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TRAINING NEEDS ANALYSIS AND EMPLOYEE PERFORMANCE: A STUDY OF PRESIDENT PAINT NIGERIA LIMITED, LAGOS STATE

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ABSTRACT

The research investigated the relationship between training need analysis and employee performance among employees of President Paints Nigeria, Limited in Ojokoro area of Lagos State. The objectives of the study were to test the relationship between independent variable (training program, timing of training programme, training design) and dependent variable (employee performance, employees efficiency, and product quality of employees), The study adopted a survey research design. A total of 81 employees were selected as sample for the study. The study had three research hypotheses that were stated in line with the study objectives. The study adopted the primary source for data collection in which questionnaire was used to collect data and the Pearson Product Moment Correlation was adopted to test the stated hypotheses. The research results indicated that training program is positively associated employees performance with correlation coefficient of r =0.76. Also, there is a significant relationship between timing of training programme with employees performance correlation coefficient of r = 0.75. The result also shows that there is a strong positive relationship between training design and employees performance with coefficient of r =0.86. It was recommended that *in order for the organization to be efficient in identifying training needs, formulation of appropriate training policies should be made by company management in order to adequately address the timing of training, types of training programmes and evaluation of training programmes.*

KEYWORDS: *Employee Performance, Training, Training needs Analysis, Training need cycle.*

INTRODUCTION

Employee performance is influenced by many factors like company's overall policies, working conditions, training and development of employees, relations between employee and employer etc. (Brigid, 2013). Employee performance plays a crucial role for any organisation or company, its positivity leads to success while if there its negativity it may lead to performance failure. It is usually perceived that if employees are expected to be on top of their performance such employee should train and retrain to be up to current trends and performance demand in the work system (Shree, 2017)..

Training is very important in so many ways in helping organisation to achieve its competitive advantages (Richa, 2018). Denby (2010) reported that though many organisations have huge budgets and time for training, expected results are sometimes not realised and it has been an issue for many HR practitioners. In the same vein, Fleck (2014) stated that in spite of the noble benefits that training brings into the organisation, there are some factors that human resource and training practitioners must be careful of so as to achieve the purpose of the training programmes, one of such factors is the proper analysis of 'why', 'how' and 'when' should the training take place, this is known as tainting needs analysis (Fleck, 2014) .

Training needs analysis is considered to be the foundation of all training activities. In order to deliver appropriate, effective training which meets the needs of individuals and the organisation and represents value for money a training needs analysis is essential (Nazli, Sipon & Radzi, 2014). One of the conditions that would make training effective is how the training is approached at the beginning. This involves careful consideration regarding the accuracy of the identified "need" and the best way to fulfil those "needs". It is only when the training needs are accurately identified using the right process, then the probability of the training success become very high (Ibrahim, Boerhannoeddin & Bakare, 2017).

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Training must be approached systematically in order to enjoy the benefits on training investment; systematic means that there are certain steps that organisation need to take in managing training process. These steps begin with an identification of training needs, designing and developing an appropriate training solution, implementing the training and evaluating the training programs effectiveness whether the original needs have been achieved. These steps are popularly known as the "training cycle" and many training researches agreed that these steps are necessary to ensure training effectiveness (Denby, 2010).

Among the steps in the training cycle such as identification of training needs analysis, designing of training programme, financing of training programme, implementation, evaluation an so on, training need analysis {TNA) is considered the most important steps in ensuring the effectiveness of the overall training process. This statement is made based on the emphasize placed by many training theorists on this step, who agreed that TNA must precede any type of training intervention (Wright, 2012). This opinion also was share by Ibrahim et.al (2017) which stated that as the first stage in the training cycle, TNA minimizes error possibly made in the training programs.

Appropriate use of TNA verifies whether the business needs can be obtained by the training programs and therefore prevents unnecessary waste of both financial and non-financial resources for new employee acclimatization. TNA maintains focus on programs that will move the company toward its objectives as well as impact on employee performance. According to Wright (2012) inadequate training needs assessment can result in inappropriate and inefficient interventions which could have a deleterious impact on the actual performance of employees.

