

**EFFECT OF TRAINING ON ACADEMIC STAFF PERFORMANCE  
IN FEDERAL COLLEGE OF EDUCATION, ZARIA, NIGERIA**

***BY***

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**BEING A RESEARCH DISSERTATION SUBMITTED TO THE  
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OF SCIENCE (M.Sc.) IN MANAGEMENT**

**APRIL, 2019.**

## **DECLARATION**

I ZainabIsah, SPS/13/MMN/00008 do hereby declare that this dissertation titled “Effect of Training on Academic Staff Performance in Federal College of Education, Zaria, Nigeria.” is an original research work carried out by me. I also affirm that no part of thiswork has been presented elsewhere for the award of a degree in this form. All works consulted in the course of this research have been duly acknowledged.

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## **CERTIFICATION**

This is to certify that this dissertation titled “Effect of Training on Academic Staff Performance in Federal College of Education, Zaria, Nigeria.” was carried out by ZainabIsah, SPS/13/MMN/00008of the Department of Business Administration, Faculty of Social andManagement Sciences. It was carried out under my supervision.

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## **APPROVAL PAGE**

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This research work is dedicated to my beloved Parents, AlhajiIsahHamidu and HajiaSalimetuIsah.

## TABLE OF CONTENTS

Title Page .....	i
Declaration .....	ii
Certification .....	iii
Approval Page.....	iv
Acknowledgement .....	v
Dedication .....	vi
Table of Content .....	vii
Abstract .....	viii

### CHAPTERONE: INTRODUCTION

<u>1.1</u> Background to the Study.....	1
<u>1.2</u> Statement of the Problem.....	5
1.3 Research Questions .....	9
1.4 Research Objectives.....	10
1.5 Statement of Hypotheses.....	10
1.6 Significance of the Study .....	11
1.7 Scope and Limitationsof the Study .....	12

### CHAPTERTWO: LITERATURE REVIEW

2.1Introduction.....	13
2.2 Concept of Performance .....	13
2.3 Concept of Training .....	20

2.3.1.Selection Procedure .....	24
2.3.2 Trainin Design .....	25
2.3.3Training Delivery Style.....	26
2.3.4Employee Perception of Training .....	27
2.3.5Employee Training.....	27
2.4Training Design and Performance.....	29
2.5Training Delivery Style and Performance.....	31
2.6 Employee Training and Performance.....	31
2.7 Review of Empirical Studies.....	32
2.8 Theoretical Framework.....	46
2.9 Conceptual Framework of the Study.....	47
 <b>CHAPTERTHREE: RESEARCH METHODOLOGY</b>	
3.1 Introduction.....	49
3.2 Research Design.....	49
3.3 Population of the Study.....	50
3.4 Sample Size and Sampling Techniques .....	50
3.5 Data Collection Technique .....	51
3.6 Method of Data Analysis .....	51
3.7 Measurement of Research Variables .....	52
3.7.1 Employee Performance.....	52

3.7.2 Training.....	52
3.7.3 Validity and Reliability of the Instrument .....	52

## **CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

4.1 Introduction.....	55
4.2 Characteristics of the Respondents .....	55
4.3 Data Cleaning.....	57
4.3.1 Detection of Missing Values.....	57
4.3.2 Outliers.....	57
4.4 Reliability of the Research Instruments.....	58
4.5 Correlation .....	59
4.6 Multiple Regression Analysis.....	61
4.6.1 Normality of Assumption .....	61
4.6.2 Linearity .....	62
4.6.3 Homoscedasticity.....	65
4.6.4 Multicollinearity .....	65
4.6.5 Independent of Error Term .....	66
4.7 Test of Hypotheses.....	67
4.8 Discussion of Findings.....	72

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS..**

5.1 Introduction.....	75
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5.2 Summary .....	75
5.3 Conclusion .....	77
5.4 Recommendations .....	77
5.5 Suggestions for Future Research .....	79
<b>REFERENCES</b> .....	80
<b>APPENDICES</b> .....	93

## LIST OF TABLES

	<b>Page</b>
Table 4.1 Demographic of Respondents	55
Table 4.2 Summary of Reliability of analysis of Variables	55
Table 4.3 Correlations Matrix	60
Table 4.4 Model Summary	66
Table 4.5 Anova Summary	67
Table 4.6 Coefficients	68
Table 1.1a FCE Zaria Academic Staff Training (2008-2017) by number	101
Table 1.1b FCE Zaria Academic Staff Training (2008-2017) expressed in percentage	101

## LIST OF FIGURES

	Page
Figure 2.1. Conceptual Model of the Study	50
Figure 4.1 Histogram and P-P Plot Regression Standardized Residual	69
Figure 4.2 Normal P-P Plot of Regression Standardized Residual	70

## **LIST OF APPENDICES**

Appendix A	Cover Letter and Research Questionnaire	92
Appendix B	Figures and Tables	98
Appendix C	FCE Zaria Academic Staff Training (2008-2017)	101

## **LIST OF ABBREVIATIONS**

SDU: staff development unit

HRS: human resources

FCE: Full-time employee

HRMP: human resource management practices

TETFUND: tertiary education tax fund

NCE: national certificate of education

B. ED: bachelor of education

SOEP: socio-economic panel

PA: performance appraisal

MFIs: micro finance institutions'

IUG: islamic university of gaza

VIF: variance inflation factor

SPSS: statistical package for social science

UTL: ugandatele-com

SPE: selection procedure of training

TDS: training delivery style

TRD: training design

ETR: employee training

EPT: employee perception of training

## ABSTRACT

*The objective of the study is to assess the effect of training on academic staff performance in Federal College of Education, Zaria, Nigeria. The research design adopted for this study is descriptive survey and the population was 1,242 academic staff while the sample size was 302 drawn from the population. Simple random sampling technique was used in selecting the staff. Demographic data were summarized using tables with frequency and percentage while Multiple regression analysis was used to test the hypotheses of the study. Statistical Package for Social Sciences (SPSS) version 20 was used in analysing the data. The findings revealed that there is a positive and significant effect of training delivery style, training design and employee training on academic staff performance in Federal College of Education, Zaria, Nigeria, while employee perception of training and selection procedure had less significant effect on academic staff performance in Federal College of Education, Zaria, Nigeria. The study recommends that management should maintain the significant variables (training delivery style, training design and employee training and training evaluation) and Proper attention should be given to employee perception of training and employee selection procedure in order to revive them as this will surely lead to improvement in academic staff performance in Federal College of Education, Zaria, Nigeria.*

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

The tertiary educational institutions serve as facilitators to providing skilled manpower required to lubricate the engine of economic and technological growth and development. The manpower training is facilitated in these institutions by employees who themselves require enabling environment for better performance output (Martins, 2012). The Education sector plays a dynamic role in any nation both developed and developing therefore, educational institutions especially at the tertiary levels are expected to provide highly skilled work force for the society. Hence, these educational institutions should attract and retain excellent personnel both academic and non-academic staff. Thus, to attract this category of employees a mix of effective Human Resource Management Practices (HRM Practices) is required to provide the requisite enabling operational environment. These HRM practices may vary from one employee to another and from organization to another (Nasurdin, Hemdi, Guat, Chen, Wang & Yang, 2009).

Dessler (2007) viewed HRM Practices as the policies and practices for dealing with human resource (HR) aspects of management such as HR planning, selection, recruitment, orientation, development, training, job analysis, compensation, labor relations and performance appraisal. Furthermore, Noe, Hollenbeck, Gerhart and Wright (2007) opined that HRM Practices are the policies, systems and practices influencing attitude, behavior and performance of employees. A major HRM Practice that has been employed by educational institution to boost employees' performance is training. Goldstein (2002) defined training as the systematic acquisition of knowledge, skills, and attitudes required by employees to adequately perform a task or job or to improve performance in the job environment.

Lawrence (1996) noted that training is a short-term process, utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skill for a definite purpose. Cambell, (1971) states that training courses are typically designed for a short term, stated purpose, such as the operation of some piece (s) of machinery while development involves a broader education for long-term purpose. Alo (1999) identified two broad categories of training, which include on-the -job training and off- the -job training. On-the-job training is facilitated by colleagues, supervisors, managers and mentors to help employees adjust to their work and to equip them with appropriate job related skills. Armstrong (1995) argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. It may also consist of individual or group assignment, projects and the use of team leaders and managers. According to Armstrong, on-the-job training is the only way to develop and practice the specific managerial, team leading, technical, selling, manual and administrative skills needed by the organization. Off the job training according to Ejiogu (2000) include lecture, vestibule training, role-playing, case study, discussion and simulation. Armstrong (1995) listed group exercises, team building, distance learning, outdoor and workshops as part of off-the-job training. That off-the-job training may be provided by members of the training department, external education and training establishments, or training providers-training consultants or guest speakers.

Organizations can develop and enhance the quality of the current employees by providing comprehensive training and development. Research indicates that investments in training employees in problem solving, teamwork and interpersonal relations result in beneficial firm level outcomes (Barak, Maymon&Harel, 1999). Prior empirical studies revealed that successful and good effective implementation of training programmes empowers employees and improve

their performance positively (Shahzads, Bashir & Ramay, 2008; Chen et al., 2009). Lew (2009) argued that employees have an important and strategic role in enhancing university positioning in significant fields such as quality of research, academic reputation, and community service by increasing research contribution to the community and preparing their students to be leaders of the future.

Training of employees is one of the major HRM Practices that is employed by management of educational institutions in Nigeria that is ultimately expected to translate into employees' performance. As a mechanism to facilitate training of employees in tertiary educational institutions, government and international organizations have evolved varying intervention measures such as conferences and training facilitated by Tertiary Education Tax Fund (TETFUND, 2014).

Guest (2001) regards performance as the behavior and outcomes that employees engage in or bring about that are linked with and contribute to organizational goals. It is clear from these definitions that it is linked with and contribute to organizational goals. Employee performance is originally what an employee does or does not do. Performance of employees could include: quantity of output, quality of output, timeliness of output, presence at work, cooperativeness (Gungor, 2011).

