

**EFFECT OF STAFF TRAINING ON PERFORMANCE IN THE CODE OF CONDUCT
BUREAU, NIGERIA**

BY

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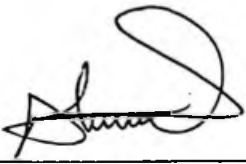
**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
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NIGERIA.**

JANUARY, 2021.

DECLARATION

I hereby declare that this dissertation entitled: "Effect of Staff Training on Performance in the Code of Conduct Bureau, Nigeria" has been written by me and that it has never been submitted for the award of any diploma or degree to the best of my knowledge. I declare also that all materials used in the course of this research have been acknowledged appropriately by way of references.



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CERTIFICATION

This dissertation entitled: "Effect of Staff Training on Performance in the Code of Conduct Bureau, Nigeria" meets the regulation governing the award of Master of Science (M.Sc) Degree in Public Administration, School of Postgraduate Studies of Nasarawa State University, Keffi for its contribution to knowledge and literary presentation.


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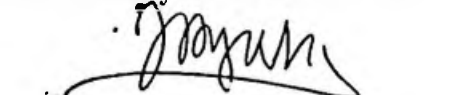
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ABSTRACT

This study examined the Effect of Staff Training on Performance in the Code of Conduct Bureau, Nigeria. The Human Capital Theory (HCT) was adopted as theoretical framework. A survey and documentary research method was adopted to elicit information from the targeted population which comprised the staff of Code of Conduct Bureau Abuja. Simple sampling technique was used in selecting the sample for the study. Employees' Annual Performance Evaluation Report was used to assess the effect of staff training on performance. The finding from the study shows that Finding from the study revealed that, there is significance relationship between On-job training and performance in Code of Conduct Bureau. The study further revealed that, Off-job training has significant effect on the performance of staff at the Code of Conduct Bureau. it also shows that, there is significance relationship between Career Development Training and performance in Code of Conduct Bureau. The study recommends that, Management of the Code of Conduct Bureau should sustain the On-the-Job training programme for all the employees and should be based on specific training needs.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The management of Public Service in Nigeria has become such an intricate task under the changing socio-economic environment that it requires the service of trained men and women (Balogun, 2008). The activities of the state are no longer confined today to the maintenance of law and order but cover a wide variety of functions in the fields of culture, social welfare, law, industry, defence, foreign affairs etc (Balogun, 2008:91). The office worker today handles a number of mechanical instruments like computers, telephones, photocopiers, telex, fax machines, etc, the use of which requires skills. Senior officers in the formulation of policy and implementation require abroad vision which may enable them to handle properly the entire entangled web of management. Management today has to adjust itself to the needs of the people. This requires a suitable system of the training of the public servants: The civil service needs to be more consciously directed towards providing standards of service ((Balogun, 2008:93). This can only be done by planned purposeful training. Therefore, in recent times, increasing attention has been given to the training of public servant, it is recognition of this the Code of Conduct Bureau (CCB) attaches great importance to regular training of its staff importance; there is a reasonable yearly budget to implement the numerous training programmes of the organization (CCB Report, 2015). For smooth, effective and efficient implementation of the training programmes,

Human Resources Management Department has training section that is overseen by a Assistant Director (training and development) (CCB Report, 2015). The Director is in charge of all employees training and given a complementary hand by the departmental training officers. Training in the Code of Conduct Bureau is organized to effectively cover all levels of staff: top management, middle management, lower level of staff, and operatives whose skills and knowledge are required to ensure greater, efficiency in service delivery (CCB Report, 2015).

The purpose of training in the Code of Conduct Bureau is to enhance efficiency in the fight against corruption in the public service. To achieve the above objective among others, the Bureau ought to be engaged in intensive training of staff to be able to cover its schedule of responsibilities. Training was introduced to facilitate knowledge acquisition to meet its objectives/mandate and as adopted a new technology in fighting corruption in the public service.

In addition, the auxiliary workers of the Bureau are not properly trained to meet up with the challenges of delivering messages to declarants of assets on the new technology imputed in the Asset Declaration forms for public officers. This, to a large extent, encourages the employees to exhibit negative attitude to work (e.g. lack of interest in one's job), which is antithetical to the goals and objectives of the Bureau (Baba, 2009).

The implication of the existing challenges is that there is a remarkable difference between planned target and their realization in relation to staff training and job

productivity. Consequently, the Bureau lags: behind in terms of job productivity (Baba, 2009).

To a great extent, training capacity in the Bureau generally is not commensurate with the operational system of the Bureau. Training per se, which is a sine qua non for economic and political development, is inadequate in this organization (Baba, 2009). Keeping in view that the Bureau handles the fights against corruption in the public service, a lot is expected to be done with the quality of its manpower stock if the desired goals of self-sufficiency in the public' service are to be achieved.

It is in this view of the above reason the study seeks to ascertain whether training has effect on organizational performance in Code of Conduct Bureau.

1.2 Statement of the Problem

The Code of Conduct Bureau as an organization is composed of individuals charged with certain duties and responsibilities. Obviously, for organizational goals to be achieved there must be effective training of all categories of staff in the organization (Mohammed, 2020). However, the situation of the Bureau is entirely different in the sense that there exist some challenges of staff training which include low quality output. At times, there is poor and epileptic service delivery facing the Bureau (Mohammed, 2020). The challenge is low quality output. Closely related to the above challenge is the approach used for staff training. Though the Bureau has been training its staff over the years but the productive

capacity is still low because the training needs such as lack of interest in one's job, negative attitude to work, low productivity, tardiness, excessive absenteeism rate of staff, excessive complaints of staff or low quality output 'of staff, high incidence of insubordination among the employees are not taken into consideration (Rafsanjani, 2020). It is in line with this, that the productive capacity dropped drastically because most modern equipment brought to the organization are not effectively and efficiently utilized as the staff have little or no knowledge of the operation. In addition, the auxiliary or support workers of the Bureau are not properly trained to meet up with the challenges of delivering messages to declarants on the new technology imputed in the Asset Declaration Forms for public officers (Mohammed, 2020).

Several studies have been conducted to examine the effect of staff training and development in public organization as explained in 2.2 of this study (Nweke 2017; Otakpa, 2013; Howard, 2012; Shahazadi & Naveed, 2016; Ndibe, 2014; Solomon, 2014; Grace, 2014; Dominic, 2010; Timsal, Awais & Shoib, 2016; Malaolu & Ogbuabor, 2010; Wright & Gerory, 2001; Wabara, Sampson & Emerole, 2016; Ogbu & Chibundu, 2017; Neelam, Yousafzi, Shahid, Jan, & Hashim, 2014; Franklin, Cowden & Karodia, 2014; Ashikkhube, Kimani & Douglas, 2013; Happiness & Michael, 2014) but none of this study has exclusively been reported for Code of Conduct Bureau within the period of 2015-2019. It is against the backdrop, 'this study is set to x-ray the effects of staff training on organizational

productivity in Code of Conduct Bureau. Thus, the question is; to what extent has training enhance organizational performance in Code of Conduct Bureau.

1.3 Research Questions

The study seeks to answer the following research questions

- i. How effective is On-the-job training on the performance in Code of Conduct Bureau?
- ii. To what extent has Off-the-job training enhanced performance in Code of Conduct Bureau?
- iii. Of what significance is Career development training on the performance in Code Conduct Bureau?
- iv. What is the effect of training programme on the performance of Code of Conduct Bureau?

1.4 Objectives of the Study

The main objective of the study is to examine the effect of training on performance in Code of Conduct Bureau. While, the specific objectives is to achieve the following;

- i. To ascertain the effectiveness of On-the-job training on the performance in Code of Conduct Bureau.
- ii. To determine the effect of Off-the-job training on the performance in Code of Conduct Bureau.

- ii. To determine the effect of Off-the-job training on the performance in Code of Conduct Bureau.
- iii. To ascertain whether Career development training has significance effect performance in Code Conduct Bureau?
- iv. To determine whether training programme has impact on the performance of Code of Conduct Bureau?

1.5 Statement of Hypothesis

The following hypotheses were drafted to guide the study;

- i. There is no significance relationship between On-the-job training and performance in Code of Conduct Bureau.
- ii. There is no significance relationship between Off-the-job training and performance in Code of Conduct Bureau.
- iii. There is no significance relationship between Career development training and performance in Code Conduct Bureau?
- iv. There is no significance relationship between training programme and organizational performance of Code of Conduct Bureau.

1.6 Significance of Study

The result of this research has both theoretical and practical significance. Theoretically, the study constituted a veritable material for research purposes. It will supplement the limited literature on staff training and its impact on productivity. In other words, the research will adduce essential material for academic study as research work form the basis of any meaningfully study. It will

also help to instigate other research to further carrying out extensive study on training. In addition, the study helps to inform the less informed and uninformed on the role of staff training in national development.

The practical aspect of the significance of this study is that it will ascertain the level of staff training and development programme carryout by Human Resource Department of code of Conduct Bureau. It will also reveals in its totality, the advantage of staff training, development and their implication for management. It will help to facilitate the intervention programmes on staff training in Nigeria. This research study serve as an eye opener to the policy makers in making of the policy that will help to propel the management board, private and public institution to embark on the staff training and development. In addition, the study will contribute greatly in solving the problem of poor service delivery usually encounter as inadequate training in government sector by thereby provide a guide for effective training that would accelerate socio-economic and political development of the country.

1.7 Scope of the Study

The study is restricted to only the effect of Staff Training on performance in Code Conduct Bureau. The parameter of the study will be centered on effect of staff training on performance in the Code of Conduct Bureau 2014 - 2019. This period was selected because new policy on training and development was introduced by the management in order to re-organized, strengthened and re- positioned the

bureau to meet the contemporary challenges occasion by the information and communication technology.

1.8 Definition of Operational Terms

Training

Training is defined as the effort to increase the knowledge, skills and abilities of employees and managers so that they can better do their job. New employee frequently needs training to help them understand their task, techniques, and procedures unique to the organization and to correctly implement key rules and regulations.

Staff training

Staff training is the process of training the current staff of the organization for enhancing the performance of the staff as well as the productivity of the organization.

