



NEAR EAST UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF BUSINESS ADMINISTRATION

**IMPACT OF EMPLOYEE TRAINING AND EMPLOYEE MOTIVATION ON
EMPLOYEE PRODUCTIVITY: A CASE OF PHARMACEUTICAL INDUSTRY**

MASTER THESIS

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Nicosia
January, 2023

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Mukubaganyi**

**Impact of Employee Training and Employee
Motivation on Employee Productivity: A Case of
Pharmaceutical Industry**

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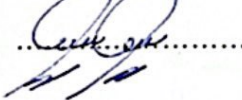
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Approval

We certify that we have read the thesis submitted by **NADIA NSHOBOLE MUKUBAGANYI** titled **IMPACT OF EMPLOYEE TRAINING EMPLOYEE MOTIVATION AND ON EMPLOYEE PRODUCTIVITY: A CASE OF PHARMACEUTICAL INDUSTRY** and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Educational Sciences.

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Declaration

I hereby declare that all information, documents, analysis and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of Institute of Graduate Studies, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

NADIA NSHOBOLE MUKUBAGANYI

/0 /2023

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NADIA NSHOBOLE MUKUBAGANYI

Abstract**IMPACT OF EMPLOYEE TRAINING AND EMPLOYEE MOTIVATION ON
EMPLOYEE PRODUCTIVITY: A CASE OF PHARMACEUTICAL INDUSTRY****Mukubaganyi, Nadia Nshobole****Supervisor, Dr. Laith Tashtoush****MA, Department of business administration****January, 2023, 86 pages**

Organizations are facing increased competition due to globalization. Therefore, prompting these organizations to train their employees as one of the ways to prepare them to adjust to the increases above and thus enhance their productivity. This study used a representative sample of 300 employees as the basis for its sample size selection. Convenience sampling picked 60 employees from the five departments stated above to participate in the study. This research to examine the impact of employee training and employee motivation on the Productivity of employees of Pharmaceutical Industry in 2022. The study found a significant positive relationship between employees training and employees' productivity. The study has revealed that employees training positively influences employees' productivity by having a positive influence on employees' productivity at pharmaceutical industry. Also, the results show that there is a significant and positive relationship between employees' motivation and employees' productivity. Moreover, managers must examine the needs of the employees before choosing which form or type to practice. In general, employee motivation tends to increase employee performance, as long as the motivation strategy adopted meets the needs of the employees. Organizations that always motivate their employees will enjoy greater productivity.

Keywords: employees training, employees' productivity, employee motivation, pharmaceutical industry

ÖZ**IMPACT OF EMPLOYEE TRAINING AND EMPLOYEE MOTIVATION ON
EMPLOYEE PRODUCTIVITY: A CASE OF PHARMACEUTICAL INDUSTRY****Bropleh , Janice-Love****Supervisor, Dr. Laith Tashtoush****MA, Department of business administration****January, 2023, 86 pages**

Örgütler küreselleşme nedeniyle artan rekabetle karşı karşıyadır. Bu nedenle, bu kuruluşları çalışanlarını eğitmeye teşvik etmek, onları yukarıdaki artışlara uyum sağlamaya hazırlamanın ve böylece verimliliklerini artırmanın yollarından biridir. Bu çalışma, örneklem büyüklüğü seçiminde temel olarak 300 çalışandan oluşan temsili bir örneklem kullanmıştır. Kolayda örnekleme, araştırmaya katılmak üzere yukarıda belirtilen beş departmandan 60 çalışan seçti. Bu araştırma, çalışan eğitiminin ve çalışan motivasyonunun 2022 yılında İlaç Endüstrisinde çalışanların Verimliliği üzerindeki etkisini incelemektedir. Çalışma, çalışan eğitimi ile çalışanların verimliliği arasında anlamlı bir pozitif ilişki bulmuştur. Çalışma, çalışan eğitiminin, ilaç endüstrisinde çalışanların üretkenliği üzerinde olumlu bir etkiye sahip olarak çalışanların üretkenliğini olumlu yönde etkilediğini ortaya koymuştur. Ayrıca sonuçlar, çalışanların motivasyonu ile çalışanların verimliliği arasında anlamlı ve pozitif bir ilişki olduğunu göstermektedir. Ayrıca yöneticiler, hangi formu veya türü uygulayacaklarını seçmeden önce çalışanların ihtiyaçlarını incelemelidir. Genel olarak, çalışan motivasyonu, benimsenen motivasyon stratejisi çalışanların ihtiyaçlarını karşıladığı sürece çalışan performansını artırma eğilimindedir. Çalışanlarını her zaman motive eden kuruluşlar, daha fazla üretkenliğin keyfini çıkaracaktır.

Anahtar kelimeler: çalışan eğitimi, çalışan verimliliği, çalışan motivasyonu, ilaç endüstrisi

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CHAPTER 1

Introduction

Organizations are facing increased competition due to globalization, changes in technology, political and economic environments (Evans, Pucik & Barsoux 2002, 32) and therefore prompting these organizations to train their employees as one of the ways to prepare them to adjust to the increases above and thus enhance their Productivity. It is important to not ignore the prevailing evidence on growth of knowledge in the business corporate world in the last decade. This growth has not only been brought about by improvements in technology nor a combination of factors of production but increased efforts towards development of organizational human resources. It is, therefore, in every organizations responsibility to enhance the job Productivity of the employees and certainly implementation of training and development is one of the major steps that most companies need to achieve this. As is evident that employees are a crucial resource, it is important to optimize the contribution of employees to the company aims and goals as a means of sustaining effective Productivity. This therefore calls for managers to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions (Afshan, Sobia, Kamran & Nasir 2012, 646).

The question that may arise in many instances is why human resources are important. Bearing in mind that human resources are the intellectual property of the firm, employees prove to be a good source of gaining competitive advantage (Houger 2006), and training is the only way of developing organizational intellectual property through building employees' competencies. In order to succeed. Organizations have to obtain and utilize human resources effectively. Organizations, therefore, need to design its human resource management in ways that fit into the organization's structure as this it will make the organizations achieve their goals and objectives. Moreover, it is also important for organizations to assist their workforce in obtaining the necessary skills needed and, increase commitment. The management of human resources in Africa in general and Pharmaceutical Industry in particular is rather challenging as most organizations have

difficulties finding proper human resources. This may partly be a result of the different kinds of problems, for example, political instability, corruption, bureaucracy, poor infrastructure, low levels of education and purchasing power, diseases and famine known to prevail in the African business context (Kamoche 2002, 994 – 995).

All organizations want to be successful, even in current environment which is highly competitive. Therefore, companies irrespective of size and market, strive to motivate their best employees, acknowledging their important role and influence on organizational effectiveness (Dobre, 2013). In order to encourage Productivity, companies should create a strong and positive relationship with its employees and direct them towards task fulfillment (Albeiti, 2015). In order to achieve their goals and objectives, organizations develop strategies to compete in highly competitive markets and to increase their Productivity (Knapp & Mujtaba, 2010). Nevertheless, just a few organizations consider the human capital as being their main asset, capable of leading them to success or if not managed properly, to decline (Bartol & Martin, 1998). This implies that, if employees are not satisfied with their jobs and not motivated to fulfill their tasks and achieve their goals, the organization cannot attain success.

As stated, the Productivity of employees is a concern for any organization because it determines whether the organization meets its targets and goals. Various resources are necessary for an organization to succeed and meet its targets, and this includes the human resource or employees (Shanks, 2012). However, skilled and talented employees may not achieve the desired results if they lack motivation and therefore, motivation is also considered an important value which is vital in the achievement of the organization's goals (Osei, 2011). Due to lack of motivation employees would not give their all to the organization as they will distribute their time to other non-work-related activities such as long lunch hours, or surfing the internet for non-work-related purposes (Shanks, 2012).

Although some of these activities may seem harmless, they may result in a loss of effectiveness and efficiency that may be required to meet targets and goals the organization intends to achieve (Asim, 2013). The only way to get people to work hard is to motivate them. Today, people must understand why they are working hard. Every individual in an organization is motivated by some different way (Dobre, 2013). The job

of a manager in the workplace is to get things done through employees. To do this the manager should be able to motivate employees. But that is easier said than done (Dinler, 2008). According to Shahzadi et al. (2014) motivation practice and theory are difficult subjects, touching on several disciplines. The authors state that, in spite of enormous research, basic as well as applied, the subject of motivation is not clearly understood and more often than not poorly practiced. Uzona (2013) states that, to understand motivation, one must understand human nature itself, and that is where the problem of motivation lies. He states that, human nature can be very simple, yet very complex too, and that an understanding and appreciation of this is a prerequisite to effective employee motivation in the workplace and therefore effective management and leadership.

Uzona (2013) states that it has therefore been taken upon by organizations to come up with ways of motivating employees if they are to get the best Productivity out of them and ultimately that of the organization as a whole. According to Yang (2008), the motivational techniques implemented by organizations vary and can include team building, training, enhanced communication, targets, rewards and incentives, job enrichment, quality of working life programs, encouraging participation, checking system for equity, money, and recognizing individual differences.

