The Effect of Staff Training and Development on Organizational Productivity
A Case Study of Federal Polytechnic Kaura Namoda

BY

OBEDA SULE FRIDAY
ADM NO: 141020405

AUGUST, 2018

THE EFFECT OF STAFF TRAINING AND DEVELOPMENT

ON ORGANIZATIONAL PRODUCTIVITY

(A CASE STUDY OF FEDERAL POLYTECHNIC, KAURA NAMODA)

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OBEDA SULE FRIDAY

ADM NO: 1410204005

A RESEARCH PROJECT SUMITTED TO THE DEPARTMENT OF PUBLIC
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FULFILMENT OF REQUIREMENTS FOR THE AWARD OF BACHELOR OF
SCIENCE DEGREE (HONS) IN PUBLIC ADMINISTRATION

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DECLARATION

I declare that this undergraduate research project title (The effect of staff training and development on organizational productivity, a case study of Federal Polytechnic, Kaura Namoda) was carried out by Obeda Sule Friday. All information used in the literature review has duly acknowledged in the text and in the bibliography section, I therefore, accept responsibility for any mistake or error in this work.

Name of Student:- …………...

Signature:-...

Date...

CERTIFICATION

This undergraduate research project titled (The effect of staff training and development on staff productivity, a case study of Federal Polytechnic, Kaura Namoda) by (Obeda Sule Friday) meets the regulations governing the requirements for the award of BSc (Hons) in public Administration of Federal University Gusau, and is therefore, approved for its contributions to the body of knowledge and professional practice.

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Signature of Supervisor   Date

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Signature of Head of Department   Date

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Signature of External Examiner   Date

DEDICATION

This project is dedicated to the God Almighty who is the king and creator of this earth who gave me strength to search for knowledge and also make me strong and healthy throughout my stayed at Federal University Gusau. This project is also dedicated to my beloved parents.

ACKNOWLEDGEMENT

I wish to express my sincere gratitude to God Almighty who created me and declared me among the successful ones. I wish to express my sincere gratitude to my able supervisor Malam Mansur Muhammad Bello for the effort made in correction and shaping the manuscript and making constructive criticism and giving me intellectual advices at every stage of writing this work. May God Almighty bless him and his family and reward him abundantly (Amen). Equally my appreciation and sincere thanks also goes to my brothers and sisters for their effort made and support, advice and financially may God Almighty reward them abundantly (Amen). Also my sincere gratitude and appreciation goes to my friends like, Apini Lucky, Zakari, Joe, Austin (Computer Analyst) and others for their effort made and support, advice and financially may God Almighty reward them abundantly (Amen). My greatest gratitude and appreciation goes to all the staff of department of public administration and the faculty of management and social sciences for their Assistance, intellectual advices, and encouragement throughout my stayed at the university may God Almighty reward them abundantly Amen). I must also acknowledge all my course mate with whom we undergo and face the challenges of academia and indeed all the students of the faculty and university in general.

ABSTRACT

The study of "The effect of staff training and development on staff productivity, a case study of Federal Polytechnic, Kaura Namoda" and performance in Kaura Namoda, is targeted towards enhancing ways of improving organizational performance through training and development. The study was conducted in federal polytechnic, Kaura Namoda. Questionnaires were administered to the academic and nonacademic staffs of the polytechnic, which they responded. The research questions were raised and answered using percentages. Hypothesis were formulated and tested using Likert Scale method. The study reveals that, staff training in organization helps in the development of staffs, whereby enhances organization performance and productivity. The research also reveals that staff training and development have a positive effect on the workers in federal poly and the entire institution at large.

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1.0   INTRODUCTION

1.1   BACKGROUND TO THE STUDY

No organization has ever succeeded without human efforts, in fact, human efforts are undoubtedly the sine-qua-non-for the extent to which the set goals of an organization are realized or not. This is simply because every other resource that contributes to the organizational goal attainment are initiated and determined by the persons who make up the organization.

Onah (1995), quoting Oguyi (1958:46) emphasize the importance of manpower in nation building. He says that: "No nation in the world can carry out any of its development program without adequate and competent manpower. The vital role of manpower comes into focus both in time of peace and when nation is at war. Qualified manpower is not only the critical but a measure of nation strength, security and wellbeing".

The human resources of a nation hold the key to its survival, prosperity and future economic and social development. The realization of the above fact explains the pre-occupation of every management with some personnel functions, recruitment, employer, labor relation, welfare, reward and punishment of the workforce to enhance productivity. However, manpower development and its eventual management do not seem to have received the attention they deserved. Thus, Onah (1995:67) asserted that, "the genesis of the problem of low productivity may well lay with the staff training and development strategies of the organization and also eventual inadequacy". How has the management of Federal Polytechnic Kaura Namoda carried out these aspects of personnel functions to facilitate the day to day running of the school is the focus of this work.

The school was established in June 1983 through the collective efforts of the community as a self-help project. It is located in Kaura Namoda Local Government Area of Zamfara State,

under the regime of Shehu Usman Aliyu Shagari who was the president of the Federal Republic of Nigeria. The institution provides full time and part-time courses in technology, applied sciences, commerce, and management, leading to National Diploma and Higher National Diploma. The polytechnic is the only tertiary educational institution in the town with a population size of (281,367) according to Zamfara Population Census Board as at November 2009. The Africa Youth International Development Foundation signed a memorandum of understanding to provide financial support to upgrade the facilities. There was low level of productivity and development in the institution then due to lack of adequate training and development of the staff, but today with the effort of the school management and their leadership and administrative style by giving room for staff training in Federal Polytechnic Kaura Namoda, there are a lot of changes and rapid development in the institution

1.2   STATEMENT OF RESEARCH PROBLEM

The researcher observed tension in Federal Polytechnic Kaura Namoda, resulting from employees poor performance. The researcher become interested in finding out the following:

a. Shortage of finance still remains one the problem for staff training and development.

b. Lack of adequate programmes to update the staffs.

