



EFFECT OF EMPLOYEES' TRAINING ON PERFORMANCE OF ACADEMIC STAFF OF SOME SELECTED TERTIARY INSTITUTIONS IN NASARAWA STATE (2011-2017)

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ABSTRACT: *This study assessed the effect of employee training on performance of academic staff of some selected tertiary institutions in Nasarawa State namely, Nasarawa State Polytechnic, Lafia (Naspoly), College of Education Akwanga (COEA) and Nasarawa State University Keffi (NSUK) over a period 2011 to 2017. The study adopted a survey method of data collection and a sample of 415 respondents were selected using stratified random sampling technique. The data used in the research was obtained using questionnaire. The reliability of the instrument yielded 0.75 Cronbach Alpha Coefficient from the pilot study. The research hypotheses were analyzed using chi-square statistical tool and SPSS version 17. The result of the analysis revealed some of the major factors that impact negatively on staff training of the institution selected to include; high cost/poor funding of training, negative attitude and behavior of academic staff towards training, improper planning and implementation, technological innovation and creativity, poor budgetary provision and improper consideration for training needs had grossly affected the quality of staff training over the years. The result further revealed that effective methods of staff training used in the institutions were workshops, seminars, conferences and in-service training which were suitable and effective but wrongly implemented. A significant relationship between training and employee's performance was also identified.*

KEYWORDS: Employees Training, Performance, Academic Staff, Tertiary Institutions

INTRODUCTION

In the last two decades, countries of the world are becoming aware that increasing economic growth is not only due to new technology or combination of factors of production, but also the development of its manpower resources (Inyang, 2002). The human side of the organization is an important component of an organization, where the enterprise can obtain the best of its human capital resources for effective performance (Espeda, 2005). The importance of training in an organization cannot be over emphasized, this is because training provides the basic skills for enabling employees to develop their personal and organizational skills, knowledge and abilities to perform their jobs effectively, take on new responsibilities and adopt to changing conditions (Jones, 2000). Employee's training is therefore crucial for the growth and prosperity of any organization, as an employee is one of the determining factors for the success of the organization. The more capable and qualified the employees, the better the performance of the organization. When they are well trained, they can easily handle situations particularly teaching and research by academic staff in our tertiary institutions of learning.



For every employee to perform well especially academic staff there is the need constant training. The right employee training, development and education provide big payoffs for the employer in increased performance, knowledge, loyalty and contribution to general growth of the organization or institution. The effectiveness and success of an organization therefore rely on the quality of people who were trained and work within the organization. Human beings are the most valuable assets of any organization, with the machines, materials and even the money; nothing gets done without manpower. It is in recognition of the important role of training in an organization, that government tertiary institutions in Nasarawa State, being research-based institutions and training, attached great importance to regular training and retraining of its staff. To underscore this importance, there is always a reasonable budget provision for training of staff with the support of Tertiary Education Trust Fund (TETFUND) 70% for academic staff and 30% for non-academic staff.

Based on the above consideration, this study seeks to examine the effect of employees' training on performance of academic staff of tertiary institutions in Nasarawa State in order to ascertain how effective and suitable the training is being carried out.

REVIEW OF RELEVANT LITERATURE

Several researchers have conducted studies on the impact of employees' training on performance. Ohia (2018) explored the relevance of managing functional tertiary education for sustainable national development through continuous staff professional training and development in Delta State with particular reference to Colleges of Education. The study was carried out using descriptive survey guided by four research questions. A sample of 217 academic staff out of a population of 1,083 in the colleges was selected using the stratified random sampling technique. Scores obtained from a pilot testing of 10 academic staff were collated and evaluated to determine their reliability using the Cronbach Alpha method and a reliability index of 0.70 was measured. Analysis of the data collected was arrived at using mean scores and standard deviation. The result of the study indicated that academic staffs in the various tertiary institutions were engaged in some forms of continuous staff professional training and development.

Ojimba (2012) discussed the challenges faced in training of technical personnel of Vocational and Technical Education in Nigeria. The study employed a methodical review of relevant literature to critically examine the issues, problems and prospects of Vocational and Technical education in Nigeria. Some of the challenges highlighted include brain drain, poor funding, inadequate facilities, poor staff training and defective curricular. The study concluded by stressing the need for reform towards technical and vocational education as well as putting forward deliberate actions to support vocational and technical education.