According to Re'em (2011) motivation is coined from the Latin word motus, a form of the verb movere, which means to move, influence, affect, and excite. Bartol & Martin (1998) consider motivation a powerful tool that reinforces behavior and triggers the tendency to continue. In other words, motivation is an internal drive to satisfy an unsatisfied need and to achieve a certain goal. It is also a procedure that begins through a physiological or psychological need that stimulates a Productivity set by an objective. Shanks (2012) defined motivation as the act of providing motive that causes someone to act, but notes that, only an individual person can decide if they are going to be motivated.

According to Shanks (2012), motivation is an individual concept that can be described using three main pillars of motivation: arousal, referring to the drive or energy that ignites behavior; direction, which has to do with the type of behavior that is exerted and whether it is in line with demand or organization goal; and persistence which deals with the lastingness of behavior. Dobre (2013) notes that, as a result, different employees will be

motivated by different things and it is therefore important for managers to understand what really motivates employees, and that cannot be achieved by simply asking them.

Motivation can be intrinsic or extrinsic. Intrinsic motivation originates from within the individual and causes the individual to feel stimulated internally (Re'em, 2011). According to Burton (2012) intrinsic motivation is more about an individual's self-satisfaction and the reward is normally within the action itself and does not need external factors to influence behavior. As a result, intrinsic motivation is the most important and pervasive motivation because it is through this kind of natural motivational tendency that humans develop cognitive, social, and physical abilities (Ryan & Deci, 2000).

However, sometimes people act because external factors have influenced them or prompted them to act in a certain way, and this is referred to as extrinsic motivation (Ryan & Deci, 2000). As opposed to intrinsic motivation where the reward of the action is within the action itself, for extrinsic motivation the outcome or reward is separable from the activity itself (Re'em, 2011). At the workplace the extrinsic motivation would be to attain goals that are non-work related such as getting money to pay personal bills. Burton (2012) argued that extrinsic motivation can come from a fear of a consequence of the actions taken or not taken, such that if the manager tells the employee to do something, it will be done because of extrinsic motivation.

Having looked at motivation, we now look at employee Productivity and what it entails. In every organization, there are many factors that come into play if the organization is to meet its targets. However, employees are the most important resource to the organization because they contribute to innovation, adjustment and other important values that would not be done by other resources such as machinery (Uzona, 2013). Employees mainly perform tasks like manufacturing, marketing, production, transportation, storage, distribution, purchasing promotion of business, finance and accounting, human resource, research and public relations (Dinler, 2008). Employees need to give their best in all these activities as the activities are inter-related and to achieve the organization's goals all have to be done properly (Yazıcı, 2008).

Productivity of the employee is considered as what an employee does and what he does not do. Employee Productivity involves quality and quantity of output, presence at work, accommodative and helpful nature and timeliness of output. According to the results of the study conducted by Yang (2008) on individual Productivity showed that Productivity of the individuals cannot be verified. Similarly, he asserts that organizations can use direct bonuses and rewards based on individual Productivity if employee Productivity is noticeable. Re'em (2011) investigated employee Productivity and revealed that acknowledgment and recognition and reward of Productivity of employees direct the discrimination between employee productivity. Morale and productivity of employees is highly influenced by the effectiveness of Productivity of an organization and its reward management system (Yazıcı, 2008).

Research Problem

Despite the increasing effects on training of organizational employees by organizations, there is still limited literature on human resource development issues in developing countries (Debrah & Ofori 2006, 440) and increasing concerns from organizational customers towards low quality services in the telecommunications sector. It is further worth noting that while much is known about the economics of training in the developed world, studies of issues associated with training in less-developed countries are rarely found. The existing studies in this relation (Harvey 2002; Harvey, Matt & Milord 2002; Jackson 2002; Kamoche 2002; Kamoche, Debrah, Hortwiz & Muuka 2004; Kraak 2005) have taken a general human resource management (HRM) focus creating a gap on issues such as the effect of training on employee Productivity. This study will contribute in minimizing this gap in the literature and thereby establish the basis to understanding of some aspects of human resource management in general and training in particular in Pharmaceutical Industry.

Several studies have been carried out relating to employee motivation, but few have focused on its impact on employees' Productivity, rather focusing on the motivational techniques (Dinler, 2008). A study by Uzona (2013) revealed that employees from different regions and cultures would not be motivated using the same motivational techniques meaning that different techniques may need to be applied for different regions

and cultures. Asim (2013) found that training is an important motivational technique that leads to a positive impact on employee Productivity in the educational sector in Pakistan. However, the study only focused on training as a source of motivation leaving a gap to be filled by examining other motivational techniques.

In Kenya, Gichunge & Musungu (2010) found that there is a direct relationship between motivation and employees' productivity in the Kenyan Construction Industry. Njoroge (2011) also found a positive effect of motivational techniques such as good Productivity appraisals, training, and enhanced job security on the Productivity of employees in Kenyan government ministries. Albeiti (2015) found that reward systems such as stock options, profit sharing, and pay were the most popular and had a positive effect on the Productivity of employees at Victoria Commercial Bank of Kenya. The above studies were all carried out in Kenya, and all point towards a positive impact of motivation on the Productivity of employees, but none of the studies examines the Non-Governmental Organizations (NGOs) and Charities Sector, which examined in this study through Pharmaceutical Industry.

The above are empirical works carried out by different researchers (Uzona, 2013; Asim, 2013; Gichunge & Musungu, 2010; Njoroge, 2011; Albeiti, 2015) in the areas of employee motivation and Productivity. However, the question that has not been answered is, "what magnitude of Productivity variation can reward both extrinsic and intrinsic induce taking into consideration the argument and counter argument on the consequences of tying motivation to Productivity (Dinler, 2008). Therefore, the identified gap needs to be filled, and thus the need for this study to examine the impact of employee training and employee motivation on the Productivity of employees of Pharmaceutical Industry.

Research Significant

In light of the above background, the aim of the study is to examine the effects of training on employee Productivity within the telecommunication industry in Pharmaceutical Industry. The sub goals included are as follows:

- What training programs exist in the Pharmaceutical Industry?

- What are the training objectives?
- What methods are used and do these methods meet the training objectives?
- How does training affect employee Productivity?

It is expected that the findings of this study will help highlight the ways in which human resource training can be beneficial not only to the organizations but also to the career development of its employees. All in all, the results pave way of improving human resources needed for the competitive Productivity of organizations operating in the same line of business as the sample companies in Pharmaceutical Industry and Africa in general.

Definition of the Terms

Human resource management is the way organizations manage their staff and help them to develop (McCourt & Eldridge 2003, 2) in order to be able to execute organizations' missions and goals successfully.

Human resource development is the integration of individual, career and organization development roles in order to achieve maximum productivity, quality, opportunity and fulfillment of organizations members as they work to accomplish the goals of the organization (Pace, Smith & Mills 1991, 6).

Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon 1992).

Development is a broad ongoing multi-faceted set of activities (training activities among them) aimed at bringing someone or an organization up to another threshold of Productivity, often to perform some job or a new role in the future (McNamara 2008).

Employee Productivity is defined as the outcome or contribution of employees to make them attain goals (Herbert, John & Lee 2000) while Productivity may be used to define what an organization has accomplished with respect to the process, results, relevance and success Pharmaceutical Industry National Development Program (1995). Afshan et al.

(2012) define Productivity as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Employee Productivity can be manifested in improvement in production, easiness in using the new technology, highly motivated workers.

Motivation

According to Re'em (2011) motivation is coined from the Latin word *motus*, a form of the verb *movere*, which means to move, influence, affect, and excite. Motivation can also be defined as the act of providing motive that causes someone to act (Shanks, 2012).

CHAPTER II

Literature Review

Training and Development

Human Resource Management involves the management of the human resources needed by an organization and also being certain that human resource is acquired and maintained for purposes of promoting the organization's vision, strategy and objectives. In other words, HRM focuses on securing, maintaining, and utilizing an effective work force, which organizations require for both their short- and long-term survival in the market. In order for HRM to achieve its organizational objectives, managers should perform a number of basic functions which represent what is often referred to as the management process. It is worth noting that in the existing management literature, HRM functions have been differently classified by different researchers despite the fact that they all serve the same purpose of making available effective human resources. The basic functions being referred to above are human resource planning, organizing, staffing, leading, and controlling. In relation to the above and a focus in this study are Briscoe's (1995, 19) core HRM functions namely staffing, training and development, Productivity appraisal, compensation and benefits, and finally union and employee relations and health and safety.

This involves training and development of workforces and managers (Briscoe 1995: 83). Training and development are often used to close the gap between current Productivity and expected future Productivity. Training and development falls under HRD function which has been argued to be an important function of HRM (Weil & Woodall 2005). Amongst the functions activities of this function is the *Identification* of the needs for training and development and selecting methods and programs suitable for these needs, plan how to *implement* them and finally *evaluating* their outcome results (McCourt & Eldridge 2003, 237. Guest (1987) argues that policies are necessary to ensure that employee Productivity is evaluated, which in turn ensures that the appropriate training and development take place. With the help of the Productivity appraisal reports and findings, the organization can be able to identify development needs. However,

individuals themselves can help to indicate the areas requiring improvement as a result of the issues raised in the Productivity appraisal process and their career path needs.