Training programme should be given much importance consideration because it provides the platform for organisation to fulfil its broad goals and performance objectives. However, it's essential to use TNA best practices to spot performance gaps and whether the training material is on par. Overall, it is concluded that with a correct analysis and implementation, (which go together) it is made sure that each worker is happy and extremely productive. Training need analysis approach bridges the gap between expected or desired state of performances (Richa, 2018). In doing a perfect training need analysis Ibrahim, Boerhannoeddin and Bakare,(2017) posits that TNA comprised of identifying the right time for the training (timing of training programme) as well as what design should the training programme take (training programme design) and who should be covered in the training programme (training participant)

Wright (2012) further argue that when performance gap is identified through adequate performance appraisal, the next step for management is to carry out robust training need analysis so as to improve workers performance. Training programme analysis is identified to be major bedrock to determine how well workers performance can be control and manage, Wright (2012) further posits that a comprehensive training need analysis would range from training programme needed, timing of the training programme, training programme design, implementation of the training programme and evaluation of training outcome. Hence training need analysis is directly linked with employee performance (Richa, 2018).

Although, each training phase is found to affect the positive results of the training programme among them is the improvement of employee's performance. Based on the aforementioned, this study is designed to examine the relationship between training need analysis and employee performance.

STATEMENT OF THE PROBLEM

Organizations all over the world are facing serious challenges which have call for different interventions, in the past, scholars and practitioners have suggested possible ways out of organisational challenges and have identify training as one of the major solution. Ironically, many organizations does not evaluate if training program without adequate analysis would be effective and produce desired result before embarking on training

Studies on employee training have been extensively conducted but not so many of those studies consider the factors and reasons (training need analysis) why training must be conducted (Ibrahim, et al. 2017, Mahfod, 2014, Kodwani. 2017).

Also, few available studies (Nazil, Sipon & Radzi,201; Wright & Geroy, 2012) on training needs analysis did not examine individual dimensions on training needs analysis therefore this study have been considered necessary to fill this gap.

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Also, the few available studies on training need analysis have all focus on foreign content and studies thereby causing a dearth of local study on training need analysis therefore, when completed this study would close this gap for local content and contribution.

Based on the above-mentioned problems this study is considered necessary to study the relationship between training need analysis and employee performance in President Paints Nigeria Ltd

OBJECTIVE OF THE STUDY

The main objective of this study is to investigate relationships between training need analysis and employee's performance in President Paints Nigeria Limited. Below are the specific objectives of this study:

1. To examine the relationship between training program and employees performance in President Paints Nigeria Limited.
2. To examine relationship between timing of training programme and employee's performance in President Paints Nigeria Limited.
3. To examine relationship between training programme design and employee performance in President Paints Nigeria Limited

RESEARCH QUESTIONS

In order to achieve the objectives mentioned above, this study will try to answer the following research questions

1. What is the relationship between training program and employee's performance in President Paints Nigeria Limited?
2. What is the relationship between timing of training programme and employee performance in President Paints Nigeria Limited?
3. What is the relationship between training programme design and employee performance in president Paints Nigeria Limited?

RESEARCH HYPOTHESES

The study shall be guided by the following hypothetical statement in order to arrive at a conclusion that can be recommended for better practices.

Hypothesis One

H_o: There is no significant relationship between training program and employee's performance President Paints Nigeria Limited.

Hypothesis Two

H_o: There is no significant relationship between timing of training programme and employee performance in President Paints Nigeria Limited.

Hypothesis Three

H_o: There is no significant relationship between training programme design and employee performance in President Paints Nigeria Limited.

LITERATURE REVIEW

Conceptual Clarifications of Training

Training is a difficult term to define, the word being used in English in several senses, including: 'to draw along', 'to allure', 'to cause to grow in the desired manner', to prepare for performance by instruction, practice, exercise, etc. (Shree, 2017). However, gradually the term has become much broader, such that it encompasses activities ranging from the learning of a simple motor skill up to the acquisition of complex technical knowledge, the learning of elaborate administrative skills, and even the development of attitudes toward intricate and controversial social issues. Applewhite, Kao, and Pritzker (2017), stated that "Training is the systematic development of the attitude and skill behaviour pattern required by an individual in order to perform adequately a given task. Training is designed to change the behaviour of the employee in the work place in order to stimulate efficiency and higher performance standards. Also, Kodwani (2017) posits that "It is a learning process that involves the acquisition of knowledge, sharpening of

skills, concepts, rule, or changing of attitudes and behaviours to enhance the performance of employees." According to Covey (2015), "It is the use of systematic and planned instruction activities to promote learning. Applewhite, Kao and Pritzker (2017) reported that "It is a planned and systemic effort to modify or develop knowledge, skill and attitude through learning experience, to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to enable an individual to acquire abilities in order that he or she can perform adequately a given task or job and realize their potential"