Adeyori and Fajebi (2019) scrutinized training and manpower productivity in Nigeria's public sector. The study laid emphasis on concerns and pathway for effectiveness in public sector organizations. To realize the above stated goal, the study reviewed literature on concepts of training, manpower productivity, emergence and role of government in training and manpower productivity in Nigeria as well as the challenges of training in Nigeria public sector. Human capital and scientific management theory were employed in solid arguments for the



dissertation. The conclusion of the study was that productivity in Nigeria public sector is dependent on proper manpower training and development.

Aroge (2012) conducted a research to verify the contributions of Industrial Training Fund (ITF) to training and development in Nigeria's public and private sectors. In carrying out the study, a survey research was employed with respondents drawn from university and polytechnic students, Nigeria Labour Congress (NLC) and Nigeria National Petroleum Corporation (NNPC). A sample of 360 respondents was used. Questions generated from the literature review on the contributions of ITF to manpower development in Nigeria formed the backbone of a structured questionnaire issued to the respondents. Responses were articulated, tabulated and analyzed using Likert scale. The analyzed result showed that the Industrial Training Fund contributed in no small measure to manpower development in Nigeria through programmes like direct training of employees (both public and private sectors), Student Industrial Work Experience Scheme (SIWES), reimbursement and grant scheme, etc.

According to Obi-Anike and Ekwe (2014), several categories of training adopted by organizations include: Orientation/Induction training, Foundation Training, Job Instruction Training as well as career development and organizational effectiveness in Nigeria's public sector. 55 questionnaires were used in collecting data which were subsequently analyzed using descriptive statistics. The hypotheses in the study were tested using Chi-square, Pearson's correlation as well as linear regression. Results obtained showed that there is an affirmative relationship between training/development and organizational effectiveness. The study recommends that training/development of employees should be carried out regularly with the view that training is not only an activity that enhances skill but produces intellectual capital.

Afrah (2016) examined the role of human capital on organizational performance and investigated the significance of HR practice on organizational performance with Benadir University, Mogadishu, Somalia as a case study. The study was accomplished using a descriptive research design in which the population of the study was made up of Deans, teaching staff as well as non-teaching staff at Benadir University. A sample size of 25 was adopted for the study. Self-administered questionnaires were employed to collect the data from respondents which were afterwards analyzed using descriptive statistics with the help of SPSS. The result of the study showed that Human Capital development via training programs and education enhances the performance of an organization (in this case Benadir University).

Eneh et al (2015) conducted research aimed at evaluating the effect of job training on worker's efficiency and productivity with Pamol Nigeria Limited, Calabar, Cross River State, Nigeria. The hypotheses were formulated for the study while questionnaires were adopted using a survey design methodology. The sample size for the study was made up of 265 respondents. Statistical tool use in the study was the Pearson product moment correlation. The result showed that job training was not carried out regularly at the company and that training needs were not clearly identified. Other findings revealed poor remunerations for employee and improper supervision for field staff.

Rao and Kishan (2012) sought to understand the concept of training and development as well as to empirically measure the employee perception of effectiveness on various elements of a training program in Indian public sector undertakings. A structured questionnaire was used to collect data from 78 respondents who are employees of two leading Indian public sector undertakings based in Hyderabad. The study depicted that public sector undertakings



administer ample importance to training and development programs. It was the view of the respondents that these programs aided them in the acquisition of technical knowledge and skills, laying emphasis on developing their managerial capability hence developing their human relations skills.

Bedarkar and Pandita (2014) examined the impact of some critical drivers of employee engagement on employee performance. These drivers include communication, work life balance and leadership. Their study was hinged on a systematic review of relevant literature on employee engagement with emphasis drawn on the three drivers of engagement outline earlier and their impact on performance of the employee. A model was formulated that gave rise to the result of the study. The findings supported the premise that there is a positive correlation between leadership scales and employee engagement which according to the study has been associated with other well constructs like 'organizational commitment', 'organizational citizenship behavior', 'job involvement', 'Flow', etc.

Halidu (2015) carried out a research to investigate the impact of Training and Development on worker's productivity through the Tertiary Education Trust Fund (TETFund) Academic Staff Training and Development 2010 Sponsorship of some selected Universities in Nigeria. The study was hinged on the hypothesis that there is no significant relationship between training and workers productivity. A sample of 10 universities in Nigeria was taken by the researcher using a university level data on staff training and development to find out its impact on worker's productivity. Secondary data was collected from (TETFund) academic staff training and development, 2010 sponsorship. The result of the study indicated that training and development programs improve employee's skills and performance at work place as well as improving their technical ability to withstand the challenges of contemporary times, thus serving as an effective tool for sustaining and enhancing workers productivity in academic crisis.

