EMPLOYEES TRAINING: AN INGREDIENT OF ORGANIZATIONAL SURVIVAL IN NIGERIA (A STUDY OF SELECTED SMALL AND MEDIUM SCALE ENTERPRISES IN PORTHARCOURT)

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Abstract: This study examined Employees Training: An Ingredient of Organizational Survival in Nigeria with Selected Small And Medium Scale Enterprises in Portharcourt as its case study. the study was guided by three research questions and hypotheses which are consistent with its objectives. The study employed the descriptive survey approach in its design and data was generated from a five point likert scale questionnaire. The study covered a population of one hundred and forty three (143) employees of eight (8) SMEs within Portharcourt city. The researcher used purposive sampling technique to select 129 respondents as the sample; however, out of the 129 questionnaires distributed, only 112 were correctly filled and returned; thereby given a questionnaire return rate of 87%. The statistical tools used for data analysis is the Mannwhitney U test using the 20.0 version of statistical package for social sciences (SPSS). It was conclude that bearing the strategic contributions of employee training, training of employees should not just be seen as a fringe benefit for the individual staff by the organization or an interventionist approach to temporarily solve organizational problems. Rather, they should be seen as an integral part of business functions that build a long-term strategic value for the organization by helping the manpower acquire relevant skills, knowledge and experience that can help the organizations attain their long term goals. The study recommended that the cost of employee training in the SMEs should be controlled, in order to ensure that it does not negate the competitiveness of the organization. These SMEs in related businesses can achieve by jointly building training schools in order to attain and maximize economies of scale, there is need to ensure that training programmes are tailored along the skill gaps of the employees. This will ensure that the employees contribute maximally to the sustainability of SMEs and that to ensure that employee training contributes maximally to SMEs adaptability, the updating of workers' skill must be anchored on needs assessment, this will enhance the inclusion of current and relevant skills in the training scheme of SMEs

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………**Keywords:** Adaptability, Competitiveness, Employees, Sustainability, Training

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INTRODUCTION

Organizations are established to achieve certain predetermined goals. The pursuit of these goals therefore necessitates the hiring of human resource (employees). Manpower is critical to the attainment of organizational goals. However, their diversity in background, experience, education and exposure endows them with diverse skills, beliefs, value systems and orientation which must be harmonized and synchronized with organizational strategy. In today's complex and dynamic global business environment, competition and advancement in technologies used in business operations are making skills and knowledge possessed by employees obsolent faster than ever. This has created operational knowledge gap which endangers the survival of many small and medium scale enterprises (SMEs). Despite this challenge, most SMEs especially in the Nigerian clime sees training as an option only when their employees are faced with performance challenges or there is a new system to be installed in the organization, hence, they fail to make training a strategic continuous process

To survive in today's knowledge economy requires that organizations must be competitive, sustainable and adaptive to their changing operational environment. To attain this therefore, there is need for SMEs to ensure that their human resource is stocked with people that posses functional knowledge and skill. Since most SMEs are faced with the dearth of resources to achieve this human resource fit, training may become a viable option to prepare existing staff for this onerous task. Employee training has been defined by different authors in different ways. According to Alugbuo (2007), training is basically the acquisition and improvement in skills and knowledge needed to achieve a better performance at work. According to Redmond (2007), training is a public or private education programme directly applicable to work situation. He averred that an organization may have employees with the ability and determination, appropriate equipment and managerial support and yet productivity fall below expected standards. The missing factor in many cases according to Redmond is the lack of adequate skills and knowledge which are acquired through training and development. Emphasizing the relevance of training, Aidelomon (2010) opines that the inexorable march of time and the ceaseless glamour for social change combine to make adaptability and continuing preparation of the workforce as inevitable as the initial acquisition of knowledge and skills. This cannot happen if employees training do not occur in an enterprise. Training and development are like sharpening manpower skills in order to reflect the trends in technology and other social-cultural environmental changes of an organization.