Employees with effective training will possess better opportunities to acquire more new knowledge and skills, as well as competence. Therefore, they will be more able to perform tasks effectively and with better quality (Anam, Amin., & Mubashar, Farooq, Muhammad, Aslam & Khan, 2000).

Performance is a necessary factor, as it is related to determining productivity and is referred to as behavior applied in the work place (Armstrong, 1995). According to Kenney and Reid,(1992) there are many measures used by an institutions in order to attain efficiency in performance such as quality, efficiency, ability, productivity, profitability and effectiveness. Draft (1988) argued that most managers of institutions pay more attention to achieving a high level of performance. Moreover, effective management must focus on the process of employee performance in order to ensure effective output by the employees. The primary aspect in training goals is to achieve a high level of performance and to enhance employee satisfaction in the workplace, in addition, the best training is to unify efforts toward achieving organizational goals (Muhammad, Muzaffar, Salamato, &Alip, 2012). Besides this, performance is the standard which depends on somebody completing a task. Smith &Mazin (2004), stated that performance management is identifying strengths for enhancement and addressing weaknesses to increase performance levels so as to achieve organizational goals. Therefore, there are levels of skills, knowledge and abilities for employees to enhance in future which would lead to the attainment of effective organizational performance. (Wright & Geroy, 2001)

Despite the obvious significance of training, the enormous expansion in the content of training programs over time has largely been taken for granted. (Ndibe,2014). Some Human Resources Departments rarely question the necessity and appropriateness of training a particular employee at a particular time. Often times, there are motives why employees are sent on training. Mourdoukoutas (2012) found out that some of those institutions that neglect employees training do so because of the huge cost of training and the fear of losing those employees after training them.

To show the importance attached to employee training, Federal College of Education Zaria, Kaduna State has Staff Development Unit that selects employees to attend on-the-job and off-the-job training from time to time. This notwithstanding Staff Development Unit in Federal College of Education, Zaria Nigeria still faces challenges in the selection of employees for training. The records of staff training from 2008 to 2017 is presented in Table 1.1 (a & b) (see appendix C) Only programmes for which the staff enjoyed sponsorship from the College are included in the table.

As shown by this record there is evidence of commitment by the College to train its academic staff. During the period covered, a total of 688 academic staff, representing 55 percent were granted study fellowships for Masters and Doctorate programmes, some of which are international. Similarly, 653, representing 53 percent of the staff have been sponsored to difference local and international conferences, while 656 or percent of the staff have participated in various workshops and seminars.

Since the policy of the College allows staff to enjoy these benefits repeatedly, there is tendency for some staff being granted these opportunities again and again, whereas some are ignored, denied or not motivated to seek these opportunities for their growth and development on the job (Agena, 2017). As explained by Agena (2017), the distortion results from faulty selection procedure and wrong staff perception of training, among others. Favouritism in recommending staff applications especially for training slots sponsored by TETFUND intervention demoralizes affected staff, makes them indifferent towards carrying out assigned tasks, thereby decreases in performance.

In an institutional environment where objective criteria and transparent processes are not seen to be applied in matters of staff training, there is bound to be poor realization of outcomes. The various programmes may therefore not have significant positive impact on the job, especially in the teaching and learning of students. While staffs who feel unjustly denied of training and development opportunities become indifferent, those who are favoured tend to perceive the benefit as their privilege and are mostly unlikely to commit to improving performance on the job. Either way the anomaly may cause some retention issues, which may be evident of the turnover incidences that became noticeable from 2010, and was most pronounced in 2015 as shown in Table (a & b) (see appendix C ). In 2015 alone twenty-one staff, representing 2.9 percent of the teaching staff quit the job, and more than ten percent also left the job in 2016 and 2017 respectively.

To assist in the possible improvement of employee training in Federal College of Education, Zaria, Nigeria in particular, and other tertiary institutions that may be faced with similar challenges, this study was embarked upon. The study examines the effect of training on academic staff performance, which includes and assessment of the processes of employee training and the challenges faced by the Staff Development Unit in the selection of employees for training. For a training to have meaningful impact on academic staff performance any issues militating against realization of training outcomes need to be conscientiously resolved, since ineffective training programs hampers positive growth and performance. By examining the training processes and relating this to performance, this study will provide relevant information to guide policies and operational decisions for improved transparency and effective realization of training objectives for Federal College of Education (FCE) Zaria.

## **1.2 Statement of the Problem**

The perception of employees on training has a greater impact on the success of any organization. Chinomnso (2014).The extent by which employees are satisfied with the training policies of the organization will have a significant impact on the organization's productivity. The perception or attitude of employees is transformed into positive or negative behaviour. It is therefore pertinent to examine how the employees see employee training policies of the organization, how seriously management take the Training Policy of its organization, and the extent trained staff commit to performing their roles in the institution. The issue of training has been a major challenge that has fueled industrial conflicts in many tertiary institutions in Nigeria. Federal College of Education, Zaria is not an exception to this experience. Such crises are largely fueled by suspicions of favouritism in allocation of training and development slots facilitated by TETFUND intervention funds.

The attitude of the employee towards work may be affected through either of two main channels. Firstly, the employee may become indifferent towards carrying out assigned tasks, which may lead to decrease in performance. Secondly, the employees may be depressed by perceived exclusion and become resistant to diligently putting in their best in carrying out assigned tasks. It has been observed that the relationship between employees and management of educational institutions are often marred by conflict resulting from high turnover of trained employees, to the detriment of benefactor employers (Joudal, Ahmad & Dahleez, 2016). Exits of such personnel are often preceded by divided work attitudes and decline in performance. Thus, the study is aimed at ascertaining the extent to which employees' performance is affected by training practices in an institution.

The Federal College of Education (FCE) Zaria was established to train teachers at the N.C.E level and in collaboration with Ahmadu Bello University; the College also train teachers to the bachelor's degree level. The mandate of National Commission for Colleges of Education (NCCE) is to produce teachers that will teach at Basic level (primary and junior secondary schools) of education in Nigeria. Training these lecturers would enable them perform their duties of teaching, research and community service effectively and efficiently (Yakubu 2010). The quality of training has direct impact on the learning outcomes of students and the quality of education in Nigeria (Suleiman, 2014, Lowden, 2005, &Yakubu, 2010). There are however, continuous complaints on the quality of lecturers and their poor job performance, poor content delivery, poor lecturers' etiquette and commitment (Owolabi 2012, Aigbepue&Idogho, 2010,Yakubu 2009). There are also serious complaints that the standard of education has fallen drastically and students continue to perform poorly in entrance and promotional examinations (Iggunnu, 2013).

Nigerian Colleges of Education opportunities for staff development are provided mainly through higher degree programmes and short training courses such as conferences, seminars and workshops. However, there are procedures to follow before staffs are allowed to go for further studies and short training courses; compliance with these regulations and pre-qualification of staff for training is determined by the management. Studies, such as Quartey (2012); Elnagaand Imran, (2013); and Malaolu and Ogbuabor, (2013) conducted on the impact of staff development and the job performance of employees focus on business organizations in developed countries. There is limited literature on staff training issues in the Federal College of Education system in Nigeria.

Existing literature tend to concentrated on the importance and benefits of training, staff development programmes on job performances of staff, Staff Performance and Retention among

others and no study has been carried out on the challenges faced by Staff Development Unit in Federal College of Education, Zaria in the selection of academic staff for training. In order to fill this gap, the researcher is compelled to conduct a study on the effect of training on academic staff performance with focus on processes and procedures of identifying skill gaps, training design and delivery style and employee perception towards training in Federal College of Education, Zaria, Nigeria. It is against this background that this study sought to empirically examine the effect of training and development on employees' performance in Federal College of Education, Zaria, Nigeriawith focus on processes and procedures of identifying skill gaps, training design and delivery style and employee perception towards training.

### **1.3 Research Questions**

The research questions are raised in line with the objectives as follows:

- i. To what extent does employee training affects employee performance?
- ii. To what extent does employee perception of training affect the employee's performance?
- iii. To what extent does training delivery style affect employee performance?
- iv. To what extent does training design affect employee performance?
- v. To what extent does selection procedure of employee for training affect employee performance?

### **1.4 Objectives of the Study**

The main objective of the study is to examine the effect of training on academic staff performance in Federal College of Education, Zaria; with focus on the processes and procedures of selection of employees for training. Therefore, the specific objectives of the study are to:

- i. Determine the extent to which employee training affects academic staff performance in Federal College of Education, Zaria.
- ii. Find out the relationship between employee perceptions of training and its effects in academic staff performance in Federal College of Education, Zaria.
- iii. Ascertain the extent to which training delivery style affects academic staff performance in Federal College of Education, Zaria.
- iv. Determine the extent to which training design affects academic staff performance in Federal College of Education, Zaria; and.
- v. Ascertain the extent to which selection procedure of employee for training affects academic staff performance in Federal College of Education, Zaria.

### **1.5 Hypotheses of the Study**

To accomplish the stated objectives of the study, the null hypotheses formulated for the study, are presented as follows:

**H<sub>01</sub>:** There is no significant effect between employee training and academic staff performance in Federal College of Education, Zaria

**H<sub>02</sub>:** There is no significant effect between employee perception of training and academic staff performance in Federal College of Education, Zaria.

**H<sub>03</sub>:** There is no significant effect between training delivery style and academic staff performance in Federal College of Education, Zaria.

**H<sub>04</sub>:** There is no significant effect between training design and academic staff performance in Federal College of Education, Zaria.

**H<sub>05</sub>:** There is no significant effect between Selection procedure of employee for training and academic staff performance in Federal College of Education, Zaria.