Konings & Vanormelingen, (2009) cited in Bhat (2014), showed that training is a fundamental and effective instrument in successful accomplishment of the firm's goals and objectives, resulting in higher performance and productivity of the organization. Training is a tool to fill the gap and the firms should use it wisely to improve employee productivity. Al-Awawdeh (2011) conducted a study which aimed mainly to analyse the relationship between a strategy of training and staff performance statistically using simple regression analysis. The study aimed to determine the potential effect of key personnel, performance, which were identified in the theoretical part of the study. A sample of 120 employees was chosen out of 651 administrative departments employees at Al al-Bayt University. The results showed statistically significant effects of all independent variables on the performance; the effect was statistically significant on morals. The effect of transaction of the two independent variables of performance was also positive. The study showed that there is a need to have scientific methods to determine the training needs of workers in Al-Bayt University, as well as work on building training programs that focus on obstacles practice and work to resolve them.

Al-Mzary et al. (2015) examined the attitudes of administrative leaders and administrative employees concerning the training courses provided, as well as the impact of training on employee job performance at Yarmouk University in Jordan. Findings indicated that training courses are related to the training needs of the employees to a medium degree, and that there are several conditions which determine selecting eligible employees for training. Results indicated also that there is relationship between effective training and employees' job performance.



RESEARCH METHODOLOGY

Research Design

In this study, survey research method was adopted. A survey research according to Osuala (2001) is a study of both large and small populations by selecting and studying samples chosen from the population to discover the relative incidence, distribution and interrelations of sociological and psychological variables. The survey research method was used to study a selected number in order to find out facts and figures concerning the impact of staff training on employees' performance.

Population

According to Nwana (1984) population is a totality of all actual or conceivable objects of a certain class under study or consideration. Therefore, the population of this study include all academic staff working in the three (3) selected tertiary institutions (Nasarawa State Polytechnic, Lafia (Naspoly), College of Education Akwanga (COEA) and Nasarawa State University Keffi (NSUK). The period of this study is between 2011 to 2017

The table below shows the population of the academic staff of 3 selected tertiary institutions in Nasarawa State.

Table 1: Number of academic staff working in 3 selected tertiary institution in Nasarawa State

Institutions	Population
NSUK	506
COEA	277
Naspoly Lafia	263
Total	1,046

Source: field survey, 2017

Sample Size and Sampling Technique

A sample is a subset of the population which is being investigated with the aim of generalizing the result. The study samples of 289 were generated from the population using Yamane's sample size determination formula.

$$n = \frac{N}{1 + N(e)^2}$$

Where

n = Sample size

N = Size of Population

e = Precision level

Given the population size of 1,046, with the precision level of 0.05 the sample size is determined as:



$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{1046}{1 + 1046(0.05)^2}$$

$$n = \frac{1046}{1 + 1046(0.0025)}$$

$$n = \frac{1046}{1 + 2.615} = \frac{1046}{3.615} = 289$$

Table 2: Break Down of Population and Sample of the Selected Schools

S/no	Institution	Population	Sample	Percentage
1	NSUK	506	$\frac{506}{1046} \times 289 = 139$	48%
2	COEA	277	$\frac{277}{1046} \times 289 = 77$	27%
3	Naspoly Lafia	263	$\frac{263}{1046} \times 289 = 73$	25% ^s
Total		1046	289	100%

Source: Field Survey, 2017

Sources of Data

Both the primary and secondary sources of data collection were used to obtain information for the research. The instrument of primary data was self-administered questionnaire combined with interview to the academic staff of the institutions selected. On the other hand, the secondary sources of data were generated from relevant materials such as journals, both international and domestic, publications, textbooks, library, internet, the institutions' training files, bulletins and papers under study.

Method of Data Analysis

The data collected for this study, was analyzed using descriptive statistics (mean and standard deviation). Specifically, percentage and frequency were used for demographic characteristics and inferential statistics of Chi-square was used to test the hypotheses at 0.05 level of significance. The analysis was conducted using SPSS version 17.

Administration of Questionnaire

In designing the questionnaire, questions were drawn on a paper by the researcher for the respondents to fill in their responses to the questionnaire items. The Likert scale rating of administering questionnaire was adopted, with a scale showing respondents agreement or disagreement.