Statement of the Problem

The operational environment SMEs is complex and the massive application of information technology in business processes has made it even more dynamic. This has posed a great problem to the survival of SMEs as employees' skills become obsolete at a great speed. SMEs cannot be said to be competitive when organizational customers are dissatisfied. It becomes imperative to equip employees with the right skill and knowledge and to ensure that the employees bring these skills and knowledge into customer service. The inability of staff to transfer the skill and knowledge acquired during training could also pose a challenge that requires attention. Employees training involve a lot of cost to the organization, both in terms of finance and time spent. This affects the financial performance of the organization, hence organizational sustainability especially in the short-run. The adaptability of every organization hinges on the skill set acquired and applied in the conduct of organizational business processes

by employees. These variables cannot be attained and sustained when the firm is staffed with incompetent staff or staff with obsolete skills. Where training and development are absent or inadequate, these essential skills may not be acquired and this affects the pace at which the organization responds to changes in her environment.

Objectives of the Study

The general purpose of this study is to examine the effects of manpower training and development on the performance of Nigerian banking industry. The following specific objectives will be investigated.

(i)   Examine the contributions of employee training on the competitiveness of SMEs
(ii)   Examine the contributions of employees training on the sustainability of SMEs
(iii)   Examine the contributions of employee training on the adaptability of SMEs

Research Questions

The following research questions are raised to serve as a guide to this study.

(i)   What are the contributions of employee training on the competitiveness of SMEs?
(ii)   What are the contributions of employee training on the sustainability of SMEs?
(iii)   What are the contributions of employee training on the adaptability of SMEs?

Hypotheses

H_{01}: Employee training does not make significant contribution on the competitiveness of SMEs
H_{02}: Employee training does not make significant contribution on the sustainability of SMEs
H_{03}: Employee training does not make significant contribution on the adaptability of SMEs

Review of Related Literatures

The Concept of Employee Training

A lot has been written and published concerning the concept of training. One can therefore rightly state that the concept of Manpower training like most social and business concepts has many meanings as there are many authorities in the field of study. Harrison (2005), posit that in the field of human resource management, training is the field concerned with organizational activity aimed at improving the performance of individuals and groups in organizational settings. To Harrison, training is known by several names, including employee development, human resource development and learning and development. In the view of Akanwa (1997), training is an organizational effort aimed at helping an employee to acquire basic skills required for the efficient execution of the functions for which he was hired. To Robbins and Decenzo (1998), training is traditionally explained as the process by which individuals change their skills, knowledge, attitude and or behaviour. In this context, they assert that training involves designing and supporting learning activities that result in a desired level of performance. In defining training, Tamunomiebi (2002), defined training as developing employee's capacity to perform by a systematic development of the attitude/knowledge/skill pattern required by the individual in a given task. It is the considered opinion of Agulanna and Awujo (2005) that training is one important strategy through which employers develops employees for the achievement of organizational objectives and the execution of business plan. Milkovich and Boudreau (2002), state that training is a systematic process to foster the acquisition of skills, rules, concepts or attitudes that result in an improved match between employee characteristics and employment requirement.

Determining Employee's Training Needs Through Needs Assessment

It is important to note that, it is not all the performance problems of employees that require training. Hence, the need to conduct a systematic needs assessment before training programs is administered. The essence of training needs assessment among other things, according to Salas and Canon (2001) is to identify the specific skill required by each trainee and identify their peculiarities in learning so that appropriate training methods can be adopted.

Alugbuo (2007) postulates a three step approach in determining training needs in an organization. These approaches include;

a) Organizational Analysis: This determines where training emphasis should be placed within the organization.

b) Operation Analysis: This determines what the training should consist of. This requires a study of what a person should be taught if he is to perform his task with maximum effectiveness.

c) Man Analysis: This determines who needs to be trained and what skill, knowledge and attitude should be augmented or improved. He also highlighted the following as techniques that can help to determine training needs;

   i.   Observation
   ii.   Interviews and Survey questionnaire
   iii.   Group discussions
   iv.   Performance test
   v.   Personnel records
   vi.   Merit rating and performance appraisal
   vii.   Job or activity analysis
   viii. Production records and other performance results
   ix.   Long-range business and organizational plan.