Training Need Analysis

Training need analysis is considered as the most important phase in ensuring the effectiveness of any planned training. Hence, the study begins by giving a broad picture of the topic, in which it presents several definitions of training in various contexts, discusses training and its importance for an organisation, considers different types of training, and distinguishes training from other progressive functions like education and development. It briefly explains the systematic approach to the training process and the relevance of TNA within this system. After showing the position of TNA within the training process, this chapter provides an overview of TNA and investigates the issues associated with the process. Therefore, it explains and discusses the concepts, types, purposes of TNA, shows when to perform a TNA, and the responsiveness of TNA. The goal is to explore the nature of these concepts and to address the important elements of TNA.

Ibrahim, Boerhannoeddin,. Bakare. (2017) suggested that conducting training needs assessment is fundamental to the success of a training programme. However, it is frequently the case that organisations develop and implement training without first undertaking a needs analysis. These organisations run the risk of overdoing training, doing too little training, or missing the point completely. Therefore, they say that TNA has one principal strategic goal which is to identify training needs as they currently exist or have the potential to exist at a future time, and to design and develop the ways and means of addressing and satisfying those needs in the most cost-effective and efficient manner possible. This emphasises the positive impact of TNA as an important part of the decision-making process within an organisation, and the opinion is probably due to the useful information that TNA provides to guide the planning and implementation of training programmes.

For a better understanding of the meaning of TNA, definitions of several terms from the TNA family such as need, needs assessment, needs analysis, training needs assessment, and training needs analysis. A discussion of these terms follows. In examining the phrase 'training need'. The word 'need' implies that something is lacking - there is a shortfall somewhere. The word 'training' further implies that this lack can be supplied by systematic training. It can thus be said that a training need exists when the application of systematic training will serve to overcome a particular weakness (Covey, 2015).

Holden, Barker, Kuppens and Rosenberg, (2015) further emphasizes that "A training needs assessment identifies specific problems within an organisation by using appropriate methods of gathering information (such as surveys, interviews, observations, etc.), determines which of the problems requires a training solution, and then uses the information to design training interventions that solve the original problem. Accordingly Holden et.al. (2015), stated that an assessment of training problems would lead to determination of timing of training programmes, the design of the training programme and how to implement the training programme this process is known as training need circle..

The Training Need Cycle and Process

Kodwani (2017) considers training as one of the most vital elements for the prosperity of an organisation in the contemporary world of change. Once the organisation has identified a problem which is declared important enough to consider and resolve, it should go through a series of integrated questions/steps before it trains its employees. In this matter, Mahfod (2014) stresses that most training theorists and practitioners agree that the training process has at least four steps or phases, these being: assessment, design and development, delivery and follow up, and evaluation. These steps are more popularly known as the 'training cycle' and many training scholars agree that these steps are necessary to ensure training effectiveness (e.g. Kings, 2017, Covey, 2015, Blanchard and Thacker, 2012).

Each phase is important, but the needs assessment phase is the most critical. Errors at this stage put all subsequent stages off target. According to Lee and Owens (2014), in order to support this crucial phase, one third of the project

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time should be devoted to it. This further illustrates the need for a thorough analysis of the entire system to correctly diagnose the problem and identify the correct intervention.

