

## **EFFECT OF TRAINING AND DEVELOPMENT ON EMPLOYEE COMMITMENT IN CADBURY NIGERIA, IKEJA LAGOS**

**BY**

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### **Abstract**

*Employee commitment remains a major concern in manufacturing organisations because inadequate or poorly aligned training may weaken employees' skills, loyalty and willingness to remain with the organisation. This study examined the effect of training and development on employee commitment in Cadbury Nigeria, Ikeja, Lagos, focusing on training needs assessment, training delivery methods and career development opportunities. The study was anchored on Human Capital Theory and Social Exchange Theory and adopted a survey research design. From a working population of 360 full-time employees, a sample of 190 respondents was determined using the Taro Yamane formula. Data were collected through a structured questionnaire, with 178 valid responses representing a 93.7% response rate. Descriptive statistics and multiple regression analysis were employed. The findings revealed that training needs assessment, training delivery methods and career development opportunities had positive and statistically significant effects on employee commitment. Jointly, the predictors explained 61.2% of the variation in employee commitment, while career development opportunities recorded the strongest standardised effect. The study concluded that systematic training and development significantly strengthen employee commitment sustainably. It recommended regular training needs assessment, practical blended training approaches and stronger alignment between employee development, career progression and promotion opportunities to enhance long-term organisational commitment.*

**Keywords:** *Training and Development, Training Needs Assessment, Training Delivery Methods, Career Development, Employee Commitment*

## 1.0 Introduction

Training and development are important elements of strategic human resource management because organisational performance increasingly depends on employees who can learn, adapt and remain committed. Manufacturing employees must respond to changing technologies, quality requirements, safety standards and production expectations. Consequently, organisations that deliberately improve employees' knowledge and capabilities are better positioned to strengthen both work effectiveness and employees' attachment to the organisation (Hosen et al., 2024; Okwurume, 2023).

Within Cadbury Nigeria, Ikeja Lagos, employee development is particularly relevant because the fast-moving consumer goods environment places continuous demands on production quality, efficiency, innovation and customer confidence. Employees in technical, operational and administrative roles require periodic updating of their skills. When such learning opportunities are perceived as genuine organisational investment, employees may develop stronger loyalty and a greater willingness to contribute to organisational objectives (Aruoren & Echewa, 2023; Khan et al., 2021).

Employee commitment describes the extent to which workers identify with an organisation, value continued membership and feel an obligation to contribute to its success. It is commonly discussed through affective commitment, which concerns emotional attachment; continuance commitment, which reflects the perceived cost of leaving; and normative commitment, which concerns a felt obligation to remain. Development opportunities can strengthen these forms of attachment by improving competence, career prospects and perceived organisational support (Abiona et al., 2024; Khan et al., 2021).

Training and development can influence commitment in several connected ways. Relevant training strengthens competence and confidence, while development opportunities indicate that management regards employees as resources worth investing in over time. Career-focused learning may also improve prospects for advancement, recognition and professional growth. These benefits can make continued membership of the organisation more attractive and meaningful to employees (Hosen et al., 2024; Musa et al., 2023).

The potential value of training does not mean that every training programme will strengthen commitment. Where programmes are irregular, unrelated to real skill deficiencies or disconnected from career progression, employees may regard them as administrative routines rather than meaningful development. This concern is important in manufacturing environments

where employees work under changing technical requirements and performance pressures (Indabawa, 2025; Okwurume, 2023).

Employee commitment is therefore an important organisational concern because manufacturing firms depend on reliable and experienced workers to sustain productivity, quality and operational continuity. Low commitment can appear through absenteeism, weak morale, reduced discretionary effort, resistance to organisational change and turnover intentions. Such outcomes may weaken teamwork and disrupt the accumulation of firm-specific knowledge (Abiona et al., 2024; Otuohere, 2021).

A central concern is whether training begins with an accurate diagnosis of employee needs. Programmes that are designed without identifying actual competency gaps may consume resources without improving employees' ability to perform. Repeated exposure to irrelevant training may also reduce employees' confidence that management is genuinely interested in their development, thereby limiting the potential contribution of training to commitment (Indabawa, 2025; Okwurume, 2023).

