

# Staff Training and Organizational Goals Attainment: A Study of Airtel Nigeria Networks

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**Abstract:** In today's world, organizations including Airtel Nigeria Networks have come to realise that for them to be able to maintain a competitive edge over competitors, it is important to invest considerable amount of time and resources into the training of their workforce. Training which has to do with the acquisition of relevant skills or equipping employees with the needed knowledge to carry out specific duties or functions is quite vital for goals attainment. This is because training has the specific outcomes of improving the staff capability and capacity for performance. Without the training of its staff, an organisation is likely to find it difficult to have in its employment, the needed competent staff to attain its goals. In this regard, the study empirically examined how the training of staff facilitates attainment of goals of Airtel Nigeria Networks. With the utilisation of primary data obtained from respondents through the use of questionnaire, the study observed a significant relationship between staff training and organisational goals attainment of Airtel Nigeria Networks. It therefore, recommends that staff training in organisations should be sustained and enshrined as part of the organisation's culture in order to achieve its goals of enhanced productivity at all times.

**Keywords:** Airtel Nigeria Networks, capability, competitive edge, organizational goals attainment, staff training

## Introduction

Organisations in the world over including Airtel Nigeria Networks require that their employed staff have the capacity to accomplish something of or offer some value for their wages (Airtel, 2017). If the organisation does not get the expected level or desired

quality of performance from its employees, they will either seek out individuals who can address the issue or carry out measures to get their currently failing employees to meet performance expectations. In the case of the latter scenario, the standard solution is training (Onasanya, 1999).

In this present age of advances in technology, change is a regularly occurring and persisting theme. For organisations to survive therefore there is need for organisations to engage in regular training to overcome the challenges emanating from social, innovative, economic and political changes in the environment (Buckley & Capel, 2009). This infers that any organisation's survival, growth and development are reliant on its capacity to adapt to the external and internal prerequisites that those changes would call for. This implies that existing and new staff will need to secure new knowledge, abilities, attitudes and perspectives on a persistent basis (Buckley & Capel, 2009). Going further, customer service, employee retention and development, accomplishing more with less, quality and efficiency are some of the reasons influencing organizations' choice for staff training as strategy for performance (Noe, 2008). Different organizations contend with each other to end up as the best in their particular industry. Competitiveness becomes an advantage as it sharpens an organisation's capacity to keep up and maintain market share in an industry. Most organisations have now set up training centres to gain an upper hand in the markets (Noe, 2008). In this case, it thus safe to state that training practices have helped organisations develop their business and enhance customer service by providing workers with the information and abilities they need to be effective. Since organizations are now experiencing remarkable change because of new innovations, quick growth of knowledge, globalization of business and improvement of e-

commerce. Likewise, it is germane for organisations to find a way to draw in, retain and motivate their competent workforce for enhanced performance. This is because "the human factor is fundamental to the achievement of organisational goals" (Gberevbie, 2010 p. 61). Training is not an extravagance; it is a necessity, if organizations are to contribute in the global and electronic marketplace by offering top notch items and services (Drucker, 1967). Training prepares employees on the most proficient method to utilize new technologies and function in new work systems such as virtual groups, communicate and coordinate with associates or customers from different backgrounds for efficient services (Noe, 2008).

As a result of increased global competition, organisations are under consistent pressure to cut expenses, while improving their delivery speed, quality, adaptability and trustworthiness. It has turned out to be certain that improvements ought to concentrate not just on the productivity and viability of (technical) processes, but also on the workers required in these processes. Workers progressively need to be adaptable - that is being able to do several tasks and help other workers with their work - while staying effective and motivated (Bokhorst and Slomp, 2007). Recognizing the value of the workforce and carefully considering the plan and operation of an organisation's workforce can altogether add to the improvement of the objectives of the organisation. 'Human Capital' is a key achievement factor these days and organisations must attempt to accomplish a fit between their own

objectives and the objectives of their workforce. Training workers and utilizing the acquired skills adequately is one of the ways both objectives can be accomplished for the survival and growth of organisations (Bokhorst & Slomp, 2007).

The effective development of the human resource of an enterprise is an indispensable contribution to the future and long-term development, improvement and survival of such enterprise. Regardless of the fact that management of organisations know about the power of training to adjust, motivate, instruct and enhance the quality of their human resource, it is one of the most mismanaged and haphazardly handled areas of present day organisations (Onasanya, 1999). Training of employees is an investment in individuals, which an organisation must attempt for congruity purposes to achieve its goals (Onasanya, 2005). According to Drucker (1967, p. 6):

An organisation has to provide today, the men who can run it tomorrow. It has to renew and upgrade its human capital and resources. The next generation should take it for granted, what the hard work and dedication of this generation has accomplished. They should then, standing on the shoulders of their predecessors, establish a new 'high' as the baseline for the generation after them.

