

EFFECT OF RESKILLING PROGRAMMES ON EMPLOYEE PERFORMANCE OF PHARMACEUTICAL MANUFACTURING FIRMS IN SOUTH EAST NIGERIA

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Abstract

This study is on the effect of reskilling programs on employee performance of Pharmaceutical Manufacturing firms in South East Nigeria. The main objective of this study is to determine the effect of reskilling programs on employee performance of Pharmaceutical Manufacturing firms in South East Nigeria, while the specific objectives were to determine the effect of training on employee output and to ascertain the effect of feedback on employee quality of work of Pharmaceutical Manufacturing firms in South East Nigeria. The research design for this study is a survey research design. The study population was all 270 management and senior staff of pharmaceutical companies in the South-East Nigeria. Since the population is small, we adopted a complete enumeration of the population by surveying the entire population. The data were analyzed and presented in frequency and percentage tables. Regression analysis was used to analyze the hypotheses with the aid of statistical package for social sciences (SPSS 26). The finding of the study revealed that training have significant positive effect on employee output of Pharmaceutical Manufacturing firms in South East Nigeria and also, that feedback have significant positive effect on employee quality of work of Pharmaceutical Manufacturing firms in South East Nigeria. It was concluded that reskilling programs, such as training and feedback, have a significant positive impact on employee performance in Pharmaceutical Manufacturing firms in South East Nigeria. It was recommended among other things that Pharmaceutical Manufacturing firms should implement regular reskilling programs to enhance the skills and knowledge of employees. This would not only improve employee performance but also keep them updated with the latest industry trends and technologies.

INTRODUCTION

1.1 Background of the Study

In the dynamic and competitive landscape of the manufacturing industry, the need for continuous learning and upskilling of employees has become paramount for organizations to stay relevant and thrive. Reskilling programs have emerged as a strategic tool for manufacturing firms to enhance the skills and competencies of their workforce, thereby improving overall employee performance. Employee performance is a critical factor that directly impacts the productivity, efficiency, and competitiveness of manufacturing firms.

Reskilling programs refer to initiatives undertaken by organizations to provide employees with training and development opportunities aimed at acquiring new skills, updating existing knowledge, and adapting to technological advancements in the industry. These programs are designed to bridge skill gaps, boost employee

morale, increase job satisfaction, and ultimately enhance performance outcomes. By investing in reskilling programs, manufacturing firms can equip their workforce with the necessary tools and capabilities to meet evolving job requirements and contribute effectively to organizational goals.

Research in the field of human resource management has shown that reskilling programs play a significant role in shaping employee performance within manufacturing firms. A study by Smith et al. (2018) highlighted that employees who participate in reskilling programs demonstrate higher levels of job satisfaction, motivation, and engagement, leading to improved performance outcomes. Furthermore, reskilling programs have been found to positively impact employee retention rates, as skilled workers are more likely to remain loyal to organizations that invest in their professional development (Jones & Brown, 2019).

The effectiveness of reskilling programs on employee performance can be attributed to several factors. Firstly, these programs enable employees to acquire new knowledge and skills that are aligned with the changing demands of the manufacturing industry. As technology continues to advance rapidly, employees need to continuously update their skills to remain competitive in the market (Davis & White, 2020). Secondly, reskilling programs empower employees to take on new challenges and responsibilities, fostering a sense of ownership and accountability in their roles (Johnson, 2017). This increased autonomy can lead to higher levels of job satisfaction and performance.

In Nigeria, the manufacturing sector plays a significant role in the country's economy, contributing to employment generation and industrial development (Adeleke & Ibrahim, 2016). However, the impact of reskilling programs on employee performance may vary depending on various factors such as the design of the program, the quality of training provided, employee engagement levels, and organizational support for skill development. In South East Nigeria, where manufacturing firms are striving to remain competitive in a dynamic market environment, understanding the relationship between reskilling programs and employee performance is crucial for sustaining growth and profitability (Okafor & Ahmed, 2020).

This study aims to investigate the effect of reskilling programs on employee performance in pharmaceutical manufacturing firms in South East Nigeria. By examining the perceptions of employees who have participated in reskilling initiatives and analyzing key performance indicators before and after training interventions, this research sought to provide valuable insights into the potential benefits of reskilling programs for both employees and organizations in the region.

1.2 Statement of the Problem

In an ideal situation, the implementation of reskilling programs in pharmaceutical manufacturing firms is anticipated to enhance the skills and knowledge of employees, consequently positively impacting their performance. Research suggests that well-designed training programs contribute to increased productivity, job satisfaction, and adaptability to technological changes. However, despite the increasing prevalence of reskilling initiatives, the extent to which these programs effectively translate into improved employee performance within the manufacturing sector remains a subject of investigation.

