| Variables  | Frequency | Percentage |
| Strongly Agree | 30 | 37 |
| Agree | 5 | 6 |
| No opinion  | 20 | 25 |
| Disagree | 10 | 13 |
| Strongly disagree | 15 | 19 |
| **Total**  | **80** | **100** |

**Source: Field Survey, 2018**

Table 4.10 shows that 30 respondents representing 37% says that Training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately. 5 respondents representing 6% says that Training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately. 20 respondents representing 25% says that Training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately. 10 respondents representing 13% says that Training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately. 15 respondents representing 19% say that Training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately.

Therefore, with 30 respondents representing 37%, it is clear that Training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately.

**Table 4.11:** Training as it is observed exposes employees to skills necessary for effective job performance

|  |  |  |
| --- | --- | --- |
| Variables  | Frequency | Percentage |
| Strongly Agree | 30 | 37.5 |
| Agree | 20 | 25 |
| No opinion | 10 | 12.5 |
| Disagree | 10 | 12.5 |
| Strongly disagree | 10 | 12.5 |
| **Total** | **80** | **100** |

**Source: Field Survey, 2018**

Table 4.11 shows that 30 respondents represent 37.5% say Training as it is observed exposes employees to skills necessary for effective job performance. 20 respondents represent 25% says Training as it is observed exposes employees to skills necessary for effective job performance, 10 respondents represent 12.5% says Training as it is observed exposes employees to skills necessary for effective job performance, 10 respondents represent 12.5% says Training as it is observed exposes employees to skills necessary for effective job performance While 10 respondents representing 12.5% say low about it.

Therefore, with 30 respondents representing 37.5%, it is clear that Training as it is observed exposes employees to skills necessary for effective job performance.

**Table 4.12:** Training is to equip people with the knowledge required to qualify them for a particular position of employment

|  |  |  |
| --- | --- | --- |
| Variables  | Frequency | Percentage |
| Strongly Agree  | 15 | 19 |
| Agree | 20 | 25 |
| No opinion | 10 | 13 |
| Disagree  | 5 | 6 |
| Strongly disagree | 30 | 37 |
| **Total**  | **80** | **100** |

**Source: Field Survey, 2018**

Table 4.12 shows that 15 respondents representing 19% strongly agree that Training is to equip people with the knowledge required to qualify them for a particular position of employment. 20 respondents representing 25% agrees that Training is to equip people with the knowledge required to qualify them for a particular position of employment. 10 respondents representing 13% have no opinion if Training is to equip people with the knowledge required to qualify them for a particular position of employment. 5 respondents representing 6% disagree that Training is to equip people with the knowledge required to qualify them for a particular position of employment**.** 30 respondents representing 37% strongly disagree that Training is to equip people with the knowledge required to qualify them for a particular position of employment.

Therefore, with 30 respondents representing 37%, it is clear that Training is to equip people with the knowledge required to qualify them for a particular position of employment.

**Table 4.13:** Both training and development result in creating a change in an individual

|  |  |  |
| --- | --- | --- |
| Variables | Frequency | Percentage |
| Strongly Agree | 30 | 37 |
| Agree | 7 | 9 |
| No opinion | 13 | 16 |
| Disagree | 10 | 13 |
| Strongly disagree | 20 | 25 |
| **Total** | **80** | **100** |

**Source: Field Survey, 2018**

Table 4.13 shows that 30 respondents representing 37% strongly agree that both training and development result in creating a change in an individual. 7 respondents representing 9% agree that both training and development result in creating a change in an individual. 13 respondents representing 16% have no opinion if both training and development result in creating a change in an individual. 10 respondents representing 13% disagree that both training and development result in creating a change in an individual. While 20 respondents representing 25% strongly disagree that both training and development result in creating a change in an individual.

Therefore, with 30 respondents representing 37%, it is clear that both training and development result in creating a change in an individual.

**4.2: Test of Hypotheses**

Hypotheses testing is the partitioning of the sample space into two parts called the rejection region (or critical region) and acceptance region, and that is done to eliminate a lot of possible errors likely to arise in the cause of testing. Obasi, (2008).

**Hypotheses one (Null and Alternative)**

H0: Training and development of employees' has not enhanced performance in hospitality firms in Enugu metropolis.

H1: Training and development of employees' has enhanced performance in in hospitality firms in Enugu metropolis.