It has been observed that training help workers to develop and grow into more responsible positions in an organisation (Bray, 2009). It has been argued that the days when an individual learned skills under apprenticeship and professional training that were to equip that person

with an occupation for life have since gone. Learning is currently a life-long process and is important not only for self-awareness, but for advancement (Pont, 2003). The manner in which products and services are created and offered, the jobs required and the abilities or skills necessary to complete these jobs have also made it mandatory for training to be the best option for organisations' desire to attain higher productivity (Bray, 2009).

The questions that come to mind therefore, are: what is the relationship between staff training and organisational goal attainment of Airtel Nigeria Networks? How has the current training design been able to meet the expectations of the staff and that of Airtel Nigeria Networks in the area of goals attainment? The structure of the paper is as follows: section one serves as the introduction; section two is the literature review and theoretical framework, section three contains the methodology; section four discusses the findings; section five is the recommendations; while section six concludes the paper.

### **Literature Review**

Fundamentally, throughout the years, there have been series of work and research completed on different perspectives and features of training. Training has a specific part it plays in the attainment of an organisation's goals by consolidating the interests of the organisation and the workforce. Presently, a major and vital facet in the framework of organisations worldwide is training, as it enhances the productivity and effectiveness of the employees and the organisation. It is pertinent that the personnel of

organisations, in order to enable them reach the zenith of their careers and the goals of the organisation be taken through training and development courses (Stone, 2002 p. 215; Khan, Khan & Khan, 2011 p. 62; Asare-Bediako, 2002 p. 78).

### **The Concept of Staff Training**

Staff training is the activity leading to skilled behaviour. It is a type of specialised education aimed at giving the student information, aptitude and attitude which he/she should have to adequately perform in a given position. For instance, a tailor must have the ability to cut garments and work the sewing machine and the right attitude to attract and hold clients (Onasanya, 1999).

Training is critical for new and old employees in trying to enhance present or future performance (Ivancevich, 2010). It is the efficient procedure put in place to steer the attitude of employees toward a path intended to enable the organisation attain its goals. It can be connected to occupation aptitudes and capacities already on ground. Training aid employees to gain mastery in the particular skills and aptitude required to be effective at work (Longnecker & Fink, 2005).

It can be said that training is an allusive attempt by an organisation to help promote employees' acquisition of employment related skills. These abilities integrate learning, inherent ability or patterns which are basic for effectual job performance. An objective of training is for employees to gain mastery over the information, abilities and practices stressed in the programmes and to utilise them in all activities (Noe, 2008).

The function of training is to aid in developing people individually and assist them into becoming more sure and skilful in their way of living and occupations (Pont, 2003). It is organized exercises centred around getting individuals to reliably recreate practices without variety, yet with progressively more noteworthy productivity (automatically) regardless of the possibility that conditions around them change (e.g. catching a football paying little heed to speed, range, stature and climate conditions) (Stolovitch & Keeps, 2004).

Also, training is an arranged and organised attempt to adjust or acquire knowledge/expertise/mental attitude by learning experience, to accomplish effectual execution in an activity or range of activities. Its design, in the work situation, is to aid the employee to acquire abilities in order that they may perform satisfactorily; an assigned task or work and actualise their potentials (Buckley & Caple, 2009).

Training can be understood to be a learning experience for the simple fact that it seeks a reasonable permanent change in an individual that will boost their ability to perform at work. It includes the transformation of aptitudes, cognition, attitudes or social demeanour. It implies transforming the knowledge of the workers, their manner of work, their behaviour toward their work or their collaborations with colleagues or their supervisor (De Cenzo & Robbins, 1998).

### **The Concept of Staff Development**

Staff development is involved with education, training in special skills; knowledge and practical experience especially designed for individuals to

enable them grow after having successfully performed in a given position at a given level (Onasanya, 1999). Development can refer to formal education, job experiences, relationships and assessments of personality and abilities which aid personnel to successfully execute their duties in their present or desired occupation and organisation (London, 1989).

While development is, sometimes made better through arranged development programmes, it is often an outcome of work experiences (Noe, 2008). Development prepares individuals for the future (Ivancevich, 2010). Scholars have argued that development attempts to introduce sound reasoning processes - to increase one's skill to comprehend and construe knowledge - instead of conveying a structure of serial facts or imparting a particular range of motor

skills. Development consequently has its focal point directed more on the individual's personal emergence (DeCenzo & Robbins, 1998).