Performance

Performance could be defined simply in terms of the achievement of quantified objectives. But performance is not only a matter of what people achieves but also how they are achieving it. A high performance result comes from appropriate behavior and the effective use of required knowledge, skills and competencies.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Conceptual Issues

2.1.1 Concept of Training

In the works of Obiajulu and Obi (2004) quoted in Griffin (1997) that training refers to teaching operational or technical employees how to do the job for which they were hired. It is any learning activity which is directed towards the acquisition of specific knowledge and skills for the purposes of an occupation or task. Griffin, (1997), defined it as any learning activity which is directed towards future needs rather than present needs and which is concerned more with career growth than immediate performance. Nwachukwu (2006) postulates that "training" is an organizational effort aimed at helping an employee to acquire basic skills required for the efficient execution of the activities or functions for which he is hired. Philips (2001) is concerned, training is a learning process that involves the acquisition of knowledge, sharpening of skills, concept, and rules or changing of attitudes and behaviors to enhance the performance of employees. Zenger (2003) opines that training is a process of learning sequence of programmed behavior. It is the application of knowledge that gives people an awareness of rules and procedures to guide their behavior. Armstrong (2010) defines training as the use of systematic and planned instruction activities to promote learning. Training could also be defined as a set of activities which react to present needs and is focused on the instructor and contrasts with learning as a process that focuses on

developing individual and organizational potential and building capabilities to meet present and future challenges. According to Maureen, (2001) "training is the process of teaching, informing or educating people so that they may become as well qualified as possible to their work and so that they become qualified to perform in positions of greater difficulty and responsibility". Also Flippo (1997) conceptualize training as "calculated effort at increasing an employee skill for doing a particular job and developing a person's knowledge for a national purpose". From the above definitions, it can be deduced that staff training is deliberate efforts of an organization aimed at improving the knowledge, skill and behavioral modification required to perform a given task by the individual or employees. Staff training is a complex mixture of activities intended to improve the performance of individuals and groups within the organization. Stoner (2005) sees training as teaching technical skills to non-managerial personnel. Roberts and Wayne (2006) combine the two concepts into one definition thus: "training and development is the act of a continuous effort designed to improve employee's competency and organizational performance". According to David Roach (2004) "training is an experience, a discipline or systematic action which causes people to acquire new skills and knowledge and predetermined behavior. Another scholar, Robert and Coayne (2005), training is the provision of skills and knowledge needed for present job". According to Nwachukwu (2004), "training is the organizational effort which is aimed at helping an employee to acquire basic skills required for the efficient execution of the functions: for which he/she was

hired". The definition put by Nwachukwu highlighted the acquisition of skill and responsibility for efficient performance. Training is also -directed in helping employees to perform better on their current jobs while development represents future-oriented investment. Reily (2001) defined training as "the development of a person's knowledge, skills and attitudes for a vocational purpose." Sheal (2005) states that training refers to the acquisition of knowledge, skills and competencies as a result of 'teaching of vocational or practical I skill and knowledge that relates to specific useful competencies. Training has specific goals of improving one's capability, capacity and performance. Turner (2008) opines that training is a process of learning a sequence of programmed behavior. It is the application of knowledge and gives people an awareness of rules and procedures to guide their behavior. However, training is to improve skills or add to existing level of knowledge so that the employee is better equipped to do his present job or to mould him to be fit for higher responsibilities.

The importance of human resource training is self evident to most institution. Indeed, after the process of matching the needs of the institution with the need of the employees through the employment process, the next stage should be that of training of the employee's capacity to perform the roles of the institution. In this wise, Melles and Simpon (2000) assert that after the employee has been recruited, he or she must be developed to better fit the job and the institution. This becomes necessary because no one is a perfect fit at the time of employment and some

training and education must take place. No institution has a choice whether to develop employees' or not; choice is that of ~ method. Accordingly, many organizations have to come to realize the importance of training so much that some large corporations now operate training and educational facilities that are equal in, some cases even superior to small colleges and" some departments of universities. In Nigeria, such training facilities as First Bank Training School, Lagos, Petroleum Training Institute etc are good testimonies of the importance that is accorded to human resource training by such organizations.

Broadly, Gibson (2003) points out that training helps in optimizing the utilization of human resources and further helps the employees to achieve the organizational goal as well as their individual goals. Secondly, training also 'helps to provide an opportunity and broad structure for the development of human resources and a behavioral skill in organization. It helps to expand the horizons of human intellect find overall personality of the employees. Fourthly, it also aids in increasing the productivity of the employees which in turn helps the organization further to achieve its long time goal Fifthly, training aids to develop and improve the health culture of the organization. Synderman (2003) opines that no organization can choose whether or not to train employees. All new employees regardless of their previous training, education and experience need to be shown how to perform specific task. Mills (2004) points out that technology is dynamic bringing with it new process, new material regarding training as inevitable to an organization and

not as a luxury to an organization. Hence, his statement that training is not an expensive luxury, and reward for more employees. Other author like Turner (2008) contends that human resource development is [necessary as a strategy for productivity maintenance and a tactic for productivity enhancement. He agreed that training is necessary in an organization and it serves as a means to an end. Hambin (2006) agreed with this view and added that training is given to benefit both the employee and the employer. Thus, Warr and Rackham (2007) listed the values mentioned below as the joint tangible benefits accruable from training:

- i. Increased productivity
- ii. Improvement in the quality and quantity of output
- iii. Greater flexibility of skills of the employees
- iv. Greater job satisfaction
- v. Reduced labour turn-over
- vi. Improved promotion prospects of employees.
- vii. Improved safety awareness
- viii. Obsolescence prevention.

Also, other scholars, particularly those in administration and development, have opined that training leads to national development. Also, according to Johnson (2008) there is general agreement that training is the single most important variable in the development equation, if the wealth of nation is created by the human elements, their skills, knowledge and attitude within the system. To this

end, Leventein (2008) stated that the socio-economic development of a nation becomes possible when the percentages of the unskilled (untrained) grows smaller in the total workforce, and when the percentage of the skilled (trained manpower) increases. Training is also an important tool for bridging the gap between the workers and the management. It does this by merging the interest of the workers and the management together. On the one hand, the average young worker wants opportunity for growth or advancement. While the old worker wants security. Both categories of workers want to feel their contributions are appreciated and useful for which they expect rewards in the form of incentive. On the other hand, management wants to increase productivity at lower costs. Employees who can easily understand and appreciate the limitation and problem of management are also wanted. Most of those lofty organizations plan and skillfully execute staff training programs, Katuka (2013).

In the narrowest sense, training refers to the ways in which specific knowledge and skills necessary to perform a specific job are taught and learn Crawford (1984). To De-Cengo and Robbins (1996) training is more present day oriented focus in an individual's current jobs. Blanchard and Trackers (1999) considered the term training as the acquisition of knowledge, skills and attitudes to perform more effectively on ones current job respectively. To this end, it is not out of place to state that training provides employees with the knowledge, skills and attitude they need to remain qualified for their jobs.

.2 Staff Training Need

Training addresses gaps or discrepancies between an ideal and an optimal stage of development. However, from comparison between desired and actual work methods or between desired and actual results, needs arise on the job. Smith and de Cronje (2003) refer to three methods for identifying needs: the generic methods, performance analysis, and competency assessment. Where performance analysis focuses on deficiencies or problems, competency assessment focuses on opportunity for improvement. Trainers identify how they believe people should perform and then design a training programme to give the workers the skills they need. Training can only be executed when it has been determined which employees should receive training and what their current levels, knowledge and skills are. Consequently, the assessment of the individual will indicate the range of skills and knowledge that is to be acquired. Note that the difference between actual performance and required performance will ultimately form the training gap, and therefore indicate the extent of training needed. The term staff training is often used in different ways. Each of the definitions suggests the types of training an organization might organize. First, training refers to giving new or current employees the 'skills they need to perform their jobs (Dessler, 2006). It therefore involves showing employees what they have to do and how they have to do it. Second, it can also refer to the planned attempts by an organization to facilitate employee learning' of job-related knowledge, skills and behaviors (Dennis and

Griffin, 2005). Third, employee training can mean any effort initiated by an organization to foster learning among its member.

i. On-the-Job and Off-the-Job

Adeleye, Adegbite and Aderemi (2014) have classified training and development under two main categories: on- the-job training and off-the-job training. It must be noted that both on-the-job training is genre terminology for classification of training and development and not training and development methods per se. An organization may decide to training its employees whilst on the job, or off the job. In the case of the former, the worker is trained inside (internally) the organization. Some of the training and development methods that may be adopted by an organization to upgrade the skills of its employees include apprenticeships, induction and job rotation. For the later, the employee is trained outside (externally) the organization and training and development methods that may be employed here include simulation, role play and case study.

ii. Off-the-Job Training

This type of training includes techniques such as laboratory and t-group training, communication workshops and outward board's trips, conference, class room study etc. The purpose of these kinds of training is to make employees more aware of new idea, technology and improve their innovativeness. It also increases the participants' awareness and acceptance of the differences between them. In terms of this type of training, a resource person who is an expert is invited to transform

the employee in order to increase their productivities. The most frequent changes derived from this training include a more favorable self-perception, reduced prejudice, improved scores on tests of interpersonal relations, and changes in interpersonal behaviour as observed by others, all of which are particularly relevant in Nigeria insurance industry.

2.1.3 Type of Training

According to Elam (1971) training is categorized into two types; pre-service and in- service training.

- i. Pre-service training: this is more of academic in nature and it is offered by formal institutions following definite curricula and syllabus for a certain duration to offer formal degree or diploma. Pre-service training is a process through which individuals are made to enter a certain kind of professional job such as agriculture, medicine or engineering. They have to attend regular classes in a formal institution and need to complete a definite curriculum and courses successfully to receive a formal degree or diploma. They are not entitled to get professional job' unless they can earn a certificate, diploma or degree from the appropriate institution
- ii. In-service training: in-service training and staff development on the other hand is offered by the organization from time to time for the development of skills and knowledge of the incumbents. 'In-service training is a process of staff development for the purpose of improving the performance of an incumbent

holding a position with assigned job responsibilities. It promotes the professional growth of individuals. In-service training is a problem centered, learning oriented and time-bound series of activities which provide the opportunity to develop a sense of purpose, broadens perception of the clientele, and increase capacity to gain knowledge and mastery of techniques.