In the opinion of Hasan (2007) training needs will differ with the background of the employees to be trained and their present status in the organization. To Hasan, basically, a candidate for training may come from any of these three groups;

➢ New Hires
➢ Veteran employees
➢ Training currently in the training pipeline. He therefore posits that consideration of the varying needs of these groups provides a frame of reference for discussing and suggesting the methods identifying training needs.

Hassan (2007) advanced the followings as the techniques used for training needs assessment.

• Job Description: job analysis consists of job description, job specification, job evaluation etc; this job analysis involves a thorough study of all responsibilities of the relevant job. It should be detailed to such a degree that those conducting the training can use the job analysis as a yardstick for their course content. When an employee's job description has been defined, the trainer can easily factor his curriculum in a very close proximity of what will be expected of the employee.

• The Difficulty Analysis; The job analysis focuses attention on enumerating the numerous duties that a worker must perform. On the other hand, the difficulty analysis establishes the duties that cause the employee the greatest amount of difficulty and how this difficulty can best be solved through better training.

➢ Problem Solving Conference; Another time tested technique, according to Hassan (2007), is to conduct periodic problem solving conferences which may take the form of or be part of a plan for a new product task or technology or tied in with a training program.

➢ Drive Pattern Identity; The extent of an employee's development depends on his motivations. Identifying the forces that cause an employee to behave in a certain way, may be useful in determining his individual training need and how to stimulate his desire to fulfill that need. An analysis of this kind for example may determine that the employee has an urgent need for self- confidence. His individual training program should be made to stress the importance of attitude, skill etc and any other asset that would give him this self confidence.

➢ Analysis of Organizational Policy: Organizations policy will affect the amount of training offered. An explanation of various policies should be covered in the training program of particular concern are those policies that involve change, alteration and major revamping of training programs. In organizations undergoing merger activity, product diversification and new market penetration, a great deal of sensitivity training must be carried on policies of today and expected changes in the future.

● Employee Training Needs Assessment Models

Different models of training needs assessment exist, but we shall review the followings according to Salas and Cannon-Boucers (2001).

(A). Roger Kaufman's Model: This model was developed in 1979 by Roger Kaufman and English F.W. it is also called the size step approach model. It is summarized in the table below;

Table 1. kaufman Training Need Assessment Model

Step	Level	Definition
1.	Alpha	Based on needs and nothing is assumed.
2.	Beta	Looks at goals and objectives and attempt to find gaps between the current output and the descried output.
3.	Gamma	Looks at cost-effectiveness of the training, solutions are chosen by making them and emphasis is on processes and inputs.
4.	Delta	Gaps are determined and analyzed.
5.	Epsilon	Determines performance effectiveness, discrepancies between results and objectives and looks at gaps in outputs and outcomes.
6.	Zeta	A gap analysis for the whole process.

Kaufman et al (2003). Strategic Planning for Success: Aligning People, Performance and Payoffs. San Francisco, CA: Jossey-Bass.

While the Alpha–type needs assessment is considered an external needs assessment model, others are considered as internal needs assessment models.

(B). Continuous Loop Model: The continuous loop model was developed by lee and Nelson in 2006. The model was created with the assumption that all levels of an organization should have input into the needs assessment. The model included a continuous loop that requires feedback at every step. Because of the feedback component, continuous loop model is considered as a self-correcting model. The eight steps of training needs assessment in this model as advanced by Lee and Nelson (2006) are;

a) Identify the purpose and then allow for feedback.
b) Identify the information needs and then allow for feedback.
c) Identify the target population and then allow for feedback.
d) Collect the data and then allow for feedback.
e) Analyze the data and then allow for feedback.
f) Report the results and then allow for feedback.
g) Apply or use the results and then allow for feedback.
h) Evaluate the outcomes and then allow for feedback.

The proponents of this training needs assessment model believe that their model;
a) Simplifies the training needs assessment process.
b) Ensures that the same process is used every time.
c) Helps needs assessors consider all steps
d) Provide documentation of the process.