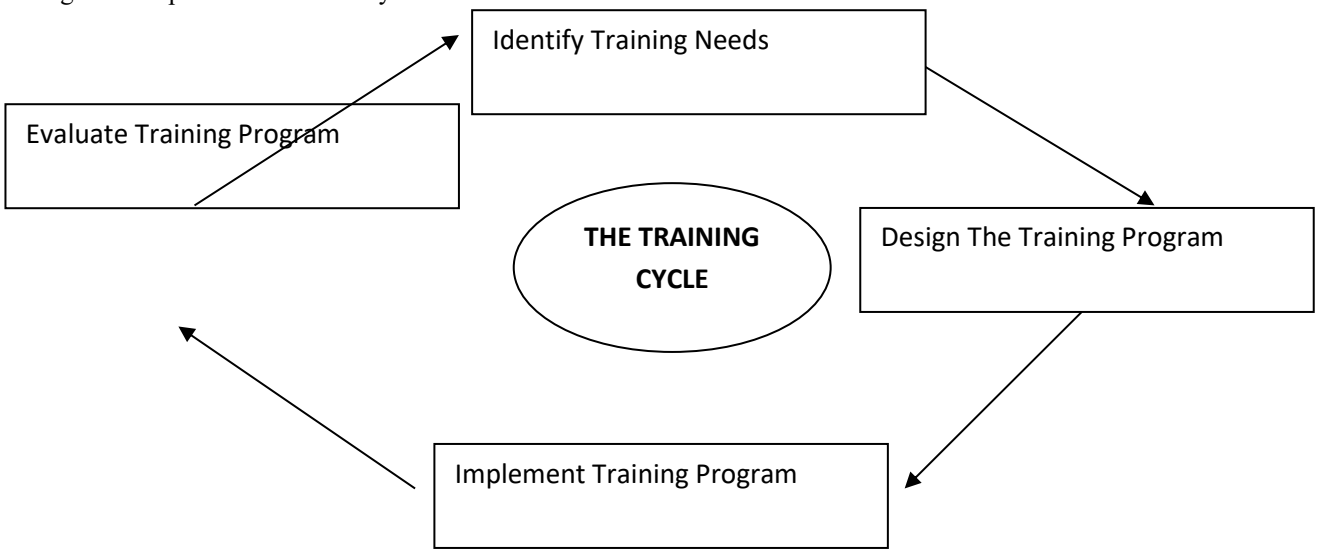


Figure.1: Systematic Training Need Cycle

Source: Kamila (2018)

The steps involved in the training cycle are now discussed separately to better illustrate the systematic process of developing and implementing a training programme.

- ***Identify Training Needs:*** Firstly, an assessment of the training needs of an organisation is undertaken in order to determine whether training is the best solution to address the presenting issues. In general, this analysis consists of analysing the organisation as a whole (e.g. goals, objectives, support for training), the tasks of the job(s) in question, and the employees performing the job(s). Miller and Osinski (2014) find need assessment as the critical activity for the T&D function. Often training programmes fail due to an inadequate analysis phase.
- ***Plan and Design Training:*** Secondly, the plan for, and design of the training is decided. Designing the specific training and evaluation methods to be used involves ensuring a learning environment that enables transfer of training and developing evaluation methods that accurately reflect the effectiveness of training (e.g. summative or formative evaluation) (Shree, 2017).
- **Implement *Training Techniques:*** Thirdly, a variety of training techniques can be used while implementing a training and development programme. Some traditional methods include: lecture, audiovisual, on-the-job training, simulations, case studies, business games, role plays, and behaviour modelling (Kings, 2017). However, as technology continues to improve, newer methods, such as the internet, laser discs, CD-ROMs, DVDs, and interactive videos, are being utilised for these purposes (Mahfod, 2014).
- ***Evaluate Training Outcomes:*** Finally, the evaluation of a T&D programme refers to the consistent monitoring of its outcomes, both during and after the programme to determine its level of success (Covey, 2015). Thus, continuous evaluation of how training is progressing, evolving, and working is necessary.

The cycle begins with an identification of training needs. The outcome of this step could result in either training or non-training solutions. If the 'needs' can be satisfied only through training, then the process will move.

Therefore, the identification of training needs, if done properly, provides the basis on which all other training activities can be considered (Mahfod, 2014). Therefore, training design and delivery can be effective and attractive only when the identification of training needs matches closely with the strategic goals of the organisation, the organisational learning culture and management style, individual learning styles, and the budgetary support (Mahfod, 2014).