On the contrary, the inverse situation raises concerns about the potential limitations and challenges associated with reskilling programs. Some studies have pointed out that not all training programs are equally effective, and poorly executed initiatives may yield minimal or even negative outcomes. In the context of manufacturing firms, factors such as program design, relevance to job roles, and the adaptability of employees to new skills may pose barriers to the successful implementation of reskilling programs, thereby hindering the desired improvement in employee performance. The consequences of this problem are significant for both employees and manufacturing firms. Effective reskilling programs can lead to improved employee productivity, job satisfaction, and overall performance. On the other hand, ineffective or inadequate reskilling efforts may result in skill gaps, decreased motivation, and reduced competitiveness for manufacturing firms in the region.

Despite the growing emphasis on reskilling programmed globally, there is a lack of specific research focusing on their impact on employee performance within the context of manufacturing firms in South East, Nigeria. Existing literature often provides general insights into reskilling initiatives without delving into their implications for specific industries or regions. Therefore, there is a gap in understanding how reskilling programs tailored to the needs of pharmaceutical manufacturing firms in South East, Nigeria can influence employee performance.

1.3 Objectives of the Study

The broad objective of this study is to determine the effect of reskilling programs on employee performance of Pharmaceutical Manufacturing firms in South East Nigeria. Specifically, the study sought to:

- i. Determine the effect of training on employee output of Pharmaceutical Manufacturing firms in South East Nigeria
- ii. Ascertain the effect of feedback on employee quality of work of Pharmaceutical Manufacturing firms in South East Nigeria

1.4 Research questions

- i. How does training have effect on employee output of Pharmaceutical Manufacturing firms in South East Nigeria?
- ii. How does feedback have effect on employee quality of work of Pharmaceutical Manufacturing firms in South East Nigeria?

1.5 Statement of hypotheses

- i. Training does not have significant positive effect on employee output of Pharmaceutical Manufacturing firms in South East Nigeria.
- ii. Feedback does not have significant positive effect on employee quality of work of Pharmaceutical Manufacturing firms in South East Nigeria.

1.6 Scope of the Study

The topic of this study is the effect of reskilling programs on employee performance of Pharmaceutical Manufacturing firms in South East Nigeria. Geographically, this study focuses on selected manufacturing firms in south east Nigeria. The independent variable of the study is reskilling programs, which is proxied by training and feedback. The dependent variable of the study is employee performance which is proxied by employee output and employee quality of work. The unit of analysis is the employees of the selected manufacturing firms.

REVIEW OF RELATED LITERATURES

2.1 Conceptual Review

2.1.1 Reskilling Programs

Reskilling programs refer to initiatives designed to equip individuals with new skills or upgrade existing skills to adapt to changing job market demands, technological advancements, or industry requirements. These programs aim to enhance the employability of workers by providing them with the necessary tools and knowledge to succeed in a rapidly evolving labor market. Reskilling programs can take various forms, including training workshops, online courses, apprenticeships, and vocational education programs.

Reskilling, as defined by Sivalingam and Mansori (2020), involves the acquisition of entirely new skill sets that lead to new career positions, often transcending industry boundaries. This aligns with the perspective of Sawant, Thomas, and Kadlag (2022), who emphasize the learning or teaching of entirely new skills to facilitate a transition either within the same industry or to a different one.

The slight variation in definitions by these authors underscores a crucial distinction in the focus of reskilling programs. Sivalingam and Mansori (2020) highlight the potential for individuals to shift to entirely new career positions in different industries, while Sawant et al. (2022) emphasize the applicability of reskilling within the same industry, leading employees to new areas of expertise.

Furthermore, the differentiation between reskilling and upskilling is noteworthy. Reskilling involves acquiring entirely new skill sets, often in a different field, while upskilling aims at improving existing skills within the current career trajectory (Sivalingam & Mansori, 2020; Sawant et al., 2022). The choice between reskilling and upskilling depends on the existing skill set of the employee and the desired career trajectory.

The benefits of reskilling programs are diverse. Notably, reskilling allows organizations to shape employees from scratch, fostering alignment with organizational methods and techniques (Sivalingam & Mansori, 2020). The flexibility of reskilling programs is highlighted by their independence from external stakeholders, making them adaptable to various organizational contexts (Dlamini et al., 2022). Despite the potential economic challenges over

time, reskilling programs offer a more affordable initial investment compared to automation programs (Hastings, 2022).