As one of the major functions within HRM, training has for long been recognized and thus attracted great research attention by academic writers (see e.g., Gordon 1992, Beardwell, Holden & Claydon 2004). This has yielded into a variety of definitions of training. For example, Gordon (1992, 235) defines training as the planned and systematic modification of behavior through learning events, activities and programs which result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively.

It is worth noting that, as researchers continue with their quest into the training research area, they also continue their arguments into its importance. Some of these researchers argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized (Beardwell et al. 2004). Related to the above, Beardwell et al. (2004) add that technological developments and organizational change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, thus a need for considerable and continuous investment in training and development.

Benefits of Training

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. There are so many benefits associated with training. Cole (2001) summarizes these benefits as below:

- 1) High morale – employees who receive training have increased confidence and motivations;

- 2) Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
- 3) Lower turnover – training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided;
- 4) Change management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;
- 5) Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;
- 6) Help to improve the availability and quality of staff.

HR Training needs

According to Wognum (2001, 408), training and development needs may occur at three organizational levels namely; (1) *strategic level* where needs are determined by top management while considering organizations goals, mission, strategy and problems, which need to be resolved or fixed (2) *tactical level* where needs are determined with middle management while considering developments needs to the coordination and cooperation between organization units and (3) *operational level* where needs are determined with lower executive management and other employees while considering problems related to operations such as Productivity problems of individual workers and departments in subject. In order to enable an organization, formulate human resource training and development goals that will enable both formal and informal human resource training and development methods and programs create a workforce that enables effectiveness and competitiveness, it is worth giving consideration to, providing proper coordination as well as proper incorporation of the needs within the three levels

The first issue is to identify the needs relevant to the organization's objectives. According to Wognum (2001) and Torrington et al. (2005), there are three categories of identifying training and development needs. These include: *resolving problems*, this focuses on

workers' Productivity, *improving certain working practices*, this focuses on improvement regardless of the Productivity problems and *changing or renewing* the organization situation, which may arise because of innovations or changes in strategy. The above are summarized in Table 1 below. It is worth putting in mind that during the identification of training needs, there is need to create, develop, maintain and improve any systems relevant in contributing to the availability of people with required skills. Moreover, training programs should be designed to cater for the different needs. Further still, the training program, content and the trainees' chosen depend on the objectives of the training program (Milkovic & Bordereau 2003).

A number of approaches have been highlighted in previous literature for identifying needs (Edmond & Noon 2001; Torrington et al. 2005). These are the problem-centered (Productivity gap) and profile comparison (changes and skills) approaches. Similarly, a number of approaches for analyzing training needs depending on either new or current employees have been pointed out by earlier studies (see e.g., Torrington et al. 2005, 390 – 392). The two most traditional approaches being the problem centered approach and the profile comparison approach. The problem centered approach focuses on any Productivity difficulties and the corporation analyses if the problems are due to insufficient skills, which then need to be developed if the problem is to be solved. Profile comparison approach on the other hand focuses on matching the competencies with the job filled, whether new position or existing position. Some changes in strategy and technology may also bring the need for new or additional skills.

Training and Development Methods

Nadler (1984:1.16) noted that all the human resource development activities are meant to either improve Productivity on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives. There are broadly two different methods that organizations may choose from for training and developing skills of its employees. These are *on-the-job training* given to organizational employees while conducting their regular work at the same working venues and *off-the-job training* involves taking employees away from their usual work environments and therefore all

concentration is left out to the training. Examples of the *on-the-job training* include but are not limited to job rotations and transfers, coaching and/or mentoring. On the other hand, *off-the-job training* examples include conferences, role playing, and many more as explained below in detail. Armstrong (1995) argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. Different organizations are motivated to take on different training methods for a number of reasons for example; (1) depending on the organization's strategy, goals and resources available, (2) depending on the needs identified at the time, and (2) the target group to be trained which may include among others individual workers, groups, teams, department or the entire organization.

Job rotation and transfers

Job rotation and transfers (McCourt & Eldridge 2003, 356) as a way of developing employee skills within organization involves movements of employees from one official responsibility to another for example taking on higher rank position within the organization, and one branch of the organization to another. For transfers for example, it could involve movement of employees from one country to another. These rotations and transfers facilitate employees acquire knowledge of the different operations within the organization together with the differences existing in different countries where the organization operates. The knowledge acquired by the selected employees for this method is beneficial to the organization as it may increase the competitive advantage of the organization.

Coaching and/or mentoring

This involves having the more experienced employees coach the less experienced employees (Devanna, Fombrun & Tichy 1984; McCourt & Eldridge 2003, 256; Torrington et al. 2005, 394 - 395). It is argued that mentoring offers a wide range of advantages for development of the responsibility and relationship building (Torrington et al. 2005, 394 – 395). The practice is often applied to newly recruited graduates in the organization by being attached to mentor who might be their immediate managers or another senior manager. This however does not imply that older employees are excluded

from this training and development method but it is mainly emphasized for the newly employed persons within the organization.

Orientation

This is yet another training and development method. This involves getting new employees familiarized and trained on the new job within an organization. During this process, they are exposed to different undertakings for example the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organization. They are further given a general overview of the organizational working environment including for example working systems, technology, and office layout, briefed about the existing organizational culture, health and safety issues, working conditions, processes and procedures.

Conferences

As a training and development method involves presentations by more than one person to a wide audience. It is more cost effective as a group of employees are trained on a particular topic all at the same time in large audiences. This method is however disadvantageous because it is not easy to ensure that all individual trainees understand the topic at hand as a whole; not all trainees follow at the same pace during the training sessions; focus may go to particular trainees who may seem to understand faster than others and thus leading to under training other individuals.

Role playing

Involves training and development techniques that attempt to capture and bring forth decision making situations to the employee being trained. In other words, the method allows employees to act out work scenarios. It involves the presentation of problems and solutions for example in an organization setting for discussion. Trainees are provided with some information related to the description of the roles, concerns, objectives, responsibilities, emotions, and many more. Following is provision of a general description of the situation and the problem they face. The trainees are thereafter required to act out their roles. This method is more effective when carried out under stress-free or

alternatively minimal-stress environments so as to facilitate easier learning. It is a very effective training method for a wide range of employees for example those in sales or customer service area, management and support employees.

Formal training courses and development programs

These are a number of methods which may be used to develop the skills required within an organization. These course and programs are usually a set of defined and known programs where the contents, durations and all the details about the training are clear to both the organization and the personnel to be trained. Unlike informal trainings and programs, formal training and programs can be planned earlier and also plan for their evaluation. Employees may undertake these courses and programs while completely off work for a certain duration of time or alternatively be present for work on a part-time basis. These programs can be held within the organization (in-house) or off the job. Off the job is argued to be more effective since employees are away from work place and their concentration is fully at training. Depending on the knowledge needed, organization's structure and policies, the trainers too may be coming within the corporation or outside the organization.

Motivation

Motivation refers to the force that stimulates, controls and maintains behavior inside and outside the individual (Daft & Noe, 2001). In Daft and Noah, a person's motivation affects arousal, energizes and sustains behavior, although these behaviors do not necessarily lead to reward or diminished behavior in the workplace. . According to (Anne & Barry, 2005), motivation refers to the amount of effort a person puts in to do something. What does motivation mean? James and Stoner (2009) suggested that motivation can be seen as the psychological characteristics of a person that contribute to the determination to achieve a goal. It contains several elements that cause, control and maintain specific human behavior. He added that motivation is one of many components that influence the level of efficiency and effectiveness of the organization. Young (2000) also suggested that motivation can be specified in relation to the strength of employees in explaining levels, directions and solutions related to effort in the workplace. Berelson and Staines (2003) argue that motivation is an internal state that promotes goal-directed behavior as well as

leadership and controlled action. Guay et al., (2010) argued that the reasons for behavior are related to motivation. Broussard and Garrison (2004) further described motivation simply as elements that force a person to act or not to act. Beach (2005) defined motivation as a person's willingness to expend energy to achieve set goals. Motivation is believed to refer to an individual's passion for

specific tendencies or behaviors. He also stated that a person's goals, needs and desires can influence, control and regulate his attitude. Davies (2005) proposed that what goes on within a person that results in those actions is part of the principle of motivation. Eighth, Koontz (2008) argues that the motivation for the notion of man's necessity and desire is related.

According to Dubin (2002), motivation is a complex force in building and maintaining a person who enjoys being an organization. Motivation is more than talking to a person and coming up with reasons to get started. 'Personal motivation is a person who is motivated by a person who considers his motivation and ability to use his resources to achieve the goals of the organization. This is because it challenges the person into action and encourages the council to open a council. On the twentieth-century issue, the premiere of Latham and Ernest (2006), the motivation was just a newcomer. Medieval, opened in the 20th century. Rajput (2011) argues that the word motivator comes from the Latin word 'Movere', which literally means to impose a dispute. Therefore, the

basic principle of motivational incentives for people who want to achieve different goals is because they take needs or expectations into account. The dynamic and changing nature of the introduction and purpose of employment implies a unique, consistent or two broad classifications of good motivation.