The Concept of Employees Performance

Employee performance refers to how well employees' performance on the job and assignments assigned them measure up to the generally accepted measure of performance standard set by the organisation (Dzamesi, 2012). This implies

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that there are general expectations expected of employees in relation to their performance in every organisation. Employee is said to have performance when he or she has met the expectations and performance up to standard.

According to Adeyemi (2011), job performance can also be referred to as the functioning and presentation of employees. This implies how employees are able to effectively and actively administer their task and assignments and also how they present their assignment to reflect the good service and quality desired by their organizations. Performance measures are related to effectiveness (how good, accurate or relevant the service delivery was to the customer), efficiency (how quickly you deliver), cost effectiveness and cost efficiency. Performance measures covering information relating to: Customers – new and cost; Resource – consumed, save or required; Finance – how efficiently and effectively tasks and activities are accomplished. Furthermore, Adeyemi (2012), reported that some genuine aspects for measuring performance in relation to reward system include: annual growth in profits of a company; efficient and effective product and service spin-off and growth; rate of customer growth and retention annually; corporate expansion, opening of new branches and creation of subsidiaries; annual increase in the organization's market share; rate of employee turnover over a certain number of years.

Theoretical Framework (Mcgehee and Thayers OTI Frameworks)

Ngethe, (2014) stressed that a thorough needs analysis examines training needs on three levels: Organisational, Tasks, and Individual. Therefore, to design training programmes that satisfy both organisational and human assets, the training programmes must be based on organisational, operational, and individual analyses together with the use of appropriate methods and techniques to collect data from all three levels. This study therefore is anchored on Megehoe and Theyer's Framework as relevant for this study;

- **Organisational Analysis (O):** According to McGehee and Thayer (1961), organisational analysis involves determining where within an organisation, training emphases could and should be placed. In order to do this, organisational objectives, human resources, efficiency indices, and climate are analysed. According to Noe (2005), organisational analysis also involves the consideration of strategic company directions, of whether managers, peers and employees support training activity, and of what training resources (budget, time, expertise for training) are available. It provides an important consideration of whether or not the proposed training will be compatible with the organisation's mission, strategy, goals, and culture. Furthermore, the organisational analysis consists of considering how personnel training can help to attain organisational goals and where in the organisation, training is needed. It identifies the knowledge, skills, and abilities that employees will need for the future, as the organisation and the jobs of its employees evolve or change.
- **Task/Operations Analysis (T):** According to McGehee and Thayer (1961), task analysis identifies the nature of the tasks to be performed on the job and the knowledge, skills, and abilities (KSAs) needed to perform these tasks. Therefore, operations/task analysis looks at the knowledge and skills requirements of each specific job and compares these requirements to employees' actual knowledge and skills. Any gaps reveal a training need. Also, Scott (2017), defines job analysis as: "a process of identifying the purpose of a job and its component parts, and specifying what must be learned in order for there to be effective work performance".

Therefore, job analysis is about collecting, recording, tabulating and analysing duties and tasks, identifying the competencies that are necessary for employees to perform their jobs, and identifying job performance standards, knowledge, skills and abilities essential to perform these tasks.

- **Individual Analysis (I)** According to McGehee and Thayer (1961), individual analysis focuses on identifying who should be trained and what training is needed by individuals. Consequently, individual analysis targets individual employees and how they perform in their jobs. According to Stone (2012), individual analysis examines employees' performance and compares it with the established standards, in order to determine the training needs for each employee. Thus, it focuses on how well employees perform their jobs and what skills, abilities and knowledge they use to conduct those jobs. Basically, person analysis answers the questions of which people need training and what kinds of training they need. In order to answer such questions we need to find what specific skills and knowledge are to be developed if the employee is to perform his/her job well.

The Relationship between Training programme and Performance

Performance refers to how the worker is able to effectively manage and present their tasks to reflect their quality and quality service preferred by their organisation (Olaniyan & Lukas, 2008). It therefore follows that there is a direct relationship between staff training development and staff performance if the employee would be more trained or more

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developed, the employee would be more satisfied with the job, more committed to the job and the employee performance would also be enhanced. When staff performance increases, it will give rise to the organisation effectiveness (Camnathes, 2016). Staff performance may be related to many factors within the organization like management, knowledge and overall job satisfaction. Ngirwa (2015) identified key factors that can address problems related to performance in the organisation such as knowledge, innovation, satisfaction, and career orientation.