Step ii Test Techniques

Using Chi-Square Method

X2 = ∑$\frac{\left(0-E\right)^{2}}{E}$

Where x2 = chi square

 E = Summation of sign

 O = Observed frequency

 E = Expected frequency

**Hypotheses one (Null and Alternative)**

**Table 4.2.1** Do you agree that Training and development of employees' has enhanced performance in hospitality firms in Enugu metropolis?

|  |  |  |
| --- | --- | --- |
| **RESPONSE**  | **FREQUENCY** | **PERCENTAGE** |
| Agreed  | 10 | 12.5 |
| Strongly agreed | 30 | 37.5 |
| Disagreed  | 20 | 25 |
| Strongly disagreed | 10 | 12.5 |
| No Opinion | 10 | 12.5 |
| **Total** | **80** | **100** |

Determination of the value of x2

X2 =∑$\frac{\left(0-E\right)^{2}}{E}$

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Option** | **Observed Frequency****(0)** | **Expected Frequency****(E)** | **0-E** | **(0-E)2** | **(0-E)2****E** |
| Agreed  | 10 | 20 | -10 | 100 | 5 |
| Strongly agreed | 30 | 20 | 10 | 100 | 5 |
| Disagreed  | 20 | 20 | 0 | 0 | 0 |
| Strongly disagreed | 10 | 20 | -10 | 100 | 5 |
| No Opinion | 10 | 20 | -10 | 100 | **5** |
| **Total**  | **80** |  |  |  | **20** |

 **X2 = 20**

Calculated

X2 =∑ $\frac{\left(0-E\right)^{2}}{E}$

= $\frac{\left(10-20\right)^{2}}{20}$ + $\frac{\left(30-20\right)^{2}}{20}$ +$\frac{\left(20-20\right)^{2}}{20}$ +$\frac{\left(10-20\right)^{2}}{20}$+$\frac{\left(10-20\right)^{2}}{20}$

= $\frac{\left(-10\right)^{2}}{20}$+ $\frac{\left(10\right)^{2}}{20}$+$\frac{\left(0\right)^{2}}{20}$+ $\frac{\left(-10\right)^{2}}{20}$+ $\frac{\left(-10\right)^{2}}{20}$

 = 5 + 5+0+5+5 = 20

step III: Determine the degree of freedom.

DF = (R-I) (C-1)

Ie = (3-1) (3-1) = 4

Step IV: Level of significance is 0.05

X2 critical = 7.399

Compare the two value

X2 critical = 7.399

x‑2 calculated = 20

x2 calculated > x2 critical

step V: Decision

Reject Ho: Since the calculated x2 is greater than the critical value, which implies that Training and development of employees' has enhanced performance inhospitality firms in Enugu metropolis

**Hypothesis Two**

(Null and Alternative)

H0: There is no training and development, incentives, and performance in hospitality firms in Enugu metropolis.

H1: There is training and development, incentives, and performance in hospitality firms in Enugu metropolis.

Step ii Test Techniques

Using Chi-Square Method

X2 = ∑$\frac{\left(0-E\right)^{2}}{E}$

Where x2 = chi square

 E = Summation of sign

 O = Observed frequency

 E = Expected frequency

**Statement of the hypothesis**

**Table 4.2.2** Do you think there is no training and development, incentives, and performance in hospitality firms in Enugu metropolis?

|  |  |  |
| --- | --- | --- |
| **RESPONSE**  | **FREQUENCY** | **PERCENTAGE** |
| Strongly agreed  | 35 | 43.75 |
| Agreed | 7 | 8.75  |
| Disagreed  | 10 | 12.5 |
| No Opinion | 15 | 18.75 |
| Strongly disagreed  | 13 | 16.25  |
| **Total** | **80** | **100** |

**Source: Field Survey, 2018**

Determination of the value of x2

X2 =∑ $\frac{\left(0-E\right)^{2}}{E}$

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Option** | **Observed Frequency****(0)** | **Expected Frequency****(E)** | **0-E** | **(0-E)2** | **(0-E)2****E** |
| Agreed  | 35 | 20 | 15 | 225 | 11.25 |
| Strongly agreed | 7 | 20 | 10 | 169 | 8.45 |
| Disagreed  | 10 | 20 | 0 | 0 | 0 |
| Strongly disagreed | 15 | 20 | -5 | 25 | 0.06 |
| No Opinion | 13 | 20 | -7 | 49 | **2.45** |
| **Total**  | **80** |  |  |  | **22.21** |

 **X2 = 22.21**

Calculated

X2 =∑ $\frac{\left(0-E\right)^{2}}{E}$

= $\frac{\left(35-20\right)^{2}}{20}$ + $\frac{\left(7-20\right)^{2}}{20}$ +$\frac{\left(10-20\right)^{2}}{20}$ +$\frac{\left(15-20\right)^{2}}{20}$+$\frac{\left(13-20\right)^{2}}{20}$

= $\frac{\left(-15\right)^{2}}{20}$+ $\frac{\left(10\right)^{2}}{20}$+$\frac{\left(0\right)^{2}}{20}$+ $\frac{\left(-5\right)^{2}}{20}$+ $\frac{\left(-7\right)^{2}}{20}$

 = 11.5 + 8.45+0+0.06+2.45 = **22.21**

step III: Determine the degree of freedom.