1.3   RESEARCH QUESTIONS

a. Do the staff of federal Polytechnic Kaura Namoda undergo staff training and development frequently?

b. To what extent does training and development programme improve *organizational* productivity?

1.4 OBJECTIVES OF THE STUDY

The research was undertaken to study Staff training and productivity using the Federal Polytechnic Kaura Namoda as a case study to achieve the following:

i. To find out if the staffs of Federal Polytechnic Kaura Namoda undergo staff training and development frequently.

ii. To ascertain the extent to which training and development programmes improve organization productivity.

1.5 SIGNIFICANCE OF THE STUDY

This study is significant in three ways;

a. It will serve as a requirement for the award of BSc Degree in Public Administration.

b. It will contribute to the body of knowledge academically, by serving as a reference tool for further researchers.

c. The findings and recommendation in the work can be valuable as a guide in formulating staff training, development and productivity policies for Polytechnics and universities institution in the country.

1.6 SCOPE AND LIMITATIONS OF THE STUDY

The scope of this research work is confined to both academic and non-academic staff training, development and productivity in Federal Polytechnic Kaura Namoda. The staff of Federal Polytechnic Kaura Namoda has a population of (4000) which will be too much for the researcher to cover due to time and financial constraints. Therefore, the researcher will limit the scope of this study to some selected staff, which amount to a sample number of (318) staff for the purpose of this research work.

In carrying on this research, some problem were encountered, one of which was in accessibilities of the researcher to records from the committee for staff training and development scheme. In some cases, several trips were made to the offices of those whom the researcher gave the questionnaire to in order to retrieve them, but they were reluctant to fill them, some even misplaced their own. And finally, there was the problem of finance which delayed the speed of the researcher's work.

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CHAPTER TWO

LITERATURE REVIEW

2.0   INTRODUCTION

Staff training development is one of the foremost approaches for achieving efficiency in any organization. Therefore, it is imperative that the institution after identifying its needs should prescribe a suitable programme for training its staff for maximum contribution to the development and progress of the institution.

The Federal Polytechnic Kaura Namoda school management, realizing that no meaningful achievement could be made without equipping the staff with the right type of training decided to set up a compulsory staff training workshop. This was stated in the official Newsletter of the institution on May 17th, 2010 that:

"The institution will operate a staff training and manpower development scheme whereby staffs will be granted study fellowship for the purpose of research for acquisition of higher qualification and the ultimate enhancement of efficiency and value of an individual staff to the institution".

Thus, it is found that in principle, the provision for training of all categories of staff ranging from junior staff to senior staff, both academic and non-academic.

2.1   THE CONCEPT AND DEFINITION OF TRAINING

Training has been defined as "an organized procedure by which people learn knowledge and acquire skills for a definite purpose". It is a process for equipping the employees with specific skills for instance, technical skills like plumbing, electrical wiring, repairing, artistic skills, clerical and typing skills. Managerial skills, such as types of management styles to put in place, competency and other leadership skills that would enable them to improve on their present performance and overall efficiency. According to Gardner (1973), "the objective of job training

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is to enable an employee to perform his job in such a way as to meet the standards of output, quality, waste control, safety and other operational requirements".

Ihekwoaba (2005) analyzes office practice in Nigerian business environment. He recognizes training as a tool for all forms of development. Because, through frequent training, employees learn and acquire new skills that will lead to the growth of their organization, whereby bringing to the organization a sustainable development.

Beach (1975) posits that training represents a positive hope, both for person first entering the world of work and for individuals changing their work environments. When training is well designed, it gives individuals opportunities to enter the job market with needed skills, to perform in new function and to be promoted into new situations. This emphasis on training opportunities is consistence with the concept of work and its value as an activity of daily life. However, training is instrumental for earning entry into enjoying the satisfaction associated with the world of work for most people. At this time, employees, management and organizations now perceived training as a solution to work issues. This increased emphasis is reflected in a variety ways. For example, Labour Unions insists that new contracts include opportunities for training, so that workers can meet technological changes in the workplaces, training is frequently offered as a court-imposed solution for individuals who have been victims of discrimination to give them opportunities for equal employment. Also, well designed training programmes are likely to accomplish these goals and there are expectations that these goals should accomplish these purposes. To the degree that it is based on careful and need assessment, well designed instructional strategies and research strategies that will permit the collection of data to provide feedback on necessary revisions, training is more likely to meet every one's expectations.

Moreover, Maximum potentials will result in increased emphasis on the use of training programmes, both for entry level workers and for the more experienced. Also, worth noting is

that many young people have a basic knowledge not a specific skill about their new jobs. Even those who have studied technical or professional courses in colleges must receive initial training in the form of orientation of the policies, practices, ethnics and culture of the organization. Besides, the technology of our productive process in developing at such a rapid pace, therefore, these is need for continue retraining of experienced workers to perform new and changing job.