(C). The Soccer Model: Kaufman et al (2006) averred that organizations have both internal and external clients with interrelated relationships. They referred to these organizational elements as Mega, Macro and Micro. The Mega level refers to the impact on the society. The Macro level refers to the organizational level and external clients that are impacted. Lastly, the Micro level refers to the operational level and how the inside of the organization is impacted. While all levels are part of an organization, all levels are not always considered when doing training needs assessment. The Soccer Needs Assessment Model is stated below:

a.   Scope and plan Questions must be addressed in this step regarding who, what, why and when of the needs analysis. The key partners and anyone who will be affected by the change should be involved in answering the question.

b.   All the key partners should be involved in the needs assessment. In this step, the organization needs to ask who will be affected, who will sponsor the change and who will resist change.

c.   Collect Data: This will involve new data that have been collected by the organization.

d.   Evaluate Data: All parties involved in the needs assessment must first come to agreement on the needs before identifying the gaps.

e.   Report Finding: This final step is when the organization will list the needs and priorities and the estimate of return on investment for each need.

●   Reasons/Benefits of Employees' Training to Organizational Survival
According to Choo (2007), training is one element many Corporations consider when looking at advancing people and offering promotions. Although many employees recognize the high value those in management place on training and development, some employees are still reluctant to be trained. Choo states that training offer more than just increased knowledge. They offer the added advantage of networking and drawing from other's experiences. Drawing from the work of Cascio (1989), Agulanna and Awujo (2005) listed the following as the reasons for training of employees in an organization;
  i.   To improve performance efficiency
 ii.   To match the employees activities with the job requirement and organizational need.
iii.   To enhance organizational viability
iv.   To lower the number and cost of industrial accident

  v.   To cope with fast technological advancement and innovation

  vi.   To improve the quality and quantity of workers.

 vii.   To improve efficiency in productivity.

viii.   To reduce some behavioral changes in the employees.

  ix.   To reduce the cost of production and minimize waste.

  x.   To prevent skill obsolence.

  xi.   To increase job satisfaction since training and development can improve the employee's self-esteem.

In her view, Diane (2011) opines the followings as the reasons for employee's training in an organization:

A. Increase Employee Morale and Performance; A training and development program may help increase both employee morale and performance. Offering relevant training programs send a message to the staff that professional development is a priority to the organization. Employees realize that both in- house and contracted training sessions cost the organization money and time which increase their skill set or learn new technologies will increase their efficiency on the job.

B. Professional development training may involve training in supervisory skills, customer service skills; communication techniques time management, organizational techniques and strategies as well as team building ideas. These developmental training modules may not focus directly on an individual's performance but can help the employee improve his skill set, improve how he manages other employees and can help reduce lab our turnover. Leadership development helps prepare non-supervisory employees for future supervisory responsibilities and teaches current supervisors new effective strategies for leading and encouraging employees

C. Succession Planning: Training and developing current employees for their future job responsibilities helps to develop employees see current employees from within. As within the organizational structure, they are motivated to participate in training programs in the hope of moving themselves.

In his view, Sommerville (2007) classified the benefits of training and into three, namely:

➢ Benefits to be employee

➢ Benefits to the management

➢ Benefits to the organization

Benefits to the Employee:

❖ Increased job satisfaction and Recognition: During the training, employees are introduced to what the work is all about, how to do it, what kind of role the job plays in the whole business. It helps them to understand their work better and also love what they do.

❖ Encourages Self-development and Self Confidence; after systematized training, employees understand what important role their jobs play, and with the information, knowledge and experiences obtained during the training, they will be more confident with their work, so that better services will be provided.

❖ Moves Employees Closer to Personal Goals; Employees gain not only professional knowledge and skills during training, training also broadens their choices on setting career

targets. They can get the opportunity to get to know other positions, and increase the possibilities of promotions.

❖ **Helps the Employee Become an Effective Problem Solver:** practical experience can be taught and guided in the training; employees will learn the methods of solving problem or complaints during training.

❖ **Allows the Employee to Become Productive;** by training, employees get familiar with their work tasks, advanced knowledge and techniques which improve their capacity and increase productivity.