DATA ANALYSIS AND PRESENTATION OF RESULTS

Hypothesis one

H₀: Staff training does not influence organizational performance

The table 3 below presents the results of the test of hypothesis one in order to ascertain the factors that influence staff training in selected tertiary institutions in Nasarawa State using statistics package for social sciences (SPSS) and the Chi-square.

S/N	Questionnaires Items	SA	A	N	D	SD	Total	Mean	SD	Chi-square	D. F	P. Value	Decision
1.	The institution has provided me with training opportunities that enable me to acquire extant skills, knowledge and abilities	125	120	25	08	11	289	1.91	1.051	297.6	4	0.008	Significant
2.	Staff Training is guided organizational training needs	111	142	16	13	7	289	2.03	1.017	261.4	4	0.001	Significant
3.	Technological innovation creativity has influenced institution training needs	122	83	42	23	19	289	2.15	1.244	155.8	4	0.002	Significant
4.	The training system is based on seniority	89	111	39	10	40	289	2.53	1.402	80.6	4	0.000	Significant
5.	Management team, policy-decision making process influences training	107	113	57	07	05	289	2.16	1.096	157.7	4	0.005	Significant
6.	Budgetary provision influences employee training	132	120	26	07	04	289	2.02	1.077	209.2	4	0.006	Significant
7.	Time/period of appointment influence training	90	141	32	18	08	289	2.24	1.182	164.7	4	0.001	Significant
8.	Prior knowledge does not influence training and development	110	109	39	22	09	289	2.13	1.163	158.6	4	0.002	Significant
9.	Organizational values influence staff training	15	110	15	05	08	289	1.81	0.987	322.8	4	0.001	Significant

Source: SPSS Output 17

Decision

Based on the result of the analysis, the probability values (p-value) for all items were less than $\alpha = 0.05$. This implies that H₀ hypothesis is rejected. Hence, the H₁ is accepted and asserted that Staff training influence organizational performance of the selected tertiary institutions in Nasarawa State.



Hypothesis Two

H₀: Staff training methods in the institutions are ineffective and have not impacted on workers performance.

Table 4 analysis of how effective is the training methods used and the impact on workers' performance.

The table 4 below presents the results of the test of Hypothesis two in order to measure the effectiveness and the impact of staff training methods used in the selected tertiary institution in Nasarawa State using statistics packages for social sciences (SPSS) and the Chi-square statistics.

S/N	Questionnaire Items	SA	A	N	D	SD	Total	Mean	SD	Chi-square	D.F	P. Value	Decision
10.	Extensive training programmes are provided to the staff of the institutions	101	115	47	16	10	289	2.03	1.166	156.8	4	0.003	Significant
11.	The methods of the institutions training policy are suitable and relevant to the objectives and goals of the organization	103	121	26	13	11	289	2.18	1.127	143.8	4	0.001	Significant
12.	The approaches of training used at the institutions are relevant to the objectives and goals of the organization	72	119	59	28	11	289	2.22	1.226	105.6	4	0.006	Significant
13.	Workshop, seminar, conferences and in-service training are sponsored by the institutions on a continuous and regular basis across all categories of staff members	109	109	42	20	09	289	2.44	1.195	138.4	4	0.001	Significant
14.	Knowledge acquired through workshops, seminars, conferences and in-service training has improved on employee efficiency and performance	128	87	41	26	07	289	2.18	1.154	124.5	4	0.003	Significant
15.	Refresher courses organized either using consultants or in-house by the institutions is suitable and have positive effect on the performance of workers	101	126	30	32	02	289	2.22	1.253	226.9	4	0.006	Significant
16.	Training has a positive impact on performance	142	102	31	12	02	289	2.12	1.084	202.3	4	0.005	Significant

Source: Output of SPSS 17



Decision

Based on the result of the analysis, the probability values (p-value) were less than $\alpha = 0.05$. This implies that the H_0 hypothesis is rejected. Hence, the H_1 is accepted and asserted that training has a positive impact on workers' performance.

Hypothesis Three

H_0 : There is no significant relationship between training and performance.

Table 5 analysis of the individual respondent on the Relationship between training and productivity

Table 5 below presents the results of the test of Hypothesis three in order to establish the relationship between training and performance in selected tertiary institutions in Nasarawa State, Lafia using statistic package for social sciences (SPSS) and the Chi-square statistics.