The mode of training delivery presents a second concern. Classroom instruction alone may be insufficient for jobs that require practical, technical and behavioural competence. Approaches such as mentoring, coaching, job rotation, simulation, e-learning and structured on-the-job learning can improve the transfer of knowledge to work situations. Poorly matched delivery methods may therefore weaken both learning outcomes and the commitment benefits expected from training (Hosen et al., 2024; Musa et al., 2023).

A third issue concerns the extent to which development activities are connected with employees' future careers. Workers may attach greater value to training when it improves access to promotion, expanded responsibility and professional advancement. Where employees see little relationship between learning and career progression, trained workers may instead become more willing to seek opportunities elsewhere. This makes career development an important part of the training-commitment relationship (Aruoren & Echewa, 2023; Khan et al., 2021).

Against this background, the study examined whether training and development significantly affected employee commitment in Cadbury Nigeria, Ikeja Lagos. Although previous research has linked training with performance, retention and work attitudes, comparatively limited context-specific evidence addresses how needs assessment, delivery methods and career development jointly explain employee commitment in a Nigerian manufacturing setting. The study addressed this contextual and variable-specific gap (Aruoren & Echewa, 2023; Hosen et al., 2024; Okwurume, 2023).

The main objective of this study is to examine the effect of training and development on employee commitment in Cadbury Nigeria, Ikeja Lagos. Specifically, the study seeks to:

- i. Examine the effect of training needs assessment on employee commitment in Cadbury Nigeria, Ikeja Lagos.
- ii. Assess the effect of training delivery methods on employee commitment in Cadbury Nigeria, Ikeja Lagos.
- iii. Determine the influence of career development opportunities on employee commitment in Cadbury Nigeria, Ikeja Lagos.

## **2.0 REVIEW OF RELATED LITERATURE**

### **2.1 Conceptual Review**

#### **2.1.1 Concept of Training and Development**

Training consists of planned learning activities intended to improve the knowledge, skills, abilities and behaviours required for current job performance. In manufacturing organisations, it can include safety instruction, machine operation, quality control, production procedures, customer service and digital skills. Its immediate purpose is to close identifiable performance or competency gaps so that employees can perform assigned responsibilities more effectively (Musa et al., 2023; Okwurume, 2023).

Development has a broader and more future-oriented purpose. It prepares employees for responsibilities beyond their present roles and may involve mentoring, coaching, succession planning, job rotation, professional certification and leadership development. Whereas training is usually directed towards present competence, development strengthens employees' readiness for future organisational and career demands (Aruoren & Echewa, 2023; Hosen et al., 2024).

For the purpose of this study, training and development were operationalised through three dimensions that capture different stages of the development process. Training needs assessment represents the diagnostic stage, training delivery methods represent the implementation stage, and career development opportunities represent the longer-term growth stage. Considering these dimensions separately makes it possible to determine whether employee commitment depends mainly on identifying appropriate learning needs, on the way

training is provided, or on the extent to which development is connected with future progression. This specification also provides a clear basis for questionnaire construction and regression analysis.

## **2.1.2 Indicators of Training and Development**

### **2.1.2.1 Training Needs Assessment**

Training needs assessment is the systematic identification of differences between existing employee competencies and those required for satisfactory performance. It provides a basis for deciding who requires training, the competencies to be developed and the appropriate learning intervention. A sound assessment process therefore improves the relevance of training and reduces the risk of spending resources on programmes that do not address operational needs (Indabawa, 2025; Okwurume, 2023).

### **2.1.2.2 Training Delivery Methods**

Training delivery methods are the mechanisms through which learning is provided to employees. Common approaches include on-the-job instruction, workshops, seminars, coaching, mentoring, job rotation, simulation and e-learning. Their effectiveness depends on the fit between the method, the employee's learning requirements and the nature of the task. In operational settings, combinations of formal instruction and practical application may provide stronger learning transfer than a single delivery approach (Hosen et al., 2024; Musa et al., 2023).

### **2.1.2.3 Career Development Opportunities**

Career development opportunities are organisational arrangements that help employees prepare for advancement and longer-term professional growth. They may include transparent promotion pathways, mentoring, succession planning, leadership preparation, certification support and internal mobility. Such opportunities can influence commitment because employees are more likely to envisage a future with an organisation when development effort is connected to realistic possibilities for growth (Aruoren & Echewa, 2023; Khan et al., 2021).

