

Impact of Employee Training on Organisational Productivity: A Study of Nasarawa State Polytechnic, Lafia, 2007 – 2013

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Abstract

This paper assessed the impact of employee training on organizational productivity using staff of Nasarawa State Polytechnic, Lafia as a case study. The need for this paper arose because training is seen as a major tool that promotes staff productivity in an organization. The study assessed the impact and factors that affect staff training at Nasarawa State Polytechnic, Lafia. The study adopted the survey method of data collection. A total of 415 respondents were selected using stratified random sampling technique. The data set used for the research was obtained through the use of questionnaire; the reliability of the instrument yielded 0.75 Cronbach Alpha Coefficient from the Pilot study. The research hypotheses were analyzed using chi-square statistical tool and with the use of SPSS 17 programme. The result of the analysis revealed some of the major factors that impact negatively on staff training at Nasarawa State Polytechnic, Lafia to include; high cost/poor funding of the training, negative attitude and behavior of workers toward the training, poor planning, technological innovation and creativity, poor budgetary provision, change in management/leadership and improper consideration for training needs had grossly affected the quality of staff training over the years. It was further established that, the most effective methods of staff training used at the Polytechnic were workshops, seminars, conferences and in-service training which were suitable and effective but wrong implementation approach has over the years affected the quality of the training. It was also discovered that there is a significant relationship between training and organizational productivity. Based on the findings of the study, it was recommended that employee training should be given adequate attention by the authorities of the Polytechnic in order to achieve high level of productivity. Also, training needs of the organization as well as that of workers must be identified before making recommendations for training, if higher productivity is to be achieved.

Keywords:

Training, Employee productivity, Organizational productivity

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Background to the Study

In the last two decades, countries of the world are becoming aware that increasing economic growth is not only due to new technology or combination of factors of production, but also the development of its manpower resources (Inyang, 2002). The human side of the organization is an important component of an organization, where the enterprise can obtain the best of its human capital resources for effective performance (Espedal, 2005; Akinyele, 2005; and Russ, 2005).

The importance of training in an organization cannot be over emphasized; this is because training provides the basic skills for enabling employees to develop their personal and organizational skills, knowledge, and abilities to perform their jobs effectively, take on new responsibilities and adapt to changing conditions (Jones, George and Hill, 2000). They further argued that training helps improve quality, customer satisfaction, productivity, morale, management succession, business development and profitability. The focus of all aspects of human resource development is on developing the best workforce so that the organization and individual can accomplish their work goals by providing superior services to customers.

Employee's training is therefore crucial for the growth and prosperity of any organization, as an employee is one of the determining factors for the success of the organization. The more capable and qualified the employees, the better the performance of the organization. When they are well trained, they can easily handle situations, please customers and ensure customer retention as well as resolve any glitches easily without much ado.

Statement of the Problem

It is a known fact that there is a general resistance to investment in training in the public service because of the belief that, "employees hired under a merit system must be presumed to be qualified, that, they were already trained for their jobs, and that if this was not so, it was evident that the initial selection of personnel was at fault" (Stahl, John and Ayeni, 1992). This ignores differences in organizational culture from where new employees are recruited.

Many organizations have come to realize that for any institution to achieve high level of productivity, it must function at reasonably optimum level of efficiency through the collective efforts of all employees. Sadly, not every employee is devoted and committed to work at the level established by the standard of performance for the job. Hence, when there is a gap or difference between actual performance and the standard required, productivity suffers.

Despite this financial and time investment in training to inculcate and update the knowledge and skills of workers to perform credibly well, the Polytechnic is yet to realize its full potential. Consequently, the output that is expected by staff members is affected and falls short of standard.

The predicament has apparently raised a lot of questions and cast doubt on the impact of human resource training on job performance. To this end, one can question the reason behind the predicament whether the approaches of the training methods were wrongly executed and have affected service delivery or an operational problem which could emerge either at the top, middle or lower management staff levels of the organizational hierarchy. The study is interested in finding answer to the question: Has training impacted on the productivity of the Polytechnic? If yes, what are the factors responsible? And if not, what should be the remedies?

The Objectives of the Study

The main objective of this study is to examine the impact of employee training on organizational productivity of Nasarawa State Polytechnic, Lafia. Specific objectives are:

- i. To establish whether there is significant relationship between training and productivity.
- ii. To appraise the effectiveness of the training methods used at Nasarawa State Polytechnic, Lafia, and the effect on workers' productivity.
- iii. To examine factors that impact on employee training at Nasarawa State Polytechnic, Lafia.