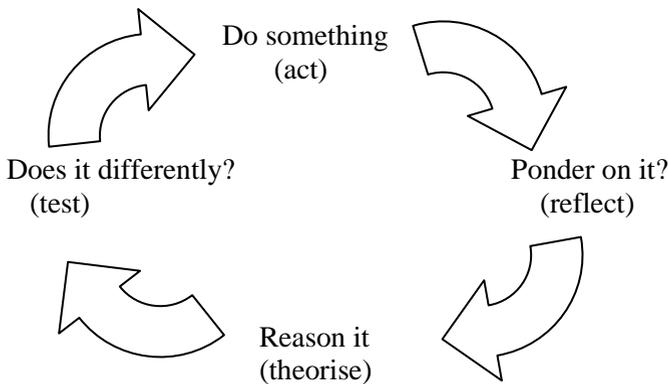
**The Concept of Staff Learning**

Staff learning is something only we can accomplish for ourselves. Learning can only occur when the individual under instruction

- i. grasps the subject, rationally and physically.
- ii. translates it into words or activities that make sense to them.
- iii. locates it close to the various things they know or can do and
- iv. does something with their recently discovered knowledge to make it their own (Hackett, 2003 p. 4).

The procedure through which this happens is known as the learning cycle

Fig. 1: The Learning Cycle



Source: Hackett (2003 p. 4)

Distinctive individuals acquire knowledge in various forms. They come in and exit the cycle at various stages.

However, until they move round the cycle to consolidate deed and opinion (activity and contemplation), conceptual and solid (hypothesis and try out), their

knowledge acquisition will not be accomplished (Hackett, 2003).

Acquisition of knowledge is a personal transformation in an individual's approach for viewing, experiencing, comprehending and conceiving anything in its current reality (Marton & Ramsden, 1988). The Cambridge Programme for Industry additionally expresses that learning can be described as the process through which an individual builds fresh knowledge, aptitudes and abilities. (Sloman, 2003).

### Conditions for Staff Learning

The conditions of staff learning amid an industrial training, particularly at the administrative level are quite dissimilar from those of formal school environment. The trainee under an industrial training programme is required to more information about the job, more skills in order to have the ability to carry out the job well and adjust /her attitude towards the job, colleagues and situations. It is also designed in such a way that the trainee should not be treated as a student under instructions in order not to bruise ego. The trainee is expected should take an active part in the learning process. Along these lines, before any trainee can profit from any training, the under listed conditions must be present:

a. **Motivation:** Trainees are persuaded to learn by observing the training, which is fundamental for the improvement of their performance and career development than for any other reason. When the individual is persuaded to see the training as a means of accomplishment, promotion and status in the organisation for performance,

he/she is more likely to make huge sacrifice as could reasonably be expected to learn.

- b. **Relevance:** The training must be significant to the trainee's job for better results. The trainee would therefore need to accept additional methods for enhancing performance and be intrigued to learn more.
- c. **Change:** The trainee should have the ability to recognise that his/her past ways or strategies for doing the job are quite poor and deduce that acquiring new skills will help the trainee to move forward. The training should be designed in a way to develop and recondition the trainee's attitude to the work, colleagues and situations.
- d. **Variety:** There must be variety in the learning process to avoid boredom.
- e. **Practicality:** The trainer should be practical and as close to real life situations as possible. The trainer should likewise be given adequate time to practice what he/she has learnt, keeping in mind the end goal is to produce self-confidence.
- f. **Active Participation:** The student must take an interest and participate effectively in the learning process. He/she should participate in the goal setting and appraisals of the results.
- g. **Application:** The trainee should have the ability to apply the skills and knowledge in his/her career. Conditions should be such that it will guarantee plausibility of applications, or else the training would be futile and the initiative

and the enthusiasm of the student in learning will be destroyed.

- h. **Guide instead of lead:** The teacher should understand that students are not youths; subsequent to drawing on their past experiences, he/she should guide them through the new information and abilities being put across to them (Pont, 2003 p. 49).

**Differentiating Characteristics of Staff Education and Training**

The layperson with his/her limited knowledge would oft time confuse education for training, thus the need to carefully elucidate and highlight the differences between the two:

<b>Education</b>	<b>Training</b>
Mainly for juveniles and youths	Predominantly for adults
Broad instead of particular learning goals, for instance, learning French, geography	Often very constricted directed learning towards a goal, for instance learning how to carry out an appraisal interview
'Normal', that is, in most instances, what everyone in a specific age-group does	'Special', that is time is extracted 'normal' work activities to do it.
Knowledge transfer is stressed	Emphasis is on the behaviour change

(Hardingham, 2003 p. 4)

Regarding accuracy, training as a rule includes the acquiring of behaviours, information and thoughts, which are all effortlessly characterized in a particular job setting. Consequently, training is to a greater extent job-oriented than person-oriented. Education to a greater extent is person-oriented, is a more extensive procedure of progress and its goals slightly agreeable to exact resolution (Buckley & Caple, 2009). Training and education (including development) is recognized additionally in terms of process. Training has a tendency to be a more robotic process, which emphasises uniform and unsurprising reactions to standard direction and instruction strengthened by practice and repetition. On the other hand, education is a more natural process realizing less unpredictable changes in the individual (Buckley & Caple, 2009).