DF = (R-I) (C-1)

Ie = (3-1) (3-1) = 4

Step IV: Level of significance is 0.05

X2 critical = 7.399

Compare the two value

X2 critical = 7.399

x‑2 calculated = **22.21**

x2 calculated > x2 critical

step V: Decision

Reject Ho: Since the calculated x2 is greater than the critical value, which implies that there is no training and development, incentives, and performance in hospitality firms in Enugu metropolis.

**Hypothesis Three**

(Null and Alternative)

H0: There are no proposals that will enhance sound labor focused capacity in hospitality firms in Enugu metropolis.

H1: There are proposals that will enhance sound labor focused capacity in hospitality firms in Enugu metropolis.

Step ii Test Techniques

Using Chi-Square Method

X2 =∑ $\frac{\left(0-E\right)^{2}}{E}$

Where x2 = chi square

 E = Summation of sign

 O = Observed frequency

 E = Expected frequency

**Statement of the hypothesis**

**Table 4.2.3** Do you think there are proposals that will enhance sound labor focused capacity in hospitality firms in Enugu metropolis?

|  |  |  |
| --- | --- | --- |
| **RESPONSE**  | **FREQUENCY** | **PERCENTAGE** |
| Strongly agreed  | 40 | 50 |
| Agreed | 10 | 12.5 |
| Disagreed  | 14 | 17.5 |
| No Opinion | 8 | 10 |
| Strongly disagreed  | 8 | 10 |
| **Total** | **80** | **100** |

**Source: Field Survey, 2018**

Determination of the value of x2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Option** | **Observed Frequency****(0)** | **Expected Frequency****(E)** | **0-E** | **(0-E)2** | **(0-E)2****E** |
| Agreed  | 40 | 20 | 20 | 400 | 20 |
| Strongly agreed | 10 | 20 | 0 | 0 | 0 |
| Disagreed  | 14 | 20 | -6 | 36 | 1.8 |
| Strongly disagreed | 8 | 20 | -12 | 144 | 7.2 |
| No Opinion | 8 | 20 | -12 | 144 | 7.2 |
| **Total**  | **80** |  |  |  | **36.2** |

 **X2 = 36.2**

Calculated

X2 =∑ $\frac{\left(0-E\right)^{2}}{E}$

= $\frac{\left(40-20\right)^{2}}{20}$ + $\frac{\left(10-20\right)^{2}}{20}$ +$\frac{\left(14-20\right)^{2}}{20}$ +$\frac{\left(8-20\right)^{2}}{20}$+$\frac{\left(8-20\right)^{2}}{20}$

= $\frac{\left(20\right)^{2}}{20}$+ $\frac{\left(0\right)^{2}}{20}$+$\frac{\left(-6\right)^{2}}{20}$+ $\frac{\left(-12\right)^{2}}{20}$+ $\frac{\left(-12\right)^{2}}{20}$

 = 20 + 0+1.8+7.2+7.2 = **36.2**

step III: Determine the degree of freedom.

DF = (R-I) (C-1)

Ie = (3-1) (3-1) = 4

Step IV: Level of significance is 0.05

X2 critical = 7.399

Compare the two value

X2 critical = 7.399

x‑2 calculated = **36.2**

x2 calculated > x2 critical

step V: Decision

Reject Ho: Since the calculated x2 is greater than the critical value, which implies that there are proposals that will enhance sound labor focused capacity in hospitality firms in Enugu metropolis.

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATION**

**5.1 Summary of Finding**

1. The study findings reveal that participants agreed that training provided in the firm is aligned with business objectives. The majority of the participants agreed that there are clear directions provided during training. They also agreed that training and development of employees' has enhanced performance in hospitality firm.
2. The study also revealed that management is always available to give support after employee training. In this study there were a small number of participants who agreed that there is link between training and development, incentives, and performance in hospitality firm. Moreover, lack of resources affects training,
3. In addition, the study findings reveal that training improves employee morale, and the majority of participants agreed that training motivates employees to enhance their performance. Participants also agreed that training helps employees to adapt to new developments.