Statement of the Hypotheses

The following hypotheses were formulated for the study:

H₀. Staff training do not influence organizational Productivity

H₁: Staff training methods used in the Polytechnic are ineffective and have not impacted on workers' performance.

Review of Related Literature

Conceptual Literature

The term "training" is used by some authors based on their perception and background. George and Hill (2000) explained that training primarily focuses on teaching organization members how to perform their current jobs and help them acquire the knowledge and skills they need to be effective performers. They maintained further that development on the other hand focuses on building the knowledge and skills of organization members so that they will be prepared to take up new responsibilities and challenges. Erero and Ayeni (1992) argued that staff training involves the Education and career development of staff members.

Blanchard and Trackers (1999) considered the term training as the acquisition of knowledge, skills and attitudes to perform more effectively on ones current job and future job respectively. Commenting in line with the foregoing, Obisi (1996) maintained that training aims at developing competences such as technical, human, conceptual and management for the furtherance of individual and organizational growth. Also, Isyaku (2000) opined that the process of training is a continuous one. He added further that the need to perform one's job efficiently and effectively and the need to know how to lead others are sufficient reason for training and development and the desire to meet organisations objectives of higher productivity, makes it absolutely compulsory.

The Meaning of Employee Training

Employee training refers to the ways in which specific knowledge and skills necessary to perform a specific job are taught and learnt. Jones, George and Hill (2000) maintained that employee training primarily focuses on teaching organization members how to perform their current jobs and help them acquire the knowledge and skills they need to be effective performers.

Peter and Bunce (1995) defined employee training as the process of applying appropriate educational methodology to those situations in which improved performance can result from effective learning. Also, Anthony and Kwanteng (1995) viewed training as an act of increasing the knowledge and skills of an employee so that he can do a job.

Robert (1992) defined training as those activities, which essentially aim at providing skills, knowledge and attitude required for employment in a particular occupation, group or related occupation or function in any dated field of occupation.

Factors that Influence Employee Training

Training is influenced by some certain factors. Inyang and Akpama (2002) identified the following as the factors influencing training: degree of change in the external environment. This to him includes technological changes, new legislation and so on, degree of internal change, new process, new market and many more, adopting of existing workforce, availability of suitable skill within the existing work force, the extent to which the organization supports the idea of internal career development, the commitment of senior management to training and development as an essential part of success, the extent to which management sees training as a motivating factor at work place, knowledge and skills of those responsible for carrying out the training and development.

In a related study by Monday (1999) presented the following factors as influencing training in an organization. Namely, management support, commitment from specialist and generalist, technological advances, organizational complexity, behavioural science knowledge, learning principles, and performance of their human resources functions.

Methods of Employee Training

Onuoha (2000) pointed that the best way of managing depends on the specific circumstances and environments. Training and manpower development are the products of given situations, such that no training method, technique or style is the best for all trainees under all conditions. Akpan (1999) contended that there are three main techniques and methods of training, and that each can contribute maximally if appropriately applied. He elucidated on these techniques as; in-service training, on-the-job training and job rotation.

According to Akinyele (2007), the two major forms of training are: on-the-job training; off-the-job training. He further stated that, the two forms have generated a lot of controversy on which should take precedence over the other; it is yet to come to a consensus among scholars on the exact way to meet the needs of the organization.

On-The-Job Training

This is the method used to acquire specific skill while the individual is on the job (Akinyele, 2007). He further stated that, on-the-job training is required to improve the staff that had inadequate academic qualification for his job performance when he was employed specifically in a situation of acute manpower shortage. This is also referred as training within industry or training within organizational policy.

Akinyele (2007) opined further that this form of training can be formal and informal, formal in the sense that, what is to be instructed is organized, manned or structured sequentially. In addition, he said that this kind of training comprises of induction Training and in-service Training.

Induction Training

Akinyele (2007) maintained that this type of training is given to newly appointed staff immediately they are employed and it is highly essential for newly recruited staff for the following reasons: the new staff are protected from making costly mistakes; it makes them understand the general objectives, scope, programmes, problems, policy and structure of the organization; induction courses are also very necessary for newly employed officers to enable them gain self confidence and perform better to meet the desire expectation.

In-Service Training

According to Akinyele, this is the type of training which an officers/ staff undertakes when they are still in the employment of an establishment or institution. It is intended to update the staff activities at all levels. In addition, Ojo (1998) said the two types of On-the-Job training are: apprenticeship training and Internship.