**The Role of Staff Training in Organisational Goal Attainment**

Staff trainers must know about the close connection between training and profit (Pont, 2003). Training for the sake of training is not the rule of the day. Training is required to make a talented workforce as well as to keep up the high level of skills and abilities required by the constantly changing work environment and to prepare individuals to meet future demands. In this regard, trainers are expected to use each opportunity to provide responses on achievement, particularly on the effect on the business to senior management (Pont, 2003). In the event that the training provision is not conveyed professionally, the quality of learning suffers, with the solid plausibility that individual competence in the working environment may fall-with unfavourable effects upon business performance (Biech, 2009).

To guarantee that training is in agreement with organisational requirements when creating, purchasing or rendering a training programme, it is important to recognize the business objective that the training backs. Goals commonly classified into the following: expense reduction, revenue generation or regulation compliance (Biech, 2009).

1. **Expense Reduction:** refresher courses may be needed to reduce errors or rework; new data may be utilised to decrease dependence on more costly support from advisers or other organisations, new data may likewise be meant to increase employee efficiency.
2. **Revenue Generation:** sales training is generally expected to expand the business; consumer loyalty courses are focused on guaranteeing clients return and suggest items or services to other clients.
3. **Regulation Compliance:** government or industry may oblige organisations provide courses to avoid errors (Biech, 2009).

It has been argued that for training and development to connect with the organisational goals, the following must be noted:

1. Take a careful look at all germane documentation, for example, the corporate key and marketable strategies and if the required exercise is connected to a particular office, their strategies for success.
2. Interview leaders of the department who ask for training to simply explain the issue they wish to resolve.
3. Hold a discourse about the training programme that the trainers will

present to guarantee the programmes are aligned to and support an organisational requirement.

4. Keep pace with the transformations the organisation is confronting and foresee the sort of backing it will require (Pont, 2003 p. 8).

### Theoretical Framework

The study adopts the goal setting theory as its theoretical framework. The goal setting theory is associated with the works of Gary Latham & Edwin Locke. The “goal setting is the development of an action plan intended to motivate and guide an individual or group towards an objective” (Grant, 2012 p. 146). Goal setting theory assumes that behaviour comes about because of an individual's objectives and aims. Objectives impact an individual's attitude by coordinating vigorous and attention prolonging endeavours beyond regular time and encouraging the individual to create methodologies for objective achievement (Locke & Latham, 1990). Studies recommend that particularly difficult objectives ensue in better performance over obscure, easy objectives. It has been observed that goals result to superior performance in cases where individuals are focused on the goal. As a result, employees are less inclined to focus on an objective if they are of the opinion it is troublesome. The theory states that:

- a. a specific high goal prompts higher performance than a simple goal, no goal or an ambiguous goal.
- b. regarding goal dedication, the more superior the goal, the more superior the performance
- c. variables, for example, criticism or knowledge of results, incentives,

investment in decision making and rivalry just influence an employee's performance to the degree that they prompt the setting of and commitment to a specific goal (Latham, Ganegoda & Locke, 2011 p. 2).

Goal setting theory proposes that knowledge acquisition can be encouraged by giving students particularly difficult goals and objectives. In particular, the impact of goal setting theory may be found in the generating of training lesson plans (Locke, Shaw, Saari & Latham, 1981). Studies by Locke, Latham and their partners have demonstrated more specific and ambitious goals prompt more performance change than simple or general goals. This means that there is a positive straight connection between goal difficulty and work performance (Locke, 2006). Consequent research has demonstrated that goal attainment expands self-efficacy and in addition provides a feeling of pride and accomplishment (Mento, Locke & Klein, 1992). Despite the fact that setting high goals sets the bar higher to acquire self-satisfaction and sense of well-being, achieving goals creates an elevated feeling of efficacy (personal effectiveness), self-satisfaction and sense of well-being particularly when the goals vanquished were viewed as challenging (Wiese & Freund, 2005:289).

The goal setting theory is relevant to this work because it emphasises the importance of training in organisations in view of its significance of measuring employees' performance and part in helping organisations attain their set goals. This is in line with the argument

of Michael (2008) that the definitive goal of each training programme is to increase the value of the workforce with a specific end goal to gain competitive advantage over other organisations in the same industry.

### **Methodology**

This study adopts the descriptive survey research design. This research design was used because it is more suitable for online surveys due to the fact that it is conclusive in nature. The main idea considered when using this type of research design is to better define an opinion, attitude or behaviour held by a group of people on a given subject. Here, grouping the responses into predetermined choices provided statistically inferable data, which allowed the significance measurement of the results on the overall population being studied.

The study population is made up 115 employees of Airtel Networks (Nigeria), Lagos area operations. Through the simple random sampling technique, 80 respondents (sample size) were administered the questionnaire online by means of Google docs, which were aptly retrieved for analysis. The data obtained were analysed by Software Package for Statistics and Simulation (SPSS). Pearson Product Moment Correlation coefficient and Regression coefficient were utilized to test the two hypotheses stated: (a) there is no significant relationship between staff training and organisational goals attainment of Airtel Nigeria Networks, and (b) there is no significant relationship between the current training design and the realisation of goals attainment of Airtel Nigeria Networks.