## **1.6 Significance of the Study**

This study is significant for the following reasons:

Findings will add to the current body of knowledge and debates for researchers about the effect of training on academic staff performance. In addition, study provides clarification on the importance of selection procedure in the successful achievement of training objectives. This will guide staff development unit in adopting an effective selection procedure for assigning employees to training programmes. Fair and transparent selection process will enhance staff commitment to realizing training outcomes for the college. The study will help the Staff Development Unit of the college in taking strategic decisions that affect training and for the overall growth of the industry. Findings will make contribution to policies of Staff Development Unit that will encourage in-service training programme, conferences, workshops, seminars and mentoring in colleges for improvement in the academic staff teaching methods. Also findings from the study will be of immense benefit to the management in realizing the importance of staff training programmes.

Considering the knowledge provided above, this study would be of practical relevance for personnel administrators in FCE and other tertiary institutions. In addition, other researchers may

adopt this study model and replicate the study in similar institutions outside Zaria, Kaduna State. Such studies will help to strengthen the conclusions of the present study.

### **1.7 Scope and Limitations of the Study**

The study focused on the effect of training on academic staff performance in Federal College of Education, Zaria; with focus on the processes and procedures of selection of employees for training. Therefore, the study has two constructs namely: employee performance which is a dependent variable and training, an independent variable which comprises of five dimensions namely: employee training, employee perception of training, training delivery style, training design, and selection procedure. Also, the study was conducted between June, 2016 and December, 2017 and only the academic staff of Federal College of Education, Zaria was surveyed. The major limitation of this study was the inability of the respondents to accept the questionnaire and divulge information that will assist in conducting the research. Also, the study was only carried out in Federal College of Education, Zaria, while this can be done in other colleges of education in Nigeria. However, these limitations do not really affect the content of the research work.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

## **2.1 Introduction**

This study reviews related literature on training and employee performance generally. It specifically covers the concept of employee performance, concept of training, training delivery on employee performance, implication of training delivery on employee performance, training design on employee performance, review of empirical studies, theoretical framework, and conceptual model of the study. This section provides a review of empirical literatures on the subject matter.

## **2.2 Concept of Performance**

Performance is related to determining productivity and is referred to as behavior applied in the work place (Armstrong, 1995). According to Kenney (1992) there are many measures used by an organization in order to attain efficiency in performance such as quality, efficiency, ability, productivity, profitability and effectiveness. Draft (1988) argued that most managers of organizations pay more attention to achieving a high level of performance. Moreover, effective management must focus on the process of employee performance in order to ensure effective output by the employees. The primary aspect in training goals is to achieve a high level of performance and to enhance employee satisfaction in the workplace; in addition, the best training is to unify efforts toward achieving organizational goals (Muhammad, Usman, & Muzaffar 2012). Mathis and Jackson (2009) noted that positive relationships between performance quality and quantity are the efficiency of goods and service and to produce products effectively. Besides this, performance is the standard which depends on somebody completing a task Mazin (2004) stated that performance management is identifying strengths for enhancement and addressing weaknesses to increase performance levels so as to achieve organizational goals.

Employee's performance is the key element to achieve organisation goals as it increases the effectiveness and efficiency of the organisation. It prepares employees to hold future position in an organisation with full capacities and helps to overcome the deficiencies in any job related area (Elnaga& Imran, 2013). Hence, the success or failure of any business mainly relies on its employee's performance. Nevertheless, the question arises that how an employee can work effectively and efficiently to increase the growth and the productivity of an organisation.

Employee performance is influenced by many factors like company's overall policies, working conditions, training and development of employees, relations between employee and employer etc. (Aktar, Sachu& Ali, 2012). Employee performance can be enhanced by various ways. Borman and Motowidlo (1993) identified two types of employee behaviour that are necessary for organizational effectiveness: task performance and contextual performance. Task performance refers to behaviours that are directly involved in producing goods or service, or activities that provide indirect support for the organization's core technical processes (Borman&Motowidlo, 1997; Werner, 2000). On the other hand, contextual performance is defined as individual efforts that are not directly related to their main task functions. However, these behaviours are important because they shape the organizational, social, and psychological contexts serving as the critical catalyst for task activities and processes (Werner, 2000).

Employee performance could be defined as the record of outcomes achieved, for each job function, during a specified period of time. If viewed in this way, performance is represented as a distribution of outcomes achieved, and performance could be measured by using a variety of parameters which describe an employee's pattern of performance over time (Deadrick&Gardner's, 2007). On the other hand, Darden and Babin, (2016) said employee's performance is a rating system used in many corporations to decide the abilities and output of an

employee. Good employee performance has been linked with increased consumer perception of service quality, while poor employee performance has been linked with increased customer complaints and brand switching. Employee performance is defined as the outcome or contribution of employees to make them attain goals (Herbert, John & Lee 2000).

Kaplan and Norton (1992) argued that the mix of measures, which an organization should use to assess its worker's performance, should be based around four different perspectives: firstly, financial Measures that include sales growth, profits, cash flow and increased market share. Secondly, customer measures that is, the customer perspective, which looks at, for example, delivery time, service quality, product quality. Thirdly, internal business measures, which involve cycle time, productivity employee skills, labour turnover. Lastly, innovation and learning perspective: Including such elements as ability to innovate and improve.

Employee task performance can be seen as an incorporated efficient approach to accomplish strategic aims and support an organization's task and values (Ringim&Abdulmalik, 2016). It has typically been assumed that what constitutes employee work performance differs from job to job. As a result, countless measures of work performance have been used. So far, the assessment of employee work performance has primarily focused either on objective measures of work productivity (such as the number of days absent, counts of specified acts, or output maintained in organizational records). The subjective entails judgments of quantity and quality of work from the employee him- or herself, peers, or supervisors (Linda, Claire, Vincent, Wilmar, Henrica& Allard, 2011).

Employee performance can be measured by various ways like productivity, absenteeism and employee satisfaction (Osunde, 2015). Employee performance is based on individual factors, namely: abilities, knowledge, skills, experience, and personality (Vroom, 1964). Employee

performance can be manifested in improvement in production, easiness in using the new technology, highly motivated workers. Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong 2000). Kenney and Reid (1992) stated that employee's performance is measured against the performance standards set by the organization. Workforce (Employee) is an important and inseparable part of organization. Productivity mostly depends on qualified workers. So boosting employee behavior means strengthening employee performance and ultimately benefiting the company. To strengthen performance offering only monetary rewards cannot be a useful tool. Sometimes these rewards can work negatively. For example, when employees see that a drop in productivity results in monetary incentives for a return to normal productivity levels, they may repeatedly reduce their performance. At present day employees give less emphasis on monetary rewards and put more value to their professional development. If the company nurtures the growth and development of employees, they will positively work for the company. By creating a sense affiliation within the organization, management can ensure higher levels of productivity and a higher retention rate. (Rounok&Parvin 2011)

According to Wright and Geroy (2001), employee competencies change through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

Improved capabilities, knowledge and skills of the talented workforce proved to be a major source of competitive advantage in a global market (McKinsey, 2006). To develop the desired knowledge, skills and abilities of the employees, to perform well on the job, requires effective training programs that may also effect employee motivation and commitment (Meyer & Allen, 1991).

In the recent years, industries have been concerned with the development of workers and those in management position both to improve performance in their present job and to provide a solid basis for those who are newly recruited. Those developments have been given impetus with the research of Taylor (2008), which emphasized continued necessity of scientific discoveries of human potentials through training. It was in this climate of technological and social changes taking place in the 19th century that managers started to seek better ways of coping with increasing complexities taking place in their enterprises. Taylor (2008) was one of the pioneers who found out that workers are important and can be more efficient than machine. Taylor asserted that it is the workers and management that set the pace for production hence, the need for manpower training and development in order to enhance the organizational predetermined goal. It has been emphasized that “scientific management is not a collection of technique only to increase efficiency, but rather a philosophy of being accomplished by workers training and development” (Alao (2010).

Boachie, Mensah and Dogbe, (2011) the issue of employees’ performance in relation to achieving organizational goals has occupied the attention of managements for a long time. Differences in levels of employees’ performance are attributed to differences in skill and ability in one part and difference levels of motivation in another. Inadequate skills and ability are usually rectified through training and development (Soh, 1998), while differences in motivation are corrected through appropriate motivational strategies and policies.

Joyce and Glynn (1989) found that a particular employee development approach, given time and support for full implementation, had direct, dramatic effect on performance. Further studies of this type are needed to support what is generally believed to be true. Employee development can and does have impact on staff performance. There is virtually no question that effective development programs do change the performance of employees. Whether training program,

individual inquiry or any other model outlined earlier, employee development continues to be a critical element that contributes to worker effectiveness and overall performance improvement.

In reaction to poor performance issues, companies will sometimes offer their employees top-notch training that has little or no effect on the participants' job performance. Management may blame the ineffectiveness of the training on the training program or the trainer, when in fact the training effort was not the correct resolution to the problem in the first place. If training is definitely not the answer, the trainer must identify the root cause (or causes) of the problem and pass this information on to management (Gupta, 1999).

According to Hawthorne studies and many other research works on productivity of worker highlighted the fact that employees who are satisfied with their job will have higher job performance, and thus supreme job retention, than those who are not happy with their jobs (Landy, 1985). Moreover, it is stated that employees are more likely to turnover if they are not satisfied and hence demotivated to show good performance. Meyer and Allen, (1990) opined that the employee performance is going to be more effective if he is trained in good manner and the affective commitment will lead to more emotional type of attachment which is going to improve the work efficiency and helps the organization in succeeding competitive edge in the market because of the training employees stick to the same organization which helps him to develop as commitment more of norm type to help organization.

Furthermore, Research by Khera, (2010) suggests that organizations need to manage their human resource effectively to get the maximum contribution of employees to organization achievement. Shahzads, (2010) further states that for achieving overall goals of an organization, managing and improving employee performance are decisive because employee performance has a direct relation to organizations productivity and triumph.