Extrinsic Motivation

To achieve better results and high employee productivity, there must be an effective external incentive system (Carraher, 2006). Although declared employee loyalty depends on remuneration and incentives for them. Social incentives help employees build trust to achieve company goals (Burke, 2002). Reio and Callahon (2004) suggest that employees

are driven by external incentives and gain high productivity from them. It is an incentive to achieve a desired goal or other external reward, such as money or rewards (Walker et., 2006). External motivation, such as salary increases, awards, and promotions, is a way to fulfill indirect desires or something else offers as recognition of a job well done. According to Lin (2007), external motivation focuses on goal-driven factors, such as the incentives or rewards gained in completing a task. The combination of internal and external motivation influences individual motives and their real attitude to activity. To achieve a concrete result, external motivation can be described as performing an action (Ryan & Deci, 2000). Externally oriented healthcare professionals are often involved in clinical practice from external motives such as incentives, positive feedback, recognition, etc., rather than from their own enjoyment of the task itself (inherent motivation). There are four forms of external motivation: integrated regulation, established regulation, internal regulation, and external regulation (Weinberg & Gould, 2003). This view was supported by Shim et al., (2011) that external motivation is related to behavior that leads to activities that are not their own intentions, such as payments or compliments or dictations of others.

Intrinsic Motivation

Reio and Callahon (2004) argue that intrinsic incentives are used to inspire employees to be more productive. Lawler (2003) argues that the effectiveness of organizations depends on how motivated their employees are. In nature, the inner rewards are elusive. We can't touch them with our fingertips, but we can only feel them, such as gratitude, employer attitudes and job rotation. Internal rewards are rewards within the work itself, such as satisfaction with the Productivity of the task, the appreciation of the employer (Ajila, 2004). Because one has to feel competence and pride in something, an inner motivation can be created (McCullagh, 2005). Thus, internally motivated nurses perform health care activities with no apparent benefit other than the satisfaction and joy that comes with the job itself. Internal motifs come in three (3) forms (Weinberg & Gould, 2003): awareness, success and relaxation. From birth, human beings are active, inquisitive and playful creatures in their healthiest state, with an omnipresent willingness to learn and explore, and without external stimuli to do so. Therefore, internal motivation is not the only form

of motivation in humans or even voluntary behavior, but it is omnipresent and meaningful. While in one sense there is intrinsic motivation between individuals, in another sense there is intrinsic motivation in the relationship between individuals and activities. Because the connection between the individual and the task is intrinsic motivation, as some authors have defined intrinsic motivation in terms of an interesting task while others have defined it in terms of the satisfaction one receives from internally motivated involvement in the task. Furthermore, individuals are internally motivated for certain tasks and not others, and not everyone is internally motivated for a particular activity.

Motivational Approaches

Despite the variety of hypotheses researchers have tested, they have come to increasingly stress the importance of multiple motivational approaches to the success of employees. Motivation approaches have been described as tools and techniques which can be used to motivate employees and these are:

- Praise:
- Salary/Wages/Increments
- Recognition
- Assigning new roles
- Management Style
- Management Communication Style

Effect of Motivation on Employee Productivity

When dealing with clients, staff are the first calling point. Therefore, it is important for organizations to give employees the requisite motivation to inspire them to do more and achieve better organizational results. According to some researchers, encouragement raises the level of effectiveness in the workforce (Greeno, 2002) added that it is not just an employee's credentials, experiences, or skills that decide productivity but rather motivation plays a major role in deciding an employee's productivity. To fill the gap between an employee's skill and his willingness, the company must inspire the employee

so that, according to his or her skills, he or she can give results. As companies boost employee Productivity through encouragement, it will also improve overall

productivity, decrease costs, and increase the company's effectiveness. Barrit (2003) agreed with the statement by Greeno (2002) that motivation brings human capital into motion and increases the degree of employee Productivity. He added that to accomplish the objectives, every issue requires financial and human capital. Getting the staff only physically, does not mean that the company succeeds in making good use of it. Barrit (2003) added that the Productivity of motivated workers is high, resulting in improved efficiency and lower operating costs. He concluded that with little effort, a motivated employee will not struggle to get by, but will be more focused on his work. If those employees who spend much of their time on Facebook or other sites use their ability to keep themselves occupied with their job instead, improved productivity would be very visible (Barrit, 2003). Moreover, “an employee who is motivated by an enriching work will obtain a higher value than an employee not motivated” (Akerlof & Kranton, 2005) and motivating employees will benefit both the employees as well as the business. Employees will have some of what they have for work and do the job with all their potential (Jen et al., 2004) And when businesses and organizations achieve quality improvement and good results from their workers, the incentive goes to the empowered staff (Chadwick et., 2004). said that high Productivity workers are generally able to give the company an extra effort when it is needed. Griffiths (2001) stressed that achieving personal targets helps an employee to remain motivated and to continue to deliver. He added that

encouragement can make it easier for a worker to achieve his or her personal goals and can encourage an individual's self-development. Griffiths (2001) concluded that they understand the strong connection between effort and outcomes once the worker achieves some initial targets, which would further inspire them to continue at a high level. According to Attipoe, Wright Evans et al. (2021), Productivity reviews improve employee Productivity by helping them reach their full potential in fulfilling their company mission and by providing employees and managers with information that they can use to make business decisions. They also give employees feedback and are thus an engine for personal

and professional development. However, Productivity evaluation presents problems due to its complexity.

Jesop (2005) stressed that encouragement brings staff closer to the business. He added that as long as employee needs are met by competitive incentives, promotional opportunities, etc., workers are beginning to take more interest in their company. They start believing that there is no distinction between the company's interests and their interests. This helps to create cordial relationships between management and employees. Zamer et. al., (2014) explain theoretically that motivation has significant function in public or private companies. Motivation is divided into two categories: monetary, such as income, incentives, salaries; and non-monetary, such as working conditions, employment status, job stability, job enrichment. While the Productivity of workers is classified into three dimensions, namely work efficiency, job quality, and job achievement. Research findings in the Pakistan beverage industry indicate that motivation plays a crucial role in employee success (Zamer et. al., 2014). Aworemi et al, based on. Research findings from a wide range of businesses (education, hotels, retail, manufacturing, services, and transportation) in Nigeria indicated that working conditions, interesting work and good pay are main factors for greater motivation of employees. Motivation has long been recognized as a very important factor for an organization because of the following advantages: putting human capital into action; enhancing employee efficiency; contributing to organizational goals; creating friendly relationships; leading to workforce stability; (Aworemi et. al., 2011). Motivation has, however, been taken for granted by many executives. Motivation, however, has been taken for granted by many executives. Based on his research findings in the cement manufacturing company in Nigeria, according to Dugguh (2014), it shows that low productivity occurs due to poor motivation of employees, and it implies that motivation is related to productivity because motivated employees are productive employees. This result confirms by Nwachukwu (2002), and earlier research on manufacturing firms, which requires encouragement and work satisfaction to increase productivity (Dugguh, 2014). Most researchers say, according to (Bradley, 2004), that there is an obvious connection between motivation and employee Productivity and they can deliver more if workers are motivated. Better results will also lead to good successes which will lead to greater encouragement. They have the ability to

do the job needed honestly, as though workers are empowered and happy. Often, motivated workers do more work than others with their high ability as they are happy and having high results (Bradley, 2004). "If employees are motivated and happy, they will do to the work to the best of their ability instead of just doing it because they have to". (Ryan, & Deci, 2000). Unmotivated workers, on the other hand, lose the enthusiasm in work that leads to quitting the job. Leaving seasoned staff hardly affects the job too much.

Employee Productivity

Employee Productivity is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong 2000). Kenney et al. (1992) stated that employee's Productivity is measured against the Productivity standards set by the organization. There are a number of measures that can be taken into consideration when measuring Productivity for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja 1992) as briefly explained hereafter. *Profitability* is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Wood & Stangster 2002). *Efficiency and effectiveness* - efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner 1996). *Productivity* is expressed as a ratio of output to that of input (Stoner, Freeman and Gilbert Jr 1995). It is a measure of how the individual, organization and industry converts input resources into goods and services. The measure of how much output is produced per unit of resources employed (Lipsey 1989). *Quality* is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong 2002). It is increasingly achieving better products and services at a progressively more competitive price (Stoner 1996).

As noted by Draft (1988), it is the responsibility of the company managers to ensure that the organizations strive to and thus achieve high Productivity levels. This therefore implies that managers have to set the desired levels of Productivity for any periods in question. This they can do by for example setting goals and standards against which individual Productivity can be measured. Companies ensure that their employees are contributing to producing high quality products and/or services through the process of

employee Productivity management. This management process encourages employees to get involved in planning for the company, and therefore participates by having a role in the entire process thus creating motivation for high Productivity levels. It is important to note that Productivity management includes activities that ensure that organizational goals are being consistently met in an effective and efficient manner. Productivity management can focus on Productivity of the employees, a department, processes to build a product or service, etc. Earlier research on productivity of workers has showed that employees who are satisfied with their job will have higher job Productivity, and thus supreme job retention, than those who are not happy with their jobs (Landy 1985). Further still, Kinicki & Kreitner (2007) document that employee Productivity is higher in happy and satisfied workers and the management find it easy to motivate high performers to attain firm targets.