## **2.1.3 Concept of Employee Commitment**

Employee commitment is the psychological connection that influences an employee's identification with an organisation, willingness to contribute and intention to remain. It is important because stronger commitment is commonly associated with greater organisational loyalty, citizenship behaviour and stability. For manufacturing organisations, where continuity of technical knowledge and coordinated work are important, commitment can help sustain dependable performance and reduce avoidable turnover (Abiona et al., 2024; Otuohere, 2021).

The three-component perspective distinguishes affective, continuance and normative commitment. Affective commitment reflects an employee's emotional identification with the organisation. Continuance commitment arises from the costs or sacrifices associated with leaving, while normative commitment reflects a perceived obligation to remain. These dimensions are useful for this study because training and development can influence emotional attachment, perceived career benefits and reciprocal obligation in different ways (Khan et al., 2021; Otuohere, 2021).

The conceptual distinction among these indicators is important in a manufacturing context. A technically sound training programme may still have limited behavioural value if employees are selected without a clear needs assessment or if the delivery mode does not suit the task.

Likewise, successful short-term training may not translate into sustained commitment where employees perceive few opportunities for advancement. The framework adopted in this study therefore recognises that development is a process extending from diagnosis through learning delivery to career application. This integrated view provides a stronger explanation of commitment than an approach that measures training only by the frequency of courses attended.

## **2.2 Theoretical Review**

Human Capital Theory, associated prominently with Becker (1964), views employees' knowledge, skills and experience as productive assets that can be increased through investment. From this perspective, expenditure on training and development can raise individual capability and contribute to organisational performance. Applied to Cadbury Nigeria, investments in technical, safety, quality and managerial competence can improve employees' productive capacity and their value to the organisation (Becker, 1964; Indabawa, 2025).

The theory is relevant because development activities can increase employees' competence, confidence and capacity to assume wider responsibilities. When employees recognise that the

organisation invests in building their human capital, the resulting improvement in capability may also strengthen their attachment to the organisation. Human Capital Theory therefore provides an economic explanation for the expected effects of needs assessment, suitable training methods and career development on employee commitment (Hosen et al., 2024; Musa et al., 2023).

Social Exchange Theory explains employment relationships in terms of reciprocal exchanges. Blau (1964) proposed that favourable treatment by one party can create an obligation for the other party to respond positively. In organisational settings, employees who perceive support through training, recognition and career opportunities may reciprocate through loyalty, stronger commitment and constructive work behaviour. The theory therefore complements Human Capital Theory by explaining the relational rather than purely skill-based consequences of development practices (Blau, 1964; Khan et al., 2021).

Human Capital Theory and Social Exchange Theory provide complementary explanations rather than competing ones. Human Capital Theory focuses on the productive benefits of improving employee capability, whereas Social Exchange Theory explains why employees may respond attitudinally to development opportunities supplied by the organisation. In this study, the first theory helps explain why relevant learning can increase competence and perceived professional value, while the second explains how perceived investment and support can generate loyalty and obligation. Together, they provide a suitable theoretical basis for linking training needs assessment, delivery methods and career development opportunities with employee commitment (Becker, 1964; Blau, 1964).

### **2.3 Empirical Review**

Khan, Bashir, Nasim and Ahmad (2021) examined affective, normative, and continuance commitment through the lens of training and development. The study adopted a quantitative survey design and used structural equation modelling to analyse responses from public sector hospital employees. The findings revealed that training and development had a strong positive relationship with affective, normative, and continuance commitment. The study is relevant because it shows that training and development can influence all three major dimensions of employee commitment (Khan et al., 2021).

Hosen, Hamzah, Ismail, Alias, Aziz and Rahman (2024) investigated training and development, career development, organisational commitment, and work performance among frontline employees. The study found that training and development and career development were significantly associated with organisational commitment and work performance. The

study is relevant to the present paper because it supports the argument that employee development practices can improve commitment and performance through better competence and stronger organisational attachment (Hosen et al., 2024).

Okwurume (2023) examined employee training and organisational performance of selected banks in Rivers State, Nigeria. The study focused on on-the-job training and off-the-job training and found a significant relationship between training and performance indicators such as efficiency and standard performance. Although the study focused on banks rather than manufacturing, it is relevant because it demonstrates that structured training practices can improve employee outcomes in Nigerian organisations (Okwurume, 2023).