According to Malone (1984) in-service training may broadly be categorized into four different types; Induction or orientation training:

- i. Induction or orientation training is given immediately after employment to introduce the new extension staff member to their position. It begins on the first day the new employee is on the job. This type of training is aimed at acquainting the new employee with the organization and its personnel.
- ii. Foundation training: foundation training is in-service training which is also appropriate for newly recruited personnel. Besides technical, competence and routine instruction about the organization, every staff member needs some professional knowledge about various rules and regulations of the government financial transaction, administrative capability, communication skills, leadership ability, coordination and cooperation among institutions and their linkage mechanism, report writing and so on. Foundation training is made available to employees to strengthen the foundation of their service career. This training is usually provided at an early stage of service life.
- iii. On-the-job training: this is ad-hoc or regularly scheduled training and it's provided by the superior officer or the subject-matter specialists to the

subordinate field staff: This training is generally problem or technology oriented and may include formal presentations, informal discussion and opportunities to try out new skills and knowledge in the field. The superior officer, administrator or subject matter specialist of each extension department must play a role in providing on-the-job training to the staff while conducting day-to-day normal activities.

- iv. Career development training: this type of training is designed to upgrade the knowledge, skills and ability of employees to help them assume greater responsibility in higher positions. The training is arranged departmentally for successful extension workers at all levels, for their own continuing education and professional development

2.1.4 Tenets of Training

For training to be effective, a number of important Principles/tenets that need to be applied have been identified based on extensive research Anafasi (1969) and Flippo (1984). As observed by Ojo (1998) "Learning is really the core, of the training process". Learning refers to the human process whereby skills, knowledge, habits and attitudes are acquired in such a way that behavior is modified.

According to Ojo (1998), the major tenets of training include;

- i. Practice (Learner Participation): This popular adage "practice makes perfect" is appropriate here. Practice, learner participation or learning by doing are different terms which imply active participation of trainees in the learning

process. Such participation is a prerequisite for effective learning .since the greater the number of human senses involved the more complete the learning process. In essence, carefully designed practice methods are quite essential to effective learning.

- ii. Reinforcement: This involves the use of rewards (positive reinforcement) and punishment or penalties (negative reinforcement): Positive reinforcement include; promotion, pay rise, praise from the boss, and better working conditions. An example of that has many common elements. This underscores the desirability of ensuring that, as much as possible, training tasks are similar to job tasks,
- iii. Distribution of Training Periods: This refers to the question of optimal distribution of the time available for training. It relates to the spacing of training, the length of training sessions, and the intervals between sessions. Time distribution normally depends on several factors related to the nature of the tasks and characteristics of trainees. A reasonable distribution of available training period will enhance the effectiveness of a training programme.
- iv. Individual Differences: Even though group training is by and large, the norm due partly to economic considerations, it is apparent that individuals vary in and attitude. Consequently, any effective training programme should be adjusted and completely to meet individual abilities. Negative reinforcement will be a demand for an employee to repeat a training course due to poor performance at an initial training.

- v. **Feedback (Knowledge of Results):** Feedback or knowledge of results means that learners are allowed to; know how they are performing.] Such information should include why trainees were wrong or how they can avoid repeating their mistakes in the future. As regards on the job training, for example, supervisors or trainers should let employees or trainees know their success and failure so that they can make amends where necessary. Research findings have shown that people learn faster when they are informed of their accomplishment.
- vi. **Transfer of Learning:** Training should be related to job performance. Knowledge, skills and attitudes acquired in training but not used on the job cannot contribute to organizational goals. Such a phenomenon will not encourage employees to pursue further training. Learning research has revealed that the transfer of training is more likely to occur between situations
- vii. **Motivation:** The more highly motivated trainees are the quicker and more effectively they learn. Training must, therefore be related to trainees' deserves and needs such as job recognition, prestige and promotion. In effect, learning is most effective when the trainees realize that they can fulfill certain needs through training.

2.1.5 Methods of Training

The methods of training by the Bureau include both internal and external methods. These methods are determined by various factors which include cost, time, available number of persons to be trained, and depth of the trainees as opined by Robbins (1996). Training can be undertaken by developing internal programmes

or using programme provided by outside agencies. However, the Code of Conduct Bureau, with its sizeable training programs, uses both sources, trying to arrive at a balanced approach after careful evaluation of its training needs and facilities. The Bureau chooses internal training programs when certain conditions are prevalent as observed from McFarland (1998).

- i. When there is a sustained volume of activities.
- ii. When significant patterns of training objectives permit training executives to develop intensive and extensive programs.
- iii. When special techniques or other subject matters require the use of the organization's own specialists. Where outside agencies are not available or adequate.
- iv. When training can be accomplished more economically or in a better time plan.

Outside agencies consist primarily of Universities, Polytechnics, Colleges of Technologies, Individual Consultants and Consulting Firms and Government Manpower Development Agencies such as Industrial Training Fund (ITF), Centre for Management Development (CMD), Administrative Staff College of Nigeria (ASCON), etc which offer training institutions initiate general programs to which interested organizations could send their trainees. Others design. Scholars of personnel management are unanimous in agreeing that there are several methods of training and that the methods employed depends on: several variables. Leah

(2000) believes that the training method is the process, techniques or approach which a trainee uses in teaching. He further gives examples of training method as:

- i. Lecture presentation.
- ii. Demonstration by the trainer with observation and imitation by the trainee.
- iii. Discussion and debate.
- iv. Discussion groups.
- v. Problem solving and experimentation.
- vi. Role playing.
- vii. Research. Games.
- viii. Electronic media such as TV, Video and Film.

Cathy (2006) believes that the various methods of training is divided into three, cognitive method, behavioral method and management method. Cognitive Method: These are more of giving theoretical training to the trainees which includes lectures, demonstration, discussion and computer based training, intelligence tutorial system, programmed institutional and virtual reality.

iii. Behavioral method

Behavioral method is more of giving practical training to the trainees. The various methods under behavioral approach allow the trainees to behave in a real fashion. These methods are best used for skill development. The various methods that come under behavioral approach are games and simulations, behavior modeling, business games, case study, equipment stimulation, in basket technique and role plays.

i. On-the-job training:

This includes coaching, mentoring, job rotation, job technique.

ii. Off-the-job training

This includes sensitivity training, transactional analysis, straight lectures/lectures, and simulation exercise. According to Nwachukwu (2008) and Sambo (2005) the most popular training methods are as follows:

i. On-the-job training

This is the most popular and in some cases the only form of training policy used by the company of 100 employers responding to the question on training, 90% use on-the-job training and believe that it is the most effective for their organization. One of the merits of on-the-job training is that it minimizes the issue of transfer of learning associated with other methods of training.

ii. Apprenticeship: This method of training is employed when extensive practice on technical knowledge is required to perform a job. The training combines on-the-job-training with classroom lectures.

iii. Job Rotation

This is a training device that makes it necessary to move the trainee from one department or unit to another to master that goes on in that section or department. The essence of this program is to broaden the trainees experience in different job.

iv. Vestibule Training :

This is a training device that trains the employee off his regular work area but in an environment closely resembling his regular work place:-One of the merits is

that costly mistakes are avoided and the problem of transfer of training is enhanced as the trainee practices with identical equipment and tools.

v. Role Playing

This is a technique of training where the trainee plays the part of a certain character or act in an event. He is taught to do a job or make decisions the way he thinks his boss could have done. Role playing is very exciting as it challenges the imagination of the employee. Role playing promotes retention as it heightens imagination, ingenuity and resourcefulness.

2.1.6 Ingredients of a Good Training Program.

It is evident that training needs and approaches vary; administrators can get the most out of their training budgets by following a few guidelines. Accordingly, Kreither (1995) outlined the following as ingredients of a good training program:

- i. Labeling or identifying important features of a task
- ii. Providing for a variety of examples when teaching concept or skills are conducted.
- iii. Maximizing and ensuring similarity between the training situation and the job situation.
- iv. Providing as much experience as possible with the task being taught.
- v. Making sure that general principles are understood before expecting much transfer.
- vi. Making sure that the trained behavior is rewarded in the job situation
- vii. Designing the training content so that the trainees can see its applicability

viii. Using of adjunct questions to guide the interest attention

To maximize retention and transfer learning to the job, every training program should be designed along the above ingredients that make for good training. It has been pointed out that the object of training is learning and for effective learning there should be good setting, practice and feedback.

7 Evaluation of Training.

Nwachukwu (2006) is of the view that the purpose of evaluating a training program is to determine its effectiveness. A training program is effective if it has achieved the purpose for which it was designed. The information collected in the evaluation process should enable to appraise themselves in terms of method and content. The most objective way of evaluating a program is to

- i. Obtain the honest and unbiased assessment from the trainees,
- ii. Determine if, in fact, learning occurred by administering tests oral or written
- iii. Determine if the organization has benefited by it through reduction in costs, better, morale, increased productivity, reduced absenteeism rate or reduced rate of staff turnover.

Ujo (2004) states that evaluation is the last stage of training program. Evaluation is any attempt to obtain information (Feedback) on the value of the training in the light of that information. In addition, Obikeze and Anthony (2004) posit that the essence of evaluation is to find out whether the training actually achieved the main aim for which it was organized. This is easy to find out through the performance

of the trained employees. If there is a marked improvement in their performance, then the training has achieved its aim; if not that means something is wrong with the program and it may have to be restructured. However, for training and staff development to be successful in an organization, care must be taken to ensure that learning achieved during training sessions actually transfers to new behaviors at work place. Secondary, the employee should be willing and ready to learn and the structure of the training program in terms of whom, where and how the training should be conducted and should be considered (Riggio, 2003). One of the major pitfalls of training program in Nigeria is the lack of positive reinforcement and the lack of opportunity for the trainee to practice what he has learnt. These have to be corrected. Above all, the objectives of the training program must have been clearly articulated

1.8 Training and Organization Performance

Bowra (2011) has found successful organizations tend to progressively know that there is volume or factors which contribute to performance of organization but human resource is definitely the most essential one. According to Tharenou, Alan and Celia (2007) the goal of training is to enhance the organization effectiveness. It also demands an influence on employee's performance, as well as in relation to organizational performance which is mediated by means of employee's performance. Aguinis and Kraiger (2009) said that training improves the overall organization profitability, effectiveness, productivity, and revenue and other outcomes that are directly related to the training in improving the quality of

services, Thang and Drik (2008) argued that the success of organization is determined by human resources, definitely not physical resources and is highly endorsed to increase the organization investments in training in order to offer superior expertise, knowledge and features pertaining to employees rather than their competitors relationship between training and organization performance. Al-Damoe (2012) claimed that organization performance is measured through financial and non-financial measures like sale, profit, and market share and non-financial factors measures are efficiency, quality of service, productivity of organization, satisfaction of employees and commitment these factors can increase through training. Olaniyan and Lucas (2008) believe that training enhances the employees' capacity to contribute the optimal performance of the organization.