Effect of training on Productivity

In the real world, organizational growth and development is affected by a number of factors. In light with the present research during the development of organizations, employee training plays a vital role in improving Productivity as well as increasing productivity. This in turn leads to placing organizations in the better positions to face competition and stay at the top. This therefore implies an existence of a significant difference between the organizations that train their employees and organizations that do not. Existing literature presents evidence of an existence of obvious effects of training and development on employee Productivity. Some studies have proceeded by looking at Productivity in terms of employee Productivity in particular (Purcell, Kinnie & Hutchinson 2003; Harrison 2000) while others have extended to a general outlook of organizational Productivity (Guest 1997; Swart et al. 2005). In one way or another, the two are related in the sense that employee Productivity is a function of organizational Productivity since employee Productivity influences general organizational Productivity. In relation to the above, Wright & Geroy (2001) note that employee competencies change through effective training programs. It therefore not only improves the overall Productivity of the employees to effectively perform their current jobs but also enhances the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational Productivity.

The branch of earlier research on training and employee Productivity has discovered interesting findings regarding this relationship. Training has been proved to generate Productivity improvement related benefits for the employee as well as for the organization by positively influencing employee Productivity through the development of employee knowledge, skills, ability, competencies and behavior (Appiah 2010; Harrison 2000; Guest 1997). Moreover, other studies for example one by Swart et al. (2005) elaborate on training as a means of dealing with skill deficits and Productivity gaps as a way of improving employee Productivity. According to Swart et al., (2005), bridging the Productivity gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee Productivity. He further elaborates the concept by stating that training facilitate organization to recognize that its workers are not performing well and a thus their knowledge, skills and attitudes needs to be molded according to the firm needs. It is always so that employees possess a certain amount of knowledge related to different jobs. However, it is important to note that this is not enough and employees need to constantly adapt to new requirements of job Productivity. In other words, organizations need to have continuous policies of training and retaining of employees and thus not to wait for occurrences of skill and Productivity gaps.

According to Wright & Geroy (2001), employee competencies change through effective training programs. It not only improves the overall Productivity of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational Productivity. Through training the employee competencies are developed and enable them to implement the job-related work efficiently, and achieve firm objectives in a competitive manner. Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities (Pigors & Myers 1989).

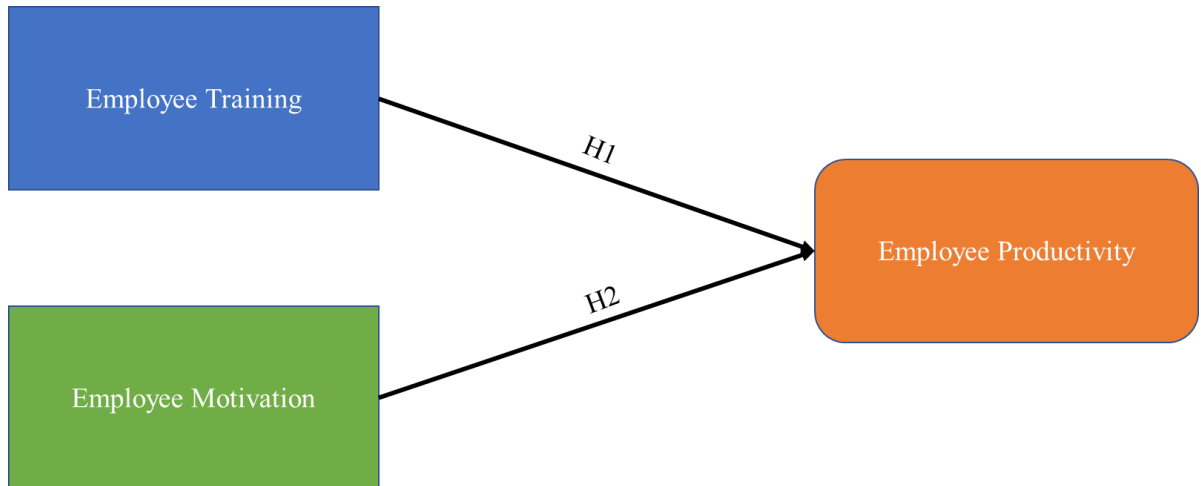


Figure 1 Research Model

Research Hypotheses

H₁: There is a positive effect between employee training and employee productivity.

H₂: There is a positive effect between employee motivation and employee productivity.

CHAPTER III

Research Methodology

Research Design

The author traces the exploration approach used to examine the impact of employee training and employee motivation on the Productivity of employees of Pharmaceutical Industry. In this review, the cycles used to break down information and test speculations by gathering information, estimating factors in the examination model, and the kinds of investigation techniques utilized SPSS v25 are portrayed. A few basic subjects should be tended to prior to undertaking research, including the sort of examination, the destinations for examination, and the strategies used to gather information by developing an action or scale to equitably screen an idea, build, or thought.

Sampling & Sample

The major goal of the research sample was to acquire a thorough and accurate representative of Pharmaceutical Industry. All employees in Pharmaceutical Industry are included in the study's target group. This is due to the fact that they do a wide range of jobs in many areas. In Pharmaceutical Industry, a questionnaire has been hand-delivered to different departments and units. When all of the responses are collected, they have been entered into a database and analyzed using SPSS version 25.

Employees from Pharmaceutical Industry will make up the study's population. This study includes participants from five pharmaceutical company divisions, including finance, manufacturing, marketing, production, and research and development. This study considered Unique pharma as the study location. At Unique pharma, the total number of staff ranges from 201 to 500 (Linkedin, 2022). This study used a representative sample of 300 employees as the basis for its sample size selection. Convenience sampling picked 60 employees from the five departments stated above to participate in the study. According to that, out of total 320 distributed questionnaires, 300 usable responses were received making 93% as a response rate

Data Collection Procedures

This research to examine the impact of employee training and employee motivation on the Productivity of employees of Pharmaceutical Industry in 2022. The hypotheses for this study have been tested using a questionnaire based on literature reviews, with employees working in Pharmaceutical Industry serving as the analysis unit. The author told the respondents that their participation was voluntary and acquired verbal consent from them before delivering the questionnaire in order to collect trustworthy and meaningful data and avoid coerced participation. A questionnaire will used to collect data for this study, which is considered to be an effective and accurate technique of data collection. As a result, the questionnaire approach was chosen as the best method for dealing with the current investigation.

To identify any inaccuracies or potential sources of misunderstanding, university professors with expertise and knowledge in the disciplines of management reviewed the purpose of this questionnaire is to check the accuracy and validity of professional terminology as well as their perspicuity. The surveys' validity has been also tested by the distribution of 20 questionnaires as part of a pilot study to adjust proportions to responders' capacity to answer the questions, and the questionnaire questions were changed to be completer and more accurate based on their comments. A 5-point Likert scale was used to develop the questionnaire, with Strongly Agree = 5 and Strongly Disagree = 1.

Study Variables and Instrument

The research is both quantitative and cross-sectional. Employee Training Scale (ETS), the Employee Motivation Scale (EMS), and Employee Productivity Scale (EPS) are among the four elements of the questionnaire, which total 19 items.

Demographic Information

In addition, the study evaluates some demographic characteristics mentioned in Part 1 of the questionnaire (see Appendix). Gender, age, educational level, job title and years of experience. There are four demographic questions (items 1–5).

ET Scale

A six-item scale was utilized to quantify employee training as the first variable in the study. From Schmidt (2004) in a normal Five-Point Likert Scale format ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). According to Hair, Black, Babin, and Anderson (2014), Cronbach's alpha must be at least 0.7 to obtain dependability and be considered an acceptable study. The Cronbach's alpha score of 0.899. Therefore, the Cronbach's alpha scores for the ET variable for this research are reliable.

EM Scale

Six items developed by Chang and Chen's (2008) suggestions for boosting staff motivation were implemented. Employees provided data, which was analyzed using a five-point Likert scale ranging from 5 = Strongly Agree to 1 = Strongly Disagree. The Cronbach's alpha score of 0.896.

EP Scale

From Chen and Tjosvold (2008); Lee & Brand (2010), seven items were used to develop a scale of employee productivity. Employees provided data, which was analyzed using a five-point Likert scale ranging from 5 = Strongly Agree to 1 = Strongly Disagree. The Cronbach's alpha score of 0.817. The Cronbach's alpha value for the present study of 19 items was calculated as 0.822 which this value considered to be reliable.