To conclude, employee performance could be simply understood as the related activities expected of a worker and how well those activities were executed. Then, many organizations especially the service sector like the telecoms, banking, assess the employee performance of each staff member on an annual or quarterly basis in order to help employees identify suggested areas for improvement. The employee could be only satisfied when they feel themselves competent to perform their jobs, which is achieved through better knowledge management in organizations.

According to Anderson (2003:122), the following are the factors affecting employee performance to increase productivity. Hiring employees who do not have the proper background for the job is one of the things that start a performance downward spiral (Anderson, 2003:122). Company training should be used to enhance the employee's background. If an employee has undergone extensive training but is still experiencing performance issues, then the problem could be that the employee does not possess the necessary experience to do the job. As much as an employer may not want to be affected by the personal life of his employees' personal problems can sometimes affect employee performance. Managers need to be sensitive to employees' personal problems, and be prepared to discuss the issues with employees when necessary. If an employee requires time off to deal with a personal problem, then granting that time off will help to show all employees that the company values them (Anderson, 2003).

If an employee does not get feedback from his/her manager, then he/she has no idea how to rate his/her performance. Managers should be trained to give positive and negative employee feedback. In negative situations, the manager should work with the employee to create a programme that will help address the performance shortcomings. It is easier for employees to improve their performance when they know what they are doing right and what they are doing wrong (Anderson, 2003).

To help employees improve their performance, employers need to set goals that employees are required to achieve. Performing to the minimum standards means the employee is doing his job, and that can help an employee understand what is expected of him at a minimum. It would also be helpful to create incentives that will give employees motivation to go beyond the set goals (Anderson, 2003).

### **2.3 Concept of Training**

One of the key Human Resource Management practices concept that has been adopted by scholars and management of organizations is training. The concepts of training have interchangeably be used to mean the same thing, they can be differentiated from another but are complimentary. Fanibuyan (2001) defines training as the systematic process of altering the behaviour and or attitudes of employees in a direction to increase organizational goals and development as programme generally aimed at educating supervisory employees above and beyond the immediate technical requirement of the job and have a main objective of the improvement of the effective performance of all managers. Training is the application of gained knowledge and experience (Punia&Saurabh, 2013). Training can be defined as organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill (Appiah, Boamah, Baryeh, Browne, Ferkah, &Marku-Ablerdu, 2013).

Therefore, Shitsama (2011) argued that, at the very basic level, some of the benefits of training may include orientation and onboarding employees, developing desired skills, preventing accidents through safety training, supplying professional and technical education and supervisory training and executive education. In an attempt to draw a direct linkage of training effectiveness to employee performance, Siddiqui&Asghar, (2008) concluded that organizations should regard

expenditures on training as investments in human resources hence value adding a view collaborated by Kaveri&Prabakaran (2013) who concluded that right employee training and education provide big payoffs for the employer in increased productivity, knowledge, loyalty, and contribution to general growth of the firm. Training is one of main HR activities in the organization and helps the firm to achieve its goals. According to Grossman and Salas (2011), training is an organized task of information, skills, and attitudes lead to enhancing performance in a particular situation. Hence, next step follows recruitment and selection is training of employees. This process should involve the new recruited and existed employees. However, careful selection of employees does not guarantee that the new staff will perform the tasks effectively, thus, firms should design and implement proper training programs for those employees in order to achieve the tasks assigned to them (Dessler, 2009).

Training involves preparing employees for higher responsibilities in future. Training according to Ezeuwa (2009) can be seen as the use of human resources to quantitatively change man's physical and biological environments to his benefits or ever seen as involving the introduction of new ideas into the social structure and causing alterations on the patterns of the organization and social structure. To develop staff, (Daniels, 2003) simply refers to make them grow with the company so that they can be fitted for available higher positions within their capacity. Development deals with improving human relations and interpersonal (Iwuoha, 2009).

To establish the connection between training and development as stated differently, both have been viewed as designed to improve employee performance, competency level and ultimately leads to foster organizational performance. In addition, training refers to a systematic approach to learning and development to improve individual, team, and organizational effectiveness (Goldstein & Ford,2002). Training and development activities allow organizations to adjust, be a

competitor, advanced skills, innovate, develop, enhance employee's safety, expand service, and reach firm's goals (Salas, Tannenbaum, Kraiger& Smith-Jentsch (2012).

Consequently, any organization strives to compete in the global economy, differentiation on the basis of the skills, knowledge, and motivation of their workforce must realize the importance of training and development and its impact on employees and organizational performance (Aguinis&Kraiger, 2009). Furthermore, the main purpose of training and development is to prepare employees to work in current environment to their best possible abilities and to develop them for upcoming challenges. Training and development programs create awareness among employees for using of new technology (Imran, Maqbool, &Shafique 2014). Keeping all the above facts in mind it is quite clear that mobile operator companies will see fierce competition locally and globally in terms of pricing, usage of new technology and in terms of providing high quality of service. So in these circumstances employees should be trained and developed well enough to meet these challenges specifically training for using of new and sophisticated technology. Apart from training managers will have to prove that they care about their employees, so that employees also care about them and they will be satisfied which in result will enhance company's performance and a company will have edge over other companies.

Pursuant to the details on the concepts of training, Alo (1999) identified two major types of training and development, which include: on-the -job and off- the -job training and development. On-the-job training and development, is normally handled by colleagues, supervisors, managers, mentors to help employees adjust to their work and to equip them with appropriate job related skills Armstrong (1995) argues that on-the-job training and development may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. It may also consist of individual or group assignment and projects and the use of team leaders and managers.

According to Armstrong, on-the-job training and development is the only way to develop and practice the specific managerial, team leading, technical, selling, manual, and administrative skills needed by the organization and it has the advantages of actuality and immediacy as the individual works, learns and develops expertise at the same time. The second type, which is off-the-job training and development, according to Ejiogu (2000) include lecture, vestibule training, role playing, case study, discussion and simulation Armstrong (1995) listed group exercises, team building, distance learning, outdoor and workshops as part of off-the-job training. Furthermore, that off-the-job training may be provided by members of the training department, external education and training establishments, or training providers-training consultants or guest speakers.

In addition, 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. Nadler (1984) also noted that there are broadly two different methods that organizations may choose from for training and developing skills of its employees. These are on-the-job training given to organizational employees while conducting their regular work at the same working venues and off-the-job training involves taking employees away from their usual work environments and therefore all concentration is left out to the training. Examples of the on-the-job training include but are not limited to job rotations and transfers, coaching and/or mentoring. On the other hand, off-the-job training examples include conferences, role playing, and many more as explained below in detail. Armstrong (1995) argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. Different organizations are motivated to take on different training methods for a number of reasons for example; (1) depending on the

organization's strategy, goals and resources available, (2) depending on the needs identified at the time, and (3) the target group to be trained which may include among others individual workers, groups, teams, department or the entire organization. Thus, to fully establish the connection between training and development with employees' performance, the concept of performance is also elaborated as follows.

### **2.3.1 Employee Training**

Employee Training is one element many organizations consider when looking to advance people and offer promotions. Although many employees recognize the high value those in management place on training, some employees are still reluctant to be trained. Training of employee offers more than just increased knowledge. It offers the added advantage of networking and drawing from others' experiences therefore it is not uncommon to hear excuses regarding why someone has not received training. (*Choo,2007*)

Employee training is the process of enhancing the skills, capabilities and knowledge of employees for doing a particular job. Training process molds the thinking of employees and leads to quality performance of employees. It is continuous and never ending in nature. (*Chinomnso,2014*).

Training in an organization can be mainly of two types; Internal and External training sessions. Internal training occurs when training is organized in-house by the Human resources department or training department using either a senior staff or any talented staff in the particular department as a resource person. (*Bowley, 2007*)

On the other hand, External training is normally arranged outside the firm and is mostly organized by training institutes or consultants. Whichever training, it is very essential for all staff and helps in building career positioning and preparing staff for greater challenges. (*DeCenzo 1998*)

Adeniyi, (1995) is of the opinion that for every employee to perform well, there is the need for constant training and development. The right employee training, development and education provide big payoffs for the employer in increased productivity, knowledge, loyalty, and contribution to general growth of the firm. The reasons behind employee training and development cannot be overemphasized.

Daft (1983) mentioned that all employees want to be valuable and remain competitive in the labour market at all times. This can only be achieved through employee training. Employees will always want to develop career-enhancing skills, which will always lead to employee motivation and retention. There is no doubt that a well trained staff will be a valuable asset to the organisation and thereby increasing the chances of his efficiency in discharging his or her duties.  
*(Daft 1983)*

Similarly, Emery (2000) indicates that Positive Training is the framework for helping employees to develop their personal and organizational skills, knowledge, and abilities. The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers.

Employees who previously received education or training tend to leave their work more often for better jobs, and are less likely to leave on an involuntary basis. Trained workers have greater chances of finding a permanent job. The benefit of training for workers with less than upper secondary education cannot be overemphasized. In general, a favorable outcome of training is much lower for women than for men. *(Laird, 1985)*

Employees training help organisations as well as employees to improve their performance. Hence, keeping these in mind, the organisations are eager to go for the training programs for their

employees with regular intervals and the management wants to know the perception of employees towards the provided training program. These training programs definitely result in skill enhancement, improved efficiency and productivity and growth opportunities for employees. (Jency,2016).

Therefore, training tends to reduce the length of unemployment and increases the probability of re-employment. The chances of getting another job are higher when the training provides transferable competences. Employees who receive training or education before losing their job are more frequently re-employed later than their untrained peers. This impact is even stronger in the case of employees with lower educational attainment.

### **2.3.2 Employee Perception of Training**

The perception and attitude of the employees have a greater impact on the success of any organization. If the employees perceive the Training practices in the positive sense, definitely it will have positive impact on the organization. If the employees are satisfied with the Training practices they will have positive attitude towards the management. If the employees are not satisfied, they will have negative attitude towards the management. (Jency,2016).