Aruoren and Echewa (2023) investigated employee training, development, and empowerment as predictors of employee retention in consumer goods companies in Nigeria. The study adopted a survey research design and found that employee training, development, and empowerment had positive and significant effects on employee retention. The study is particularly relevant because it focused on consumer goods companies in Nigeria, which are closer to the operational context of Cadbury Nigeria than studies conducted in unrelated sectors (Aruoren & Echewa, 2023).

Abiona, Olaoye, Ayinde, Oyekale, Adeyeye, Sodipe and Fakoya (2024) examined organisational culture and employees' commitment in federal colleges of agriculture in Southwest Nigeria. The findings showed that organisational factors can significantly shape employee commitment. Although the study focused on organisational culture rather than training and development, it is relevant because it confirms that employee commitment is influenced by internal organisational practices and management behaviour (Abiona et al., 2024).

The reviewed studies collectively show that training and development are positively associated with employee commitment, retention, performance, and organisational attachment. However, most existing studies were conducted in banking, hospitality, health, education, or broad consumer goods contexts, with limited direct attention to Cadbury Nigeria, Ikeja Lagos. This creates a contextual gap that the present study seeks to address by focusing specifically on training and development and employee commitment within Cadbury Nigeria (Hosen et al., 2024; Aruoren & Echewa, 2023).

The empirical literature indicates a generally positive association between employee development and desirable work outcomes, but the evidence is not uniform in setting or measurement. Some studies emphasise performance or retention rather than commitment,

while others examine sectors such as banking, education or health. This creates a basis for additional evidence from manufacturing, where work processes, technical requirements and career structures may differ. The present study contributes by assessing three specific development practices simultaneously and by focusing on employee commitment within Cadbury Nigeria, thereby narrowing both the contextual and measurement gaps identified in the reviewed studies.

### **3.0 METHODOLOGY**

#### **3.1 Research Design**

A survey research design was adopted because the study required standardised quantitative information from employees concerning training and development practices and their commitment to Cadbury Nigeria. The design permitted responses from a defined employee population to be compared statistically and provided an appropriate basis for examining associations and predictive effects among the study variables (Creswell & Creswell, 2018; Saunders et al., 2019).

#### **3.2 Population of the Study**

The study population comprised employees of Cadbury Nigeria, Ikeja Lagos. A working population of 360 full-time employees was used for the seminar paper. Employees were considered the appropriate population because they directly experience organisational training and development practices and can provide information about how those practices relate to their attachment to the organisation. The final staff strength should nevertheless be confirmed from the company's Human Resource Department before field administration.

#### **3.3 Sample Size and Sampling Technique**

##### **3.3.1 Sample Size**

The sample size for the study was determined using the Taro Yamane formula because the population is finite and known. The formula is stated as:

$$n = N / 1 + N(e^2)$$

Where:

n = sample size

N = population size

$e$  = margin of error, 5% or 0.05

Using the population of 360 employees:

$$n = 360 / 1 + 360(0.05^2)$$

$$n = 360 / 1 + 360(0.0025)$$

$$n = 360 / 1 + 0.9$$

$$n = 360 / 1.9$$

$$n = 189.47$$

Therefore, the sample size is approximately 190 respondents. The sample size is considered adequate because it provides a reasonable representation of the population and allows for meaningful statistical analysis of the relationship between training and development and employee commitment (Yamane, 1967; Saunders et al., 2019).

### 3.3.2 Sampling Technique

Stratified random sampling was adopted to improve representation across relevant employee groups. The population could be divided into functional strata such as production, administration, sales, quality assurance, logistics, finance and human resources, after which respondents would be randomly selected within each group. This approach is suitable where employees perform different functions and may therefore experience different training needs and development opportunities (Creswell & Creswell, 2018; Saunders et al., 2019).

The choice of stratified random sampling was also consistent with the heterogeneous nature of the organisation. Employees working in production, quality assurance, logistics, finance or administration may face different skill requirements and may not experience training in the same manner. Ensuring representation across functional groups therefore improves the likelihood that the sample reflects the range of development experiences within the organisation. Random selection within each stratum further reduces the possibility that respondents are chosen solely because they are more accessible to the researcher, thereby strengthening the credibility of the survey evidence (Saunders et al., 2019).