Apprenticeship Training: Ojo maintained that this depends on the type of skill involved, educational background among others and could be from about two to six years. He further stated that, under apprenticeship training programme, trainees are trained by allowing them to perform under the guidance of an experienced worker.

Internship: Internship also known as clerkship, pupil age or assistantship depending on the professional training involved, is designed to provide practical realistic experience under supervision for professional or semi-professional employees, trainees or other who can benefit from some period of supervised practice.

Off-The-Job Training

Zymelman (2000) reported that this type of training differs from the former in that, it occurs in a location removed from production or a revenue earning environment. Thus, workers trained outside the working place tend to acquire skills for proficiency and effectiveness on the job. Olaniyi (2006) Stated this is the type of professional training given to individuals before they are appointed. It is usually carried out on full-time basis, in schools, colleges and even universities lasting through a specific period. According to Akinyele (2007), the three levels of this professional training for individuals in Nigeria are: Non-Degree Training; First Degree and Postgraduate Training.

Omale (2002) include lecture, case study, role play, in-based technique, programmed instruction, video and films, simulation, closed circuit television and conference:

- i. **Classroom Lecture:** It is a formal organized talk by the teacher to a group of students in colleges, universities and so on, who usually take notes for subsequent review to assist retention. An important advantage of the lecture method is that, it can be used for a very large group.

- ii. **Case Study:** It involves analysis of written problem descriptions, generating alternative solution and choosing one with justification. In the process, trainees learn how to evaluate information, make explicit assumptions and how to assess alternatives. Omodia (2009) in his own work look at manpower development at this angle; he stated: Methods of manpower development in an organization differs and it is determine by the objectives of the organization, organizations can be tailored at adopting different methods at different times. Below are some of the methods according to him:
 - a. **Orientation:** This method of manpower development could be said to be an integral part of the recruitment exercise in that once an employee has been found appointable, it is positively oriented in line with the vision and aspiration of the organization for effective discharge of function (Omodia 2004). Since employee function in an organization is basically affected by his perception of the organization vis-à-vis the rules and principles that exist in the organization. It therefore, follow that an employee undergoes formal and informal orientation in a place of work.
 - b. **On- the- Job Method of Employee Development:** This method is basically different from the orientation method in that while orientation is at the point of entry into the organization or a new assignment; on the job method is a process through which knowledge and experience are acquired over a period of time either formally or informally (Omodia, 2009).

The Concept of Organizational Productivity

Monday, (1990) defined an organization as “two or more people working together in a coordinated manner to achieve group results”. Organization is an arrangement of individuals or groups in a coherent whole, with complex of function interrelations and a system of overall administration (Olaniyan and Ojo, 2008). According to Lucas (2008), organizations “are social entities that are goal-directed, deliberately structured activity systems with an identifiable boundary”.

Organization could be viewed as the collection of individuals or group of people who work together to achieved a definite goal.

On the other hand, Productivity is the contribution made towards an organizational end result in relation to the amount of resource consumed (Mc Neese-smith, 1997). It measures both the quantitative and qualitative factors such as goal attainment and work accomplishment (Sheidu, 2010)

Organizational productivity usually relates to efficiency and effectiveness Edward (2005). He argued further that Efficiency and effectiveness are two words often associated with organizational productivity. He maintained further that efficiency might be defined as the degree to which a system or component of a system performs its designated functions with minimum consumption of resources. That productivity is generally measured by a ratio of output produced to resources used.

Theoretical Framework

The theoretical framework of this study is based on the process-system approach as postulated by Robert, (1992). This theory is considered to be the most appropriate and relevant in explaining the dynamics and the inter-relationship of organization components or subsystems.

The process system model of organization differs slightly from David Easton system theory in that the former emphasizes the processes that characterize the dynamic operations and interdependence of a system. The approach looks at a “system” at three major levels viz – the organizational level, personnel management level and at the training and development level.

Bearing in mind that Nasarawa State Polytechnic, Lafia has the similar functional structures, the system theory as modified by the process – system approach would be useful in assessing the impacts of employee training on organizational productivity. Wendell (1978) seems to have widened the scope of system approach to include “process” and also the relationship between “system” and “process”. Against this background he states that “any organization is essentially person directed and a multiple goal oriented network of interacting administrative and operational process and corresponding facilitating systems that are immersed in a broader network of processes and systems with which it interacts”. The process – systems approach is premised on the belief that the system is a complex combination of sub-processes such as the administrative, the organizational and the operational all of which aim at enhancing the capability of individual employees in the organization to contribute towards the attainment of organizational goals. This however implies that organizational efficiency and productivity is a function of staff. Therefore, it is right to say that organizational objectives determine the nature of human resource training and development.