At the 14th Annual General Meeting of the Nigeria Employers Consultative Association (NECA) in December (1970) Chief Anthony Enahoro, then the federal commissioner for labour commenting on the role of employers in training their employees said "the development of human resources cannot be entirely the concern of our nation's educational institutions". It is also the responsibility of other institutions which are capable of performing training functions. Every enterprise, public or private is necessarily responsible for their employees' job training. If employers display greater readiness to invest in training, we can then hope for a more rapid development in education and other institutions; the ease of Japan is relevant example in this case. However, there are many employers in this country who still do not believe in the philosophy of training. Among the worst offenders are the small manufacturing companies and small shopkeepers so long as the employees can be used to get the money, such employers are not interested in training programmes for their workers.

Benton Louis (1978) do lined training as "the organized procedure by which people acquire knowledge and skills for a definite purpose". Thai the objective of training is to achieve a change in the behavior of those trained. In the individual situation this means that the trainee shall acquire new manipulates skills technical knowledge, problem solving ability and attitudes. It is a systematic acquisition of some particular skills. Sumer (1982) distinguished further between the two terms, he refers to training as the "teaching of technical skills to non-

managerial staff, whereas management development refers to the programmes that attempt to improve not only the technical but the human relation and conceptual skills of managers.

Bedman (1986) defined training as "a practice of developing individual skills, knowledge and attitude so as to improve present and future performance". The Encyclopedia of professional management defined employers training programmes as "those programmes designed to provide knowledge, attitude or job skills that will help employers to perform their present role. Training could be seen to have immediate practical application on the job while development is future oriented. Training is an activity applied to non-managerial, blue-collar, lower level employee whereas, development is an activity associated with the managerial personal such as executive (middle level and top level management). Training has some jobs related purpose, while development aims at providing general knowledge to the executive. Training is short term in nature but development is more of as long term in nature.

Akanni (1987) classified training as any act designed to increase the skills und effectiveness of employees". He went further to say that training programmes are designed to help develop the operations of the enterprise. He also said that improvement in the company operations can be measured in many ways that training can reduce waste, increase output; reduce equipment maintenance and improvement quality of output.

2.2   THE CONCEPT OF DEVELOPMENT

Development refers to those learning opportunities designed to help the executive grow. Development is not primarily skills-oriented. Instead, it provides general knowledge and attitudes which will be helpful to employees in higher positions. Efforts towards development often depend on personal drive and ambition. Development activities, such as those supplied by management development programmes are generally voluntary. Management development

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programme aim systematically to identify talent, improve skills, widen experience and help people to grow in their ability to accept greater responsibility.

Development is seen as an activity associated with managers. In contrast training has a more immediate concern and is associated with improving the knowledge and skill of non-managerial employees in the present job. Training and development may be regarded interactive, each complementing the other. The logical step for the organization is to produce a plan for human resources enhancement via training and development which will dovetail into the employee resourcing plan. (i.e selection) and then, to the organization overall strategic plan.

2.3   CONCEPT OF TRAINING AND DEVELOPMENT

Training and development may be regarded as being interactive, each complementing the other. The logical step for the organization is to produce a plan for human resources enhancement via training and development which will dovetail into the employee resourcing plan. (that is, selection) and then, to the organization overall strategic plan.

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Training according to B. Flippo (1985) training is the act of increasing the knowledge and skills of an employee for doing a particular job. It involves the development of skills that are usually necessary to perform a specific job.

Development is the process of the general knowledge and understanding of employee. The following are other specific delineations between training and development in the table below

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TRAINING	DEVELOPMENT
1. Training means learning skills and knowledge for doing a particular job. It increases job skills	Development means the growth of an employee in all respects. It shapes attitudes.
2. The term training is generally used to denote imparting specific skills among operatives workers and employees.	The term development is associated with the overall growth of the executives.
3. Training is concerned with maintaining and improving current job performance. Thus, it has a short term perspectives.	Executive development seeks to develop competence and skills for future perspectives
4. Training is job centered in nature	Development is career centered in nature
5. The role of trainer or supervisor is very important in training	All development is self-development. The executive must be internally motivated for self-development

2.4 TYPES AND OR FORMS OF STAFF TRAINING

There are a number of different types of training we can use to engage an employee. These types are usually used in all steps in a training process (orientation, in-house, mentorship, and external training). The training utilized depends on the amount of resources available for training, the type of company, and the priority the company places on training. Companies such as The Cheesecake Factory, a family restaurant, make training a high priority. The company spends an average of $2,000 per hourly employee. This includes everyone from the dishwasher and managers to the servers. For the Cheesecake Factory, this expenditure has paid off. They measure the effectiveness of its training by looking at turnover, which is 15 percent below the

industry average (Ruiz, 2006). Servers make up 40 percent of the workforce and spend two weeks training to obtain certification. Thirty days later, they receive follow-up classes, and when the menu changes, they receive additional training (Ruiz, 2006). Let's take a look at some of the training we can offer our employees.

As you will see from the types of training below, no one type would be enough for the jobs we do. Most HR managers use a variety of these types of training to develop a holistic employee.

Technical or Technology Training

Depending on the type of job, technical training will be required. Technical training is a type of training meant to teach the new employee the technological aspects of the job. In a retail environment, technical training might include teaching someone how to use the computer system to ring up customers. In a sales position, it might include showing someone how to use the customer relationship management (CRM) system to find new prospects. In a consulting business, technical training might be used so the consultant knows how to use the system to input the number of hours that should be charged to a client. In a restaurant, the server needs to be trained on how to use the system to process orders. Let's assume your company has decided to switch to the newest version of Microsoft Office. This might require some technical training of the entire company to ensure everyone uses the technology effectively. Technical training is often performed in-house, but it can also be administered externally.