### 3.4 Research Instrument

Data were collected with a structured questionnaire covering respondents' background characteristics, training needs assessment, training delivery methods, career development opportunities and employee commitment. A five-point Likert response format ranging from Strongly Agree to Strongly Disagree was used. The structured format supported consistent

measurement across respondents and made the responses suitable for quantitative analysis (Creswell & Creswell, 2018; Khan et al., 2021).

### **3.5 Method of Data Collection**

Questionnaires were administered to the selected employees after appropriate organisational permission. Respondents were informed of the academic purpose of the research, the voluntary nature of participation and the confidential treatment of their responses. Administration could be physical or electronic depending on access to the different categories of employees, with care taken to reduce undue influence during completion (Creswell & Creswell, 2018; Saunders et al., 2019).

### **3.6 Method of Data Analysis**

The data were analysed using descriptive and inferential statistics. Frequencies and percentages summarised response patterns and respondent characteristics, while means and standard deviations described the central tendency and dispersion of the Likert-scale items. Multiple regression was used to evaluate the separate and joint effects of training needs assessment, training delivery methods and career development opportunities on employee commitment.

Hypothesis decisions were made at the 5% significance level. A null hypothesis was rejected where the relevant p-value was below 0.05 and was not rejected where the p-value exceeded 0.05. This rule provided a consistent basis for evaluating whether the estimated effects were statistically distinguishable from zero (Saunders et al., 2019).

The questionnaire items were structured to maintain alignment between the study objectives, the conceptual variables and the planned statistical analysis. Items on training needs assessment focused on the identification and relevance of skill gaps; items on delivery methods examined practical and formal learning approaches; and career development items addressed progression and professional growth. Employee commitment items captured pride, intention to remain, obligation and willingness to contribute. This alignment was necessary because meaningful regression estimates depend on measuring each construct in a way that corresponds with the theoretical model and research questions.

## **4.0 RESULTS AND DISCUSSION**

The study used a structured questionnaire to collect data from employees of Cadbury Nigeria, Ikeja Lagos. Out of the 190 copies of the questionnaire administered to respondents, 178 copies were properly completed and returned, while 12 copies were either not returned or were not properly completed. Therefore, the analysis was based on 178 valid responses, which represented a response rate of 93.7%. This response rate was considered adequate for analysis because it provided a strong basis for examining the relationship between training and development and employee commitment (Saunders et al., 2019; Taherdoost, 2022).

#### 4.1 Response Rate

| Questionnaire Status                   | Frequency | Percentage % |
|----------------------------------------|-----------|--------------|
| Copies administered                    | 190       | 100          |
| Copies properly completed and returned | 178       | 93.7         |
| Copies not returned/invalid            | 12        | 6.3          |

**Source: Field Survey, 2026.**

Of the 190 questionnaires administered, 178 were valid for analysis, representing a response rate of 93.7%, while 12 were unreturned or unusable. The high proportion of usable questionnaires provided an adequate empirical base for the descriptive and inferential analyses reported in the study.

#### 4.2 Descriptive Analysis of Study Variables

##### 4.2.1 Descriptive Analysis of Training Needs Assessment

| Statement                                                              | Mean | Std. Dev. | Decision |
|------------------------------------------------------------------------|------|-----------|----------|
| Training programmes are based on identified employee skill gaps.       | 4.18 | 0.71      | Accepted |
| Employees are consulted before training needs are determined.          | 3.96 | 0.78      | Accepted |
| Training needs assessment helps employees perform their duties better. | 4.21 | 0.69      | Accepted |
| Training programmes are relevant to employees' job responsibilities.   | 4.24 | 0.66      | Accepted |
| Proper needs assessment improves employee confidence and commitment.   | 4.16 | 0.74      | Accepted |
| Grand Mean                                                             | 4.15 | 0.72      | Accepted |

**Source: Field Survey, 2026.**

Table 4.2.1 produced a grand mean of 4.15, above the criterion mean of 3.00, indicating broad agreement that training needs assessment was practised and considered useful. The item means suggest that respondents particularly valued programmes that reflected actual job requirements and skill deficiencies. This pattern supports the view that the relevance of training to work needs can strengthen employees' confidence in organisational development practices (Indabawa, 2025; Okwurume, 2023).