Garg,Lather and Vikas. (2016).Employees have a similar perception regarding the various aspects of Training in their organization. They feel that overall there is average emphasis on the organized procedures and structured policies in their respective organizations. The employees are aware and perceive trainings to be highly beneficial in skill development, improvement in work life and organizational culture, building positive perception about the organization and increasing employee productivity, there is an overall poor perception about the current training practices and an average scenario with respect to the training environment in their organizations.

### **2.3.3 Training Delivery Style**

Delivery style is a very important part of training (Carlos and Braga, 1995). Employees are very conscious about the delivery style (Michael Armstrong, 2000). If someone is not delivering the training in an impressive style and he is not capturing the attention of the audience, it means he is wasting the time (Griffin & Neal 2000). It is very necessary for a trainer to engage its audience during the training session (Phillip & Eves, 2005). Delivery style means so much in the Training and Development. It is very difficult for an employee to perform well at the job place without any pre-training (Thomas, 1997). Trained employees perform well as compared to untrained employees (Partlow, 1996; Tihanyi, 2000; Boudreau, 2001). It is very necessary for any organization to give its employees training to get overall goals of the organization in a better way (Flynn, Schroeder & Sakakibara 1995; Kaynak, 2003; Heras, 2006). Training and development increase the overall performance of the organization (Shepard, 2003). Although it is costly to give training to the employees but in the long run it give back more than it took (Flynn et al., 1995; Kaynak, 2003; Heras, 2006). Every organization should develop its employees according to the need of that time so that they could compete with their competitors (Carlos, & Braga, 1995). Delivery style is a very important part of Training (Carlos A. Primo Braga, 1995). Employees are very conscious about the delivery style (Armstrong, 2000). If someone is not delivering the training in an impressive style and he is not capturing the attention of the audience it is means he is wasting the time (Mark A. Griffin, 2000). It is very necessary for a trainer to engage its audience during the training session (Phillip, 2005). Delivery style means so much in the Training.

#### **2.3.4 Training Design**

Training design refers to the degree to which the training has been designed and delivered in such a way that provides trainees the ability to apply learning on the job (Holton, 2000). It is very

necessary for the organization to design the training very carefully (Michael Armstrong, 2000). The design of the training should be according to the needs of the employees (Ginsberg, 1997). Those organizations which develop a good training design according to the need of the employees as well as to the organization always get good results (Partlow, 1996; Tihanyi, 2000; Boudreau, 2001). It seems that Training design plays a very vital role in the employee as well as organizational performance. A bad training design is nothing but the loss of time and money (Tsaor and Lin, 2004).

It is very necessary for the organization to design training in a very careful manner (Armstrong, 2000). The design of the training should be according to the needs of the employees (Khan, Khan and Khan, 2011). Those organizations which develop a good training design according to the need of the employees as well as the organization always get good results (Partlow, 1996). Effective training design considers learning concepts, legal issues, and different approaches to training (Mathis and Jackson, 2000:225). Training design plays a very crucial role in the employee as well as organizational performance. A bad training design is nothing but the loss of time and money (Tsaor and Lin, 2004)

### **2.3.5 Selection Procedure**

Selection is a process of choosing the right person for the right job or training from a pool of different candidates who applied for a certain job or training. (Mark & Andrew, 2012).

Unconventional selection practices in terms of poor policy in selecting staff for training, inconsistency in the selection process, side tracking interview, godfatherism in selection process and influence of the management on interviewer on those whom to pick for training may disrupts organization plan and poses performance challenges. (Andrew, 2000).

The success of an organization depends on the caliber of the manpower that steers the day to day affairs of the organization. The process of selecting all categories of employees for training has been a matter of concern to many and need attention. Even though, it is the wish of every organization to attract the best human resources in order to channel their collective effort into excellent performance.(Mark, 2012).

## **2.4 Employee Training and Performance**

Employee training plays a vital role in improving performance as well as increasing productivity. This in turn leads to placing organizations in the better positions to face competition and stay at the top. This therefore implies an existence of a significant difference between the organizations that train their employees and organizations that do not. Existing literature presents evidence of an existence of obvious effects of training and development on employee performance.(Nassazi,2013)

According to Wright and Geroy (2001), employee competencies change through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner.

In relation to the above, Wright and Geroy (2001) note that employee competencies change through effective training programs. It therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities (Pigors & Myers 1989).

## **2.5 Training Delivery Style and Performance**

Training delivery style is a very important part of training (Carlos, 1995). Employees are very conscious about the delivery style (Armstrong, 2000)). Thus, if someone is not delivering the training in an impressive style and not capturing the attention of the audience, it means the trainer is wasting the time (Mark & Andrew, 2000). Therefore, it becomes imperative for a trainer to engage its audience during the training session (Phillip & Eves, 2005). Delivery style means so much in the training because it is what goes into making the change expected in the trainee. The HR Department must ensure that no matter the type of method used, it must be able to catch the trainees' interests. Once training has been designed, then the actual delivery of training can begin. The general recommendation is that training be pilot-tested or conducted on a trial basis in order to ensure that the training meets the needs identified and that the design is appropriate (Mathis & Jackson, 2004).

## **2.6 Training Design and Performance**

Mathis and Jackson (2000) assert that there are three primary considerations when designing training. They are (1) determining learner's readiness, (2) understanding different learning styles, and (3) designing training for transfer. For training to be successful and capable of influencing organizational performance, the trainees must have the basic skills necessary for learning, the motivation to learn and possess self-efficacy. Since the objective of training is to assist learners acquire the behaviour necessary for effective work performance, it is therefore

imperative that a clear understanding of the ways in which learning theories are applied when designing training programs are explained. Flippo (1984) opines that the more highly motivated the trainee, the more quickly and thoroughly a new skill or knowledge is learned. People learn if they accept the need for training and commit to it. For instance, if their motivation is weak and they doubt their ability to learn; no matter how well their training is designed and implemented, its effectiveness will be limited. This is to say that training must be related to something which the trainee desires. The drive could be the need which the trainee feels that training will help him or her solve. For example, job promotion, recognition, and so on (Bryan, 1990). The second requirement is cue. Through training the learner recognizes relevant cues and associates them with desired responses. The third is response. Training should be immediately followed with positive reinforcement to enable the learner feel the response. If reinforcement is not timely, positive and consistent; then there is every tendency that it will not produce the desired result. Feedback is another important requirement. The information the learner receives indicating the quality of his response is the feedback. It should be made available as quickly as possible to ensure possible effective learning. Although, these learning principles are good, the author, nevertheless, failed to discuss its practicability, where the learner actively participates in using the skills and knowledge acquired and did not mention that the level of aptitude and intelligence of individuals are different and that could affect the methods of training (Bryan, 1990).

## **2.7 Review of Empirical Studies**

Emeti (2015) assessed the effects of training on the performance of paint manufacturing firms in Rivers State. Cross-sectional survey research method was used in sampling the entire 312 operational staff of the three paint-manufacturing firms in Rivers State. Questionnaire was used for data collection and analysed using Pearson product moment correlation. The study found that

paint manufacturing firms that invested substantially on training and development survived the operational difficulties in Rivers State.

Hafeez and Akbar (2015) evaluated the impact of Training on Employee Performance in Pharmaceutical Industry in Karachi Pakistan. The study employed Training as independent variable while employee performance measured by performance areas i.e.; demonstrating team work, communication skill, customer service, interpersonal relationship and reduced absenteeism, while its measured developments areas i.e.; job-satisfaction, employee motivation, new technologies, efficiencies in process and innovation in strategies as its levers. Questionnaires were administered on three hundred and fifty-six (356) respondents' selected using random sampling technique. Descriptive, correlation and regression analysis was used for analysis. The result of analysis shows a positive significant relationship between training and employees performance.

Ofobruku andNwakoby (2015) examined the effects of training on employees' productivity in the insurance industry and the challenges militating against employee training in the insurance industry in Nigeria. Survey research methodology was employed in this study. The study found that for the organisation to achieve optimum returns from investment, there is the need to develop training programmes and effectively managed training of employees.

Dabale, Jagero andNyauchi (2014) determined the relationship between training and employee performance in Mutare City Council, Zimbabwe. Correlational research design was used for the study. One hundred and thirty-two (132) respondents were selected from the population, purposive sampling technique and structured questionnaire were used in data collection. Data was analyzed using quantitative techniques, including inferential statistics. It was established that there was strong positive relationship between training and performance of employees.

Sila (2014) investigated the relationship between training and performance in the Micro Finance Institutions (MFIs). Specifically, the study investigated whether attitude, job satisfaction and service delivery affects the performance of the employees. Questionnaires were administered to respondents for data collection. Descriptive statistics was employed for data analysis. The study found that the three variables of training investigated were key in determining employee performance especially in service firms. Therefore, the study concluded that training significantly influenced employee performance with attitude, job satisfaction and service delivery equally getting the same weight.

Kampkotter (2014) examined the effect of employees to formal performance appraisals (PA) which are one of the most important human resource management practices in companies. The study employed a representative, longitudinal sample of more than 12,000 individuals from the German Socio-Economic Panel Study (SOEP). The study applied fixed effects regressions and find a significantly positive effect of PA on job satisfaction. The study found a negative interaction term between PA without any monetary consequences and both employees scoring high on openness to experience and internal locus of control. Conversely, appraisals without monetary consequences seem to have neither an economically nor statistically significant effect on job satisfaction.