Table 1 The Cronbach's Alpha for Research Variables

Variable Name	Number of Items	Cronbach's alpha
Employee Training	6	0.899
Employee Motivation	6	0.896
Employee Productivity	7	0.817
Total	19	0.822

Data Analysis Procedures

Following the information assortment, the information was examined utilizing SPSS v.25 programming utilizing the accompanying techniques: To start, decide the scale's and poll's unwavering quality and legitimacy utilizing Cronbach's alpha coefficient. As per Sekaran and Bougie (2016)., Cronbach's alpha qualities more prominent than 0.70 demonstrate solid inside consistency in estimated factors and increment steadfastness Second, relationship examination shows how factors are decidedly associated. Third, factor investigation was utilized to find the principal parts to check whether the elements utilized in the review had the option to evaluate the factors and on the off chance that the elements in the poll were connected with the factors. As indicated by Hair, Black, Babin, and Anderson (2014), exploratory component investigation (EFA) is utilized to dissect information and gives data on the quantity of elements needed to appropriately address information. Besides, all deliberate or noticed factors are related with each component dependent on the worth of the heap assessment factor. The significant element of EFA is that all elements are gotten only from measurable outcomes, not from any hypothesis, and that the variables can be named after the component examination is finished. All in all, EFA can be evaluated without knowing the quantity of elements as of now present in the review or which factors are connected with which builds. At long last, involving the PROCESS Procedure for SPSS v3.4, relapse investigation was used to examine the theories proposed to find the intervening capacity of ED with SC and SME Productivity in Liberia among staff working in Pharmaceutical Industry. The theories and sub-speculations assessed in this review will have a 95 percent certainty level. (or then again a wiggle room of 5%). The invalid theory is dismissed on the off chance that the PV is under 0.05; assuming it is more than 0.05, the invalid speculation is acknowledged. A few synopsis tables have been ready during Coronavirus to feature the likenesses and contrasts of ED with SC and SME Productivity among Pharmaceutical Industry staff.

CHAPTER IV

Research Results

Descriptive Statistics

The aim of this research is to analyze the impact of employee training and employee motivation on the Productivity of employees of Pharmaceutical Industry. To achieve this goal, the researcher distributes (320) questionnaire were subjected to (300) valid questionnaire for the purposes of statistical analysis. Table 3 summarize the distribution of the questionnaire on the research sample.

Table 2 The Distribution of The Questionnaire on The Research Sample

	Number	Ratio
Distributed questionnaires	320	100%
Questionnaires recovered	310	96%
Non-refunded questionnaires	7	2%
Non-analytical questionnaires	3	1%
Questionnaires under analysis	300	93%

After collecting the questionnaire from the sample, the questionnaire response scale which contains 65 items was translated to a quantitative scale by giving the answer category 5 = Strongly Agree, 4 = Agree, 3 = Neither Agree nor Disagree, 2 = Disagree, 1 = Strongly Disagree. The total scores of the sample respondents for each paragraph were classified as shown in Table 4.

Table 3 The Degree of Approval of the Questionnaire Paragraphs

Likert-Scale	Classification	Description
1	1 – 1.79	Strongly Disagree
2	1.8 – 2.59	Disagree
3	2.6 – 3.39	Neither agree nor Disagree
4	3.4 – 4.19	Agree
5	4.2 – 5	Strongly Agree

The researcher relied on the degree of approval of the questionnaire paragraphs according to Idek et al. (2014) the rule specified in Table 7 that the approval for the paragraph is strongly disagree if the average mean of the paragraph between 1 – 1.79, disagree if the average mean of the paragraph falls between 1.8 – 2.59, neither agree nor disagree if the average mean of the paragraph is between 2.6 – 3.39, agree if the average mean of the paragraph between 3.4 – 4.19, and strongly agree if the average mean of the paragraph between 4.2 – 5.

Employee Training

Table 5 shows the mean scores for the ET items. The respondents' mean scores for the ET items range from 2.30 to 4.09. At the same time their standard deviation demonstrated that the items do not present a high deviation from the average mean among items. Therefore, the respondents' mean scores for ET (overall) were all above the 3.00 mid-point score. These scores indicate that the customers perceptions of the ET carried out by their organization are satisfactory.

Table 4 The Mean Scores for the ET Items

#	Code	Items	Means	STD	Degree of Approval
1.	ET1	My company provides me the opportunity to improve my skills.	3.34	1.035	Natural
2.	ET2	There is lot of chance to learn new things in this company.	4.07	1.111	Agree
3.	ET3	My company frequently arranges training programs for the employees.	3.75	1.062	Agree
4.	ET4	Doing job in this company will benefit to me.	4.01	1.062	Agree
5.	ET5	My department provides learning/training opportunities to meet the changing needs of the workplace	3.36	1.040	Natural
6.	ET1	Training and development are encouraged and rewarded in my department.	3.34	1.035	Natural
ET Scores			3.40	1.00	Agree

Employee Motivation

Table 6 shows the mean scores for the EM items. The respondents' mean scores for EM items range from 2.22 to 2.94. At the same time their standard deviation demonstrated that the items do not present a high deviation from the average mean among items. Therefore, the respondents' mean scores for EM (overall) was 2.65. These scores indicate that the customers perceptions of the EM carried out by their organization are natural.

Table 5 The Mean Scores for the EM Items

#	Code	Items	Means	STD	Degree of Approval
7.	EM1	I feel a sense of personal satisfaction when I do this job well.	2.74	1.170	Natural
8.	EM2	My opinion of myself goes down when I do the job badly.	2.91	1.161	Natural
9.	EM3	I take pride in doing my job as well as I can.	2.25	1.042	Disagree
10.	EM4	I feel unhappy when my work is not up to my usual standard.	2.22	1.043	Disagree
11.	EM5	I like to look back at a day's work with a sense of a job well done.	2.44	1.037	Disagree
12.	EM6	I try to think if ways of doing my job effectively	2.67	1.165	Natural
EM Scores			2.65	1.00	Natural

Employee Productivity

Table 5 shows the mean scores for the EP items. The respondents' mean scores for the EP items range from 2.30 to 4.09. At the same time their standard deviation demonstrated that the items do not present a high deviation from the average mean among items. Therefore, the respondents' mean scores for EP (overall) were all above the 3.00 mid-point score. These scores indicate that the customers perceptions of the EP carried out by their organization are satisfactory.

Table 6 The Mean Scores for the EP Items

#	Code	Items	Means	STD	Degree of Approval
13.	EP1	I do large amount of work each day	3.34	1.035	Natural
14.	EP2	I accomplish tasks quickly and efficiently.	4.07	1.111	Agree
15.	EP 3	I have a high standard of task accomplishment.	3.75	1.062	Agree
16.	EP 4	My work outcomes are of high quality	4.01	1.062	Agree
17.	EP 5	I always beat our team targets.	3.36	1.040	Natural
18.	EP 6	I perform the tasks required for my position competently	3.34	1.335	Natural
19.	EP 7	I am confident about my capabilities and skills to do my job.	4.09	1.151	Agree
EP Scores			3.60	1.00	Agree

Demographic Characteristics of Respondents

Demographic characteristics of respondents that have been captured in this research include 5 different aspects; gender, age, educational level, job title and marital status. First, gender was measured into two categories of male and female. Second, age which was measured in seven categories having options of less than 25 years, from 25 – 29 years, from 30 – 34 years, from 40 – 44 years, from 45 – 49 years, and more than 50s years.

Third, educational level was measured in three categories diploma or below, undergraduate, postgraduate or above. Fourth, years of experience was measured in seven categories having the option of less than 1 year, 1 – 4 years, 5 – 9 years, 10 – 14 years, 15 – 19 years, 20 – 24 years, and more than 25 years.

Gender

Gender respondents were selected in two categories: male and female. In a data from the Pharmaceutical Industry, the majority of male and female respondents were 70% and 30% respectively. This is consistent with the fact that females are in the Pharmaceutical Industry usually took the role of the family only and the males were responsible to do business and make money for the family. But this has begun to change in the recent past, and now more female workers continue to work even after marriage because of the constantly rising cost of living and low wages for their partners. Table 7 summarize the sample distribution by gender.

Table 7 Sample Distribution by Gender

Variables	Frequency	Percent
Gender		
Male	220	73%
Female	80	27%
Total	300	100%

Age

In the Pharmaceutical Industry data, respondents were of different age groups in a relative distribution as shown in Table 8. The highest representation is respondents who belong to the 30 – 34 years by 37%. The rate of aging between 35 – 39 years was 23%, respondents from 25 – 29 years were 22%, from 40 – 44 years 7%, from 45 – 49 years 6%, and 5% were more than 50s years.

Table 8 Sample Distribution by Age

Variables	Frequency	Percent
Age		
25-29	57	19%
30-34	112	37%
35-39	70	24%
40-44	20	6%
45-49	22	8%
50 years and more	19	6%
Total	300	100%

Educational Level

The educational level of respondents was measured in three categories as shown below in Table 9. In the Pharmaceutical Industry the highest percentage of respondents who obtained the undergraduate degree is 81%, and postgraduate or above is 19%.

Table 9 Sample Distribution by Educational Level

Variables	Frequency	Percent
Educational Level		
Undergraduate	234	78%
Postgraduate	66	22%

Total	300	100%
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Years of Experience

Years of experience of respondents was measured in seven categories as shown below in Table 14. In the Pharmaceutical Industry the highest percentage of respondents who has experience from 5 – 9 years by 38%. the experience from 1 – 4 years was 23%, from 10 – 14 years 21%, from 15 – 19 years was 10%, 25 years or more was 7%, and 2% who has 20 – 24 years of experience.