**5.2 Conclusion**

Companies whose investment perspective is on human resource management view training as an opportunity to increase long-term productivity. Investing in training and development is imperative for any organisation, which will certainly realise a return on its investment in training and developing its workers. Workers are essentially assets to an organisation and should therefore be treated as human capital. The more that is invested in them, the more that can be expected from them in terms of performance behaviour which can give the organization its competitive edge. The evaluation process that follows training is very important as there may be deficiencies in the training programme; therefore feedback is essential if management is to address issues that may have to be revised and/or enhanced. Effective employee training leads to an increase in quality as a result of potentially fewer mistakes. Moreover, effective development programmes allow for the organisation to maintain a workforce that can adequately replace employees who may leave the company or who are moved to other areas. On the individual level, the employee must carry out self-assessment, where he/she is expected to identify his/her opportunities and needs for improvement.

**5.3 Recommendation**

Based on the descriptive and empirical analysis, the recommendations of this research are stated below:

1. Education and training of employees’ should be consistently implemented businesses, vocational and professional skills. It should be concerned with equity and fairness thereby including cost and benefits to a distribution of benefits. It should promote conservation and sustainable use of resources, thereby reducing consumption and waste.
2. Trainers should integrate environmental, social and cultural issues into training programs. It should enhance the status of local staffs at all levels as an essential part of the industry. Management and employees! Should foster a sense of pride in the job and also ensure that staffs are well taken care of.
3. Hospitality firms should train staff to understand the complex nature of modern tourism. And also train staffs for managerial and leadership positions.

**APPENDIX I**

 **Godfrey Okoye University**

 **Department of Business Management**

 **Enugu State**

 **May, 2018.**

**Respondent,**

**QUESTIONNAIRE ON EXAMINATION OF THE EFFECT OF MANPOWER TRAINING AND DEVELOPMENT ON EMPLOYEES’ PERFORMANCE IN SELECTED HOSPITALITY FIRMS IN ENUGU.**

This questionnaire is designed to collect data on the above subject matter for academic purpose. Kindly complete the questionnaire to enable us complete the study. All answers provided will be treated with strict confidence and used purely for no other thing but educational purpose.

Thank you for your co–operation.

**Yours faithfully,**

**Emekaizu Ugochukwu David**

**Appendix II**

**Section A**

**BIO DATA**

1. **Sex: Male** ( ) Female ( )
2. **Staff Category:** Management ( ) Senior Staff ( ) Junior Staff ( )
3. **Age:** 18-20**,** ( ) 21-25 ( ) 26-30 ( ) 31–35 ( ) 36 and above
4. **Organizational Department:** Transport ( ) ICT ( ) Bursary ( ) Health ( )
5. **Tenure/Years of Experience:** 1-3**,** ( ) 4-6 ( ) 7-9 ( ) 10 and above
6. **Marital Status:** Single ( ) Married ( ) Divorced ( )

**Section B**

**Tick (√) appropriately**

1. Training and development of employees' has enhanced performance in hospitality firms in Enugu metropolis?

1. Strongly agree ( )
2. Agree ( )
3. Strongly disagree ( )
4. Disagree ( )
5. Undecided ( )

2. There is link between training and development, incentives, and performance in hospitality firms in Enugu metropolis?

1. Strongly agree ( )
2. Agree ( )
3. Strongly disagree ( )
4. Disagree ( )
5. Undecided ( )

3. Good proposals will enhance sound labor focused capacity in in hospitality firms in Enugu metropolis?

1. Strongly agree ( )
2. Agree ( )
3. Strongly disagree ( )
4. Disagree ( )
5. Undecided ( )

4. Training is a process that develops and improves skills related to performance

1. Strongly agree ( )
2. Agree ( )
3. Strongly disagree ( )

(d)Disagree ( )

(e) Undecided ( )

5. Training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately

1. Strongly agree ( )
2. Agree ( )
3. Strongly disagree ( )

(d)Disagree ( )

(e)Undecided ( )

6. Training as it is observed exposes employees to skills necessary for effective job performance

1. Strongly agree ( )
2. Agree ( )
3. Strongly disagree ( )
4. Disagree ( )
5. Undecided ( )

7. Training is to equip people with the knowledge required to qualify them for a particular position of employment

1. Strongly agree ( )
2. Agree ( )
3. Strongly disagree ( )

(d) Disagree ( )

(e) Undecided ( )

8. Both training and development result in creating a change in an individual

1. Strongly agree ( )
2. Agree ( )
3. Strongly disagree ( )
4. Disagree ( )
5. Undecided ( )

9. Staffs' training is thought to be crucial as it identifies with workers' change and yield

1. Strongly agree ( )
2. Agree ( )
3. Strongly disagree ( )
4. Disagree ( )
5. Undecided ( )

10. The purpose of training and development has been identified to include; creating a pool of readily available and adequate replacements for personnel who may leave or move up in the Organization

1. Strongly agree ( )
2. Agree ( )
3. Strongly disagree ( )
4. Disagree ( )
5. Undecided ( )