Benefit to the management:
Sommerville (2007), discussed the followings as the benefits of manpower training and development

i. Aids in evaluating employee performance; people who are responsible for training will find out those employees during training who are quick learners, who have better knowledge and skills, so that different methods of training can be chosen and better results acquired.

ii. Aids in sustaining systems and standards, within training, employees are introduced to the principles and standards of the organization, together with the policies and procedures. Hence can sustain its standards and system with the help of training.

iii. Helps identify Employees for Promotions or Transfer; during the training, employees' abilities and personalities will be easily identified by experienced trainers. This can help management adjust and make best use of employees' knowledge and abilities.

Benefits to the Organization:
In benefits to the organization, Sommervile (2007) discussed the followings:

➢ Reduce Accidents and safety violations: Without organized training and guidance, especially for employees who work with dangerous facilities, accidents easily occur.

➢ Leads to improved Profitability: Owing to the growth of productivity and better services after training, it is more likely for the organization to have more profits in return.

➢ Aids in organizational Development: Organizational need to develop their technologies and their way of working in order to be competitive. Staff training assures the competitiveness, because it brings about good quality staff, effectiveness and in the long-run, loyal customers.

➢ Reduces Wastages and Costly Employee Turnover: Wastages and damage in different departments are commonly found in organization's operations, with the help of staff training, unnecessary wastages and damages can be avoided. Regular trainings can decrease work pressures and employer turnover.

● Principles for Effective Training
Kreithner (2000), opines that although training needs and approaches vary. Managers can get the most out of their training and development budget by following a few guide-lines which include;
   i.   Maximize the similarity between the training and the job satisfaction.
  ii.   Provide as much experiences as possible with the task being taught.
 iii.   Provide for a variety of examples when teaching concepts.

iv.   Label or identify important features of a task.

v.   Make sure that general principles are understood before expecting much transfer.

vi.   Make sure that trained behaviour and ideas are rewarded in the job situation.

vii.   Design the training contents so that trainees can see its applicability.

viii.   Use adjusts questions to guide the trainee's attention.

For Linda (2011), the ten principles of employee's training are,

➢ Relevance: Provide relevant training so that employees can see the value of the development plans. Long meetings that do not seem to have anything to do with the day-to –day duties should be avoided.

➢ Timing; keep training sessions short and to the point. Staff can become overwhelmed when supplied with too much information at one time. Infuse employees with important skill updates that they can put to use immediately.

➢ Flexibility: Give employees training that incorporate giving employee's autonomy to make decisions.

➢ Goals: Define your company goals and devise training and staff development techniques that lead to fulfilling those goals. Keep all staff development projects aligned with your company purpose and focused in customer satisfaction.

➢ Identifiers: Identify the skills and characteristics of individual employees and arrange for them to participate in training that taps into their natural abilities.

➢ Consistency; maintain a consistent schedule of training as part of organizational culture. Staff development should be an ongoing, integral part of business to ensure optimum production and employee satisfaction while keeping up with trends and changes in the industry as they occur.

➢ Support: support the effort of staff who indicates a desire for self- improvement. Listen to employees when they tell what kind of training they need and how it will improve their performance.

➢ Encouragement: Encourage staff to engage in staff development projects and to make suggestions. Allow staff to collaborate and develop teams that are directly involved in future training plans.

➢ Supply: while training and coaching are an integral part of staff development, supply staff with the tools they need to be successful. Update computers and other equipment as needed when new work processes place additional expectations on employees.

➢ Intervention: When a problem is identified within members of staff, nip it in the bud early by talking to the errant worker or instituting changes that effectively stop the harmful behavior. Allowing staff members to continue upsetting the flow of work can be infectious and negate efforts of positive staff development.

● Training Techniques and Methods

According to Moses (2009), there are two major types of training techniques: curative and preventive. Curative training technique is used to address problems that workers demonstrate while preventive training techniques are programs aimed at solving a future problem that may occur. Mores posits that curative technique is more emphasized in Nigeria.