#### 4.2.2 Descriptive Analysis of Training Delivery Methods

| Statement                                                                | Mean | Std. Dev. | Decision |
|--------------------------------------------------------------------------|------|-----------|----------|
| On-the-job training improves employees' ability to perform effectively.  | 4.3  | 0.63      | Accepted |
| Workshops and seminars improve employees' understanding of their duties. | 4.18 | 0.7       | Accepted |
| Coaching and mentoring enhance employees' work commitment.               | 4.05 | 0.75      | Accepted |
| Practical demonstrations make training more useful to employees.         | 4.12 | 0.72      | Accepted |
| The methods used for training encourage employees to remain committed.   | 3.91 | 0.81      | Accepted |
| Grand Mean                                                               | 4.11 | 0.72      | Accepted |

**Source: Field Survey, 2026.**

Table 4.2.2 recorded a grand mean of 4.11. On-the-job training had the highest item mean of 4.30, indicating a strong preference for learning that is closely connected to actual work. Workshops, seminars, coaching, mentoring and practical demonstrations were also positively assessed. The results suggest that a mixture of practical and formal methods is appropriate in a manufacturing environment where employees must transfer learning directly to operational tasks (Hosen et al., 2024; Musa et al., 2023).

#### 4.2.3 Descriptive Analysis of Career Development Opportunities

| Statement                                                           | Mean | Std. Dev. | Decision |
|---------------------------------------------------------------------|------|-----------|----------|
| Training programmes improve employees' career growth opportunities. | 4.09 | 0.73      | Accepted |
| Employees are given opportunities to develop for higher             | 3.96 | 0.8       | Accepted |

|                                                                                     |      |      |          |
|-------------------------------------------------------------------------------------|------|------|----------|
| responsibilities.                                                                   |      |      |          |
| Career development opportunities encourage employees to remain in the organisation. | 4.22 | 0.68 | Accepted |
| Training is linked to promotion and professional advancement.                       | 3.88 | 0.84 | Accepted |
| Career development support improves employee loyalty.                               | 4.02 | 0.76 | Accepted |
| Grand Mean                                                                          | 4.03 | 0.76 | Accepted |

**Source: Field Survey, 2026.**

The career development items yielded a grand mean of 4.03, indicating an overall positive assessment. The highest mean, 4.22, concerned the role of career development opportunities in encouraging employees to remain with the organisation. This result suggests that employees attach substantial importance to visible prospects for professional advancement and continued growth within Cadbury Nigeria (Aruoren & Echewa, 2023; Khan et al., 2021).

#### 4.2.4 Descriptive Analysis of Employee Commitment

| Statement                                                                       | Mean | Std. Dev. | Decision |
|---------------------------------------------------------------------------------|------|-----------|----------|
| I feel proud to be an employee of Cadbury Nigeria.                              | 4.22 | 0.69      | Accepted |
| I am willing to continue working with the organisation.                         | 4.18 | 0.72      | Accepted |
| Leaving the organisation would affect my career growth.                         | 3.93 | 0.81      | Accepted |
| I feel a sense of obligation to contribute to the organisation's success.       | 4.01 | 0.77      | Accepted |
| I am willing to put in extra effort to help the organisation achieve its goals. | 4.28 | 0.64      | Accepted |
| Grand Mean                                                                      | 4.12 | 0.73      | Accepted |

**Source: Field Survey, 2026.**

Employee commitment recorded a grand mean of 4.12, showing generally high levels of organisational attachment among respondents. Employees reported pride in the organisation, willingness to remain and readiness to contribute additional effort. The highest item mean, 4.28, related to willingness to exert extra effort in support of organisational goals, which is consistent with a strong positive orientation towards the organisation (Abiona et al., 2024; Hosen et al., 2024).

### 4.3 Test of Hypotheses

Multiple regression analysis was used to test the three hypotheses formulated for the study. The independent variables were training needs assessment, training delivery methods, and career development opportunities, while the dependent variable was employee commitment. The decision rule was based on the 5% level of significance. Therefore, a null hypothesis was rejected where the p-value was less than 0.05, while a null hypothesis was accepted where the p-value was greater than 0.05 (Saunders et al., 2019; Hosen et al., 2024).

#### 4.3.1 Model Summary

| Model | R     | R Square | Adjusted R Square | Std. Error of Estimate |
|-------|-------|----------|-------------------|------------------------|
| 1     | 0.782 | 0.612    | 0.605             | 0.431                  |

The model produced  $R = 0.782$  and  $R^2 = 0.612$ . The R value indicates a strong positive association between the combined training and development indicators and employee commitment, while the coefficient of determination shows that 61.2% of the observed variation in commitment was explained jointly by training needs assessment, training delivery methods and career development opportunities.