1.9 Effects of Training Policies' on Staff Performance

Kenney (1992) makes a point that companies should have different policies for training depending on the class or level of employment or level of employees to be trained. They pointed out ,that training policies are necessary for the following reasons: To provide guidelines for those responsible for planning and implementing training, to ensure that a company's training resources are allocated to pre-determined requirements, to provide for equality of opportunity for training throughout the company; and, to inform employees of training and development opportunities. As much as these policies seem to be accurate, they are silent on the elements of budgetary provision and top management support for training. According to Michael Armstrong in his book: A: Handbook for Personnel

Management Practice (1996), training policies are expressions of the training philosophy of the organization. He also affirms the assertion of Kenny et al (1992), but even further stated that training policy shows the proportion of turnover that should be allocated to training. Training and development falls under HRD function which has been argued to be an important function of HRM (Weil & Woodall 2005). Nadler (1984) noted that all the human resource development activities are meant to either improve performance 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.

Training as one of the major functions within HRM, training has for long been recognized and thus attracted great research attention by academic writers Holden & Claydon (2004). This has yielded into a variety of definitions of training. For example, Gordon (1992) 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. One of a manager's most important jobs is to manage the employee development which includes his/her personal growth and career development (Maund, 2001). For any enterprise to function effectively, it must have money, materials, supplies, equipment, ideas about the services or products to offer those who might use its outputs and finally people, which is the human resource, to run the enterprise. The effective

management of people at work is Human Resource Management; Armstrong (1996). Human Resource Management has emerged' as a major function in most organizations and is the focus for a wide-ranging debate concerning the nature of the contemporary employment relationships. Managing human resources is one of the key elements in the coordination and management of work organizations.

Several new technologies are used to ensure the creation and delivery of services and goods in modern economies. Whatever means are used, the role of individuals and groups as employees and the ability of management to effectively deploy such a resource is vital to the interest of both the employee and organization.

Traditionally, Human Resource concerns itself with recruitment,' selection, placement, training, compensation and industrial relations among others,

(Armstrong 1996). Beer et al (1984) define Human Resource Management as the involvement of all management decisions and actions that affect the nature of the

relationship between the instructor, conflict mediator, mentor and coach. Flatter organizational structures rely more on relationships and informal networking. The

study found that line managers (rather than HR) had primary responsibility for promotions, coaching, performance management, employee disciplinary action,

termination decisions, career development, and recruitment and selection. At the same time, the study found that line managers did not feel comfortable with many

of these responsibilities. This is not surprising. Antonioni (2000) says that most managers are appointed because of their prowess in technical functions, and they

therefore tend to be uncomfortable with the training and development aspects of

the managerial role. Organizations often begin their involvement in training with executive coaching. In situations where the outcomes are positive, the organization may then decide there is value in extending training further down through the management ranks. In most cases, external trainers are engaged for these purposes, and the impact on both individuals and the organization can be profound. For example, a study by Manchester Consulting (McCovern et al, 2001) found that 77% of executives reported improved working relationships with their direct reports. The incidence of training and programs is increasing. About 69% of the 25 largest public companies in Australia had training programs in 2001. The CCH Australia/Australian Graduate School of Management survey for 2001 found that 26% of all organizations had training schemes in place for workers, increase from 19% in 1996. In fact Kinlaw (2000), an author of one of the more popular books on corporate training, describes training as a "distributed leadership function". He explains that training is a function that can be performed at various times by any member of a team, not just by the person in an appointed leadership role. A number of factors are required for training programs to be effective. Firstly, there must be a degree of organizational readiness. The Kulik and Bainbridge study (2004) explored the shift of responsibility between HR managers and line managers various people management functions, including training. It found that HR managers were more optimistic than line managers about the benefits of line manager involvement for the organization (in terms of higher employee satisfaction and organizational performance).

2.2 Empirical Literature

Nweke (2017) examined the relationship between manpower training and performance in Ado-Odo/Ota Local Government Area, Ota, Ogun State. It also investigated the extent to which the nature of manpower training affects performance and the challenges to effective training in Ado-Odo/Ota Local Government, Area. The study covered the period of 2006 and 2016. The human capital theory was used to describe the importance of investing in human capital in an organization. [The study gathered data through primary and secondary sources. The primary data was collected through a well-structured questionnaire circulated to one hundred (170) staff of Ado-Odo/Ota Local Government Area. The population of the study was the employees of Ado-Odo/Ota ' Local Government Area which was 548 as at December, 2016. Simple random sampling technique was used to administer the questionnaire which covered both the senior and junior workers. The Pearson Products Moment Correlation statistics was utilized in testing the validity of the hypotheses set for the study. The findings of this research indicate that there is significant relationship between manpower training and performance in Ado/Odo Ota Local 'Government Area. The study also revealed that on-the-job training, workshops and seminars have a positive relationship on employees' performance. On the basis of these findings, it was recommended that Ado- Odo/Ota local government area should embrace manpower training as management approach to constantly increase the knowledge, skills and abilities required for employees to remain productive in a competitive

environment. It was concluded that higher government authority should endeavour to monitor the implementation of training policies in Ado-Odo/Ota Local Government Area in order to achieve its objectives.

Otokpa (2013) examined the role of Industrial Training Fund on Human Resource Development: An Assessment, the study has assessed the role of Industrial Training Fund on human resource development. The researcher employed survey research, as methodology, both primary and secondary method of data collection was used questionnaires were administered on respondents from both private and public sector organizations from the (ITF) Training Centers. Some top management officers of the organization were also interviewed the collected data were analyze using simple percentage, chi-square were also used by researcher. Finding; shows that ITF training programme was mostly targeted at those that are already employed, lack of proper collaboration between ITF and some of the major stakeholders, despite efforts by the fund to synergies the parties, and recommends that there is need to develop a strong collaboration between ITF and other stakeholders. Howard (2012) carried out a research on the Effect of Employee Training on the Perceived Organizational Performance of a Print-Media Industry in Ghana using descriptive analysis indicated that, although some employees were not aware of and were not involved in the training programmes, majority of the employees reported that, they were aware of and were involved in various training programmes. The results also showed that, training programmes in the print-media industry is, not frequent. Results from the correlation analysis

suggested that, there was strong relationship between employee training and organizational performance that employee training has a huge effect on organizational performance, He recommended that current change in employees' skills sets requires constant and frequent employee training in the print-media industry in Ghana. Shahazadi and Naveed (2016) conducted a research on Impact of trainings on organizational employee performance where five organizations were selected from corporate sector of Pakistan in order to collect and analyze the data. Sample size of 201 was selected and questionnaires were distributed through, convenient sampling technique to the respondents. SPSS 16.0 was used for regression analysis in order to find the relational impact of training with employee performance. The findings, showed the positive relationship and impact of training on performance of those employees who were engaged in training activities in the selected sectors in Pakistan Ndibe (2014) studied the effect of employees training on performance. His study was aimed at identifying the effects of employee training on organizational performance with special emphasis on the process and procedure of selecting employee for training. The survey research was carried out in Enugu State, Nigeria. The population used for the study was 691 staff of Nigerian Bottling Company and 7UP Bottling Company. Sample size was determined using Yamane (1964) formula. A sample size of 254 was drawn. The study made use of primary and secondary data which were collected using questionnaire administered to the 254 staff of the selected Organization, Personnel records and annual reports of the selected Organizations were used for secondary

data. Statistical Package for the Social Sciences (SPSS) was used to analyze the data and person product moment correlation coefficient and the one- sample test were used to test the hypotheses formulated in the study. Findings from the study reveal that the extent to which unsystematic approach of employee training affected organizational productivity and there is a very strong positive relationship between employee perception of training and organizational performance. He also found that the extent to which employee training alone affects organizational performance was low, however, when other variables like training design, training delivery style were considered, its effect became significant. Solomon (2014) conducted a study on the effect of training and the development on workers' productivity (A case study of Central Bank of Nigeria (CBN) Abuja thy. study assessed how training and .development programmes has improved the employees' performance and productivity. The Survey research methodology was adopted by the researcher, both primary and Secondary Methods of Data collection well used, questionnaires were used to collect data from the employees. It was found that training has improved on the workers productivity in the Central Bank of Nigeria; It was also found that the personnel and the organization have succeeded after the training programme that has taken place. It was concluded that training and development led to employees' commitment and achievement of the organizational' goals and objectives and then recommended that there should be huge investment on their human resource development through a functional training and development programmes.

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Grace (2014) investigates the contribution of off-the-job Training to the productivity of Public Servants. The objectives was; Firstly, to investigate the different types of training and training methods employed by health department in Ilalal Municipal; Secondly, to know the perceptions of trainees relative to their ideals in terms of implementation; and Lastly to measure the attitude of trainees towards specific attributes of the training program as it was carried out in the health department. A case study design approach was used on the Assessment of Contribution of Off-the-Job Training to the productivity of Public Servants at IMC. Case study research design was chosen because the method is a very popular form of qualitative analysis and involves a careful and competence observation of a social unit. The results of the study provide some knowledge to the fact that trainings are therefore essential to engage in capacity building to the public servants and private sector in general as a component of development. The study emphasized the importance of training and development. Given this importance there is a need to initiate training employees in public sector organizations by different stakeholders including the donor community and the government itself?