Quality Training

In a production-focused business, quality training is extremely important. Quality training refers to familiarizing employees with the means of preventing, detecting, and eliminating non-quality items, usually in an organization that produces a product. In a world where quality can set your business apart from competitors, this type of training provides employees with the knowledge to recognize products that are not up to quality standards and teaches them what to do in this scenario. Numerous organizations, such as the International Organization for

Standardization (ISO), measure quality based on a number of metrics. This organization provides the stamp of quality approval for companies producing tangible products. ISO has developed quality standards for almost every field imaginable, not only considering product quality but also certifying companies in environmental management quality. ISO9000 is the set of standards for quality management, while ISO14000 is the set of standards for environmental management. ISO has developed 18,000 standards over the last 60 years[1]. With the increase in globalization, these international quality standards are more important than ever for business development. Some companies, like 3M (QAI, 2011), choose to offer ISO training as external online training, employing companies such as QAI to deliver the training both online and in classrooms to employees.

Training employees on quality standards, including ISO standards, can give them a competitive advantage. It can result in cost savings in production as well as provide an edge in marketing of the quality-controlled products. Some quality training can happen in-house, but organizations such as ISO also perform external training.

Skills Training

Skills training, the third type of training, includes proficiencies needed to actually perform the job. For example, an administrative assistant might be trained in how to answer the phone, while a salesperson at Best Buy might be trained in assessment of customer needs and on how to offer the customer information to make a buying decision. Think of skills training as the things you actually need to know to perform your job. A cashier needs to know not only the technology to ring someone up but what to do if something is priced wrong. Most of the time, skills training is given in-house and can include the use of a mentor. An example of a type of skills training is from AT&T and Apple (Whitney, 2011), who in summer 2011 asked their managers to accelerate retail employee training on the iPhone 5, which was released to market in the fall

Soft Skills Training

Our fourth type of training is called soft skills training. Soft skills refer to personality traits, social graces, communication, and personal habits that are used to characterize relationships with other people. Soft skills might include how to answer the phone or how to be friendly and welcoming to customers. It could include sexual harassment training and ethics training. In some jobs, necessary soft skills might include how to motivate others, maintain small talk, and establish rapport.

In a retail or restaurant environment, soft skills are used in every interaction with customers and are a key component of the customer experience. In fact, according to a *Computerworld* magazine survey, executives say there is an increasing need for people who have not only the skills and technical skills to do a job but also the necessary soft skills, such as strong listening and communication abilities (Hoffman, 2007). Many problems in organizations are due to a lack of soft skills, or interpersonal skills, not by problems with the business itself. As a result, HR and managers should work together to strengthen these employee skills. Soft skills training can be administered either in-house or externally.

Professional Training and Legal Training

In some jobs, professional training must be done on an ongoing basis. Professional training is a type of training required to be up to date in one's own professional field. For example, tax laws change often, and as a result, an accountant for H&R Block must receive yearly professional training on new tax codes (Silkey, 2010). Lawyers need professional training as laws change. A personal fitness trainer will undergo yearly certifications to stay up to date in new fitness and nutrition information.

Some organizations have paid a high cost for not properly training their employees on the laws relating to their industry. In 2011, Massachusetts General Hospital paid over $1 million in fines related to privacy policies that were not followed (Donnelly, 2011). As a result, the

organization has agreed to develop training for workers on medical privacy. The fines could have been prevented if the organization had provided the proper training to begin with. Other types of legal training might include sexual harassment law training and discrimination law training.

Team Training

Do you know the exercise in which a person is asked to close his or her eyes and fall back, and then supposedly the team members will catch that person? As a team-building exercise (and a scary one at that), this is an example of team training. The goal of team training is to develop cohesiveness among team members, allowing them to get to know each other and facilitate relationship building. We can define team training as a process that empowers teams to improve decision making, problem solving, and team-development skills to achieve business results. Often this type of training can occur after an organization has been restructured and new people are working together or perhaps after a merger or acquisition. Some reasons for team training include the following:

- Improving communication
- Making the workplace more enjoyable
- Motivating a team
- Getting to know each other
- Getting everyone "onto the same page," including goal setting
- Teaching the team self-regulation strategies
- Helping participants to learn more about themselves (strengths and weaknesses)
- Identifying and utilizing the strengths of team members
- Improving team productivity
- Practicing effective collaboration with team members

Team training can be administered either in-house or externally. Ironically, through the use of technology, team training no longer requires people to even be in the same room.

Managerial Training

After someone has spent time with an organization, they might be identified as a candidate for promotion. When this occurs, managerial training would occur. Topics might include those from our soft skills section, such as how to motivate and delegate, while others may be technical in nature. For example, if management uses a particular computer system for scheduling, the manager candidate might be technically trained.

2.5 OBJECTIVES, ADVANTAGES AND SHORTCOMINGS OF STAFF TRAINING AND DEVELOPMENT

OBJECTIVES OF STAFF TRAINING:

Changing the behaviours and attitudes of employees in a direction that will increase the achievement of organizational goals. It involves teaching of technical skills to non-managerial personnel.

To promote the goal, organization members need certain "tools or abilities which training provides". Hence, they noted that organization members need the particular manual or physical skill required to understand and accept the values that the organization is efficiency and that they need the knowledge, the factual premises of decision to select these means and action that will best accomplished the goal within value framework supplied than by the organization.

According to Simon et al (1974), he observed that training internalized the organization's influence. It changes the person in such a way that he will act as design by his own motivation rather than by the stimulus of movement by movement instructions. No organization could exist if its members did not have considerable ability of self direction and the desire to take independent action of the right kind. The kind that promotes co-operative effort of the

organization. However, this ability and desire to take independent action in harmony with effort of the other members of the organization can increased by training.