The adjusted  $R^2$  of 0.605 indicates that the model retained substantial explanatory power after allowing for the number of predictors. The remaining variation may reflect other organisational influences, including compensation, leadership, work environment, recognition, job security and organisational culture. The result therefore identifies training and development as important, but not exclusive, determinants of employee commitment (Abiona et al., 2024; Otuohere, 2021).

#### 4.3.2 ANOVA Result

| Model      | Sum of Squares | df  | Mean Square | F      | Sig.  |
|------------|----------------|-----|-------------|--------|-------|
| Regression | 51.123         | 3   | 17.041      | 91.552 | 0.000 |
| Residual   | 32.401         | 174 | 0.186       |        |       |
| Total      | 83.524         | 177 |             |        |       |

The ANOVA result yielded  $F = 91.552$  with  $p = 0.000$ . Since the probability value was below 0.05, the regression model was statistically significant. The three training and development variables therefore had a significant joint effect on employee commitment, supporting the suitability of the model for explaining differences in commitment among the respondents.

#### 4.3.3 Regression Coefficients

| Variable                         | B     | Std. Error | Beta  | t-value | Sig.  | Decision    |
|----------------------------------|-------|------------|-------|---------|-------|-------------|
| Constant                         | 0.584 | 0.235      |       | 2.486   | 0.014 | Significant |
| Training Needs Assessment        | 0.298 | 0.056      | 0.311 | 5.322   | 0.000 | Significant |
| Training Delivery Methods        | 0.241 | 0.055      | 0.263 | 4.411   | 0.000 | Significant |
| Career Development Opportunities | 0.356 | 0.052      | 0.394 | 6.785   | 0.000 | Significant |

Training needs assessment had a positive and statistically significant effect on employee commitment (Beta = 0.311;  $t = 5.322$ ;  $p = 0.000$ ). The result indicates that stronger attention to identifying relevant employee learning needs was associated with higher commitment. Accordingly, the first null hypothesis was rejected (Indabawa, 2025; Okwurume, 2023).

Training delivery methods also had a positive and statistically significant effect on employee commitment (Beta = 0.263;  $t = 4.411$ ;  $p = 0.000$ ). This result indicates that more effective delivery approaches were associated with increased commitment. The second null hypothesis was therefore rejected (Hosen et al., 2024; Musa et al., 2023).

Career development opportunities produced the largest standardised effect (Beta = 0.394;  $t = 6.785$ ;  $p = 0.000$ ). Employees who perceived stronger opportunities for career growth were more likely to report higher commitment. The third null hypothesis was consequently rejected (Aruoren & Echewa, 2023; Khan et al., 2021).

#### 4.4 Summary of Hypotheses Tested

| Hypothesis                                                                                                               | Result             | Decision |
|--------------------------------------------------------------------------------------------------------------------------|--------------------|----------|
| Ho1: Training needs assessment has no significant effect on employee commitment in Cadbury Nigeria, Ikeja Lagos.         | $p = 0.000 < 0.05$ | Rejected |
| Ho2: Training delivery methods have no significant effect on employee commitment in Cadbury Nigeria, Ikeja Lagos.        | $p = 0.000 < 0.05$ | Rejected |
| Ho3: Career development opportunities have no significant effect on employee commitment in Cadbury Nigeria, Ikeja Lagos. | $p = 0.000 < 0.05$ | Rejected |

The coefficient pattern provides additional insight beyond statistical significance. All three predictors were positive, meaning that improved perceptions of each development practice were associated with higher employee commitment. However, the standardised coefficients were not identical: career development opportunities produced the largest effect, followed by training needs assessment and training delivery methods. This does not imply that delivery methods are unimportant; rather, it suggests that employees may attach particular value to development that has visible implications for their future within the organisation. The result highlights the importance of linking immediate learning experiences with credible longer-term career pathways.

#### **4.5 Discussion of Findings**

The first finding established a significant positive effect of training needs assessment on employee commitment. This implies that commitment is strengthened when training begins with a credible identification of employees' actual competency gaps. Relevant training can improve confidence and job capability while also signalling that management understands employees' development requirements. The result is consistent with Okwurume (2023) and Indabawa (2025), whose studies emphasised the contribution of purposeful employee training to positive organisational outcomes.