A significant advantage of reskilling programs is their ability to address workforce gaps without the need for external hiring. This resonates with the preferences of unions, as reskilling allows organizations to retrain individuals rather than terminating existing employees when tasks become redundant (Jürgens & Krzywdzinski, 2009). The resulting employee loyalty and the alignment with a culture of lifelong learning contribute to the overall success of reskilling programs (Agrawal et al., 2020).

Apprenticeships, deeply rooted in European traditions, emerge as a relevant approach to reskilling. While historically applied to young individuals, modern apprenticeships prove effective for reskilling people of various demographics, including military veterans and adult workers seeking a career shift (Wyman, Yates, & Whatermon, 2019). The integration of apprenticeships into reskilling aligns with the traditional model while adapting to the changing needs of the workforce (Christensen et al., 2021).

However, the implementation of reskilling programs is not without challenges. Financial and organizational barriers pose significant hurdles, with costs, both initial and continuous, presenting a major concern (Allas, Fairbairn & Foote, 2020). The economic challenges affect not only organizations but also individuals undergoing reskilling, particularly when facing lower salaries during the training period (Li, 2022). Government grants and organizational financial aid emerge as potential solutions to alleviate these challenges.

Internal struggles within organizations also contribute to the complexity of reskilling programs. Resistance from current employees, particularly mentors, can impede the success of programs, with reluctance stemming from concerns about wasted time and administrative burdens (Lopata et al., 2015). Discrimination further exacerbates challenges, with women, minorities, and immigrants facing barriers to entry and successful completion of reskilling programs, particularly in industries like construction (Lopata et al., 2015).

In essence, the conceptualization of reskilling programs encompasses a strategic approach to equip individuals with entirely new skill sets, offering organizations the opportunity to shape and retain a skilled workforce. The benefits extend beyond individual career advancements to organizational success and societal advantages, underscoring the importance of overcoming financial, organizational, and internal challenges to ensure the effectiveness of reskilling initiatives.

2.1.2 Components of Reskilling Programs

a. Training

Training is a systematic process of developing knowledge, skills, and competencies in individuals to improve their performance in a specific area or task. It involves the acquisition of new information, the development of practical skills, and the enhancement of existing abilities through structured learning activities. Training can take various forms, such as classroom instruction, on-the-job training, workshops, seminars, simulations, e-learning modules, and coaching sessions. The ultimate goal of training is to enhance individual and organizational effectiveness by ensuring that employees have the necessary skills and knowledge to perform their roles successfully.

According to Noe and Hollenbeck (2019), training consists of planned efforts to help employees acquire job-related knowledge, skills, abilities, and behaviors, aiming to apply them on the job. It is a systematic modification of behavior through learning processes, enabling individuals to upgrade their levels of knowledge, practice, and qualification for efficient task execution (R. A. G. Khan et al., 2011). A. Khan et al. (2016) further emphasize that training helps the workforce seamlessly adapt to new technology, thereby increasing overall efficiency and productivity at both individual and organizational levels.

Training, in the organizational context, is a deliberate and planned intervention aimed at bridging the gap between the current performance of employees and the desired standard performance (Jie and Roger, 2005). It serves as a means of enhancing individual job performance by developing employees' abilities and competencies essential for the achievement of organizational goals. Training encompasses various methods, including coaching, mentoring, peer cooperation, and active participation by subordinates, fostering teamwork and improved on-the-job performance (Jie and Roger, 2005).

Benefits of Training:

The importance of training lies in its multifaceted benefits for both employees and organizations. It not only develops employees' capabilities but also sharpens their thinking abilities, fostering creativity and the ability to make timely and productive decisions (David, 2006). Training plays a pivotal role in improving customer interactions and responsiveness to complaints, enhancing overall customer satisfaction (Hollenbeck, Derue, and Guzzo, 2004). Additionally, it develops self-efficacy, leading to superior job performance by replacing traditional practices with more efficient and effective work-related approaches (Svenja, 2007; Kathiravan, Devadason, and Zakkeer, 2006).

Training is viewed as a strategic tool to enhance individual job satisfaction and decrease anxiety or frustration associated with job tasks (Chen et al., 2004). Employees feeling incapable of performing tasks at the desired level may choose to leave the firm, emphasizing the role of training in retaining a skilled and satisfied workforce (Kanelopoulos and Akrivos, 2006). The gap between necessary and possessed skills can significantly impact job dissatisfaction, and training serves as a mechanism to address this disparity (Rowden, 2002).

Furthermore, training contributes to job satisfaction by aligning employee performance with organizational goals, leading to appreciation by top management (Rowden, 2002; Rowden and Conine, 2005). Trained employees are better equipped to satisfy customers, and the learning resulting from training programs correlates with a higher level of job satisfaction and superior performance (Tsai et al., 2007).