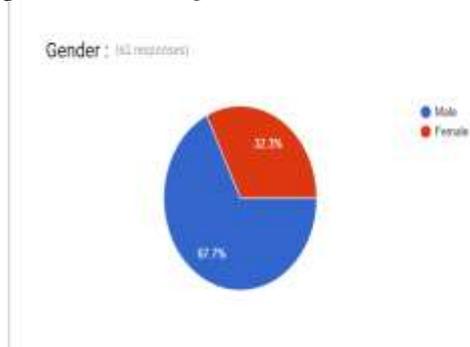
### Data Presentation

Eighty (80) copies of the questionnaire were conveyed to the official email addresses of the staff of Airtel Networks (Nigeria) Limited southern base of operations. 62 copies of the

questionnaire were returned which gave a total of 76 percent. Forty-two (42) respondents are male which represents 67.7 percent and twenty (20) respondents are females which represent 32.3 percent, all took part in the survey.

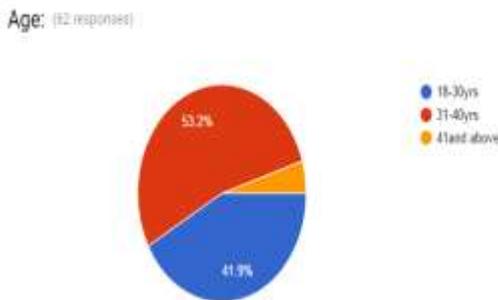
### Section A: Frequency Distribution of Respondents' Bio-Data

Fig. 2: Showing Gender of Respondents



Source: Field work 2017

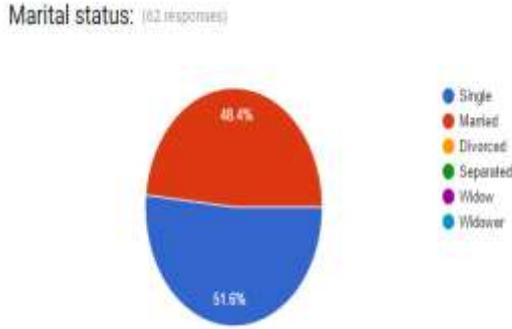
The chart shows 67.7 percent male respondents, which is 42 men and 32.3 percent, which is 20 women.



Source: Field work 2017

Twenty five (25) are between the ages of 18-30, which represents 41.9 percent. Thirty two (32) are between the ages of 31-40, which represents 53.2 percent and five (5) are between the ages of 41 and above, which represents 4.9 percent.

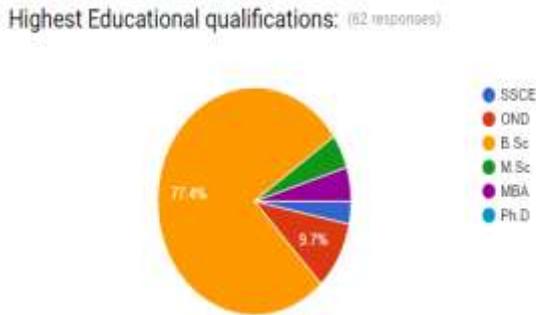
Fig. 4: Showing Marital Status of Respondents



Source: Field work 2017

Singles are thirty two (32) in number, which represents 51.6 percent. While thirty (30) are married, which represents 48.4 percent.

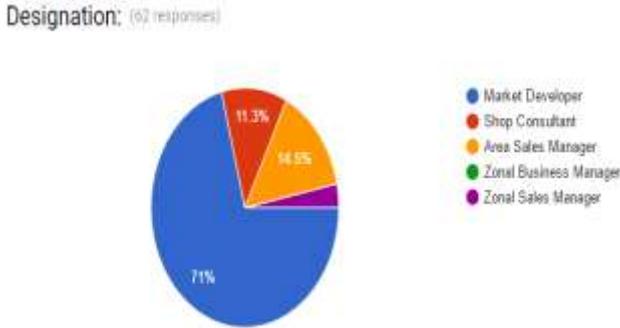
Fig. 5: Showing Educational Qualifications



Source: Field work 2017

Forty eight (48) are first degree holders, which represents 77.4 percent. Six (6) are Ordinary National Diploma (OND) holders, which represents 9.7 percent. Four (4) are MBA holders, which represent 6.5 percent. Three (3) are M.Sc holders, which represents 4.9 percent. One is a Ph.D holder, which represents 1.5 percent.