Dominic (2010) examined the effectiveness of training and development function in Tanzania public sector, the study revealed that, training for employees in public service management office is grouped into seven types. These include induction, basic, specialized, extended, special groups, leadership, development program and counterpart training. The grouping is designed in order to cut across levels of staff in the office. A review of the training methods and their duration for the different

training types found that the common method of training used was formal courses (theoretical readings in class where the trainees are sent to a certified training/academic institution). Also the duration of training ranged from half day to 3 years depending on type of training. There was both on and off the job training. However there were shortfalls in the objective of conducting the programme because 65.2 percent of respondents commented that the design of their organization's training was not well done and it did not reflect the TNA results and the contribution of training to the individual's career progression.

Timsal, Awais, and Shoaib (2016) examined the factors associated with on job training and its effectiveness. The purpose is to explore elements of successful on job training and its effect on employee motivation, commitment and skills development.

The study is a qualitative research study, which utilizes a semi-structured interview conducted on selective employees of two of the world's largest fast food chains located in United Kingdom i.e. McDonalds and Domino's Pizza. The questions in the interview are related to the responsibilities of the employees, the kind and type of trainings involved during their jobs. The findings revealed that both organizations under question have training programs which are very systematic and organized, and they are designed purely based on company requirements and employee needs. Another important aspect of effective training programs is that they are employee friendly and give due importance to the actual participants. Malaolu, & Ogbuabor (2010) investigated the effects of training and

manpower development on employees' productivity and organizational performance in Nigeria, using First Bank of Nigeria Plc as a case study. The study applied structured questionnaires to a sample size of 75 drawn through simple random sampling. The data generated was analyzed using descriptive statistics. The findings of the study show that majority (70%) of the respondents agreed that training and manpower development has enhanced their efficiency and job productivity. Secondly, majority (80%) of the respondents agreed that training and manpower development enhanced Organizational performance. The study recommend that organization should conduct training needs assessment to ensure that the right training is given; ensure that their training programmes should be on a continuous basis; and motivate staff who performed exceptionally well during training sessions so that other staff will in turn aspire to excel. Swart, Mann, Brown and Price (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing organizational performance. He further elaborated the concept by stating that training facilitate organization to recognize that its workers are not performing well and thus their knowledge, skills and attitudes needs to be molded according to the firm needs. There might be various reasons for poor performance of the organization such as workers may not feel motivated anymore to use their competencies, or may not be confident enough on their capabilities, or they may be facing work-life conflict. All these aspects must be considered is the firm while selecting most appropriate training intervention

that helps organization to solve all problems and enhance employee motivational level to participate and meet firm expectations by showing desired performance. As mentioned by Swart et al. (2005) employees' superior performance occur only because of good quality training programmes that leads to employee motivation and their needs fulfillment. Wright & Geroy (2001), assessed organization competencies changes through effective training programmes. It was found that training not only improves the overall productivity of the organization but also enhance the knowledge, skills an attitude of the workers necessary for the' future job, thus contributing t~ superior organizational performance. Through training, the employee competencies ~re developed and enabling them to implement the job related work efficiently, and achieve firm objectives in a competitive manner.

Wabara, Sampson and Emerole (2016) identify the manpower training and developmental programmes 'adopted by Enugu Electricity Distribution Company (EEDC) in developing their employees, ascertain the impact of training and developmental programmes on organization productivity and identify challenges militating against the efficiency of EEDC in Abia State. The study adopted survey] research design; primary and secondary data was used. Descriptive statistics and Regression analysis were used to run the analysis. Findings revealed that orientation, internship training, case study method, seminar/workshop are the major training and developmental programmes used by EEDC in developing their manpower, while internship training method, case study method, and seminar/workshop impacts on the organization productivity. Also findings

revealed that lack of modern equipment, inadequate megawatts of power, overload networks, vandalism militancy, government policies, peculiarities of transmission and distribution network were the major problems responsible for the poor performance and inefficiency of EEDC in Abia State. The study recommends that training programmes should be designed to acquaint individual participant with specific knowledge and skills required to improve the efficiency of the organization, while serving the career goals of the organization. Ogbu and Chibundu (2017) examined the association between employee training and organizational productivity of deposit money banks in Abia State, Nigeria. A cross-sectional research survey was employed. Target population comprises all deposit money banks in Abia State, Nigeria. Forty top level managers were surveyed. Simple random sampling technique was employed. A sample size of thirty six (36) was ascertained using Krejcie and Morgan (1970). Both secondary primary sources of data were used Spearman's Rank Order Correlation Coefficient (ρ) serves as statistical tool with the aid of statistical package for social sciences (SPSS, 20.0). The study found that employee training has a positive significant relationship with organizational performance. It concluded that employee training that is measured in terms of on-the-job training and off- the - job training promotes organizational productivity of deposit money banks. The study recommended that; bank executives should encourage on-the-job training to enhance the skills of their employees so that organizational performance can be achieved and secondly, managers and other financial institutions administrators should equally adopt both

on-the-job training and off-the-job training for organizational performance to be enhanced.

Neelam, Yousafzai, Shahid Jan & Hashim (2014) conducted a research on the impact of training and development on employee's performance and productivity, a case study of United Bank Limited Peshawar City and Pakistan. The study was quantitative in nature. The goal was to examine whether training and development has an impact on employee's performance and productivity. The result showed that there was a significant relationship between training and employee performance. Franklin, Cowden, & Karodia (2014) conducted a study on the impact of training and development on employee performance using ESCON Consulting Limited as a case study. The findings revealed that working conditions and a lack of resources affect the training and development of employees. It is recommended that certain areas, be improved, that is, management support, the provision of feedback to employees and the conducting of employee training on a continuous basis. The findings show that this would Ashikhube, Kimani & Douglas (2013) also conducted a research to assess the effect of training dimensions on employee performance, a case of Mumias Sugar Company, Kenya. Results show that there was a positive and significant effect between training needs assessment and employee performance in Mumias Sugar Company Limited. Training contents has a positive and significant effect on the employee performance in Mumias Sugar Company Limited and training evaluation and employee performance were positive and significant. Happiness & Michael,

(2014) also found out in their research work that there is positive relationship between training/staff development and organizational study sought to determine the nature of the relationship between training/development and organizational effectiveness. The study concluded that: effective training is an investment in the human resources of an organization, with both immediate and long range returns. James & Daniel, (2014) conducted a research on the effects of training on health workers performances in Siaya county, Kenya. The general objective of the study was to assess the effect of training on the performance of staff in the public health institutions in Kenya. The target population was the doctors, clinical officers, nurses and subordinate staff serving in public health facilities within Siaya county. The data was collected through questionnaires. The study showed that there is a strong positive relationship between training of employees and performance. Falola, Osibanjo & Ojo (2014) conducted a research on effectiveness of training and development on employees' performance and organizational competitiveness' in the Nigerian banking industry. The results show that strong relationship exists between training and development, employees' performance and competitive advantage: summary of the findings indicates that there is strong relationship between the tested dependent variable and independent construct. However, bank management should not relent in their quest to train their staff to develop new ideas that will keep improving and retaining employee performance. Francis, Dwomo-Fokuo, Boakye & Kwaning (2014) conducted a research on training and development: A tool for employee performance in the district assemblies in

Ghana. In a sample of fifty (50) full time staff members of Kumasi Metropolitan Assembly, the research revealed' direct relationship between training and development and employee performance. Also the results from the data analysis indicated that significant relationship exist between training and development and job satisfaction. Finally, the study revealed that management and employees faced peculiar problem during training and development exercises. Management complained about funds whilst employees' expresses concern about the time allotted to various training and development programmes.

Uzma (2015) carried out a research on Impact of Training on Employees' performance Evidence from pharmaceuticals companies in Karachi, Pakistan. The research presented a concise summary of the literature on the value of training in improving the performance of the employees. Four pharmaceutical companies were selected. A survey of 356 employees via self administrated questionnaire was carried out. The analysis showed a positive significant relationship between them and the results revealed that the more the employee gets training, the more efficient their level of performance would be. Job (2015) conducted a study on the impact of training and development on workers' productivity: A study of selected oil service companies in Port Harcourt. The study was based on a combination of literature review and questionnaire surveys. For this study, 109 questionnaires were distributed among the employees of the ten selected oil companies. From the study it was observed that most organizations meet their needs for training in an adhoc and haphazard way, while others set about/identifying their training needs

and then design training activities in a rational manner and finally the results of training. The research concludes that there is significant positive relationship between training/development and workers productivity. There is also significant positive relationship between training/development and employees' job security.

2.3 Theoretical Framework

The Human Capital Theory (HCT) was adopted as theoretical framework. The theory was developed by Garcia (2005). The Human Capital Theory (HCT) is premised on neo-classical analysis of labour markets, education and economic growth. It assumes that people are productive resources and explores whether more highly educated people are more productive than others (Brennan 1993). More importantly, the Human Capital Theory is a cost and benefit analysis of educational investment. From this viewpoint, training represents an investment in human capital that can be justified if net returns are generated in terms of better skills and increased performance (Tharenou 2007). In this sense, the Human Capital Theory distinguishes the modalities of more general and more specific training. The former at its most general generates competences and professional qualifications that are useful to many organizations, even those belonging to different activity sectors (Garcia 2005). It should be pointed out that the transferable nature of the qualifications provided by more general training has a number of consequences for organizational behaviour.

On the one hand, because the qualifications acquired are potentially useful to a number of organizations, this kind of training leads to an improved position of the

employee in the labour market. Within a competitive framework, this increase in value means that the organization supplying the training will have to offer the trained employee salary and wider incentives similar to those offered by rival organizations (Garcia 2005).

On the other hand, the existence of working positions that demand from people occupying them costly qualifications and knowledge, transferable between organizations, promotes free rider conduct oriented towards reducing the organization's participation in the financing of training. There are options available to achieve this purpose and they need not be incompatible,

“First, the firm supplies general training, but its financing is assumed totally or in part by the worker through reduced salaries during the training period. Second, the firm develops training policies which give priority to external recruitment over internal promotion and make the possession of certain transferable as well as costly professional competences become a prerequisite necessary to obtain the job and turn general training into an exclusively individual responsibility of the worker that aims at professional promotion within the firm” (Garcia 2005:1693).

This view however, is applicable to the Public Service in which training whether specific or general is provided by the employer. This theory was useful in finding out how far the staff was involved in decision making after training, whether they thought the training had any immediate effects on their jobs and whether there

were scenarios where they had not put in practice what they had acquired from the training.