The Importance of Training:

Training is an imperative tool for organizational growth and success, benefiting both employers and employees. It enhances employee efficiency and productivity, fostering increased job satisfaction, morale, and motivation (Anonymous, 1998). The overall advantages of employee training include increased efficiencies in processes leading to financial gains, the capacity to adopt new technologies, enhanced innovation in strategies and products, and reduced employee turnover (Anonymous, 1998).

b. Feedback

Feedback within the organization context refers to the process of providing information to individuals or groups within an organization about their performance, behavior, or outcomes in order to facilitate learning, improvement, and goal attainment. Feedback can come from various sources such as supervisors, peers, subordinates, customers, or even the organization itself through performance metrics and evaluations. It plays a crucial role in organizational development and effectiveness by enabling individuals and teams to understand how their actions impact others and the overall goals of the organization (Robbins & Judge, 2019).

Feedback can be categorized into two main types: positive feedback and constructive feedback. Positive feedback focuses on reinforcing desired behaviors or outcomes, while constructive feedback aims to address areas for improvement or development. Both types of feedback are essential for promoting continuous learning and growth within an organization (London & Smither, 2002).

Effective organizational feedback should be timely, specific, actionable, and delivered in a respectful manner. Timely feedback allows individuals to make immediate adjustments, while specificity helps them understand exactly what behaviors or outcomes need to be addressed. Actionable feedback provides clear guidance on how to improve, and delivering feedback respectfully fosters a positive and supportive organizational culture (Ashford & Cummings, 2013).

Feedback mechanisms can take various forms, including formal performance evaluations, informal conversations, 360-degree feedback processes, surveys, and performance dashboards. Organizations may also utilize technology such as feedback software or apps to streamline the feedback process and ensure that it reaches the intended recipients efficiently (Kluger & DeNisi, 2016).

2.1.3 Employee Performance

Employee performance refers to the level of effectiveness and efficiency with which an individual carries out their job responsibilities within an organization. It is a critical aspect of organizational success as it directly impacts productivity, profitability, and overall performance. Employee performance is influenced by various factors such as skills, knowledge, motivation, job satisfaction, work environment, and leadership. Performance management

systems are commonly used by organizations to monitor, evaluate, and improve employee performance through goal setting, feedback, training, and development opportunities ((Robbins & Judge, 2019).

One key factor that influences employee performance is motivation. Motivation plays a crucial role in determining the level of effort and commitment that employees put into their work tasks. According to Maslow's hierarchy of needs theory, individuals are motivated by different needs at different stages of their lives. For example, lower-level needs such as physiological and safety needs must be satisfied before higher-level needs such as esteem and self-actualization can be addressed (Robbins & Judge, 2019).

Another important factor that affects employee performance is job satisfaction. Job satisfaction refers to the extent to which employees are content with their jobs and the work environment. Research has shown that satisfied employees are more likely to be engaged in their work tasks, exhibit higher levels of commitment, and perform better than dissatisfied employees (Spector, 1997).

Furthermore, the work environment plays a significant role in shaping employee performance. A positive work environment characterized by supportive leadership, clear communication channels, teamwork, and a culture of recognition and reward can enhance employee motivation and job satisfaction, leading to improved performance outcomes (Luthans & Youssef-Morgan, 2017).

Effective leadership is also crucial for driving employee performance. Leaders who provide clear direction, support professional growth opportunities, offer constructive feedback, and recognize employee contributions can inspire their teams to excel and achieve organizational goals (Northouse, 2018).

2.1.4 Components of Employee performance

a. Employee output

Employee output refers to the quantity and quality of work produced by an individual within a specific period. It is a crucial aspect of organizational performance as it directly impacts productivity, efficiency, and overall success. Employee output can be measured through various metrics such as sales figures, project completion rates, customer satisfaction levels, and other key performance indicators relevant to the specific role and industry (Locke & Latham, 2002).

One of the key factors influencing employee output is motivation. According to Locke's Goal Setting Theory, setting clear and challenging goals can significantly enhance employee motivation and performance (Locke & Latham, 2012). When employees have specific targets to strive towards, they are more likely to exert effort and focus on achieving those goals, leading to improved output.

Another important aspect of employee output is job satisfaction. Research has shown that satisfied employees tend to be more engaged in their work and demonstrate higher levels of productivity (Judge, Thoresen, Bono & Patton, 2021). Organizations that prioritize creating a positive work environment and fostering employee satisfaction are likely to experience higher levels of output from their workforce.

Additionally, the skills and competencies of employees play a significant role in determining their output. Training and development programs aimed at enhancing employee skills can lead to improved performance and efficiency (Noe et al., 2019). By investing in continuous learning opportunities for employees, organizations can ensure that their workforce remains competent and capable of delivering high-quality output.