S/N	Questionnaire Items	SA	A	N	D	SD	Total	Mean	SD	Chi-square	D.F	P. Value	Decision
17.	The training provided by the institutions leads to high performance	131	130	14	09	05	289	2.00	1.081	239.6	4	0.004	Significant
18.	Training has contributed positively to my personal output in the institutions	143	112	22	06	06	289	1.92	1.117	264.6	4	0.002	Significant
19.	Continuous training will make me improve on my productivity	186	73	16	10	04	289	1.75	1.056	389.0	4	0.003	Significant
20.	Good training ensures career building and prepares staff for greater challenges	141	126	09	10	03	289	1.91	1.067	285.0	4	0.001	Significant
21.	Training has positive effect on organizational performance	180	90	09	06	04	289	1.70	1.997	401.8	4	0.000	Significant
22.	The institutions provide regular training for its staff	140	101	30	12	04	289	1.98	1.139	225.9	4	0.002	Significant
23.	The training provided by the institutions enables me to publish papers regularly	182	63	13	20	03	289	1.85	1.122	322.9	4	0.001	Significant
24.	Training enables staff to perform their assigned responsibilities in efficient and effective manner	150	62	10	61	06	289	1.69	0.979	410.1	4	0.003	Significant

Source: Output of SPSS 17

Decision

Based on the result of the analysis, the probability values (p-value) were less than $\alpha = 0.05$. This implies that the H_0 hypothesis is rejected. Hence, the H_1 is accepted and asserted that there is a significant relationship between training performances.



DISCUSSION OF FINDINGS

The discussion of the major findings of the study are organized according to the research objectives and hypotheses. Out of the three hypotheses postulated and tested, all were rejected. The findings of the study based on the objectives were discussed below:

The first finding of this study sought to find out whether organizational factors impact on staff training at the selected tertiary Institutions. Based on the result of the analysis, the probability values (p-value) for all items were less than $\alpha = 0.05$. The result showed that most respondents agreed with many of the questions in the section, which implies that organizational factors significantly impact on training.

The findings further revealed that the choice of any training to be embarked upon was influenced by the internal factors within the organization. Among the factors that affected training were: organizational training needs, yearly budget provisions, relevancy of the training to the organization growth and development. Others were prior knowledge of the needs for training, cost, attitude, behavior, and the fear that the job would suffer when staff is away for training has greatly affected training.

On the result of the second hypothesis, the data presented in table 4 shows that the respondents rated all the questions items on that section from 10-15. The finding apparently revealed that the methods used for training were suitable, effective and has positively impacted on employee performance. Furthermore, the study found that on-the-job and off-the-job types of training methods which are either conducted in-house or by the use of external consultants (whether in the form of workshops, in-service training, conferences, seminar, lecture presentation or symposium, etc.) have a positive impact on organization performance.

Consequently, the importance of employee training towards efficiency and greater organizational productivity cannot be over emphasized. No organization, be it private or public can achieve its set goals and objectives if there is no conscious, systematic and periodic training and retraining of its employees. Training reduces to the barest minimum organizational frictions, change workers orientation and attitude to work positively; reduce industrial accidents or job accidents in and around workplace. Training also equips the employee with the skill and knowledge required in achieving greater performance for the organization. Employee training is no doubt factor of motivation, which brings improved performance.

The finding of the study is consistent with the empirical data, most of them which have already been covered under literature review and the results submitted shows that training helps to ensure that organizational members possess the knowledge and skills they need to perform their jobs effectively, take on new responsibilities, and adopt to changing conditions that improve who reported that human resources training tend to influence workers' job performance effectiveness and could possibly lead to labour turnover resulting from occupational mobility which has little or no impact on performance.



CONCLUSION AND RECOMMENDATIONS

Based on the results of this study, conclusion is hereby drawn to the fact that training is affected by organizational factors and the factors have a significant impact on the performance of workers. The training methods used at the selected tertiary institutions are effective and have a positive impact on the performance of workers in organization. Also, there is significant relationship between training and performance. Based on the findings of this study, and bearing in mind the dynamism of Nigerian tertiary institutions, the following recommendations are put forward:

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



- vii. A workable feedback mechanism should be put in place as a means institutionalizing the process of determining the impact of training to individual employee and the organization as a whole.
- viii. The management of tertiary institution should ensure that training facilities are modernized and overhauled from time to time in order to foster competitive advantages on the part of the institution itself. This is to say employee training is worthy of huge investment especially on the side of the employer which cannot be compromised in any way, since the ultimate dividend is to increased productivity, resulting to maximization of profit and therefore enhances sustainability.

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