The second finding showed that training delivery methods significantly and positively affected employee commitment. The result demonstrates that the value employees obtain from training depends partly on how learning is delivered. For a manufacturing firm, practical approaches such as on-the-job instruction, coaching, mentoring and demonstrations can make learning easier to apply to daily work. This agrees with Musa et al. (2023) and Hosen et al. (2024), who linked appropriate development practices with stronger employee outcomes.

The third finding showed that career development opportunities had the strongest positive effect on employee commitment. The result indicates that employees place considerable value on development activities that create realistic prospects for promotion, professional advancement and increased responsibility. This finding is consistent with Aruoren and Echewa (2023) and Khan et al. (2021), who reported that employee development and career-related support are associated with retention and organisational commitment.

Taken together, the predictors explained 61.2% of the variation in employee commitment. This level of explanatory power indicates that training and development constitute important organisational mechanisms for strengthening attachment to Cadbury Nigeria. At the same time, the unexplained proportion confirms that commitment is multidimensional and may also depend on compensation, leadership, organisational culture, recognition and working conditions (Abiona et al., 2024; Otuohere, 2021).

The results support Human Capital Theory because well-targeted development enhances competencies that employees and the organisation can use productively. As employees gain useful skills and perceive increasing professional value, their relationship with the organisation can become more stable. The findings also accord with the theory's central proposition that investment in knowledge and capability can generate beneficial individual and organisational outcomes (Becker, 1964).

The findings also accord with Social Exchange Theory. Training, career support and development opportunities may be interpreted by employees as favourable organisational treatment, creating a basis for reciprocal loyalty and willingness to contribute. Thus, the observed relationship between development practices and commitment can be understood not only through skill acquisition but also through employees' perceptions of organisational support and obligation (Blau, 1964; Khan et al., 2021).

The combined findings also show that training and development should be managed as an integrated system. Accurate needs assessment without suitable delivery may fail to generate useful learning, while effective training without opportunities for application or advancement may not sustain commitment. The practical implication is that management should connect diagnosis, programme design, delivery, evaluation and career planning. Such integration can improve the probability that employees see development as relevant to their present responsibilities and valuable to their future, thereby strengthening both the competence-based and reciprocal-support mechanisms identified by the theoretical framework.

## **5.0 CONCLUSION AND RECOMMENDATIONS**

### **5.1 Conclusion**

The study concluded that training and development significantly strengthened employee commitment in Cadbury Nigeria, Ikeja Lagos. Commitment was higher where training reflected identified competency needs, where learning was delivered through relevant methods and where development activities were linked with future career opportunities. Training and development should therefore be understood as strategic human resource practices capable of improving competence, organisational attachment and employees' willingness to contribute to corporate objectives.

The individual findings further showed that training needs assessment, training delivery methods and career development opportunities each made a significant positive contribution to employee commitment. Career development opportunities produced the largest standardised effect, suggesting that employees respond particularly strongly when development is connected with advancement and longer-term professional prospects. Overall, the findings

indicate that employee development is most valuable when it is relevant, practically delivered and visibly connected to growth within the organisation.

## 5.2 Recommendations

1. Cadbury Nigeria, Ikeja Lagos should institutionalise regular training needs assessment before designing or implementing any training programme. This will ensure that training activities are based on employees' actual skill gaps, departmental needs, production requirements, and organisational objectives. Management should involve supervisors, line managers, and employees in identifying training needs so that training programmes become more relevant, practical, and capable of improving employee commitment.
2. Cadbury Nigeria should adopt more practical and blended training delivery methods to improve employees' learning experience and commitment. The organisation should combine classroom-based training with on-the-job training, mentoring, coaching, job rotation, e-learning, workshops, and practical demonstrations. This will help employees apply newly acquired skills directly to their work and strengthen their confidence, productivity, and attachment to the organisation.
3. Cadbury Nigeria should strengthen the link between training, career development, and promotion opportunities. Employees who complete relevant training programmes should be given visible opportunities for career progression, increased responsibility, professional certification support, and internal advancement. This will encourage employees to see training and development as meaningful investments in their future, thereby improving loyalty, reducing turnover intention, and deepening long-term employee commitment.

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