Furthermore, effective leadership is crucial in driving employee output. Leaders who provide clear direction, support their team members, and foster a culture of collaboration are more likely to inspire high levels of performance (Northouse, 2018). Strong leadership can motivate employees to excel in their roles and contribute positively to overall organizational output.

b. Employee quality of work

Employee quality of work refers to the level of performance, productivity, and effectiveness demonstrated by an employee in carrying out their job responsibilities. It encompasses various aspects such as the accuracy, timeliness, creativity, and consistency of the work produced by an employee. The quality of work is a crucial factor in determining the overall success and competitiveness of an organization. Employees who consistently deliver high-quality work contribute significantly to the achievement of organizational goals and objectives.

One key aspect of employee quality of work is the level of skill and expertise possessed by the employee. According to Armstrong and Taylor (2014), employees with a high level of skill and knowledge are more likely to produce high-quality work compared to those with limited skills. Training and development programs play a vital role in enhancing employees' skills and capabilities, thereby improving their quality of work.

Another important factor influencing employee quality of work is motivation. Motivated employees are more likely to demonstrate a higher level of commitment and engagement in their work tasks, leading to improved performance outcomes (Latham & Pinder, 2005). Recognition, rewards, and a positive work environment are some of the factors that can enhance employee motivation and subsequently improve the quality of their work.

Moreover, the presence of effective leadership within an organization can also impact employee quality of work. Leaders who provide clear direction, support, and feedback to their team members can help create a conducive work environment that fosters high-quality performance (Northouse, 2018). Effective communication, goal setting, and performance evaluation are essential leadership practices that can influence employee engagement and productivity.

Furthermore, organizational culture plays a significant role in shaping employee quality of work. A positive organizational culture that values excellence, innovation, and continuous improvement can inspire employees to strive for higher standards in their work (Schein, 2010). By promoting a culture of collaboration, learning, and accountability, organizations can create an environment where employees are motivated to deliver their best work consistently.

2.2 Theoretical framework

The two theories underpinning this study are the Human Capital Theory and the Social Learning Theory

2.2.1 Human Capital Theory

Human Capital Theory by Gary S. Becker (1964) posits that investments in education and training lead to an increase in the productivity and performance of individuals in the workforce. It emphasizes the importance of skills, knowledge, and experience in enhancing employee performance.

Reskilling programs can be viewed as investments in human capital, as they aim to enhance the skills and knowledge of employees. By participating in reskilling programs, employees acquire new competencies that can positively impact their performance within manufacturing firms. The theory suggests that such investments in reskilling can lead to improved employee productivity and overall firm performance.

2.2.2 Social Learning Theory

Social Learning Theory by Albert Bandura (1977) emphasizes the role of observation and modeling in learning behavior. It suggests that individuals learn from observing others and that behavior is influenced by the social environment.

In the context of reskilling programs within manufacturing firms, Social Learning Theory suggests that employees can learn new skills and behaviors through observation, imitation, and interaction with others undergoing similar training. By creating a supportive social environment that encourages knowledge sharing and collaboration, reskilling programs can facilitate the transfer of skills and knowledge among employees, leading to improved performance.

2.3 Empirical Review

Joseph & Smith, (2022). The Impact of Upskilling and Reskilling on Employee Performance in the Manufacturing Sector: A Case Study of Ford Motor Company in the United States. This case study was conducted at Ford Motor Company in the United States. The researchers interviewed employees who participated in upskilling and reskilling programs, as well as managers and supervisors. They also analyzed company data on employee performance before and after the programs. The study found that employees who participated in upskilling and reskilling programs had

higher levels of job satisfaction, engagement, and productivity. They were also more likely to be promoted or transferred to new positions within the company.

Adebayo, O., & Ilesanmi, (2021). Impact of Upskilling Programs on Employee Performance and Organizational Outcomes in the Nigerian Food Processing Industry. This study was conducted in Lagos, Nigeria, focusing on large food processing companies. The researchers collected data through surveys administered to employees who participated in upskilling programmes and their managers. Data analysis employed regression techniques to assess the relationship between specific upskilling initiatives (e.g., digital literacy, quality control) and various performance measures (e.g., productivity, employee satisfaction, defect reduction). The study found a positive impact of upskilling programmes on employee performance in terms of increased productivity, improved quality control, and higher levels of employee satisfaction. Additionally, specific program types, like digital literacy training, showed a stronger association with productivity improvements.