Training objectives in an organization is realized by different types of training – programme. A well designed training programme will usually specify the kind of personnel qualities necessary in a person entering the programme.

Ubeku (1975) shows enormous interest management development should aim at:

a. Systematic transferring of general management knowledge, policies and procedures for managing the organization to all managers.

b. Appraising and maintaining an inventory of all candidates named a qualified replacement for managerial positions.

c. Improving the present performance of all managers on the job development methods directed at individual needs.

d. Broadening managers for higher productivity through and on the job programme, activities and courses.

The objective of executive in development programme is to improve and understanding of such area as planning, coordinating, communication, decision making, delegation, headquarters field relation, legislative relation and public relations.

Importance of Staff Training:

Once orientation takes place, there is need for training of employees in any work place. In order to improve the capabilities, skills and knowledge of the staff to do a specific job, staff training is important.

With the help of such training the quality performance is gained as output from employees and also the thinking of the staffs are molded. Staff training is important for the following reasons.

1. Enhancement in performance:

When weakness and shortcomings are identified, then employees are required to be trained. Hence **employee training** is important as it **amplifies skills** and helps the staffs to gain new skills. It has become important for companies to focus on training needs for individuals.

For example, there are many organizations where training groups are available for every department. Like training to improve performance are QA training, product development training, PMP and lot more.

2. Enhanced productivity:

With the state of the art situations, productivity mainly depends on the technology being used rather than the staffs. Training and development these days focuses how well the employees are making use of technologies.

The employees are trained on existing technologies where they abandon the out-of-date ones. By this way of training, work runs in an efficient manner and hence productivity increases.

3. Tackle shortcomings:

There are shortcomings faced by every staff and hence training for employees is important as it **helps them face any shortcomings**. Training can be given appropriate to a specific group so that they turn out to be skilled.

4. Employee satisfaction:

Training is important in an organization as organizations that arrange for training are said to have satisfied their employees. Training must be ones that are relevant for employees and they have something to educate themselves.

If training is dull, boring and tedious, then they would result to be fruitless. With proper training, employees are also sent out for a number of conferences and seminars which is beneficial for them. With the help of training, employees learn real aspect of job and are satisfied in doing their job.

5. They are up-to-date:

Whether it is work, training, methods or legislation there are many things that keep changing in work place.

With the aid of continuous training, the staffs as well as business do not lag behind and they work at the best every day and also in future.

6. Sharing higher knowledge:

Promotion and career growth are some parameters that are mandatory at workplace. By conducting training, the employees are able to share knowledge about higher job postings and the responsibilities they handle.

7. Retain star players:

Staff training important as they help to **enhance skill set and improve performance** of staffs. By this way retention is increased and star players are kept back in the organization.

8. Consistency:

With the help of training program for employees, the employees possess a consistent experience along with background knowledge. The consistency of an employee is associated with the organizations policies and procedures.

9. Reduces training time:

When systematic training is provided by means of trained instructors, then training period is reduced.

Staffs usually take a long time when they learn through trail and error method. They may also not make use of the right methods to learn and hence formal training for staffs is important.

10. Safety in industries:

Staff training is important so that they **handle machinery in a safe manner.** Such trained staffs are well known about safety devices in the industry and result in less industrial accidents.

Benefits of Staff Training and Development:

The following mentioned are few benefits of training and development in an organization

1. Improves employee morale:

With the help of training, the employees gain job satisfaction and security. When a staff is very much satisfied, then his morale is greater.

By this way the employee contributes more to organizational success and hence the absenteeism and turn over would be less.

2. Minimal supervision:

When an employee is trained he is well accustomed to the job and hence requires very less supervision. By this way times and efforts are reduced.

3. Opportunities for promotion:

At times of training, employees get the chance to acquire enhanced skills and knowledge which offers them a clear way and enhanced opportunity for promotion. By this way they become an asset for the organization. This is one of the benefits of training staff.

4. Productivity increases:

With trained employees the efficiency is increased which in turn increases the productivity. Quantity as well as quality performance is achieved by the employees as they are well trained.

5. Better economic usage:

Trained staff would have the knowledge to make best economic usage of materials and equipment's.

There will be less wastage, apart from accidents; damaged equipment's in the organization would be minimal in the case of trained employees.

6. Uniform procedures:

The best methods required for the specific work are standardized and adopted by all the staff as an effect of training. With the assistance of standardization, there is improved level of performance.

7. Systematic usage of skills:

The main benefit of a training program in an organization is that it helps to lessen the learning time so that a level of performance is reached. The employees can learn from training methods instead of following others or by trial and error method.

8. New inventory skills are developed:

An organization may be in need of new skills for its operation and may face hindrance with employment. Training can be beneficial in picking out the perfect fit and eradicating defects if present in the recruitment process.

Another good suggestion would be to pick employees from within the organization and train them rather than recruiting new employees.

9. Updated with latest technology:

There are constant changes with the industry and hence it is important for employees to be updated with the latest trends. It is quite often that new technology pops up and hence one off training session would not be complete.

In order to make sure that the organization is making use of latest technology, regular training is conducted.

Advantages of Staff Training:

There can be many training and development advantages of the staff as they could use it for their company's growth.

1. Stay ahead of competitors:

In order to stay ahead of competitors it is mandatory to monitor that your employees are advancing.

By undergoing staff training, the organization with its employees would definitely be ahead of their competitors.