The study found evidence that an appraisal culture may lead to a positive recognition by employees, which, in turn, might positively influence job satisfaction. Furthermore, the moderating effects of personality traits on the performance appraisal job satisfaction relationship were analyzed. The moderating effect for employees scoring high on extroversion, who are typically more inclined to being monitored, show a higher level of self-confidence as well as status-seeking behaviour. The study found that for employees scoring high on openness to

experience, receiving a PA which is not related to any monetary consequences has a detrimental effect on job satisfaction rates. Interestingly, the study found no statistically significant moderating effect of locus of control on appraisals linked to monetary consequences. Thus, the study concludes that performance appraisals related to monetary outcomes are a powerful HR management tool that excites employees. On the other hand, appraisals without monetary consequences have no impact on job satisfaction and even a negative one for employees scoring high on openness to experience. The results also suggest that extrinsic rewards such as performance appraisals seem to be powerful and do not negatively affect employee satisfaction rates.

Nassazi (2013) investigated the effects of training on employee performance, using the telecommunication industry in Uganda as case study. The study was based on three case studies of the biggest telecommunication companies operating in Uganda. Mobile Telephone Network (MTN), Warid and Uganda TeleCom (UTL) were selected. These were specifically chosen because they are among the biggest and popular telecommunication companies in Uganda. The target size for this study 120 employees for telecommunication companies. Simple random sampling was then applied when selecting respondents from the three telecommunication companies and this was done to eliminate bias. The findings reported in this study suggest that training has an impact on the performance of employees with regards to their jobs. This result is broadly consistent with prior management literature on training and development.

Algharibeh, Almsafir and Alias (2014) investigated the relationship between training program and employee performance in public universities in Jordan. The population of this study consists of five public universities in Jordan. These universities are selected because of their significant roles in increasing the Jordanian wealth in education and economy. The universities were chosen

to analyze the topic of this research, which is the role of training and its impact on employee performance. The population of the study is the entire employees of the five universities, which were estimated to be 2500 employees. The sample size of this population was 333. The finding reveals that the relationship between the job training, quality training, and training strategy, and employee performance is positive and significant. Quality training was found to be the highest contributor to employee performance.

Dabale, Jagero and Nyauchi (2014) carried out a study aimed to determine the relationship between training and employee performance in Mutare City Council, Zimbabwe. The study used a sample size of one hundred and thirty-two (132), It was established that there was strong positive relationship between training and performance of employees. It was recommended that all the stakeholders, be involved in one way or the other in training to enhance employee knowledge, skills, ability, competencies and behaviour. From the findings most respondents strongly agreed that training develops skills and competencies to improve performance. It reduces learning time for employees starting new jobs on appointment, transfer or promotion and training helps to reconcile the gap between what should happen and what is happening to increase the level of performance.

Eze (2016) examined the impact of training and retraining on teachers' productivity in Enugu State. Results showed that training and retraining significantly enhanced teachers' productivity. It also revealed that the perception of male and female differed on the impact of training and retraining on teachers' productivity. It was concluded that teachers need to be trained and retrained regularly in order to enhance their productivity on the job.

Elnaga and Imran (2013) studied the effect of training on employee performance and to provide suggestion as to how firm can improve its employee performance through effective training

programs. The research approach adopted for the study conforms to qualitative research, as it reviews the literature and multiple case studies on the importance of training in enhancing the performance of the workforce. The research found that managers do not recognize about the importance of training and its effect on employee performance or they believe that training increases the company's cost. In an effort to correct the problem, management will decide that what these poor performers need is training. But unless poor performance is caused by real lack of knowledge or skill, training will have little or no effect on the problem. So, how do you know when training is the remedy? The researchers devised guidelines suitable for all companies to assess the employee performance. These guidelines are designed to determine the true cause(s) of the performance problem, and in turn, how best to correct it. These are ability, standards, knowledge and skills, measurement, feedback, environment and motivation.

Hafeez (2015) conducted a study on impact of training on employee performance in Pharmaceutical Industry in Karachi, Pakistan. Four Pharmaceutical companies were selected. A survey of 356 employees via self-administered questionnaire with the help of random sampling technique was conducted with the response rate of 96%. The analysis shows a positive significant relationship between them and the results reveal that the more the employee gets training, the more efficient their level of performance would be. The profile of a respondent shows that pharmaceutical preferred experienced, matured, educated and knowledgeable persons in their organisation because the experienced one has more passionately deal with client in the pharmaceutical sector on day-to-day basis and has more understanding about their work.

Afaq and Khan (2008) examined the relationship between the different training courses and the resultant performance of the employees in completing different tasks at the Pearl Continental Hotels situated at three big cities of Pakistan, i.e., Karachi, Rawalpindi, and Peshawar.

Specifically, this study has investigated the relationship between the employees' training factors like, age, gender, experience, time spent on training and overall scored achieved in training examinations and the six performance dimensions i.e. (1) work safety, (2) job preparedness, (3) hotel hygiene, (4) physical maintenance of rooms, (5) interactions with guests, (6) preparation for serving customers in different ways. The study used a sample size of 160. A significant relationship was found between the employees training and their resultant performance in accomplishing different tasks. It was found that those employees who have taken training were more capable in performing different task and vice versa. It was recommended that some of prevalent problems related to delivery of different services to targeted customers in the hoteling industry of Pakistan can be overcome by first conducting a training need assessment for employees of the Hotel, then delivery of training programmes to targeted employees and in accordance to the training programmes already been delivered. Furthermore, the employee participation can improve the process of training programmes design and deployment, and this participation will also motivate the employees to show better performance after the training programmes have been delivered.

Khan, Abbasi, Waseem, Ayaz and Ijaz (2016) examined the influence of training on employee performance with the mediating effect of job satisfaction. One hundred and fifteen (115) questionnaires were distributed among employees i.e. executives and managers of Telecom companies in Abbottabad, Haripur and Mansehra of which one hundred and five (105) were returned. The study showed positive impact of training and development and job satisfaction with employee performance.

Ampomah (2016) focused on the effect of training on employee performance Ghana private tertiary institution, using Pentecost University College as a case study. The respondents selected

at management level using simple random sampling technique. The study found that employees are motivated through training; and training and development resulted into higher performance.

Manzoor, Sadozai and Jan (2016) assessed the impact of training on employee's performance, incorporating employee empowerment as a moderating variable. The study employed selection, training, and participation as Independent variable. One hundred and thirty (130) sample size was drawn from the target population using proportional allocation sampling technique. The sampled respondents include administrative employees and teaching faculty of two public sector universities. The reliability of scales was computed using Cronbach's Alpha Coefficient which reveals that all scales were found to have good reliability. Regression analysis was applied for data analysis and test of hypotheses, the study concludes that all the selected HRM Practices have significant and positive effect on job performance. Furthermore, the moderating variable i.e. employee empowerment is observed as a substantial parameter in enhancing the relationship between HRM practices and job performance.

Salah (2016) investigated the relationship between training, employees' performance and productivity in selected Jordanian Private Sector transportation companies located in the Southern region of Jordan. Data for the study was collected using structured questionnaire, administered on sample of two hundred and fifty-four (254) respondents drawn from population of four hundred and twenty (420) employees', two hundred and twelve (212) questionnaires were returned and only 188 were used for statistical analysis. Inferential statistics like Pearson product moment correlation coefficient ( $r$ ) and linear regression were used to determine if there is a significant positive relationship existed between the independent variables (training and development) and dependent variables (performance and productivity). The findings indicated that training and development were positively correlated and claimed statistically significant

relationship with employee performance and productivity. Analysis and interpretations were made at 0.05 level of significance. The study concluded that training and development have important impact on employee performance and productivity.

Tanoli (2016) examined the relationship between training, mentoring and employee performance. Data from 250 staff members will be collected from different public and private sector universities of Islamabad. The result showed that employees training has positive and significant impact on employee performance. Timely and effective training not only polishes the employee skills but also prepare them to accomplish the current and future challenging assignments. Attaching the employees with senior or highly professionals of their own field maintain their abilities and provide correctness to their mistakes they make in routine activities. Collectively training and mentoring oriented workplace encourages the employees to work with commitment and they become the source of continuing these practices by delivering them to their new entrants, junior colleagues and less experienced group or team members.

Jouda<sup>1</sup>, Ahmad and Dahleez (2016) examined the impact of human resource management practices (HRMPs) on employee's performance at Islamic University of Gaza (IUG) in Palestine. Primary data was collected using questionnaires administered on randomly selected sample of 115 employees (faculty and non-faculty members) of IUG, using multiple regression analysis. The findings of the study reported that HRMPs (recruitment and selection, training and development, compensation and incentives, performance appraisal) are positively related to employee's performance.

Usoroh, Umoren andIbang (2016) examined the impact of training and education on job productivity of librarians in academic libraries in Akwa-Ibom State. Ex-post factor research design was used for the study. Data was analysed using Pearson Product Moment Correlation.

The result of the analysis revealed that there is a significant relationship between training and job productivity of librarians in academic libraries. The result further revealed that there is a significant relationship between education and job productivity of librarians in academic libraries. Based on the findings of the study, it was concluded that training and education have significant impact on job productivity of librarians in academic libraries.

Wambua andKaranja (2016) examined the effect of Human Resource Management Practices (HRMP) on employee performance in commercial banks in Nairobi County of Kenya. The study specifically examined reward management practices, performance appraisal practices, employee involvement practices and training and development practices as proxies of HRM practices. The study employed descriptive study design for analysis for a sample of two hundred and thirty-five (235) respondents selected through stratified random sampling technique. Data was collected using questionnaires and analysed using multiple regression analysis. The study found that the relationship between HRM practices and employee performance is positive although only the relationship between reward management, performance appraisal as well as training and development practices and employee performance were found to be significant while the relationship between employee involvement and employee performance was not significant.

Asfaw, Argaw andBayissa (2015) determined the impact of training on employees' performance and effectiveness in District Five Administration Office, Addis Ababa, Ethiopia. Cross sectional institutional based quantitative research method was employed. Data were collected using Likert's scale tool on sample of one hundred (100) employees' selected using systematic random sampling technique. Ninety-four complete questionnaires with a response rate of 94% were considered for analysis. Training had positively correlated and statistically significant relationship with employee performance and effectiveness.