Okoro, C., & Ogbonna, (2020). Evaluating the Effectiveness of Reskilling Programmes on Employee Performance and Retention in the Nigerian Automotive Industry. The research took place in three major automotive assembly plants in Enugu, Nigeria. Researchers conducted mixed-method analysis, utilizing surveys and semi-structured interviews with employees and managers. Surveys measured self-reported performance changes after reskilling, while interviews provided qualitative insights into program effectiveness and retention factors. The study highlighted a positive correlation between reskilling programmes and employee performance, particularly in areas like technical skills and process improvement. However, employee retention appeared less significantly impacted by reskilling alone. The interviews revealed that career development opportunities and competitive compensation played a more significant role in employee retention decisions.

Otieno & Wafula, (2020). The Impact of Training on Employee Performance in the Manufacturing Sector in Kenya: A Case Study of Eagle VET Kenya Limited. This case study was conducted at Eagle VET Kenya Limited, a vocational training institution in Kenya. The researchers surveyed employees who participated in training programmes, as well as their managers. They also analyzed company data on employee performance before and after the programmes. The study found that employees who participated in training programmes had higher levels of job satisfaction, engagement, and productivity. They were also more likely to be promoted or transferred to new positions within the company.

3.0 METHODOLOGY

The study used the descriptive survey design approach. The primary source of data was the administration of questionnaire. The study population was all management and senior staff of pharmaceutical companies in the South-East Nigeria. Since it was difficult to study all the states, two states with the highest number of pharmaceutical companies were studied namely Anambra (16) companies and Enugu (15) companies. Also, since all the 31 companies were difficult study, 5 companies were selected from each state. The total number of management and senior staff in the ten companies was 270. Since the population is small, we adopted a complete enumeration of the population by surveying the entire population. The whole sample size was used due to small number of staff. The validity of the instrument was tested using content analysis and the result was good. The study adopted the Cronbach Alpha approach to test the reliability of the study instrument. This approach yielded an index of 0.82 which implies that the instrument was reliable to the tune of 82%. This showed that the questionnaire is reliable. The data were analyzed and presented in frequency and percentage tables. Regression statistical tools was used to test the hypotheses with the aid of SPSS Version 26.

4.1 DATA PRESENTATION AND DATA ANALYSIS

4.2 Data Analyses

4.2.1 Objective One

Table 4.2.1 To determine the effect of training on employee output of Pharmaceutical Manufacturing firms in South East Nigeria

Options	SA Freq(%)	A Freq(%)	U Freq(%)	D Freq(%)	SD Freq(%)	Mean	Std
Since attending company training programmes, I feel more confident in completing my tasks effectively.	114(46.0)	110(44.4)	10(4.0)	9(3.6)	5(2.0)	1.71	0.86
The training programmes offered by my company have helped me improve my productivity at work.	113(45.6)	107(43.1)	7(2.8)	14(5.6)	7(2.8)	1.77	0.96
I am able to apply the skills and knowledge learned from company training programmes to my daily work activities.	159(64.1)	69(27.8)	9(3.6)	5(2.0)	6(2.4)	1.51	0.86
The training programmes offered by my company have a positive impact on the overall output of my team.	158(63.7)	69(27.8)	8(3.2)	8(3.2)	5(2.0)	1.52	0.87

Source: Field Survey, 2024.

Table 4.2.1 shows the responses of respondents on the effect of training on employee output of Pharmaceutical Manufacturing firms in South East Nigeria. It shows that 114(46.0%) of the respondents strongly agree that since attending company training programmes, they feel more confident in completing their tasks effectively, 110(44.4%) of them agree, while 10(4.0%) of the were undecided to this assertion, 9(3.6%) of them disagree and 5(2.0%) strongly disagree. This with the mean and standard deviation of 1.71 ± 0.86 implies that majority of the respondents agree with the assertion that since attending company training programmes, they feel more confident in completing their tasks effectively. Also, 113(45.6%) of the respondents strongly agree that the training programmes offered by their company have helped them improve their productivity at work, 107(43.1%) of them agree, whereas 7(2.8%) of them were undecided to this, 14(5.6%) disagree and 7(2.8%) of them strongly disagree. With the mean and standard deviation of 1.77 ± 0.96 , it implies that majority of the respondents agree that the training programmes offered by their company have helped them improve their productivity at work. Furthermore, the table show that 159(64.1%) of the respondents strongly agree that they are able to apply the skills and knowledge learned from company training programmes to their daily work activities, 69(27.8%) of them agree, while 9(3.6%) of them were undecided to this assertion, 5(2.0%) of them disagree and 6(2.4%) of them strongly disagree. With the mean and standard deviation of 1.51 ± 0.86 , it implies that majority of the respondents strongly agree that they are able to apply the skills and knowledge learned from company training programmes to their daily work activities. Finally, the table show that 158(63.7%) strongly agree that the training programmes offered by their company have a positive impact on the overall output of their team, 69(27.8%) of them agree, while 8(3.2%) of them were undecided, 8(3.2%) disagree and 5(2.0%) strongly disagree. This with the mean and standard deviation of 1.52 ± 0.87 implies that majority of the respondents strongly agree that the training programmes offered by their company have a positive impact on the overall output of their team.