The theory also suggested that human capital accumulation can lead to employee-led innovation but ignores the fact that returns to education and training is highly uncertain. The Human Capital Theory considers that more specific training is characterized by provision of competences that can hardly be transferred from one organization to another. This non-transferable nature also has consequences that affect organizational behaviour. Since more specific training only benefits the organization providing it, there is no reason for rival organizations to make pay offers to employees (the individual employee's status in the job market will not increase in value) and on the other hand, "as workers do not receive any significant pay rises related to their higher productivity after specific training period, there will be no incentives for them to finance their own specific training. On the contrary, the firm will indeed have reasons to assume those training-related costs, since it will receive nearly all the benefits derived from the improved productivity generated by the new specific professional skills"(Garcia 2005:1693-1694).

By focusing on a rational investment in training that is firmly rooted in Neoclassical economics thinking, the theory looks at the demand for training (by employees) and the supply of the training (by the employer). Here, we can clearly recognize some tensions. On the part of the employees, they may be interested in

general training that can help them in the long run and thus would consider possibly resourcing training for long term development while the employer may be interested in providing a short term training to enable employees to perform specific tasks. These competing interests between the employees and employers call for negotiation in order to achieve a win: win consensus. It may result in a dysfunctional outcome in the event that the objectives of the employees and the employer are in tension. This cannot easily be solved as each party may have different interests, for instance the employees may have different aspirations, may want certain training routes envisaging career change or progression and may have time horizons within which to complete the training while the employer may not be willing to provide training that will lead the employee to move away to other competitors. In the end, the training provided may be from the vantage position of the employer if they meet the total costs.

This can be a real challenge because it may result in a situation where staff is dysfunctional even after training has been provided. Some scholars have observed that dysfunctional training occurs because;

the type of training content, the match of training content with organizational level outcome, the type of training methods and design and learning principles, the type of employees trained and the implications for the transfer of training are not congruent with organizational objectives” (Tharenou, 2007:270).

Others have pointed out that dysfunctional training may be, “due to the fact that the manifestation of training learning outcomes in subsequent job behaviors and

organizational indicators may be a function of Favorability of post training environment for the performance of learned skills.

Relevance of the Theory to the Study

Human capital theory stresses the significance of education and training as the key to participation in the new global economy. In one of its recent reports, the Organization of Economic Cooperation and Development (OECD), for example, claims that the radical changes to the public and private sectors of the economy introduced over recent years in response to globalization will be severe and disturbing to many established values and procedures. In another report it explains training education as a component of globalization. The OECD believes that training and development should be seen as an imperative to the development of public sector.

Human Capital Theory claims that rational investment in education leads to improved productivity, it does allow for non rational decisions. But to account for apparent non-rationality, it is useful to add on the basic arguments and principles of the Human Resources Based View to the Human Capital Theory.

The Code of conduct Bureau would compete favorable with the other advanced organization when the staff are train and developed through appropriate training programme.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

This study used the mixture of survey and analysis of existing data research design method. The survey design was adopted because, it was used to generate primary data from the pool of large population and a structured questionnaire was used to achieve this purpose. Survey design tries to find answer to a question through analysis of quantitative data, such as numbers and figures. The reason for the choice of Survey design is to gives the researcher an opportunities to gather data directly from the research participants in order to understand a phenomenon from their perspectives. This approach was also use on the bases of real life references and phenomena regarding the effect of staff training on performance in Code of Conduct Bureau Abuja. The chosen method is economical in terms of time and resources. Finally, the use of survey approach is compatible with the problem of investigation and its questions; and it enables the current study to collect empirical evidence from a wider group of population.

Analysis of existing data on the other hand enables the researcher to obtain data from the work of past researcher and official documents from the Code of Conduct Bureau Abuja.

3.2 Population, Sample Size and Sampling Techniques

Populations of this study are the staff of Code of Conduct Bureau Abuja, Nigeria. The total population of the study is One Hundred and Ninety (190). This figure was obtained from the Human Resource Department of the Code of Conduct Bureau Abuja using the Staff nominal. This comprises of 47 Junior between level 1-7; 129 Senior Staff between level 8 – 13 and 14 Management staff between levels 14 – above

Table 3.1: Category of staff that benefited from staff training and development

Staff Level	Number of Staff
Junior staff	47
Senior staff	129
Management staff	14
Total	190

Source: Human Resource Department of the Code of Conduct Bureau Abuja

In selecting samples population for this study, census sample technique was adopted because all the staff of Code of Conduct Bureau attended either one training or the entire training programme and the entire population has to be use because the population is small and unique. Therefore, all the staff of Code of Conduct Bureau forms part of the population for this study. Population list was used to distribute questionnaire.

3.3 Methods of Data Collection

Two method of data collection used in this study are primary and secondary method.

3.3.1 The Primary method consists of:

i. Questionnaire

Self structured questionnaire were administered to Staff of staff of Code of Conduct Bureau while on the spot assessment of the Annual Performance Evaluation Report (APER) were carryout with the help of three (3) research assistants.

The questionnaires were closed-ended questions with the option ranging from Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree also known as five (5) Likert Scale, while the interview were semi-structured with open-ended questions.

In order to achieve the objectives of the study, Copies of the questionnaire were given to two supervisors. The essence is to ensure that the questions were clear, simple and appropriate for the study. On the basis of their suggestions and modifications, some of the items were modified to suit the objectives of the study.

The final draft of the questionnaire was distributed to the respondents with the help of four research assistance.

Primary method of data collection was adopted because, it is cheaper to apply and they can be applied within shorter duration of time when compared to qualitative methods. Moreover, due to a high level of standardisation of primary method, it is easy to make comparisons of findings.

3.2 Secondary Method of data collection

Secondary data on the other hand was obtained from documented materials under the following: Text books were sourced from Department of public administration library, faculty of administration library and e-library online; Academic Journals articles like Journal of human resource management, training and development; Journal of personnel management were sourced from internet; Official documents like the Annual Performance Evaluation Report (APER), staff training progress report, nominal roll of staff, open registry on number staff on training, training and development hand book. Conference materials like; manpower training workshop, seminar on staff development and lectures note on staff training and development.

3.4 Techniques of Data Analysis

For the purpose of this study, two statistical techniques of data analysis were utilized; they are descriptive and inferential data analysis: The descriptive statistics was used to present and interpret quantitative data. Descriptive statistics are; frequency table and figure was to present the data. Weighted Mean Scores were interpreted analyzed the data. That is, Six (6) points scale of weighted Mean Score were used to analyze the Annual Performance Evaluation Report (APER).

The weighted means score analysis using APER was used to determine the effect of staff training on performance by comparing the performance of staff before training and after training and conclusion was drawn from the analysis.

The Statistical Package for the Social Sciences (SPSS) version 20 was used to establish the relationship between Staff Training and organizational Performance. Chi-square (X^2) statistical technique was used to test hypothesis at 5% level of significance. If the computed X^2 is less than the critical table of X^2 , the null hypothesis (H_0) is accepted, if otherwise, H_0 is rejected while the Alternative Hypothesis (H_1) is accepted.

The statistical model for calculating chi-square given as:

$$(ii) X^2 = \frac{(f_o - f_e)^2}{f_e}$$

Where:

X^2 = Chi – square

f_o = Observed frequencies

f_e = Expected frequencies

Table 3.2: APER Rating Scale and its Interpretation

S/N	Range of Score	Interpretation	Rating
1.	00 – 29	Poor	(F)
2.	30 – 39	Fair	(E)
3.	40 – 49	Satisfactory	(D)
4.	50 – 59	Good	(C)
5.	60 – 69	Very Good	(B)
6.	70 – 100	Outstanding	(A)

Source: Author's Computation, 2019

Table 3.3: Weighted Mean Score Rating Scale

S/N	Range of Score	Interpretation	Score	Weight
1.	0.00 – 1.29	Poor	(F)	1
2.	0.30 – 1.49	Fair	(E)	2
3.	1.50 – 2.49	Satisfactory	(D)	3
4.	2.50 – 3.49	Good	(C)	4
5.	3.50 – 4.49	Very Good	(B)	5
6.	4.50 – 5.00	Outstanding	(A)	6

Source: Author's Computation, 2019

Table 3.2 and Table 3.3 above shows the APER Rating Scale and Weighted Mean Score Rating Scale.

1.5 Justification of Method

The justification for using survey method in this research is that, it is one of the best methods for gathering large amount of information quickly. It can also allow for the subjects being surveyed remain anonymous and help to eliminate bias in the interpretation of results. its major attractions are its relatively low cost considering the fact that useful information will be collected about a large number of people from a relatively small number (representative); it was easy to generalize the findings to larger population once representativeness of the sample will be assured; and the flexibility of survey meant that a variety of data collection instruments- observation, interviews, questionnaires, could be used. This allows one instrument to serve as a check on the other. Therefore, the justification for using this methodology in this study is to investigate the contemporary phenomena with regard to the effect of staff training on performance in Code of Conduct Bureau.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Data Presentation

Out of One Hundred and Ninety (190) questionnaires were administered to staff of Code of Conduct Bureau, only one hundred and Seventy Five (175) representing (92.1%) were successfully completed and returned while Fifteen were missing (15) representing (7.9%) were missing. The returned questionnaires of 175 were subjected to further analysis.

Table 4.1: Mode of training programme attended by Participants (CCB Staff)

Options	No of respondent	Percentage (%)
On – the – job Training	93	48.9
Off – the – job Training	70	36.8
Career development training	27	14.2
Total	190	100

Source: Field Survey 2020.

Table 4.1 shows that, 93 respondents representing (48.9%) benefited from the On-job training offered by management of Code of Conduct Bureau; 70 respondents representing (36.8%) benefited from Off – the – job training offered by management of Code of Conduct Bureau; 27 respondents representing (14.2%) benefited from the Career development training granted by management of Code of Conduct Bureau.

Table 4:2 Category of staff that benefited from staff training Programme

Staff Level	Total Number of Staff	Percentage (%)
Junior staff	47	62.6
Senior staff	129	33.0
Management staff	14	4.4
Total	190	100

Source: Field Survey 2020.

Table 4.8 shows that, 478 respondents representing (62.6%) were junior staff that benefited from staff training and development programme; 252 respondents representing (55.3%) were senior staff that benefited from staff training and development programme; while 33 respondents representing (4.4%) were professional staff that benefited from staff training and development programme.