2. Keep up with industry changes:

In order to be parallel with /all industries and not left behind, staff training is necessary. With the help of staff training the industry is said to be abiding by the industry regulations and also makes sure that the employees are updated with the latest skills.

3. An opportunity to learn:

When staff training is provided in the development path, the employees would have the interest to learn, implement the new strategies learned.

4. Grabs in new talent:

The aim for any organization would be to possess the best talents in their industry. With the help of staff training not only employee retention is attained, best talents from outside are also grabbed in.

With staff training, good image is developed for business which is desired by most job seekers.

5. Self-confidence:

There is more of self-confidence for employees when staff training is offered. There is more of adjustment amongst workers and the employees are not humiliated in the presence of seniors.

With self-confidence the employees are able to put in best efforts for future.

6. Positive attitude:

With the help of staff training, there is positive attitude amongst employees, along with enhanced motivation levels which enhances the result of the organization.

7. Group effort:

Staff training not only trains the staff but also helps them understand about working with a team with complete efforts. With such training group efforts are achieved.

8. Handles customers well:

Trained staffs are ones who know the techniques to handle customer in the right manner. By this way the business is run in the better manner where customer inquiries, sales and lot more are handled effectively.

Disadvantages of Staff Training:

1. Waste of time and money:

There is surely waste of valuable resources, as the organization needs to spend money, time, and hire other people for training. They also need to pay wages for both the trainer as well as the employees.

2. Increased stress:

In order to keep the staffs up to date with latest trends and knowledgeable in their specific area, training staffs for more number of hours can make them stressed. As they are stressed, their job levels may go down too.

3. Too much of theory:

Training programs for certain departments are too much of theory than application. These kinds of lectures make it tough for employees to learn the subject.

Thus theoretical lectures makes the whole training program boring when it's for prolonged period.

4. Loss of interest:

At times of training sessions which lead for long hours, employees are bored and aren't interested in their session.

Data and information is thus not retained for employees who do not listen. When training programs are conducted continuously with same data or theory again and again, the **employees** lose interest.

5. Leave for new job:

When an employee is trained and updated with all the latest knowledge and skills. They are prepared and ready to jump to another organization which offers good perks and salary.

6. Time requirements:

The other main important disadvantages of employee training is that there may not be enough time for staff training with the daily hectic schedule.

There are many organizations who dedicate very less time, which may not be helpful in making the employee productive or knowledgeable. With very less time, the trainer usually rushed through the main parts of job which is to be understood by the employees.

7. Control of training:

When your responsibility of training for new employees is delegated to some other trainer or employee, then it is mandatory to think about what the employees are learning.

The trainer may not be a skilled and talented one like you; hence the employees may pick some bad habits and end up with quality less training. This would spoil the complete training. Hence having a good control over training is necessary.

2.6 REVIEW OF SOME RELATED STUDIES ON HOW TRAINIG AND DEVELOPMENT AFFECT ORGANISATIONAL PRODUCTIVITY

In their study, Pigors and Myers (1981) have reviewed that, the informal on-the-job aspect of training by observing that training does not only take place within the four walls of formal educational institutions, but there are other important forms of training that affect organizations productivity such as induction and orientation as well as on-the-job training that take place in

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the work situation itself and in a continuous manner. They also stated that all new employee regardless of their previous training, education and experience need to be introduced to their new employers work environment and to be taught how to perform a specific task and that specific occasion for retraining arise when employee are transferred or promotion arises when job change introduced by advancing automation. Even when responsibilities for orientation, induction and retraining are not regard by managers as calling for planned procedures, they will be met in someone way or, other by one in the work situation.

The authors further stressed that the continue nature of training in organization by quoting, the view of Docley(1976) that, training and development is not something done to new employee, It is used continuously in every establishment, every time you get someone to do work the way it pleases you, you are training them. Every time you give direction or discuss procedures, you are training them.

Thus on given the foregoing literature on the problem of inefficiency and low productivity in an organization generally is not due more to inappropriate deployment and consequently lack of effective management of available manpower on which a lot of effort and time are invested to train and develop rather than lack of qualified manpower.

1. Staff training and development improves the organizational output.

2. It equipped the employer with the right skills needed to perform a given task.

3. It motivates the workers and makes them to put in their best so as to perform well.

2.7   THEORETICAL FRAMEWORK:

The study on the effect of staff training and development on staff productivity is related to some management theory such as the works of Frederick W. Taylor in his book, "The principle of Scientific Management".

Frederick Winslow Taylor was an American mechanical engineer who sought to impose organizational efficiency. The idea, then, of training a workman under a competent teacher into new working habits until he continually and habitually works in accordance with scientific laws, which have been developed by someone else, is directly antagonistic to the old idea that each workman can best regulate his own way of doing the work. The philosophy of the old management puts the entire responsibility upon the workmen, while the new places a a great part of it upon the management.

Taylor's scientific management consisted of four principles

1. Replace Rule- of – thumb work methods with methods based on a a scientific study of the tasks,

2. Scientifically select, train and develop each employee rather than passively leaving them to train themselves.

3. Provide detailed instruction and supervision of each workers in the performance of that workers discrete task (montgoery 1997: 250)

4. Divide work equally between managers and workers, so that the managers apply scientific management principles to planning the work and the workers actually perform the tasks,

3.0 RESEARCH METHODOLOGY

Research methodology is a description of the study, area of the study, population, sample size etc. It is the presentation of the detail account of how the study was carried out. It equally deals with the distribution and retrieval of the instrument.