Ekundayo (2015) examined the effect of training practices of selected oil services companies in Port Harcourt on workers' productivity. One hundred and Nine (109) questionnaires were distributed among the employees of the ten selected oil service companies. The study found that selected oil services companies met their needs for training in an adhoc and haphazard way. The study concludes that there is significant positive relationship between training/development and workers' productivity. There is also significant relationship between training/development and employees' job security.

Iyanda, Abdulmajid and Raihan (2015) assessed the effect of career incentives on employee performance using distributive justice as a mediating variable. Questionnaire was administered to sample of one hundred and forty (140) respondents, but one hundred and sixteen (116) questionnaires were used for analysis. The data were analysed using descriptive, correlation and hierarchical regression analysis. The findings of the study showed that there is positive relationship between career incentives, and employee performance. Furthermore, it found that distributive justice partially mediated the relationships between career incentives and employee performance.

Javed, Balouch and Hassan (2015) identified determinants of employees' performance in an organisation. Employee's empowerment and workplace environment were analysed to determine their effects on job satisfaction, and the mediating impact of job satisfaction on job loyalty, job performance and turnover intention. The study used self-administered questionnaire for data collection while convenient sampling technique was used for sample size determination. Two hundred (200) questionnaires were administered of which one hundred and fifty (150) were used for further analysis. The data drawn was analysed using Statistical Software for Social Science (SPSS). The results showed significant positive relationships between employee empowerment,

workplace environment, job loyalty and job performance with job satisfaction. In addition, there is a significant negative relationship between job satisfaction and turnover intention. The findings also demonstrate that there is no significant relation of turnover intention with employee empowerment and job performance.

Audu and Gungul (2014) ascertained the effects of human resource training and development on Productivity in Nigerian Hospitality Industry using sample size of ninety-eight (98) respondents drawn from population of four hundred and eighty-two (482) employees. The study concluded that the hospitality industry in Nigeria could be improved through training and development of human resources. That is, training significantly affected employees' productivity in the Nigeria hospitality industry.

Maduka (2014) examined the impact of training in the Nigeria police force at the zonal command zone 9 Umuahia, Abia State and in the five states under the command. The survey research design was adopted in the study. A sample of 125 respondents comprising all the CSPs of police personnel in the zonal command Umuahia of Nigeria was randomly selected from the population of 230 CSPs. Data for the study were obtained from both primary and secondary sources. Finding from the study revealed that the police personnel are not adequately trained and the trained personnel are not deployed to their areas of skills and competency. Thus, concluded that training and development do not significantly affect employee's performance in the Nigeria police force.

Obi-Anike and Ekwe. (2014) examined the impact of training on organizational effectiveness in public sector in Nigeria. Sixty-six (66) questionnaires were administered, of which fifty-five (55) were duly completed and returned. The data generated from the field were presented and analyzed with descriptive statistic while the corresponding hypotheses were tested with the chi-

square, Pearson's Correlation and linear regression. The finding indicated that: There is positive relationship between training/development and organizational effectiveness. The increase in job satisfaction and reduce employee turnover are the benefit of training and development in public sector. Inter-personal and teamwork are the effect of training/development on organizational performance. The study concluded that effective training is an investment in the human resources of an organization, with both immediate and long – range returns.

Sohail, Ahmad, Iqbal, Haider and Hamad (2014) examined the impact of employee training and development on employee's performance, using a sample size of 100 employees drawn from eleven (11) banks in Banking Sector of northern Punjab. Regression analysis was employed for data analysis, using on job Training and Delivery style as determinants of employee training and development. Results show the Positive relationship between on job Training and Employee Performance and there is the Positive relationship between Delivery style and Employee Performance. Thus, the study concludes that there is significant positive relationship between employee training and development and the employee performance.

Tahir, Yousafzai, Jan and Hashim (2014) investigated the impact of training and development on employees' performance and productivity. The study employed quantitative design to analyse data collected primary source through questionnaire administration. Training and Development are the independent variable and Employees' performance and productivity are the dependent variables employed in the study. Eight united banks limited were selected for the study. Eighty questionnaires were distributed for the collection of data. Descriptive statistic tools using Statistical Package for Social Science (SPSS) were applied for questionnaire analysis, reliability and consistency to determine whether Training and Development has an impact on Employees Performance and Productivity. The Pearson correlation was used in study and Cronbach Alpha

for each questionnaire. The result showed that there was significant relationship between the variables.

Ofoegbu and Joseph (2013) examined and identified the determinants of employees' performance using productivity as measure for employees in Bond Chemical company in Oyo State. A sample size of 150 respondents was randomly selected from the entire staff of the industry, while Logistic regression method was used to determine the factors that determine employee's performance in the workplace. The findings of the study reveal that out of the major determinants listed, motivation, wages and salaries, conducive working environment and employee's interest are major determinants of employee performance while years of experience, Firm size and availability of raw materials though increase the ability of workers to perform effectively in their workplace, but were not major determinants of employee's performance. Findings also reveal that there is a significant relationship between employees' performance and industrial output and those organizations that encourage their employees' to be involved in their decision making perform better than those who do not.

Tahir, Yousafzai, Jan and Hashim (2014) investigated impact of training and development on employees' performance and productivity. Data for the study was collected using primary data using questionnaires surveys. The study used Training and Development (Independent) and Employees' performance and productivity (Dependent). Eighty questionnaires were distributed, while descriptive statistical tools were applied for reliability and consistency, data was analysed using Pearson correlation. The result showed that there was significant relationship between the variables. That is, training and development significantly affected employees' performance and productivity

Malaolu and Ogbuabor (2013) 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 by simple random sampling. The data generated was analyzed using descriptive statistics. The findings of the study show that that training and manpower development enhanced employee's efficiency and job productivity. Secondly, that training and manpower development enhanced organizational performance.

Prior research has focused on benefits of training but this study included a discussion on how to maximize the benefits of training by paying attention to selection procedure, training design, training delivery style, employee perception of training. This is because training alone may not be able to realize its goal, if it is disconnected from other variables that have been mentioned. Therefore, training will have the greatest impact when it is bundled together with selection procedure, training design, training delivery style, employee training and employee perception of training.

## **2.8 Theoretical Framework**

The underpinning theory of this study was anchored on human capital theory. This theory was propounded by Schultz (1961). The theory believes that manpower development is a prerequisite for improved employee job performance. Therefore, operational skills, knowledge, and training acquired by individual worker tend to influence his/her perception to work. Therefore, the investment on human capital development adds to their value, dexterity, abilities that enhance employee job performance in the organization. For organization to achieve strategic capability must groom her workers to be more intelligent, knowledgeable, and flexible than their competitors. Therefore, the emphasis on human capital according to Udu (2014) synchronizes

with the emphasis in strategy research on core competencies, where economic rents are attributed to people embodied with skills, knowledge.

Human capital theory emphasizes how education and training has increasingly contributed to improved productivity of workers by increasing the level of cognitive stock of economically productive human capability which is a product of innate abilities and investment in humanbeings. It is seen as an enlargement of human capabilities through education, training skills, work productivity and creativity (Odumegwu) 2005. The theory assumes that skill, and knowledge acquired ingrained individual workers with the necessary skills and operational capabilitiesneeded for improved job performance in a work place.

The aforementioned theory supports this study because it overtly captured the need for human capital development as a prerequisite for the acquisition of operational skills, and knowledge that contributesignificantly to employee job performance. Schultz (1961) confirms that skills acquisition enables organizational employees to come up with the desired skills that impact on employee jobperformance.

## **2.9 Conceptual Framework of the Study**

The framework or model for this research has two variables; Employee performance as the dependent variable and training as independent variable, which include: employee training, employee perception of training,training delivery style, training design, and selection procedure. It is expected therefore, that improved employee performance will depend on how efficient and effective the tertiary educational institutions are managing the five proxies of training.

### **Independent Variable**

**Training**

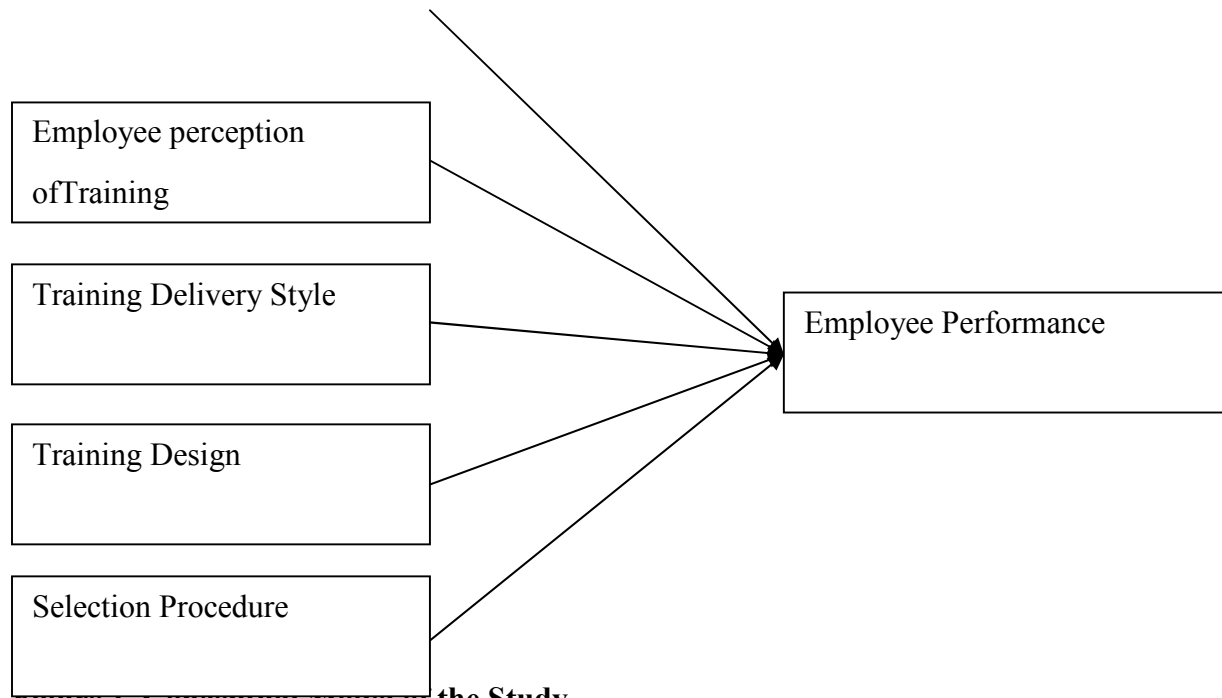
**IV**

### **Dependent Variable**

**Employee Performance**

**DV**

Employee Training
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**Figure 1. Conceptual Model of the Study**

From figure 1, it should be noted that, training was employed as the independent variable, while employee performance was used as the dependent of the study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the methodology and procedures undertaken for the study. Specifically, the chapter discusses the research design, population of the study, sampling technique and sample size, methods of data collection and instruments, validity and reliability, method of data presentation and analysis adopted.