Table 4.3: Training needs of the Participants

Options	No of respondent	Percentage (%)
Administrative courses	117	61.6
Technical	64	33.7
Professional courses	9	4.7
Total	190	100

Source: Field Survey, 2019.

Table 4.9 shows that 117 respondents representing (61.6%) were trained on Administrative courses during staff training programme; 64 respondents representing (33.7%) were trained on technical courses during the staff training

programme; while 9 respondents representing (4.7%) were trained on professional courses

i. Question One

Table 4.4: Performance Appraisal of CCB Staff after attended before the On-Job-Training

Year	70-100 Grade (A) Outstanding	60-69 (B) Very good	50-59 (C) Good	40-49 (D) Satisfactory	30-39 (E) Fair	0-29 Poor	Total
2013	3	8	12	11	46	13	93
2014	2	6	16	14	44	11	93
2015	1	8	19	17	39	10	93

Source: CCB APER (2013 – 2015)

The table 4.3 above shows the staff performance of 93 CCB staff before attending on On-Job-Training Programme. In 2013, 3 were rated with outstanding performance; 8 were rate with very good performance; 12 were rated with good performance; 11 were rated Satisfactory, 46 were rated fairly while 13 were rated poor.

In 2014, 2 were rated with outstanding performance; 6 were rate with very good performance; 16 were rated with good performance; 14 were rated Satisfactory, 44 were rated fairly while 11 were rated poor.

In 2015, 1 was rated with outstanding performance; 8 were rate with very good performance; 19 were rated with good performance; 17 were rated Satisfactory, 39 were rated fairly while 10 were rated poor.

Table 4.5: Performance Appraisal of CCB Staff after attended On-Job-Training Programme

Year	70-100 Grade A Outstanding	60-69 B Very good	50-59 C Good	40-49 D Satisfactory	30-39 E Fair	0-29 Poor	Total
2016	28	31	24	5	7	0	93
2017	42	27	21	2	1	0	93
2018	51	17	12	10	3	0	93

Source: CCB APER (2016 – 2018)

The table 4.3 above shows the performance of CCB staff after On-Job-Training Programme attended. In 2016, 28 were rated with outstanding performance; 31 were rate with very good performance; 24 were rated with good performance; 5 were rated Satisfactory, 7 were rated fairly while 0 were rated poor.

In 2017, 42 were rated with outstanding performance; 27 were rate with very good performance; 21 were rated with good performance; 2 were rated Satisfactory, 1 were rated fairly while 0 were rated poor.

In 2018, 51 were rated with outstanding performance; 17 were rate with very good performance; 12 were rated with good performance; 10 were rated Satisfactory, 3 were rated fairly while 0 were rated poor.

Question Two

Table 4.6: Performance Appraisal of CCB Staff before the Off-the-Job-Training

Year	70-100 Grade (A) Outstanding	60-69 (B) Very good	50-59 (C) Good	40-49 (D) Satisfactory	30-39 (E) Fair	0-29 Poor	Total
2013	12	15	21	18	4	2	70
2014	8	19	28	11	2	2	70
2015	5	27	23	9	4	2	70

Source: CCB APER (2013 – 2015)

The table 4.3 above shows the staff performance of 70 CCB staff before attending on Off-Job-Training Programme. In 2013, 12 were rated with outstanding performance; 15 were rate with very good performance; 21 were rated with good performance; 18 were rated Satisfactory, 4 were rated fairly while 2 were rated poor.

In 2014, 8 were rated with outstanding performance; 19 were rate with very good performance; 28 were rated with good performance; 11 were rated Satisfactory, 2 were rated fairly while 2 were rated poor.

In 2015, 5 were rated with outstanding performance; 27 were rate with very good performance; 23 were rated with good performance; 9 were rated Satisfactory, 4 were rated fairly while 2 were rated poor.

Table 4.7: Performance Appraisal of CCB Staff after attended Off-the-Job-Training Programme

Year	70-100 Grade A Outstanding	60-69 B Very good	50-59 C Good	40-49 D Satisfactory	30-39 E Fair	0-29 Poor	Total
2016	7	26	31	6	1	1	70
2017	9	14	37	7	2	1	70
2018	5	27	23	9	4	2	70

Source: CCB APER (2016 – 2018)

The table 4.3 above shows the performance of CCB staff after Off the Job-Training Programme attended. In 2016, 7 were rated with outstanding performance; 26 were rate with very good performance; 31 were rated with good performance; 6 were rated Satisfactory, 1 were rated fairly while 1 were rated poor.

In 2017, 9 were rated with outstanding performance; 14 were rate with very good performance; 37 were rated with good performance; 7 were rated Satisfactory, 2 were rated fairly while 1 were rated poor.

In 2018, 5 were rated with outstanding performance; 27 were rate with very good performance; 23 were rated with good performance; 9 were rated Satisfactory, 4 were rated fairly while 3 were rated poor.

Question Three

Table 4.8: Performance Appraisal of CCB Staff before the Career development training Programme

Year	70-100 Grade (A) Outstanding	60-69 (B) Very good	50-59 (C) Good	40-49 (D) Satisfactory	30-39 (E) Fair	0-29 Poor	Total
2013	3	6	4	12	1	1	27
2014	2	4	5	14	2	0	27
2015	1	5	3	17	1	1	27

Source: CCB APER (2013 – 2015)

The table 4.6 above shows the staff performance of 27 CCB staff before attending Career development training Programme. In 2013, 3 were rated with outstanding performance; 6 were rate with very good performance; 4 were rated with good performance; 12 were rated Satisfactory, 1 were rated fairly while 1 were rated poor.

In 2014, 2 were rated with outstanding performance; 4 were rate with very good performance; 5 were rated with good performance; 14 were rated Satisfactory, 2 were rated fairly while 0 were rated poor.

In 2015, 1 was rated with outstanding performance; 5 were rate with very good performance; 3 were rated with good performance; 17 were rated Satisfactory, 1 were rated fairly while 1 were rated poor.

Table 4.9: Performance Appraisal of CCB Staff after the Career development training Programme.

Year	70-100 Grade A Outstanding	60-69 B Very good	50-59 C Good	40-49 D Satisfactory	30-39 E Fair	0-29 Poor	Total
2016	2	13	7	3	2	0	70
2017	2	12	10	1	1	1	70
2018	1	16	2	5	2	1	70

Source: CCB APER (2016 – 2018)

The table 4.3 above shows the performance of CCB staff after Career development training Programme attended. In 2016, 2 were rated with outstanding performance; 13 were rate with very good performance; 7 were rated with good performance; 3 were rated Satisfactory, 2 were rated fairly while 0 were rated poor.

In 2017, 2 were rated with outstanding performance; 12 were rate with very good performance; 10 were rated with good performance; 1 were rated Satisfactory, 1 were rated fairly while 1 were rated poor.

In 2018, 1 was rated with outstanding performance; 16 were rate with very good performance; 2 were rated with good performance; 5 were rated Satisfactory, 2 were rated fairly while 1 were rated poor.

Question Four

Table 4.10: Respondents Distribution on whether Staff training has improved competency

Options	No of respondent	Percentage (%)
Strongly Agree	13	7.2
Agree	137	78.3
Undecided	9	5.1
Disagree	10	5.7
Strongly Disagree	6	3.4
Total	175	100

Source: Field Survey, 2019

Table above shows that 13 respondents representing (7.2%) strongly agreed that training has improved staff competency, 137 respondents representing (78.3%) agreed; 9 respondents representing (5.1%) cannot ascertain whether training has improved staff competency. 10 respondents representing (5.7%) disagreed while, 6 respondents representing (3.4%) strongly disagreed.

Table 4.11: Respondents Distribution on whether on Staff Training has improve the organizational performance

Options	No of respondent	Percentage (%)
Strongly Agree	8	4.6
Agree	132	75.4
Undecided	9	5.1
Disagree	14	8.0
Strongly Disagree	12	6.9
Total	175	100

Source: Field Survey, 2019

Table above shows that 8 respondents representing (4.6%) strongly agreed that Staff Training has improve the organizational performance, 132 respondents representing (75.4%) agreed; 9 respondents representing (5.1%) cannot ascertained whether Staff Training has improve the organizational performance. 14 respondents representing (8.0%) disagreed while, 12 respondents representing (6.9%) strongly disagreed.

Table 4.12: effective execution of assigned duties and responsibilities after training

Options	No of respondent	Percentage (%)
Strongly Agree	18	10.3
Agree	125	71.4
Undecided	10	5.7
Disagree	13	7.4
Strongly Disagree	9	5.1
Total	175	100

Source: Field Survey, 2019

Table above shows that 18 respondents representing (10.3%) strongly agreed that, they have effectively executed all the assigned duties and responsibilities after their training, 125 respondents representing (71.4%) agreed; 9 respondents representing (5.1%) cannot ascertained whether they have effectively executed all the assigned duties and responsibilities after their training. 10 respondents representing (5.7%) disagreed while, 9 respondents representing (5.1%) strongly disagreed.

Table 4.13: Likely suggestion for improving Staff Training programme in the organization

Options	No of respondent	Percentage (%)
Emphasis should be placed on-the-job training	4	2.3
Establishment of training school within the organization	29	16.7
Adapt sound training policy	84	48.0
Sending staff on study leave	58	33.1
Total	175	100

Source: Field Survey, 2019

From the table above, 4 respondents representing (2.3%) suggested that emphasis should be placed On-the-job training if the organization wants an improvement staff talent; 29 respondents representing (16.7%) suggested that the organization should establish a training school within the organization; 84 respondents representing (48.0%) agreed on the implementation of sound training policy; and 58 respondents representing (33.1%) said employees should be given a study leave to learn new skills.

4.2 Data Analysis and Result

The hypothesis which were stated earlier in chapter one would be stated in this chapter for acceptance or rejection. Hypothesis can either be null hypothesis (ho), or the alternative hypothesis (hi), that is either accepted or rejected.

- i. There is no significance relationship between On-job training and performance in Code of Conduct Bureau.
- ii. There is no significance relationship between Off-the-job training and performance in Code of Conduct Bureau.
- iii. There is no significance relationship between Career development training and performance in Code of Conduct Bureau?
- iv. There is no significance relationship between training programme and organizational performance of Code of Conduct Bureau?