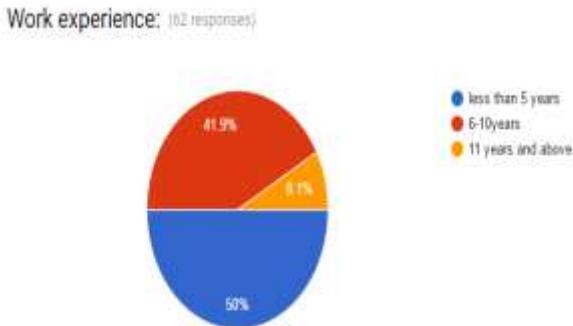
Fig. 6: Showing Staff Work Designation



Source: Field work 2017

Forty four (44) are Market Developers, which represents 71 percent. Nine (9) are Area Sales Managers, which represents 14.5 percent. Seven (7) are Shop Consultants, which represent 11.3 percent. Two (2) are Zonal Sales Managers, which represents 3.2 percent.

Fig. 7: Showing Years of Work Experience



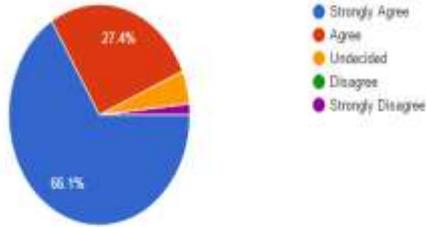
Source: Field work 2017

Thirty one (31) have less than five years work experience, which represents 50 percent. Twenty six (26) have between 6-10 yrs. work experience, which represents 41.9 percent. Five (5) have more than 11 yrs. work experience, which represents 8.1 percent.

**Section B: Merits of Training**

Fig. 8: Training Responsibility

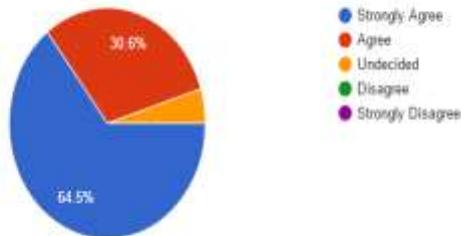
Training is responsible for enabling staff carry out the necessary activities required for organisational goal attainment  
(62 responses)



One person strongly disagrees, which represents 1.5 percent. Three people are undecided, which represents 5 percent. Seventeen people agree, which represents 27.4 percent. Forty one people strongly agree, which represents 66.1 percent.

Fig. 9: Employee’s Work Knowledge

Training helps correct deficiencies in the employee’s work knowledge  
(62 responses)

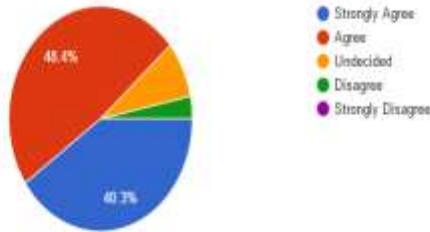


Source: Field work

Three people are undecided, which represents 4.9 percent. Nineteen people agree, which represents 30.6 percent. Forty people strongly agree which represents 64.5 percent.

Fig. 10: Organisational Goals Attainment

Organisational goal attainment is directly linked to the quality of its training programmes  
(62 responses)

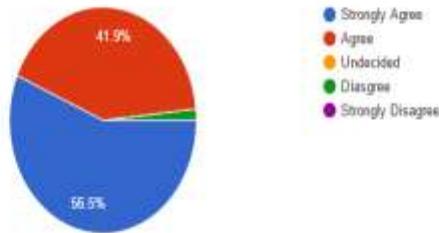


Source: Field work

Two people disagree, which represents 2.1 percent. Four people are undecided, which represents 9.2 percent. Thirty people agree, which represents 48.4 percent. Twenty five people strongly agree, which represents 40.3 percent.

Fig. 11: Promoting Efficiency

Training is responsible for promoting efficiency and effectiveness in the organisation  
(62 responses)

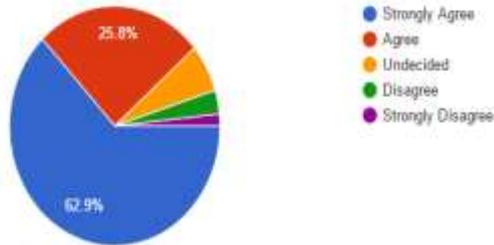


Source: Field work 2017

One person disagrees, which represents 1.2 percent. Twenty six people agree, which represents 41.9 percent. Thirty five people strongly agree, which represents 56.5 percent.

Fig. 12: Improvement of Employees

Training has a direct influence on the improvement of employees performance  
(62 responses)

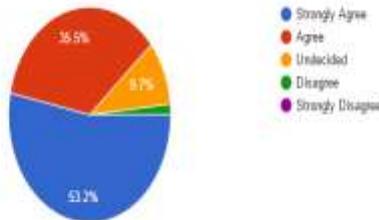


Source: Field work 2017

One person strongly disagrees, which represents 1.3 percent. Two people disagree, which represents 3.9 percent. Four people are undecided, which represents 6.1 percent. Sixteen people agree, which represents 25.8 percent. Thirty nine people strongly agree, which represents 62.9 percent.