According to Kodwani (2017) "The benefits of training are apparent: trainees are provided with the knowledge and skills needed to ensure optimal performance outcomes; a reserve of workforces qualified to meet the organization's operational objectives and needs can be developed from inside the organization; and training contributes to optimistic morale, individual development and satisfaction which culminate into better product quality". Thus, planning and timing of training initiatives influences the following:

- **It helps identified production problem:** TNA allows a thorough analysis of a need or a problem, and determines whether solutions in this respect can actually be found through training because training is not always the answer. For example, training cannot solve problems caused by poor system design, insufficient resources or understaffing (Sorenson, 2012).
- **It determines the 'where', 'what' and 'who' decisions of training:** TNA is seen as providing key data for answering where training should be directed in the organisation, who should receive training, and what the content of such training should be (Applewhite, Kao, and Pritzker (2017).
- **It provides a benchmark for evaluating training:** Training itself is considered successful if it achieves its objectives, and clearly, in order for this to happen, the objectives must be determined in advance during the TNA stage, as it is they that subsequently provide the basis for evaluating the effectiveness of the training programme.

Empirical Review

Several studies related to training need analysis are herein review;

According to Blanchard (2006) formal training approaches follows a systematic training cycles (STC) general framework which guides in effective training practices. This framework employs a methodological step-by-step approach to key stages in delivering training programmes which start with training needs analysis (TNA). Training providers in the study areas attempted to apply TNA to improve the competencies of the trainees in small business management. Successful application of TNA was expected to enhance basic business management competencies of the subject groups in the study areas.

Aswathappa (2008) further adds that there is need for assessing existing levels of skills, knowledge and attitude in the subject in order to establish competency gap. Sources of information for this gap are mainly observation of the task performance by the target groups, analyzed data, interviews and surveys. A study of an effect of training needs analysis among insurance firms in UK revealed that the businesses posted 56% increase in its productivity after applying needs analysis techniques.

Denby (2010) reported that there were attempts by business training providers to carry out some training needs analysis for their beneficiaries in the study areas. FARM Africa introduced Microenterprise Development Project in the study areas in 2002. The project worked with 42 organized groups drawn from women, youths and livestock traders groups. The focus of the project was to build trainees` ability to become entrepreneurs through business management and specifically focusing on micro enterprise management skills. The project trained Community Based Enterprise Trainers (CBET) and supported them to continue training other community members. The use of CBET was found necessary to promote enterprise growth in remotely located communities in order to build, mentor and sustain entrepreneurial practices.

Further, literature reviewed in the study areas showed that Arid Land Resource Management Project (ALRMP) offered grants of Ksh. 200,000 to 300,000 per local business groups and encourage group members to save and invest in income generating activities. These grants were meant to enhance group member's household income and cushion them against severe poverty effects (GoK, 2008).

After reviewing several training programmes in the study areas, it was observed that there were attempts by training providers to use training needs analyzes but none of them had a comprehensive components on training needs analyzes. The absence of comprehensive training needs analysis cut-across from organizational (community) levels

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to man (individual trainees) levels. Available records indicates that training needs analysis were more focused on the general communities` need to have alternative livelihoods mechanism besides the known traditional pastoralism (Kagunyu, Lengarite, Wayua & Shibia, 2005).