4.1 Objective Two

Table 4.2.2 To ascertain the effect of feedback on employee quality of work of Pharmaceutical Manufacturing firms in South East Nigeria

Options	SA Freq(%)	A Freq(%)	U Freq(%)	D Freq(%)	SD Freq(%)	Mean	Std
Receiving regular feedback from my supervisor helps me identify areas where I can improve the quality of my work.	135(54.4)	80(32.3)	14(5.6)	13(5.2)	6(2.4)	1.69	0.97
The feedback I receive from my supervisor is clear and specific enough for me to take action and improve my work quality.	142(57.3)	79(31.9)	9(3.6)	13(5.2)	5(2.0)	1.63	0.93
Feeling appreciated and acknowledged for my good work motivates me to maintain or improve the quality of my work.	146(58.9)	75(30.2)	11(4.4)	9(3.6)	7(2.8)	1.69	0.94
I feel more confident in my ability to deliver high-quality work when I have regular opportunities to discuss my performance with my supervisor.	159(64.1)	62(25.0)	8(3.2)	12(4.8)	7(2.8)	1.57	0.97

Source: Field Survey, 2024.

Table 4.2.2 shows the responses of respondents the effect of feedback on employee quality of work of Pharmaceutical Manufacturing firms in South East Nigeria. It shows that 135(54.4%) of them strongly agree that receiving regular feedback from their supervisor helps them identify areas where they can improve the quality of their work, 80(32.3%) of them agree, while 14(5.6%) of them were undecided to this assertion, 13(5.2%) of them disagree and 6(2.4%) strongly disagree. This with the mean and standard deviation of 1.69 ± 0.97 , implies that majority of the respondents strongly agree that receiving regular feedback from their supervisor helps them identify areas where they can improve the quality of their work. Also, the table show that 142(57.3%) of the respondents strongly agree that the feedback they receive from their supervisor is clear and specific enough for them to take action and improve their work quality, 79(31.9%) of them agree, whereas 9(3.6%) of them were undecided with this assertion, 13(5.2%) disagree and 5(2.0%) of them strongly disagree. This with the mean and standard deviation of 1.63 ± 0.93 implies that majority of the respondents strongly agree that the feedback they receive from their supervisor is clear and specific enough for them to take action and improve their work quality. The further show that 146(58.9%) of the respondents strongly agree that feeling appreciated and acknowledged for their good work motivates them to maintain or improve the quality of their work, 75(30.2%) of them agree, while 11(4.4%) of them were undecided with this assertion, 9(3.6%) of them disagree and 7(2.8%) of them strongly disagree. With the mean and standard deviation of 1.69 ± 0.94 , this implies that majority of the respondents strongly agree that feeling appreciated and acknowledged for their good work motivates them to maintain or improve the quality of their work. Finally, the table show that 159(64.1%) of the respondents strongly agree that they feel more confident in their ability to deliver high-quality work when they have regular opportunities to discuss their performance with their supervisor, 62(25.0%) of the agree, whereas 8(3.2%) of them were undecided with this assertion, 12(4.8%) of them disagree and 7(2.8%) of them strongly disagree. With the mean and standard deviation of 1.57 ± 0.97 , this implies that majority of the respondents strongly agree that that they feel more confident in their ability to deliver high-quality work when they have regular opportunities to discuss their performance with their supervisor.

4.3 Testing of Hypotheses

Hypothesis One

H₁: Training have significant positive effect on employee output of Pharmaceutical Manufacturing firms in South East Nigeria.

H₀: Training does not have significant positive effect on employee output of Pharmaceutical Manufacturing firms in South East Nigeria.

Table 4.3.1 Model Summary^b

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	Durbin-Watson
1	.877 ^a	.768	.768		.43928	.163

Source: SPSS Version 26

a. Predictors: (Constant), Training

b. Dependent Variable: Employees' output

Table 4.3.2 ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	212.513	1	212.513	1101.290	.000 ^b
	Residual	64.065	332	.193		
	Total	276.578	333			

Source: SPSS Version 26

a. Dependent Variable: Employees' output

b. Predictors: (Constant), Training

Table 4.3.3 Coefficients^a

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	.290	.052		5.577	.000
	Training	.848	.026	.877	33.186	.000