Table 10 Sample Distribution by Years of Experience

Variables	Frequency	Percent
Years of Experience		
1-4	55	19%
5-9	116	37%
10-14	53	18%
15-19	38	13%
20-24	8	3%
25 years and more	30	10%
Total	300	100%

Correlation Analysis

The results of the correlation analysis which indicates that all the five constructs were positively correlated with each other with 0.01 significance value are shown in Table 11. The relationship between ET and EP ($R= 0.817$, $p = 0.01$) is considered as a significant

and moderate positive correlation. The correlation coefficient between EM and EP ($R = 0.940$, $p = 0.01$) is considered as a significant and high positive correlation.

Table 11 Correlations between the variables

	ET	EM	EP
ET	1		
EM	.805**	1	
EP	.817**	.940**	1

Hypotheses Testing

The researchers used the regression analysis for SPSS v.25 to test the research hypotheses. This research consists of four main hypotheses. The relationship for these hypotheses divided as follow:

H₁: There is a positive effect between employee training and employee productivity.

H₂: There is a positive effect between employee motivation and employee productivity.

The Relationship between employee training and employee Productivity

Hypothesis H₁ posits that ET positively influence EP. As shown in Table 12 the linear regression analysis demonstrated that the path estimates between ET and EP was significant ($F_{(1,300)} = 213.454$, $p < 0.05$, $R^2 = 0.667$). Also, the model coefficient shows that ET were positive and statistically significant to EP ($T_{(300)} = 14.610$, $\beta = .228$, $p < 0.05$). According to the lower and upper bound of the 95% confidence interval if zero falls between them, then the hypothesis has been rejected. If zero falls outside of the interval, then the hypothesis has been accepted. In Table 12 shows that zero does not fall between the lower and upper bound of the 95% confidence interval (LLCI= 0.197, ULCI= 0.258),

so the author infers that the effect of ET on EP is significantly different from zero. Therefore, hypothesis H₁ was accepted.

Table 12 Regression analysis of ET on EP

Model Summary							
Model	R	R Square	Change Statistics				
			R Square Change	F Change	df1	df2	Sig. F Change
1	.817	.667	.667	213.454	1	353	.000
a. Predictors: (Constant), ET							
ANOVA ^a							
Model		Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	14415.408	1	14415.408	213.454	.000	
	Residual	26878.530	353	67.534			
	Total	41293.938	354				
a. Dependent Variable: EP							
b. Predictors: (Constant), ET							
Coefficients ^a							

1	.940	.884	.884	521.624	1	353	.000	
a. Predictors: (Constant), EM								
ANOVA^a								
Model		Sum of Squares	df	Mean Square	F	Sig.		
1	Regression	23422.511	1	23422.511	521.624	.000		
	Residual	17871.426	353	44.903				
	Total	41293.938	354					
a. Dependent Variable: EP								
b. Predictors: (Constant), EM								
Coefficients^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	30.790	1.892		16.276	.000	27.071	34.509
	EM	1.212	.053	.940	22.839	.000	1.107	1.316
a. Dependent Variable: EP								

Overview of Hypotheses Testing

Table 14 Overview of Hypotheses Testing

	Linkage	R^2	P	β	Hypotheses Acceptance
H₁	ET \dashrightarrow EP	.667	0.000	.228	Accepted
H₂	EM \dashrightarrow EP	.884	0.000	1.212	Accepted

CHAPTER V

Discussion and Conclusion

Discussion

The amount of research about the aim of this research is to analyze the effect of ET and EM on EP in Pharmaceutical Industry is limited. Accordingly, the current study aimed at classifying this issue in the literature by empirically examining This research aims to check the impact of ET and EM on EP.

Consistently to the expectation in this study, the prediction that training is related positively to EP was supported by the finding in the present study. The study found a significant positive relationship between ET and EP. This result is reliable because the more employees are trained on how to perform their jobs effectively and efficiently the more effective and efficient, they become, and this increase their work performance and improve the standard of their work. The finding was consistent and in support of following recent past studies; Sasidaran, 2018; Motlokoa, Sekantsi & Monyolo, 2018; Ohueri, Enegbuma, Wong, Kuok & Kenley, 2018; Jayasinghe & Fernando, 2017; Hassan, 2017; Setyawaty, Kartini, Sulaeman & Joelyati, 2017; Ibrahim, Boerhannoeddin & Bakare, 2017 and Raza and Afridi (2017).

The results of Sasidaran (2018) and Motlokoa, Sekantsi and Monyolo (2018) revealed that there is a highly significant positive association between training and employees' performance. In support their findings, Ohueri, Enegbuma, Wong, Kuok and Kenley (2018) found that employee training is one of the significant factors that positively affects employees work performance. Similarly, the results of Jayasinghe and Fernando (2017), Hassan (2017) and Setyawaty, Kartini, Sulaeman and Joelyati (2017) also found that continuous training and development positively influence labour productivity. Ibrahim, Boerhannoeddin and Bakare (2017) also added that training methodology significantly predict EP. Finally, Raza and Afridi (2017) concluded that employee's training has a major significant impact on EP and job satisfaction.

The study has revealed that ET positively influences EP by having a positive influence on EP at pharmaceutical industry. That fact that EP influences performance is in line

Robinson, Dilys and Hayday (2003) argument that engaged employees feel a strong emotional bond to the organization that employs them, which results in higher productivity levels and lower absenteeism. Hence when reliably measured, positive EP is casually related or correlated to specific business outcomes. Lockwood (2007) further argued that engagement can be seen as a heightened level of ownership where each employee wants to do whatever they can for the benefit of their external and internal customers, and for the success of the organization as a whole.

The study has shown that ET influences EP in a number of ways. It has showed that training enhances EP in change processes which in turn influences positively the employee and organizational performance. The study showed that as a measure of engaging in change process, the top-level management and non-management management staff are more likely to be induced in taking new tasks compared to those in the middle level management after undergoing training. Similarly training most likely motivates the top level to be committed to taking initiatives in helping other employees. This case may not apply for the middle level management and the non-management staff members as the majority in both cases were neutral. This is in line with the arguments by Jagero, Kombo and Mlingi (2012) that employees who receive regular training are more likely to accept change and come up with new ideas. They continue that employees who learn new skills through training make good candidates for promotions because they have shown their ability to learn, retain and use information. Similarly reliable, skilled employees can also be empowered to train other employees, the fact that reduces pressure for the management team and facilitate change process. Markos and Sridevi (2010) posit that disengaged employee do not sticking around for things to change in their organization and have far more misgivings about their organization in terms of performance.

Secondly the study also showed that training enhances EP in innovation. Otuko, Chege and Douglas (2013) posit that employee training is a critical competitive tool that impacts skills in employees for developing innovative products and creating value in a unique way that competitors cannot easily copy. This is vital for success in the current expansion of the global economy and the fast-changing evolution of technology and innovation. Thirdly, the study showed that training enhances better performance among employee.

This supports the findings by Amin et al. (2013) that training leads to important performance benefits for individuals, teams, organizations and society. They suggest that these benefits range from individual and team performance to the economic prosperity of a nation. Shaheen, Naqvi, and Khan (2013) further note that training enhances knowledge and information about a certain field and also adds advantage to networking for efficiency and performance of employees.

Lastly the study showed that training enhances employee enthusiasm. Shaheen et al. (2013) notes that to increase the employee's performance, it is crucial to inspire the employees by means of satisfying the space in between skills necessary and the owned or operated by means of staff through delivering applicable training. The inspiration through training creates the enthusiasm which transforms the employees to well organize and well-mannered, that ultimately affects the performance of organization (Saleem, Shahid & Naseem, 2011).

The results show that there is a significant and positive relationship between EM and EP. It also concludes that intrinsic rewards have a significant positive relationship with EP and employee motivation. This study concluded that the effectiveness of employee training was found to be negatively related to motivation. It is also evident from their response that they are given training courses but they do not carry out this in their routine teaching because they consider it ineffective. They are dissatisfied with the training they are given and this affects their motivation to teach. The only way for people to work hard is to motivate them.

Nowadays, people must understand why they work so hard. Each individual in the organization is motivated in a number of different ways. When it comes to employee motivation, it can only be defined as employee motivation is a reflection of the level of energy, commitment and creativity that company employees bring to their work. The job of a manager in the workplace is to get a job through a worker do this is managers must be able to motivate employees. But it's easier said than done. Motivational practice and theory are a difficult subject and touching on some disciplines. In addition to large-scale, basic or applied research, motivational subjects are not clearly understood and are more

often than not practiced poorly. To understand motivation, they must understand their own nature and there is a problem. Human nature can be very simple, but each one is complex. Understanding and appreciating this is a prerequisite for effective employee motivation in the workplace and therefore effective management and leadership. Employee motivation is very important for organizations because every problem requires physical, financial and human resources to achieve the goal. Through motivation, human resources can be fully utilized. This can be done by building a willingness to work. This will help companies ensure the best use of resources. This results in increased productivity, lower operating costs and increased overall efficiency. This is achieved if coordination and cooperation occur simultaneously which can be done effectively through motivation. The first impact of employee motivation is EP. Worker's performance is considered what he or she does and what they do not.