Conceptual Framework

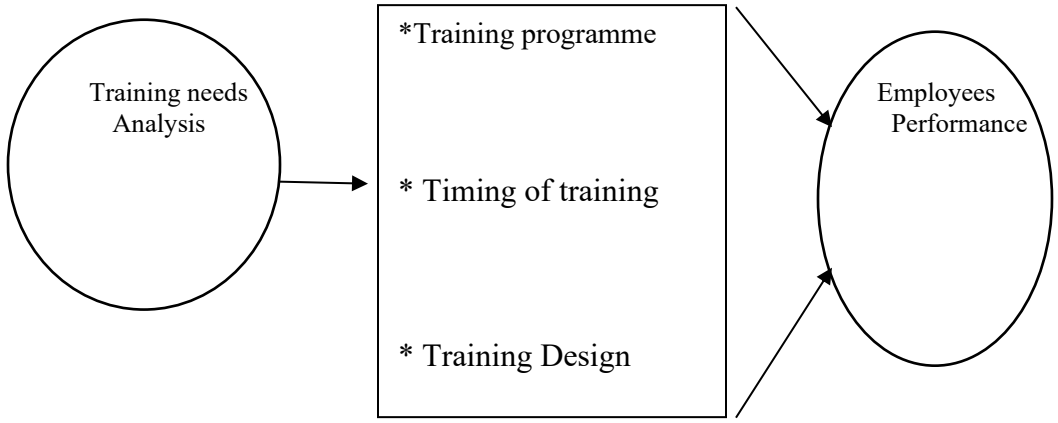


Figure 2: Conceptual Linkages between the independent and dependent variables
(Sources: Author 2025)

Training need analysis is an effort directed towards identifying what training gaps exist in performance and when should the training programme be introduce alongside the right kind of design through proper implantation process. (Denby, 2010). In the real world, organizational growth and development is affected by a number of factors. In light with the present research during the development of organizations, employee training plays a vital role in improving performance as well as increasing productivity. This in turn leads to placing organizations in the better positions to face competition and stay at the top. This therefore implies that a robust training need analysis be done to sustain and improve performance efficiency of employees.

RESEARCH METHODOLOGY

The present study has adopted the use of the survey research design which according to Sekaran and Bougie (2013) is a way of setting objectives for data collection, designing the study, preparing a reliable and valid survey instrument, administering survey, managing and analyzing survey data, and reporting the results. Primary data was gathered and used for this study through the administration of questionnaire. The population of the study comprised of staff of President Paint Nigeria in Ojokoro, Ahmadiyah Bus Stop in Abule Egba, Lagos State. Available reports from the admin office shows that the staff population of the factory is 98 staff comprising both production and administrative workers

Table 1: Staff Population as provided in the office

Staff	Male	Female	Total
Management staff	5	2	7
Senior Staff	26	11	37
Junior Staff	42	12	54
Total	73	25	98

Due to the size of the population as displayed above the study adopted the census sampling technique. The census sampling technique is a process in which all the element of an identified relatively small population is all selected to be included in the sampled respondents of a study. Therefore, the sample size for this study is still ninety eight (98).
The primary data was obtained through the administration of questionnaire to the respondents. A 16 items on training need analysis and employee performance was adapted from the study of Nazli, Sipon and Radzi (2014). The instrument had been subjected to a reliability test and the Cronbach alpha obtained for the test was 0.785 indicating that the instrument is valid to test the identified variables. Further data analysis on the study hypotheses were carried out using Pearson Product Moment Correlation.

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From the ninety eight (98) questionnaires administered to the participants from the selected organisation of study, only eighty-one (81) of the returned instruments was found valid and was then used for the analysis as shown below:

TEST OF HYPOTHESES

Hypothesis One

H_o: There is no significant relationship between training program and employee's performance President Paints Nigeria Limited.

Table 2: Correlation analysis of the relationship between training program and employee performance

		Training program	Employee Performance
Training program	Pearson Correlation	1	.758**
	Sig. (2-tailed)		.000
	N	81	81
Employee Performance	Pearson Correlation	.758**	1
	Sig. (2-tailed)	.000	
	N	81	81

**. Correlation is significant at the 0.01 level (2-tailed).

From the table, the computed value of Pearson product moment correlation coefficient showed a positive and strong relationship. The coefficient value r is about 76% (0.758). The correlation analysis implies that there was a significant relationship between training program and employee performance in President Paint Nigeria in Ojokoro, Lagos State.

Hypothesis Two

H_o: There is no significant relationship timing of training programme and employee's performance in President Paints Nigeria Limited.