In applying the process-systems approach to Nasarawa State Polytechnic, Lafia; one would observe the interdependence and interrelationships amongst the various subsystems such as the Human Resources, Finance, Work and Maintenance, Planning and Physical Unit, Security etc and how they influence one another. Wendell (1978) stresses the linkages between components and the events and activities that take place within the components.

Research Methodology

Research Design

The reason is that the study was designed to cover the entire Staff of Nasarawa State Polytechnic, Lafia with current staff population of about 1004 (i.e. as at September, 2017). The survey research method was used to study a selected number in order to find out facts and figures concerning the impact of staff training on each of them. A case study method was used to do an in-depth fact gathering study concerning the output of training on staff performance in Nasarawa State Polytechnic, Lafia. In addition, it allows the researcher to select a representative sample to study and making inference on a larger population of the study.

Data Analysis

Table 1: Department and Section of Respondents

Categories				Percent	Valid Percent	Cumulative Percent
Valid	Management Staff	NAM*	4	1.01	1.01	1.01
		ASM*	8	2.03	2.03	3.04
	Non-Academic Staff		114	28.86	28.86	31.9
	Academic Staff		269	68.10	68.10	100
	Total		395	100.0	100.0	

Source: Field Survey, 2018

NAM*: Non Academic staff with management role (i.e Registrar, Bursar etc)

ASM*: Academic staff with management role (i.e Rector, Librarian, Deans, Directors, HODs etc)

Table 1 presents the roles of the Polytechnic staff in their respected departments/units based on the responses received from the survey field.

The result in Table 2 shows 3.04% of the respondents are management staff, 28.86% are non-academic staff and about 68.10% of the respondents are academic staff.

Table 2: Respondents Working Experience

Age	Frequency	Percent	Valid Percent	Cumulative Percent
0-5years	80	20.25	20.25	20.25
6-10years	274	69.37	69.37	89.62
> 10years	41	10.38	10.38	100
Total	395	100.0	100.0	

Source: Field Survey, 2018

To assess the staff working experience, responses received were presented and analyzed in table 2 above. The result in Table 2 above shows that about 20.25% of the respondents has working experience between 0-5 years, 69.37% has 6-10 years working experience while only about 10.38% of the respondents has above 10 years working experiences.

Testing of Hypothesis

Hypothesis One

H₀: Staff training do not influence organizational productivity.

Table 3: An analysis of the factors that impact on staff training

S/N	Questionnaire Items	SA	A	N	D	SD	Total	Mean	SD	Chi-Square	D.F	P.Value	Decision
1	The polytechnic has provided me with training opportunities that enable me to acquire extant skills, knowledge and abilities	162	164	36	13	21	396	1.91	1.051	297.6	4	0.008	Significant
2	Staff Training is guided by organizational training needs	140	173	36	23	24	396	2.03	1.107	261.4	4	0.001	Significant
3	Technological innovation and creativity has influenced the polytechnic training needs	164	102	59	47	23	396	2.15	1.244	155.8	4	0.002	Significant
4	The training system is based on seniority	109	131	59	31	66	396	2.53	1.402	80.6	4	0.000	Significant
5	Management team, policy- decision making process influences training	127	143	77	32	17	396	2.16	1.096	157.7	4	0.005	Significant
6	Budgetary provision influences employee training	152	143	56	31	14	396	2.02	1.077	209.2	4	0.006	Significant
7	Time/period of appointment influence training.	117	161	52	38	28	396	2.24	1.182	164.7	4	0.001	Significant
8	Prior knowledge does not influence training and development.	146	130	59	42	19	396	2.13	1.163	158.6	4	0.002	Significant
9	Organizational values influence staff training	185	145	35	20	11	396	1.81	0.987	322.8	4	0.001	Significant

Source: SPSS Output 17

Table 3 above presents the results of the test of Hypothesis one in order to ascertain the factors that influence staff training in the Nasarawa State Polytechnic, Lafia using statistics package for social sciences (SPSS) and the Chi-square.