Fig. 13: Organisational Goals and Objectives

The training content is relevant to the organisation's goals and objectives  
(62 responses)

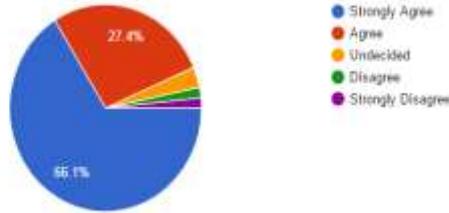


Source: Field work 2017

One person disagrees, which represents 1.6 percent. Five people are undecided, which represents 9.7 percent. Twenty three people agree, which represents 35.5 percent. Thirty three people strongly agree, which represents 53.2 percent.

Fig. 14: Skills and Abilities of Employees

Training enhances the skills and abilities of employees (62 responses)

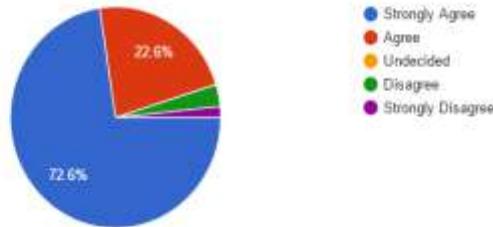


Source: Field work 2017

One person strongly disagrees, which represents 1.2 percent. One person disagrees, which represents 1.2 percent. Two people are undecided, which represents 4.1 percent. Seventeen people agree, which represents 27.4 percent. Forty one people strongly agree, which represents 66.1 percent.

Fig. 15: Trends in Telecommunications Industry

Training keeps employees up-to-date with upcoming trends in the telecommunications industry (62 responses)

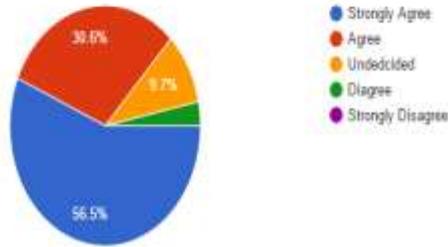


One person strongly disagrees, which represents 1.2 percent. Two people disagree, which represents 3.6 percent. Fourteen people agree, which represents 22.6 percent. Forty five people strongly agree, which represents 72.6 percent.

Fig. 16: Training Sessions Review

Organisational goals are constantly being reviewed during training sessions

(62 responses)



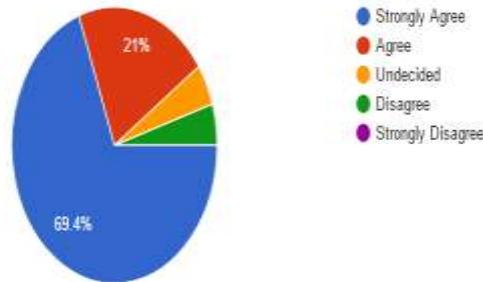
Source: Field work 2017

Two people disagree, which represents 3.2 percent. Six people are undecided, which represents 9.7 percent. Nineteen people agree, which represents 30.6 percent. Thirty five people strongly agree, which represents 56.5 percent.

Fig. 17: Required Skills for Promotion

Training provides employees with the necessary knowledge to develop skill sets required for promotion

(62 responses)



Source: Field work 2017

Three people disagree, which represents 4.8 percent. Three people are undecided, which represents 4.8 percent. Thirteen people agree, which represents 21 percent. Forty three people strongly agree, which represents 69.4 percent.

Fig. 18: Challenges and Opportunities of Employees

Training proactively trains employees to identify future challenges and opportunities for the company  
(62 responses)

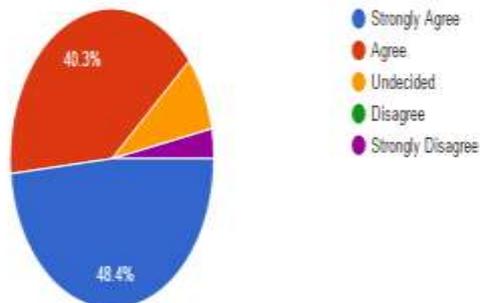


Source: Field work 2017

Two people disagree, which represents 4.9 percent. Five people are undecided, which represents 5.8 percent. Twenty two people agree, which represents 35.5 percent. Thirty three people strongly agree, which represents 53.2 percent.

Fig. 19: Job Positions and Organisational Goals

Training helps employees understand how their job positions impacts the organisation's goals and objectives  
(62 responses)



One person disagrees, which represents 1.6 percent. Six people are undecided, which represents 9.7 percent. Twenty five people agree, which represents 40.3 percent. Thirty people strongly agree, which represents 48.4 percent.

### 3.2 Data Analysis – Hypotheses Testing

#### 3.3 Testing of Hypothesis One

H<sub>0</sub>: There is no significant relationship between staff training and organisational goals attainment of Airtel Nigeria Networks.