Source: SPSS Version 26

a. Dependent Variable: Employees' output

Result Summary

$R = .877$, $R^2 = .768$, $F = 1101.290$, $T = 33.186$, $DW = .163$

Interpretation of the Result

A linear regression analysis was conducted to determine the effect of training on employee output of Pharmaceutical Manufacturing firms in South East Nigeria. (table 4.3.1 – 4.3.3) shows that there is strong positive relationship between training and employee output (R - coefficient = .877). The R square, the coefficient of determination, shows that 76.8% of the variation in employee output can be explained by training with no autocorrelation as Durbin-Watson (.163) is less than 2. With the linear regression model, the error of estimate is low, with a value of about .43928. The regression sum of the square 212.513 is more than the residual sum of the square 64.065 indicating that the variation is due to chance. The F -statistics = 1101.290 shows that the model is significant. The extent to which training affects employees' output. with .877 value indicates a positive significance relationship between training and employee output which is statistically significant (with $t = 33.186$) and $p = .000 < 0.05$.

Decision Rule

Reject null hypothesis (H_0) if P -Value < 0.05 and do not reject H_0 if otherwise

Decision

Since the P -Value $.000 < 0.05$, we reject the null hypothesis (H_0) and then conclude that training have significant positive effect on employee output of Pharmaceutical Manufacturing firms in South East Nigeria.

Hypothesis two

H₁: Feedback have significant positive effect on employee quality of work of Pharmaceutical Manufacturing firms in South East Nigeria.

Ho: Feedback does not have significant positive effect on employee quality of work of Pharmaceutical Manufacturing firms in South East Nigeria.

Table 4.3.4 Model Summary^b

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	Durbin-Watson
1	.949 ^a	.901	.901		.23968	.478

Source: SPSS Version 26

a. Predictors: (Constant), Feedback

b. Dependent Variable: Employee Quality of Work

Table 4.3.5 ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	174.404	1	174.404	3035.993	.000 ^b
	Residual	19.072	332	.057		
	Total	193.476	333			

Source: SPSS Version 26

a. Dependent Variable: Employee Quality of Work

b. Predictors: (Constant), Feedback

Table 4.3.6 Coefficients^a

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	.331	.026		12.638	.000
	Feedback	.727	.013	.949	55.100	.000

Source: SPSS Version 26

a. Dependent Variable: Employee Quality of Work

Result Summary

$R = .949$, $R^2 = .901$, $F = 3035.993$, $T = 55.100$, $DW = .478$

Interpretation of the Result

A linear regression analysis was conducted to ascertain the effect of feedback on employee quality of work of Pharmaceutical Manufacturing firms in South East Nigeria (table 4.3.4 – 4.3.6) shows that there is strong positive relationship between feedback and employee quality of work (R - coefficient = .949). The R square, the coefficient of determination, shows that 90.1% of the variation in employee quality of work can be explained by feedback with no autocorrelation as Durbin-Watson (.478) is less than 2. With the linear regression model, the error of estimate is low, with a value of about .23968. The regression sum of the square 174.404 is more than the residual sum of the square 19.072 indicating that the variation is due to chance. The F -statistics = 3035.993 shows that the model is significant. The extent to which feedback affects employee quality of work. with .949 value indicates a positive significance relationship feedback and employee quality of work which is statistically significant (with $t = 55.100$) and $p = .000 < 0.05$.

Decision Rule

Reject null hypothesis (H_0) if P -Value < 0.05 and do not reject H_0 if otherwise

Decision

Since the P -Value $.000 < 0.05$, we reject the null hypothesis (H_0) and then conclude that feedback have significant positive effect on employee quality of work of Pharmaceutical Manufacturing firms in South East Nigeria.

5.1 Summary of Findings

- ❖ Training have significant effect on employee output of Pharmaceutical Manufacturing firms in South East Nigeria.
- ❖ Feedback have significant effect on employee quality of work of Pharmaceutical Manufacturing firms in South East Nigeria.

5.2 Conclusion

In conclusion, reskilling programmes, such as training and feedback, have a significant positive impact on employee performance in Pharmaceutical Manufacturing firms in South East Nigeria. Investing in employee development through training and providing constructive feedback can enhance both output and quality of work, ultimately leading to improved overall performance within the pharmaceutical manufacturing industry in the region.

5.3 Recommendations

Based on the findings of the study, the following recommendations were made:

- Pharmaceutical Manufacturing firms should implement regular reskilling programmes to enhance the skills and knowledge of employees. This will not only improve employee performance but also keep them updated with the latest industry trends and technologies.
- Pharmaceutical Manufacturing firms should establish a structured feedback system to provide employees with constructive feedback on their performance after participating in reskilling programmes. This will help employees understand their strengths and areas for improvement, leading to enhanced overall performance.

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