NOTE: Strongly agreed (SA), Agreed (A), Neutral (N), Disagreed (D), strongly Disagreed (SD), Standard Deviation (SD), Degree of Freedom (DF), and Probability Value (P-Value).

The data presented in table 3 above shows that the respondent rated all the questions items on that section from 1-9. Given that the mean and standard deviation value were: 1.91(1.051), 2.02(1.107), 2.15(1.244), 2.53(1.402), 2.16 (1.096), 2.02(1.077), 2.24(1.182), 2.13(1.163), 1.81(0.987) with corresponding Chi-Square and p-value of 297.6(0.008), 261.4(0.001), 155.8(0.002), 80.6(0.000), 157.7(0.005), 209.2(0.006) 164.7(0.001) 158.6(0.002)

and 322.8(0.001) respectively of the questions which sought to examine whether or not, training in any way is influenced by the organization factors

Decision

Based on the result of the analysis, the probability values (p-value) for all items were less than $\alpha = 0.05$. This implies that the H_0 hypothesis is rejected. Hence, the H_1 is accepted and asserted that Staff training influence organizational productivity.

Summary of the Findings

Based on data generated, presented and analyzed, the study finds out that:

1. Training has a positive and significant impact on the productivity of Nasarawa State Polytechnic, Lafia.
2. Training brings about a considerable increase in the level of output of staff of Nasarawa State Polytechnic, Lafia.
3. Staff training methods used in the Polytechnic are very effective and have impacted positively on workers' productivity.
4. Choice of training embarked upon in Nasarawa State Polytechnic Lafia was influenced by the internal factors within the organization.
5. Factors that influence training include among others; technological changes, new legislation, management support, learning principles and organizational complexity and so on.
6. The methods used for training were suitable, effective and has positively impacted on employee productivity.
7. On-the-job and off-the-job types of training methods have a positive impact on organizational productivity.
8. Lack of modern training facilities to provide quality training has over the years grossly affected the quality of training provided to the staff of Nasarawa State Polytechnic Lafia.
9. Training enables academic staff to publish academic papers more regularly while the non-academic staff were able discharge their assigned responsibility efficiently and effectively given the regularity of training.
10. Training reduces to the barest minimum organizational frictions, change workers orientation and attitude to work positively.

Conclusion

The study revealed that training programmes has impacted on the staff performance and is relevant to organizational goal and should be provided with an enabling environment to perform task (the enable environment include opportunity to put into practice the new skills and competence they acquired) commensurate monetary reward to, perhaps, compensate them for the rigors experienced in acquiring the new skill and competence. Selection of employees for training should primarily be on merit, via an objective appraisal of all eligible employees.

Based on the results of this study, conclusion is hereby drawn to the fact that training is affected by organizational factors and the factors have a significant impact on the

performance of workers. The training methods used at the Nasarawa State Polytechnic are effective and have a positive impact on the performance of workers in organization. Also, there is significant relationship between training and productivity.

Recommendations

Based on the findings of this study, and bearing in mind the dynamism of Nigerian Polytechnic system, the following recommendations are put forward:

- i. Staff training should be given adequate priority by the authorities of Nasarawa State Polytechnic and all establishments in order to facilitate and ensure good organizational productivity for all level of workers. Organizational factors such as organizational needs, internal problems such as yearly budget etc should be address before embarking on training.
- ii. The results of the study shows that inadequate funds constitute a serious problem to organizational training, therefore, the management should ensure that a certain percentage of the Polytechnic budget is being devoted to training. The institution could also explore other sources of generating revenue internally in order to finance Staff training.
- iii. Opportunity for training should be made available to all staff and be sponsored solely by the management of the Polytechnic. There should not be gender or cadre discrimination in the selection of workers for participation in training. This will definitely ensure organizational goal achievement vis-à-vis greater workers' productivity.
- iv. Specifically, it should be noted that in service organizations like the Nasarawa State Polytechnic to be precise, an employee's inclusive factors of motivation such as training is not appreciated such as material means of motivation. Therefore, management should put the means for general welfare of workers as an important factor in training. There should be improved training packages, such as prompt payment of training allowances as at when due and needed, promotion of staff upon the completion and return from studies. There should be a good working environment and all necessary machineries and equipment needed for production should be in place. Because after spending time, energy and money in training workers, and they are not provided with an opportunity to put into practice what they have learned, the morale and zeal will die out.
- v. Also, performance evaluation as an instrument for identifying employees training needs should not be abused but be implemented religiously.

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