Table 3: Correlations Table of Relationship between Timing of Training Programme and employee performance

		Timing of Training Prog	Employee Performance
Timing of Training Prog	Pearson Correlation	1	.746
	Sig. (2-tailed)		.000
	N	81	81
Employee Performance	Pearson Correlation	.746	1
	Sig. (2-tailed)	.000	
	N	81	81

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Field Survey, 2025

Table displays the Pearson correlation coefficients, significance value, and relationship between timing of training and employee's performance. The correlation coefficient is 0.746. This imply a relatively strong and positive correlation, this indicates that there is significant relationship between timing of training and employee's performance in President Paint Nigeria in Ojokoro, Lagos State.

Hypothesis Three

H_o: There is no relationship between training design and employee's performance in President Paints Nigeria Limited.

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Table 4: Correlations Table of Relationship between Training design and employee's performance

		Training Design	Employee's Performance
Training design	Pearson Correlation	1	.862
	Sig. (2-tailed)		.000
	N	81	81
employee's performance	Pearson Correlation	.862	1
	Sig. (2-tailed)	.000	
	N	81	81
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Field Survey, 2025

Table displays the Pearson correlation coefficients, significance value, and relationship between training design and employee's performance. The correlation coefficient is 0.862. This imply a relatively strong and positive correlation, this indicates that there is significant relationship between training design and employee's performance in President Paint Nigeria in Ojokoro, Lagos State.

DISCUSSION OF FINDINGS

The performance of business organisation in this present business environment is determined by so many factors both within and outside the business. This has made many organisations to begin to think that one way to ensure their businesses remain competitive is by constantly increasing the value of their people by improving their knowledge, skills and attitude. In order to do this, business should not only react when problem occurs, rather they should be more proactive by providing the right kind of staff that able to adapt to changes and challenges when they come calling, this can be done through effective training need analysis.

Relationship between training program and employee performance

From the findings, most of the respondents agreed moderately there was commitment by Management to carry out training programme frequently as shown by the correlation table of hypothesis one (0.758). This was in line with previous studies on the need for training as conducted by different studies (Anderson, 1999; Bowman and Wilson, 2008; Wagonhurst, 2002).most of these studies established that when workers training program are well planned results are always felt on production capacity and quality of output.

Relationship between timing of training programme and employee performance

The second hypothesis which tested the relationship between timing of training and employee's performance shows a significant relationship. This finding suggests that when training are timely planned and organized for employees in any organisation it positively influence the performance of employees. The results are in consonance with the findings of earlier studies (O'Driscoll and Taylor, 2012) Pearson and Porath (2005) posited that employees will react with positive customers relations when they have been well motivated through quality training programme. This implied that an employee who perceived that the organisation is concerned about their development will react with positive work behaviour that will in turn results in to better performance.

Relationship between training programme design and employee's performance

The third hypothesis which tested the relationship between training programme design and employee's performance shows a significant relationship. This finding suggests that the planned training programme do have direct effect on workers output in terms of production quality and quantity. The result is in line with past studies (Kagunyu, Lengarite, Wayua & Shibia, 2005; Pearson and Porath 2005) that when employees are trained with the right design and packages it will lead to positive outcome on performance and production output.

CONCLUSIONS

Based on the findings above it can be said that the final product of a training needs analysis is an accurate description of exactly what type of training is required, what time should it be done, what would be the right duration and what should be the content of the training programme. Thus, the training needs analysis makes it possible to transform the

identified needs into learning objectives. Through the above, conclusion was made that the process of identifying the training needs of the organization helps to achieve the following:

i. Success of the training programs implemented by the organization.
ii. Contributing to achieving the organization's objectives efficiently and effectively.
iii. Identifying the training efforts clearly.
iv. Contributing to design a successful training policy for the organization.
v. Treating different problems that the organization would face or is facing.
vi. Contributing to creating the competitive advantage for the organization against other organizations.

Recommendations

In order for the organization training needs programme to be efficient in identifying training needs, the following recommendations are thus presented:

1. That formulation of appropriate training policies be made by company management in order to adequately address the training needs and problems.
2. Also, management should develop a consistent practice of training time.
3. Every employee in all sections/departments/division must be involved in Training needs assessment and the entire exercise should be regular, serious and open.
4. Finally, Top management should commit itself to training so as to ensure effective design and implementation. This should take a participatory approach to enhance inclusivity of all organisation members.

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