3.1 BRIEF OUTLINE OF THE STUDY

This study shows or describes the design of the study, area of the study, population, instrument for data collection etc. It comprises all the method that is in chapter three. The design of the study is plan, structure and strategy which the researcher used to obtain reliable answer to research questions posed and hypothesis formulated for the study if any.

3.2 DESIGN OF THE STUDY

This study utilized a survey research design because of the type of information needed for this investigation. This is because, the survey research focuses on people, the vital facts of the people and beliefs, attitudes, opinion motivation and behavior of people concerning compliance and non-compliance to staff training and development.

3.3 AREA OF THE STUDY

This study was carried out in Federal Polytechnic Kaura Namoda, Zamfara State comprising both Academic and Non-academic Staff of the institution.

3.4 POPULATION OF THE STUDY

The population comprises both the academic and non-academic staff of the institution making a total of one thousand five hundred and fifty three (1,553) staff. Among the 1,553 which is the

total population of the study 451 are academic staff while 1102 are non-academic staff of the institution.

3.5 SAMPLE SIZE

The sample size for this research work was 318 representing 1553 which is the total population for the study. The yaroyamme's formula was used in obtaining the sample size for the population.

The formula read.

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

Where:

n	=	The required sample size
N	=	Total population
e^2	=	Tolerable error
I	=	is constant

Give that;

N = 1553

e^2 = 5%

$$\therefore n = \frac{1553}{1+1553\,(5\%)^2}$$

$$n = \frac{1553}{1+1553\,(0.05)^2}$$

$$n = \frac{1553}{1+1553\,(0.0025)}$$

$$\frac{1553}{}$$

$$1+3.8825$$

$$n \quad = \quad \underline{1553}$$

$$4.8825$$

$$n \quad = \quad 318$$

$$\therefore n \quad = \quad 318$$

This proves that the sample size for the study is 318.

3.6   INSTRUMENT FOR DATA COLLECTION

It is a clear fact that there are various instruments for data collection, but the one used is questionnaire which were administered to the sample size, a structured questionnaire containing the two (2) research question listed in chapter one section five (5)

3.7   VALIDATION OF THE INSTRUMENT

The instrument used for data collection for the study was questionnaire. The instrument was carefully validated by an expert in Public Administration, School of Business Studies, Federal Polytechnic Kaura Namoda, Mrs. Ugbo I. E.

3.8   DISTRIBUTION AND RETRIEVAL OF THE INSTRUMENT

A total of three hundred and eighteen (318) questionnaires were distributed among workers of the institution, the questions were relevant to the topic of the research. On the other hand, out of the three hundred and eighteen (318) questionnaires distributed, two hundred and seventy (270) were returned while the remaining 48 were lost.

3.9   METHOD OF DATA ANALYSIS

The statistical tools used in this research work are the simple percentage method were the number of response in each question is divided by the total number of respondent multiplied of the data.

CHAPTER FOUR

4.0 PRESENTATION OF DATA ANALYSIS

Here the data collected from Federal Polytechnic Kaura is been presented and analyzed. As mention in the previous chapter, the researcher distribution questionnaire to the academic and non-academic staff of Federal Polytechnic Kaura and on the whole, 318 questionnaires were distributed to both the academic and non-academic staff of the institution, 270 were correctly answered and returned to the research. This shows that the respondents were interested in the study and are willing to contribute to the success of the study.

QUESTION 1

The respondents were asked if the staff of Federal Polytechnic Kaura undergo staff training and development frequently. The response were presented in table 4.1

4.1) Qualification of respondent

Response	No. of respondents	% of response
PhD	15	6%
Masters	85	31%
BSc	120	44%
HND	20	7%
OND	15	6%
NCE	10	4%
Others	5	2%
Total.	270	100%

Source: Questionnaire Administered 2018

From the table above, it was observed that 6% of the respondents are PhD. Holders, 31% are masters holder, 44% BSc holders, 7% HND holders, 6% OND holders, 4% NCE holders, while others are 2%.

QUESTION 2

Does the staff of Federal Polytechnic, Kaura undergo staff training and development frequently?

According to the response, it was observed in the table below that;

Table 4.2

	No of Responses	% of Response
Yes	190	70%
No	80	30%
Total	270	100%

Source: Questionnaire Administered 2018

From the table above, it was observed that 70% of the staff indicated yes while 30% said No, this shows that the staff of Federal Polytechnic Kaura go for frequent training and development.

QUESTION 3

To what extent does the management engage you in training?

Table 4.3

Response	No. of respondent	% of respondents
At interval	125	46%
Regularly	85	31%
Not at all	40	14%
Total	270	100%

From the above table it was observe that 46% said that the management engage them on an interval training, 31% said they engage them a regular training, while 14% said that they do not engage them on any form of training.

QUESTION 4

How many times did you apply for a training and get approval from the management?

Table 4.4

Response	No. of respondent	% of response
1 time	50	18%
2 times	150	55%
3 times	40	14%
Total	270	100%

From the table above, it was observed that 18% indicated that they apply once and get approval from the management for training, 55% indicated twice, while 14% said three times.

QUESTION 5

Which type of training did you attend?

Table 4.5

Response	No. of respondents	% of response
Seminar	70	26%
Workshop	70	26%
Program	75	28%
Vocational	40	15%

From the table above, 14% said they attend seminars, 26% said workshops, 28% said programs, 15% said they attend vocational training, while 8% said they engage them on academic academic training.

QUESTION 6

What is the status of staff performance?