EP involves the quality and quantity of output, the presence of the workplace, the accommodative and helpful nature and the timeliness of production. According to the results of the research conducted by Yang (2008) on individual performance shows that individual performance cannot be verified. He also emphasized that organizations can use bonuses and rewards directly based on individual performance if EP is viewed. According to Yang, bishops investigate EP and reveal that recognition and recognition as well as appreciation for EP lead to discrimination between employee productivity. The employee's spirit and productivity are strongly influenced by the effectiveness of the organization's performance and its management system. To satisfy customers, the company makes a lot of effort but does not pay attention to satisfied employees. But the reality is that customers will not be satisfied until and unless the employee is satisfied. Because, if employees are satisfied, they will do more work so that it eventually increases. The second impact is intrinsic reward. Interest in the task itself is driven internally by the external force and the reliance on external reward refers to intrinsic motivation. Organizations always need something to keep their employees engaged including pay or bonuses but motivation is a very important factor in getting employees engaged in their work so that their quality and quantity of work and productivity do not decline. Intrinsic

rewards are primarily related to employee satisfaction with his work resulting from the enjoyment of work he experiences in a good organization that rewards him for his work.

Rewards mean a lot to employees whether they are extrinsic or intrinsic. An intrinsic gift arises in a person after completing a certain task or job while extrinsic motivation comes from outside sources or forces such as salary, money, or value. For example, an intrinsically motivated person will work on a math problem because it is fun or he will find a solution to it because it is challenging and will give him a sense of satisfaction after solving it. In both cases, there are no external gifts that are important to people such as payments or gifts. That does not mean that extrinsic appreciation is not important to a person, but it does mean that it is not sufficient to sustain that person's motivation. The study found that appreciation is very important in transforming employee dissatisfaction into satisfaction. The conclusion is that when employees are satisfied, they will perform the task with more interest and will work hard which will lead to better performance.

A study was conducted which found that EP was directly influenced by intrinsic rewards because when intrinsic rewards are given to them, they find out about their performance and work harder to earn recognition. Last but not least, employee perceived training effectiveness. To achieve organizational goals efficiently and effectively, organizational management requires the training of its members. Training is very useful for workers in many ways as it keeps them up to date with the rapidly changing world trends and environments to help alleviate the stress and frustration caused by hard work or job demands that help them improve their skills to handle work effectively. Employees who feel they are capable of fulfilling their duties will leave the field or if they maintain their productivity levels are not optimal. The more gaps between what a person has and what they need, the more dissatisfied with their work and the higher their turnover rate.

Conclusion

From the study it can be concluded that, pharmaceutical industry does not use monetary rewards to motivate its employees, but rather it relies on non-monetary rewards like recognition, decision-making roles and flexible working hours to motivate its employees. The study concludes that, pharmaceutical industry employees believe that money is a crucial incentive to work motivation and most of them used the value of money as a

scorecard by which they passed the value that the organization had placed on their services. From the study it can be concluded that pharmaceutical industry had not observed a long-term enhancement on the quality of work as a result of the reward system it had in place, even though its employees found challenging jobs, feedback, cohesive work teams and other non-monetary factors more motivating than monetary factors. The study concludes that pharmaceutical industry employees acquire training aimed at improving their knowledge, skills and attitudes towards their work, as well as increase their morale and confidence in the job. It can be concluded that the employees in the organization have a sense of security built from their training and this facilitated their ability to manage changes and new situations that occurred within the organization. Employees at Pharmaceutical industry undertook courses and programs when they are off work to increase their skill level to enhance their security on the job, since they had noticed that they would not develop their skills within the organization through things like internal transfers. Employee training had, however, placed the organizations in the better position to face competition and stay at the top, and it had facilitated the bridging of the performance gap by implementing a relevant training intervention that enhanced employee performance.

The organization needs to re-evaluate its motivation structure since the study revealed that pharmaceutical industry employees believe that money is a crucial incentive to work motivation and most of them used the value of money as a scorecard by which they passed the value that the organization had placed on their services. The study recommends that management retain the non-monetary rewards as a cost-effective way of keeping the workforce highly motivated, but also include monetary rewards that should be linked directly to the compensation plan. The study showed that employee orientation in the organization did not help employees to familiarize themselves as well as get training while on the job. The pharmaceutical industry should ensure that those valuable individuals (the new hires) become engaged in the organization's ongoing learning processes, through mentors, and this should go beyond communicating policies and procedures, the organization should create a shared vision by acclimating the new hires into the company culture and values, as well as the overall framework.

The findings reported in this study suggest that training and development have an impact on the performance of employees with regards to their jobs. This result is broadly consistent with prior management literature on training and development. In order to gain more specific knowledge of training and development from the sample companies, different questions are presented to the respondents and thus examined. These questions are focusing on employee participation in training, selection for training, methods of training and relevance of training to the work of the respondents. The above questions have been of particular interest because they facilitate an understanding of the training practice in the companies under study. The results from the questions on employee participation in training and selection for training indicate that these companies have good and perhaps clear policies regarding training and development as most of the respondents indicated that they have participated in training and that most of them were provided with opportunities to train under the compulsory practice of the company for all employees and/or on joining the company. In examining the question relating to the training program quality, the results indicate that the programs undertaken by the sample companies are relevant as considered by the respondents' opinions. Therefore, managers must examine the needs of the employees before choosing which form or type to practice. In general, employee motivation tends to increase employee performance, as long as the motivation strategy adopted meets the needs of the employees. Organizations that always motivate their employees will enjoy greater productivity.

Limitation and Future Research

There are some limitations and opportunities for future studies. Firstly, the data for the present research was collected from only the Pharmaceutical Industry, so it is not clear whether the relationship between ET, EM and EP is the same in other countries. Secondly, there is a possibility of bias in the conventional method of answering all questions. Although we did not statistically find the problems of the method prevalent in this research, they cannot be excluded entirely. Thirdly, this research is conducted using cross-sectional data. This data can only at a specific time, reveal the total impact that predictor variable has towards a particular criterion variable. Thus, a longitudinal study should be carried out instead, to provide more data which are useful from respondents.

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Appendix X**Questionnaire****Near East University****Graduate school of Social Science****Department of International Business****Dear Responder,**

This questionnaire aims to complete a study conducted by the researcher under the title, **The Effect of Startup Culture and Entrepreneurial Development on SME Productivity in Liberia**. Please fill this questionnaire that designed to conduct the study. All data has been used for scientific research purposes and has been treated with strict confidentiality.

Thank you for your cooperation**Researcher****Please answer the questions by placing a (X) next to the answer that suits you.****1. Gender**Male Female **2. Age**Less Than 25 From 25 - 29 From 30 - 34 From 35 - 39

From 40 - 44 From 45 - 49 More than 50s

3. Educational level

Diploma and below Undergraduate Postgraduate or above

4. Years of Experience

Less than 1 year From 1 - 4 years From 5 – 9 years From 10 - 14 years

From 15 – 19 years From 20 – 24 years 25 or More years

Please answer the questions by placing an (X) next to the answer you think is appropriate for you.

#	Items	Strongly disagree 1	Disagree 2	Neither agree/ nor disagree 3	Agree 4	Strongly agree 5
	Startup Culture	(Derek Rundell, 2017)				
5.	Your corporate values are most important to your business					
6.	Your corporate values shape the ways in which you conduct business					
7.	Your personality characteristics are most important in an employee					
8.	You need to see or hear to feel confident in your productivity					
9.	you want to perceive your business					
10.	You effectively communicate with the customer, one another, and					

	management, to solve problems and implement improvements					
	Entrepreneurial Development	(Brian Barnard 2019)				
11.	you get your idea or concept for the business					
12.	you go about leading something you have very little experience of or in					
13.	Your leadership skill and leadership identity limit new entrepreneurs and their success					
14.	you create strategic advantage or excellence through leadership, particularly in entrepreneurship					
15.	level of experience or knowledge do you require to be considered a competent leader in entrepreneurship					
16.	you connect with the meanings, values, abiding purposes, and related unconscious aspects of people to instigate followers					
	SME Productivity	(Allex Mpasa, 2016)				
17.	The business information on SMEs Productivity is readily available when needed					
18.	The available information is relevant for business Productivity					
19.	The available information provides changes in the business environment					
20.	The available information inform requirement on business registration					
21.	The necessary information is available on time					
22.	When sales increase my business improved substantially					
23.	When sales increase business profits improve to a great extent.					
24.	When sales increase the business recover all initial costs of investment					

25.	When sales increase the number products to the market improved					
26.	When sales increase my business attract large number of customers					

TURNITIN SIMILARITY REPORT

IMPACT OF EMPLOYEE TRAINING AND EMPLOYEE MOTIVATION ON EMPLOYEE PRODUCTIVITY: A CASE OF PHARMACEUTICAL INDUSTRY

by Nadia_mukubaganyi Nshobole 20212978

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ETHICAL COMMITTEE APPROVAL**BİLİMSEL ARAŞTIRMALAR ETİK KURULU**

25.10.2022

Dear Nadia Mukubaganyi Nshobole

Your application titled **“Impact of employee training on employee motivation and employee productivity: A case of pharmaceutical industry”** with the application number NEU/SS/2022/1392 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.



Prof. Dr. Aşkın KIRAZ

Rapporteur of the Scientific Research Ethics Committee