4.14:Key

S/N	Variables	Abbreviation
1	Outstanding	OS
2	Very Good	VG
3	Good	G
4	Satisfactory	S
5	Fair	F
6	Poor	P

Author's Computation, 2019

i. Test of Hypothesis One

Ho: There is no significance relationship between On-job training and performance in Conduct of Conduct Bureau.

Table 4.15: Calculation of Critical Value of Weighted Means Score

Variable	OS	VG	G	S	F	P	Grand Total/ Total responses	Result
Before the Training'	1	8	19	17	39	10	93	244/93
Grading	6	5	4	3	2	1	-	-
Total Value	6	40	76	51	78	10	261/93	2.81

Author's Computation, 2019

Table 4.16: Calculation of Critical Value of Weighted Means Score

Variable	OS	VG	G	S	F	P	Grand Total/ Total responses	Result
After the Training	28	31	24	5	7	0	93	244/93
Grading	6	5	4	3	2	1	-	-
Total Value	168	155	96	15	14	0	448/93	4.81

Author's Computation, 2019

The result of the calculated value of weighted means score shows that, the average means performance of Staff before attending On-the-Job training is 2.81, while the average means performance of Staff after On-the-Job training is 4.81. This means that, staff training has significant effect on performance. Therefore, this study rejects the null hypothesis which stated that, there is no significance relationship between On-job training and performance in Code of Conduct Bureau and concludes that, On-job training has significant effect on the performance of staff at the Code of Conduct Bureau.

ii. Test of Hypothesis Two

Ho: There is no significance relationship between Off-the-job training and performance in Code of Conduct Bureau.

Table 4.17: Calculation of Critical Value of Weighted Means Score

Variable	OS	VG	G	S	F	P	Grand Total/ Total responses	Result
Before the Training	5	27	23	9	4	2	70	294/70
Grading	6	5	4	3	2	1	-	-
Total Value	30	135	92	27	8	2	294/70	4.20

Author's Computation, 2019

Table 4.18: Calculation of Critical Value of Weighted Means Score

Variable	OS	VG	G	S	F	P	Grand Total/ Total responses	Result
After the Training	7	26	31	6	1	1	70	326/70
Grading	6	5	4	3	2	1	-	-
Total Value	42	130	124	27	2	1	326/70	4.66

Author's Computation, 2019

The result of the calculated value of weighted means score shows that, the average means performance of Staff before attending Off-the-Job training is 4.20, while the average means performance of Staff after Off-the-Job training is 4.66. This means that, staff training has significant effect on performance. Therefore, this study rejects the null hypothesis which stated that, there is no significance relationship between Off-the-job training and performance in Code of Conduct Bureau and concludes that, Off-the-Job training has significant effect on the performance of staff at the Code of Conduct Bureau.

iii. Test of Hypothesis Three

There is no significance relationship between Career development training and performance in Code Conduct Bureau?

Table 4.19: Calculation of Critical Value of Weighted Means Score

Variable	OS	VG	G	S	F	P	Grand Total/ Total responses	Result
Before the Training	1	5	3	17	1	1	27	97/27
Grading	6	5	4	3	2	1	-	-
Total Value	6	25	12	51	2	1	97/27	3.59

Author's Computation, 2019

Table 4.20: Calculation of Critical Value of Weighted Means Score

Variable	OS	VG	G	S	F	P	Grand Total/ Total responses	Result
Before the Training	2	13	7	3	2	0	27	97/27
Grading	6	5	4	3	2	1	-	-
Total Value	12	65	28	9	4	1	119/27	4.40

Author's Computation, 2019

The result of the calculated value of weighted means score shows that, the average means performance of Staff before attending Career development training is 3.59, while the average means performance of Staff after Career development training is 4.40. This means that, staff training has significant effect on performance. Therefore, this study rejects the null hypothesis which stated that, there is no significance relationship between Career development training and performance in Code Conduct Bureau and concludes that, Career development training has significant effect on the performance of staff at the Code of Conduct Bureau.

iv. Test of Hypothesis Four

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Staff Training * Organizational Performance	175	99.4%	1	0.6%	176	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	375.411 ^a	16	.000
Likelihood Ratio	203.378	16	.000
Linear-by-Linear Association	144.494	1	.000
N of Valid Cases	175		

a. 17 cells (68.0%) have expected count less than 5. The minimum expected count is .27.

The result of the calculated value of chi-square is 375.41, while the critical table value is 26.30 at 5% level of Significance; this result shows that, there is strong association between Staff Training and Organizational Performance. This means that, staff training has significant relationship with organizational performance. Therefore, this study rejects the null hypothesis which stated that, there is no significance relationship between training programme and organizational performance of Code of Conduct Bureau and concludes that, Staff training has significant effect on organizational performance at the Code of Conduct Bureau.

4.3 Discussion of Finding

Finding from the study revealed that, there is significance relationship between On-job training and performance in Code of Conduct Bureau and that, On-job training has significant effect on the performance of staff at the Code of Conduct Bureau. This finding is agreed with the study conducted by Neelam, Yousafzai, Shahid Jan & Hashim (2014) who's finding also revealed significance relationship between training and development on employee's performance in United Bank Limited Peshawar City and Pakistan. The findings from the study also align with the study conducted by Franklin, Cowden, & Karodia (2014) whose result also revealed a significance relationship between training and development on employee performance using ESCON Consulting Limited as a case study. Findings by Ashikhube, Kimani & Douglas (2013) also shows revealed

significance relationship between training and employee performances, a case of Mumias Sugar Company, Kenya.

Finding from the study revealed that, there is significance relationship between Off-job training and performance in Code of Conduct Bureau and that, Off-job training has significant effect on the performance of staff at the Code of Conduct Bureau. This finding is agreed with the study conducted by Grace (2014) who's result shows that, there is positive significance relationship between off-the-job Training and productivity among Public Servants in Ilalal Municipal.

Finding from the study revealed that, there is significance relationship between Career Development Training and performance in Code of Conduct Bureau and that, Career Development Training has significant effect on the performance of staff at the Code of Conduct Bureau. The finding collaborated with the study conducted by Dominic (2010) whose study also shows that there is significant relationship between training used was formal courses (theoretical readings in class where the trainees are sent to a certified training/academic institution) and performance in Tanzania public sector.

Finding from the study revealed strong association between Staff Training and Organizational Performance. There is significance relationship between Staff Training and Organizational performance in Code of Conduct Bureau. This means that, Staff training has significant effect on organizational performance at the Code of Conduct Bureau. The finding is in line with the study conducted by Malaolu, &

Ogbuabor (2010) whose study also show the significant effects of training and manpower on employees' productivity and organizational performance in Nigeria, using First Bank of Nigeria Plc as a case study. Ogbu and Chibundu (2017) study also agreed with the finding that, there is association between employee training and organizational productivity of deposit money banks in Abia State, Nigeria.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The study was conducted to evaluate the effect of training on organizational productivity at the, Code of Conduct Bureau Headquarter, Abuja - Nigeria, four research objectives and research questions was formulated to guide the study. The related literature review was discussed based on the variables of the study; a survey research design was adopted for the study. A sample population of one hundred and ninety (190) respondents who are staff of the CCB; the statistical instrument used for the collection of data was questionnaire and a total of one hundred and ninety (190) questionnaires were issued which one hundred and seventy (175) questionnaires returned. After the recovery of the responses, analysis and interpretation of data collected. Data obtained for the study was analyzed using weighted means score and chi-square in line with the objectives of the study. The study found out that there is relationship between Staff training and Performance at the Code of Conduct Bureau, Abuja.

Training and development have improved staff performance in the area of; increases staff morale; improve high productivity thereby reduced staff turnover; enhance career development and the staff performance has translated into organizational productivity. Staff development has impacted on the activities of Code of Conduct Bureau, Abuja in achieving organizational objectives.

5.2 Conclusion

The study examines effect of Staff Training on Performance in Code of Conduct Bureau. From the analysis, the study concludes that, On-job training, Off-job training and Career Development Training have significant effect on staff performance in Code of Conduct Bureau. Code of Conduct Bureau used three types of training to inculcate new knowledge and skills to the management and Staff of the organization. Staff Training in Code of Conduct Bureau has significant effect on organizational performance at the Code of Conduct Bureau. The training of manpower has led to employees' performance and organizational productivity in Code of Conduct Bureau.

Management Code of Conduct Bureau should encourage on-the-job training to enhance the skills of their employees so that organizational performance can be achieved and managers and other public institutions, administrators should equally adopt both on-the-Job training and off-the-job training for organizational performance to be enhanced.

Management Code of Conduct Bureau need continue training due to rapid change particularly in the area of skill obsolescence and technological capability. Staff training and development is not exclusively reserved for newly employed staff but also for the old employees as well. It is therefore important for the purpose of enhancing individual performance that staff development should be made a continuous process that should last through an employee's entire working life.

This is because low and middle level employees need to adapt to new skills and technologies while managers and top management personnel need deeper knowledge and understanding of their jobs, the jobs of others, a good understanding of where and how their jobs fit into the wider organizational pattern, an understanding of government and societal constraints, and a sensitive social awareness of the environment within which the organization operates

5.3 Recommendations

On the bases of the research finding, the study recommends the followings;

1. Management of the Code of Conduct Bureau should sustain the On-the-Job training programme for all the employees and should be based on specific training needs.
2. Management of the Code of Conduct Bureau should sustain the Off-the-Job training on the years bases for those who seeks acquire knowledge outside routine organizational duties since it has positive relationship with performance.
3. Management of the Code of Conduct Bureau should improve on the number of staff usually send on career development programme since it has positive relationship with performance.
4. Management of the Code of Conduct Bureau should further invest and reinvest on training and retraining of staff in to achieve the organizational

goals and objectives since training has positive relationship with organization.

5.4 Limitations of the Study

During the course of this study the researcher was faced with the problem of lack of full cooperation of the employees, in filling the questionnaire, the bureaucratic bottleneck of the civil service wanting the researcher to apply and await its approval before he or she carries out his or her research was another limitation the researcher faced during this study. However, despite of all these limitations, the researcher made frantic effort to see to the successful completion of this study.

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