Table 4:6

Response	No of Responses	% of Response
Very good	120	44%
Good	80	29%
Fair	50	18%
Poor	20	7%
TOTAL	270	100%

Source: Questionnaire administered 2018

From the table above, it was observed that 120 % believed that training and development program improved organizational performance very (good), on the other hand, 80% said good enough that training and development program also have positive effect on organizational productivity, 50% said it is only fair that training and development program improve organizational productivity. While 20% said training and development has a poor effect on organizational productivity.

QUESTION 7

Does the training improve staff capability and competency?

Table 4:7

Response	No of Responses	% of Response
Yes	240	89%
No	30	11%

Source: Questionnaire Administered 2018

From the table above, 89% staff of Federal Polytechnic Kaura Namoda said that training improve staff capability and competency, while 11% said it does not.

QUESTION 8

How could you relate training with staff motivation?

Table 4:8

Response	No of Responses	% of Response
It helps in boosting staff morale	100	37%
It encourages innovation	80	30%
It improves cognitive capacity of staff	90	33%

Source: Questionnaire Administered 2018

From the table above, 37% staff said that training helps in boosting staff morale, 30% believed that it encourages innovation, while 33% is of the view that it improves cognitive capacity of staffs.

4.3 SUMMARY OF FINDINGS

The findings reported in this study suggest that training and development have an impact on the performance of employees with regards to their jobs. The result is broadly consistent with

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prior management literature on training and development. In order to gain more specific knowledge of training and development from the sample organization, different questions are presented to the respondents and thus examined. These questions are focusing on employee participation in training, the extent at which training and development programme improve staff productivity, do the staff of the Federal Polytechnic Kaura Namoda undergo staff training and development frequently. The above questions have been of particular interest because they facilitate an understanding of the important of staff training and development under study. The result from the questions on effect of staff training and development on organizational productivity indicate that the Federal Polytechnic Kaura Namoda have good and perhaps have clear policies regarding staff training and development as most of the respondents indicated that they have participated in training and that most of them were provided with opportunities to train under the compulsory practice of the organization. In examining the question relating to the type of training programme they undergo, the result indicate that the programmes undertaken by the sample organization are relevant as considered by the respondent opinions.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

Staff training and development in any organization either public or private is very vital if the stock of mental tools and professional's techniques of the organization are not to become obsolete. Staff is the most important resources in any organization and must therefore be constantly revitalized. The most effective way of doing this is true training. Some people may say that training is an injury. To those who are inclined to hold this view. Nigro and Nigro (1977) have passed this question "can we afford not to educate or train our public employees? For the foregoing, it is evidence that training and development is not being accorded the serious attention it deserves in the institution.

This study was carried out to assess the extent in which staff training and development has led to improvement of staff performance and productivity. Training in the institution has led to greater performance and efficiency in the institution. Frequent staff training has contributed enough to duty performance and enhancement of efficiency in the service of the institution. Training and development of staffs in the institution has positive effect in staff productivity and the overall performance of the institution according to the responses from the respondents. Training in the institution act as motivation to greater performance and productivity. There is a generally low level of career expectation among the staff. Frequent training and development of staffs as far as the institution is concerned is a skill enrichment career on the part of the staffs, and it leads to constant growth of the institution.

5.2 CONCLUSION

In bringing this study to an end, it is important to reflect on the views of Oguyi as emphasized by Qnah (1995) in our introductory part of this study. That no nation in the world that can carry out any of its development programmes without adequate and competent manpower. The vital role of manpower comes into focus both in time of peace and when nation is at war. Qualified manpower is not only critical but a measure of a nation's strength security and wellbeing. The human resources of a nation hold the key to its survival, prosperity and future economy and social development. To be able to achieve the above assertion, the management of the institution must consciously devote part of its resources to the frequent training and development of its staff for it to achieve the purpose for which it was established.

5.3 RECOMMENDATIONS

Based on the outcome of this research and other researched carried out, it is evident that constant training and development of organizational staffs leads to improvement of staffs productivity and the overall performance of any organization, which Federal Polytechnic Kaura is one of them. This is because frequent training and development is carried out for the purpose of enhancing efficiency and efficacy in the staffs so that there will be increase in organizational growth, development and productivity.

From the research so far, I therefore recommend that:

i.   Despite the prevailing economic recession, the management of the institution should always set aside at least 5% of its annual budget to training and development of its staff. This can be given to them inform of project and book allowances and even money as their tuition fees for them to further train and develop themselves.

ii.   For the non-academic staffs, there should always be opportunity for training and development, each person should be given at least every three to four years depending on the number of staff in the institution. This training should be a pre-requisite for promotion or advancement in service.

iii.   Management should organize or send its staff on periodic meetings, seminars, workshops conferences and refresher courses for its academic staff for not only to improve their performance but also improve their human relations at work as well.

iii.   The institution should look into its administrative section with view to reorganizing it to adequately handle management staff with analytical minds. The majority of the staff in the institutions administration now carryout only routine assignment, a situation which has weakened the administrative machinery in the institution because of their lack of human relations and maintaining high standard. Days are gone when administration was regarded as generalist function which anybody with intelligence can perform efficiently. For the institution to achieve a high degree of management efficiently, it has to infuse a great deal of professionalism into it administration. The administrative staff with a first degree in other discipline than public administration should be encouraged to obtain a master degree in it. Other administrative staffs that are not qualified should be advised to obtain a degree or diploma or advance diploma in public administration. This will go a long way to improve their human relations.

5.4   SUGGESTION FOR FURTHER STUDY

After taken note of the limitations and shortcomings of this study, like single case study, further research should focus on double stage case study to compare level of training and development between Federal and State Polytechnic or even Federal University.

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