According to Nwachukwu (1988), there is no hard and fast rule as to how to select methods and techniques of training. He argued that the most popular training methods can be grouped into namely;

i. On-the-job Training

ii. Off-the-job Training

On – the – job Training; Moses (2009) states that this kind of training from one department or unit to another. He posits that one advantage of on –the –job training is that it minimizes the problems of transfer of learning associated with the other methods of training. It can be an ongoing process that does not disrupt normal company operations. Ohadimma (2005) opines that a variety of on- the- job- training techniques may be employed by business organizations, some of which are;

a)   Induction/Orientation Courses; New entrants are introduced to formalize them with their organization, its background, structure, rules and regulations as well as personnel policies of the organization. In addition, such courses give the recipient some insight into their duties and responsibilities and also educate them on their rights and privileges in the organization.

b)   Job Rotation: This enables new employees to work with older ones in their sections. It is believed that as new entrants move from one job to another, they should acquire a wide range of knowledge of the activities in their workplace.

c)   Coaching; this is the process wherein the supervisor allows the subordinate (trainee) to work or perform the job and in the process, their errors are pointed out and corrected.

d)   Apprenticeship: Redmond (2007) describes apprenticeship as a system of learning a skill in the field of a craft or trade from experts in the field by working with them for a set period of time. He asserts that this method of training is employed when extensive practice or technical knowledge is required for performing a job. Egunyomi (1999) observes that this method combines job training with lectures.

 Off- the – Job Training; Tamunomiebi (2002) sees off- the – job training as a training method whereby the employee is removed from the job. He stated the followings to be the techniques used;

  i.   Vestibule Training; This trains the employee according to Moses (2009) in an environment closely resembling the as the trainee practices with identical equipment and tools.

 ii.   Roles Playing: Here, roles are created on imaginary situations and trainees are made to evolve a realistic behavior at solving them. This is a training programme where the trainee plays the part of a certain character or acts in event. Trainees are taught to do a job or make decisions the way a supervisor would have done it. Role playing challenges the imagination of the employee. It promotes retention by heightening imagination, Ingenuity, and resourcefulness.

iii. Lectures: The instructor organizes the materials necessary and instructs the employees, this is direct and a better option when a large number of employees are to be trained on the same issue because it is cost effective.

iv. Conferences: This method is used for the training of professionals and supervisors. It involves experience sharing and discussions at a group level.

 v.   Internship: It provides trainees opportunities to gain practical experience associated with the profession.

vi. Simulation: This is used to train workers in a simulated situation especially when the equipment is an expensive one.

Methodology

This study adopted the descriptive survey approach in its design and data was generated from a five point likert scale questionnaire. The study covered a population of one hundred and forty three (143) employees of eight (8) SMEs within Portharcourt city. The researcher used purposive sampling technique to select 129 respondents as the sample; however, out of the 129 questionnaires distributed, only 112 were correctly filled and returned; thereby given a

questionnaire return rate of 87%. The statistical tools used for data analysis is the Mannwhitney U test using the 20.0 version of statistical package for social sciences (SPSS). The Mannwhitney test is expressed thus;

$$U_1 = R_1 - \frac{n_1(n_1 + 1)}{2}$$

Where R_1 = Rank of the sample size, N_1 = sample size and U_1 = Mann Whitney test. The decision rule is to reject H_0 if p-value < 0.05, otherwise we accept H_0.

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Results and Discussions

In this section of the study, the researcher presented the data gathered and the results obtained after statistical analysis using SPSS

H_{01}: Employee training does not make significant contribution on the competitiveness of SMEs

S/N	OPTIONS				
	SA	A	U	D	SD
1	17	41	29	20	5
2	15	46	19	21	11
3	22	59	19	12	0
4	14	53	14	23	8
5	16	44	20	20	12

Source: field survey, 2017

SPSS OUTPUT FOR HYPOTHESIS ONE

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
RESPONSE	25	22.4000	14.93876	.00	59.00
RANKS	25	3.0000	1.44338	1.00	5.00

Mann-Whitney Test

Ranks

	RANKS	N	Mean Rank	Sum of Ranks
RESPONSE	1.00	5	3.10	15.50
	2.00	5	7.90	39.50
	Total	10		

Test Statistics[a]

	RESPONSE
Mann-Whitney U	.500
Wilcoxon W	15.500
Z	-2.522
Asymp. Sig. (2-tailed)	.012
Exact Sig. [2*(1-tailed Sig.)]	.008[b]

a. Grouping Variable: RANKS

b. Not corrected for ties.