		Correlations	
		Trained_Staff	Training_responsible
Trained_Staff	Pearson Correlation	1	.204
	Sig. (1-tailed)		.056
	N	62	62
Training_responsible	Pearson Correlation	.204	1
	Sig. (1-tailed)	.056	
	N	62	62

The result displayed in the table above points out a significant link between the two variables at 0.204 for the relationship between trained staff and organisational goal attainment. Since the pi value is 0.05, the null hypothesis is rejected, as there is evidence of relationship.

#### Variables Entered/Removed<sup>a</sup>

Model	Variables Entered	Variables Removed	Method
1	Trained_Staff <sup>b</sup>	.	Enter

a. Dependent Variable: Training\_responsible

b. All requested variables entered.

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.204 <sup>a</sup>	.042	.026	.673

a. Predictors: (Constant), Trained\_Staff

#### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.184	1	1.184	2.611	.111 <sup>b</sup>
	Residual	27.204	60	.453		
	Total	28.387	61			

a. Dependent Variable: Training\_responsible

b. Predictors: (Constant), Trained\_Staff

Model		Coefficients <sup>a</sup>		Standardized Coefficients Beta	T	Sig.
		Unstandardized Coefficients B	Std. Error			
1	(Constant)	1.387	.292		4.741	.000
	Trained_Staff	.222	.138	.204	1.616	.111

a. Dependent Variable: Training\_responsible

The Regression table above indicates that the calculated 0.1 is equal to 0.5 { $\pi=0.05$ } for relationship between staff training and organisational goal attainment. Since the  $\pi$  value is equal to 0.05, the null hypothesis is rejected and concludes that there is a relationship.

### 3.4 Testing of Hypothesis Two

H<sub>0</sub>: There is no significant relationship between the current training design and the realisation of goals attainment of Airtel Nigeria Networks.

### Correlations

		Trained_Staff	Training_understand
Trained_Staff	Pearson Correlation	1	.289*
	Sig. (2-tailed)		.023
	N	62	62
Training_understand	Pearson Correlation	.289*	1
	Sig. (2-tailed)	.023	
	N	62	62

\*. Correlation is significant at the 0.05 level (2-tailed).

The result displayed in the table above shows a significant relationship between the two variables at  $r= 0.289$ , for the relationship between staff training design and performance, using 0.05 as

the significance level. Since the  $\pi$  value is less than ( $<$ ) 0.05 at 0.023, the null hypothesis is rejected and concludes that there is a positive relationship.

### Regression Table

Model	Variables Entered/Removed <sup>a</sup>		Method
	Variables Entered	Variables Removed	
1	Trained_Staff <sup>b</sup>	.	Enter

a. Dependent Variable: Training\_understand

b. All requested variables entered.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.289 <sup>a</sup>	.084	.068	.822

a. Predictors: (Constant), Trained\_Staff

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.707	1	3.707	5.482	.023 <sup>b</sup>
	Residual	40.567	60	.676		
	Total	44.274	61			

a. Dependent Variable: Training\_understand

b. Predictors: (Constant), Trained\_Staff

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.991	.357		2.773	.007
	Trained_Staff	.394	.168	.289	2.341	.023

a. Dependent Variable: Training\_understand

Flowing from the Regression table above, it is observed that the calculated 0.023 is less than ( $<$ ) 0.05 { $\pi < 0.05$ }. This proves that there is a significant linear relationship between staff training design and employees' performance. The Regression coefficient of 0.394 proves that any increase in training for the unit of value will improve the value of employees' performance by 39 percent assuming other variables are constant.

**Findings and Discussion**

In carrying out this research, the two hypotheses stated were tested. The first hypothesis which states that there is no significant relationship between training and organisational goal attainment of Airtel Networks (Nigeria) was rejected. This outcome means that there is a significant relationship between staff training and organisational goal

attainment of Airtel Networks (Nigeria). Also, the second hypothesis which states that there is no significant relationship between the current training design and the realisation of goals attainment of Airtel Networks (Nigeria) was rejected. This implies that there is a significant relationship between Airtel Networks (Nigeria) current training design and the realisation of its goals attainment.

The findings of this study empirically proved that quality training plays a key role in helping Airtel Networks (Nigeria) attain its goals. Furthermore, any increase in the quality and frequency of training for one unit of value will increase the performance of employees and the capacity of the organisation to attain its goals. This means that training is a work activity that can make a very significant and important contribution to the overall

effectiveness and profitability of an organisation. Thus, for any organisation to attain its goals, training and re-training of the employees is a necessity.

### Conclusion

The study empirically examined staff training and organisational goal attainment of Airtel Nigeria Networks. The analysis of data obtained through the use of questionnaire established that

staff training plays a major role in the attainment of organisational goals. This implies that no organisation is likely to achieve its goals of higher productivity without adequate training of its staff. Therefore, training is a very useful strategy for the retention of competent staff in an organisation's quest to attain competitive edge over other organisations in the same industry.

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