From the SPSS output, the p-value is 0.008 which is less than the level of significance (0.05), therefore we reject the null hypothesis and conclude that employee training makes significant contribution to organizational competitiveness

Hypothesis Two

H$_{02}$: Employee training does not make significant contribution on the sustainability of SMEs

S/N	SA	A	U	D	SD
1	24	40	41	7	0
2	13	33	29	12	5
3	16	36	17	30	13
4	19	42	27	16	8
5	23	39	9	32	9

Source; field survey, 2017

SPSS OUTPUT FOR HYPOTHESIS TWO

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
RESPONSE	25	21.2400	12.75827	.00	42.00
RANKS	25	3.0000	1.44338	1.00	5.00

Mann-Whitney Test

Ranks

	RANKS	N	Mean Rank	Sum of Ranks
RESPONSE	1.00	5	3.60	18.00
	2.00	5	7.40	37.00
	Total	10		

Test Statistics[a]

	RESPONSE
Mann-Whitney U	3.000
Wilcoxon W	18.000
Z	-1.997
Asymp. Sig. (2-tailed)	.046
Exact Sig. [2*(1-tailed Sig.)]	.049[b]

a. Grouping Variable: RANKS

b. Not corrected for ties.

From the SPSS output above, the p-value is 0.046, which is approximately the level of significance (0.05), therefore we reject the null hypothesis and conclude that the contributions of training on organizational sustainability is significant

Hypothesis Three

H$_{03}$: Employee training does not make significant contribution on the adaptability of SMEs

S/N	OPTIONS				
	SA	A	U	D	SD
1	21	49	34	7	1
2	14	37	19	31	11

3	10	33	21	29	19
4	17	42	20	20	13
5	26	59	22	5	0

Source; field survey, 2017

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
RESPONSE	25	22.4000	16.05200	.00	59.00
RANKS	25	3.0000	1.44338	1.00	5.00

Mann-Whitney Test

Ranks

	RANKS	N	Mean Rank	Sum of Ranks
RESPONSE	1.00	5	3.30	16.50
	2.00	5	7.70	38.50
	Total	10		

Test Statistics[a]

	RESPONSE
Mann-Whitney U	1.500
Wilcoxon W	16.500
Z	-2.312
Asymp. Sig. (2-tailed)	.021
Exact Sig. [2*(1-tailed Sig.)]	.016[b]

a. Grouping Variable: RANKS

b. Not corrected for ties.

From the SPSS output above, the p-value is 0.016, which is lesser than the level of significance (0.05), therefore we reject the null hypothesis and conclude that employee training makes significant contribution to organizational adaptability

Conclusion

This study concludes that bearing the strategic contributions of employee training, training of employees should not just be seen as a fringe benefit for the individual staff by the organization or an interventionist approach to temporarily solve organizational problems. Rather, they should

be seen as an integral part of business functions that build a long-term strategic value for the organization by helping the manpower acquire relevant skills, knowledge and experience that can help the organizations attain their long term goals.

Recommendations

Sequel to the findings and conclusions above, the following recommendations were made by the researcher;

(1)   The cost of employee training in the SMEs should be controlled, in order to ensure that it does not negate the competitiveness of the organization. These SMEs in related businesses can achieve by jointly building training schools in order to attain and maximize economies of scale.

(2)   There is need to ensure that training programmes are tailored along the skill gaps of the employees. This will ensure that the employees contribute maximally to the sustainability of SMEs.

(3)   To ensure that employee training contributes maximally to SMEs adaptability, the updating of workers' skill must be anchored on needs assessment, this will enhance the inclusion of current and relevant skills in the training scheme of SMEs

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