#### **3.2 Research Design**

Research design has been viewed as a blue print or road map indicating the methods and procedure for collecting and analysing information (Zikmund, Babin, Carr, & Griffin, 2010). This study employed survey design and used quantitative approach in data analysis. Questionnaires were adopted as the survey instrument. The level of training was examined as an independent variable while employee performance as dependent variable.

Kothari (2004) describes a descriptive survey design as a design that seeks to portray accurately the characteristics of a particular individual, situation or a group. Therefore, research design encompasses the methods for the collection, measurement and analysis of a data related to the research objectives. The research design chosen for this study is survey method. The survey research method was most appropriate because the researcher has no control of the variables as well as the outcome. The study utilises training as independent variable while employee performance as independent variable.

### **3.3 Population of the Study**

The population of the study comprises of academic staff in Federal College of Education, Zaria, Thus, the population of the study is 1,242 staff drawn from the college as at the end of December, 2017. (Staff Development Unit, FCE, Zaria)

### **3.4 Sample Size and Sampling Techniques**

Furthermore, to narrow the focus of the study on a smaller fraction of the population of the study, the sample size of the study are 302 employees derived using Yamane, T. (1964)'s formula for estimating sample size was applied to determine the study sample.

**Where: `**

S = required sample size

N = the population Size

$\alpha$  = precision level at 0.05

$$S = \frac{N}{1 + \alpha^2 N}$$

$$\textbf{Therefore; } S = \frac{1242}{1 + 0.05^2 (1242)} = 302$$

### **3.5 Data Collection Technique**

Questionnaires was used as the main data collection technique for this study, before setting out for data collection a letter of introduction was collected from the Department of Business Administration and Entrepreneurship, Bayero University Kano. The letter is soliciting for the assistance from the participating tertiary institution (Federal College Of Education, Zaria). The letter greatly help in facilitating the conduct of the study by building confidence and trust in the minds of the management of this institution who gave us permission for the distribution of copies of questionnaires. The questionnaire was divided into three parts, the first part was about biography of the respondents; it asks about demographic characteristics of the respondents e.g. gender, age, work experience, educational qualification, and rank. The second part asked about the perceptions of the respondents on training dimensions i.e. selection procedure, training design, training deliver style, employee perception of training and employee training. While the third part was about the perceptions of the respondents on employee performance. In addition, five point Likert scale structured questionnaires was employed for collection of data. (i.e. strongly disagree, disagree, moderate, agree and strongly agree).

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

The data was analyzed using descriptive and inferential statistics. Descriptive statistics is used to state the characteristics of the respondents, inferential statistics is used to test the hypotheses, and analysis such as correlation and regression was used. Pearson was used to determine the relationship among the independent variables and the relationship between independent variable and dependent variable. Regression analysis is used to explain the total effect of the independent variables on the criterion variables. The statistical package for social science software (SPSS) version 20 is used to analyse the relationship between the variables for the study.

### **3.7 Measurement of Research Variables**

This research has two constructs to be measured using two instrument adapted from different authors, They are training and employee performance. This section presents how the variable will be measured.

#### **3.7.1 Employee Performance**

Employee performance variable was measured by adapting Role Based Performance Scale (RBPS) developed by Welbourne, Johnson and Erez, (1998). The scale has 5 items with Cronbach alpha coefficient of .973. All items were ranked on a 5 – point likert scale representing a range of attitude from 1 – Strongly Disagree to 5 – Strongly Agree.

#### **3.7.2 Training**

Training was measured by adapting a 5-dimensional scale developed by Ndibe (2014). The five dimensions are selection procedure, training design, training delivery style, employee perception of training and employee training. The instrument has a total number of 18 items with Cronbach

alpha coefficient of 0.810 indicating that the instrument was reliable. All items were ranked on a 5 – point likert scale representing a range of attitude from 1 – Strongly Disagree to 5 – Strongly Agree.

### 3.7.3 Validity and Reliability of the Instrument

Validity refers to the extent of accuracy of the results of the study. Validity of the results can either be internal or external. Internal validity refers to the analysis of the accuracy of the results obtained. External validity refers to the analysis of the findings with regards to whether they can be generalized (Ghauri&Grønhaug 2005)

Reliability of a measure on the other hand, indicates the extent to which an instrument is error free and thus, reliable and steady through time and also through the various items on the scale (Sekaran&Bougie, 2010). The most prevalent test of inter-item consistency reliability is the Cronbach's alpha coefficient (Sekaran&Bougie 2010). Hence, the Cronbach's alpha coefficient is employed in this study to measure the internal consistency of the instrument.

All items in the questionnaire were used in answering the research questions and also to test hypothesis for the study. The researcher distributed the questionnaires, and explained to the respondents the items that needed additional clarification.

The statistical software SPSS version 20 was used to analyse the relationship between the variables for the study.

$$Y = a + \beta_1 X_1 + \dots + \beta_n X_n + e_i$$

$Y_i$  indicate the dependent variable and  $X_i$  denote the number of the independent variable.

**Where:**

$Y_i$  = Employee Performance (EP)

X1=Employee Training (ETR)

X2=Employee Perception of Training (EPT)

X3=Training Delivery Style (TDS)

X4=Training Design (TRD)

X5=Selection Procedure (SPE)

a=constant value

$\beta$ = the co-efficient of variable

$e_i$ =error term.

Therefore, regression equation would be:

$$EP = a + \beta ETR + \beta EPT + \beta TDS + \beta TRD + \beta SPE$$

The hypotheses was tested at 5% level of significance and the decision rule is that, if the t-value is less than the critical value, the hypothesis would be accepted and if equal or greater than the critical value, it would be rejected.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents, analyse and interpret results from the data collected for this study. Specifically, the chapter covers the characteristics of the respondents, inferential analysis and regression analysis of the data. The chapter further discusses the findings of the study under which the research questions were answered and hypotheses formulated were tested.

#### **4.2 Characteristics of the Respondents**

A total of three hundred and two (302) copies of the questionnaire were distributed to the respondents, two hundred and eleven (211) copies were completed and returned representing 70 percent while 91 copies were not retrieved representing 30 percent of the total copies of the questionnaire.

#### **Table 4.1: Demographics of Respondents**

S/N	Demographics		Frequency	Percentage (%)	Total
Q1	Gender	Male	168	79.6	211
		Female	43	20.4	
Q2	Age	30-39	49	23.2	211
		40-49	65	30.8	
		50-59	76	36.0	
		60 and above	21	10.0	
Q3	Work Experience	Less than 1 Year	20	9.5	211
		1-5 Years	39	18.5	
		6-11 Years	37	33.2	
		12-15 Years	70	20.7	
		16-20 Years	16	7.6	
		21-25 Years	16	7.6	
		26-30 Years	13	6.1	
Q4	Educational Qualification	Ph.D.	38	18.0	211
		Master's Degree	173	82.0	
Q5	Designation	Chief Lecturer	20	9.5	
		Principal Lecturer	39	18.5	
		Senior Lecturer	37	17.5	
		Lecturer I	70	33.2	

Lecturer II	16	7.6	
Lecturer III	16	7.6	211
Assistant Lecturer	13	6.2	

**Source: Field Survey, 2017.**

The Table 4.1 shows the demographic statistics of the respondents. It depicts the frequencies and valid percentage of the characteristics of the respondents in terms of gender, age, work experience, educational qualification, and designation.

### **4.3 Data Cleaning**

Data cleaning is said to be important in conducting multivariate analysis. This is because of the fact that the meaningfulness as well as the quality of the outcome of the analysis depend on the data editing and screening (Pallant, 2011). Therefore, outliers and missing values were thoroughly checked.

#### **4.3.1 Detection of Missing Values**

A missing value can signify a number of different things. Perhaps the field was not applicable, the event did not happen, or the data was not available. It could be that the person who entered the data did not know the right value, or did not care if field was not filled in. According to Hair (2010) any case with more than 50 percent missing values should be deleted as long as there is adequate sample. Therefore, no missing values were detected in the study. Considering the consequences of missing data in the analysis, the researcher took proactive measures to prevent the occurrence of missing values. Descriptive statistics was conducted to identify missing values and the result shows no missing values.

### **4.3.2 Outliers**

Outliers are cases that have values that are very different from the values for the majority cases in the data set, univariate and multivariate must be removed from the data set. When looking for univariate outliers for continuous variables, standardized values (Zscores) can be used , univariate outliers can be considered standardized cases that are outside the absolute value of 3.29 while multivariate outliers can be identified with the use of Mahalanobis distance, which is the distance of a data point from the calculated centroid of the other cases where the centroid is calculated as the intersection of the mean of the variables being assessed. Multivariate outliers can also be recognized using leverage, discrepancy, and influence. Tabachnick and Fidel (2007) recommended the identification of univariate outliers through the observation of Z score. The Z score for each item must be within the range of  $\pm 3.29$  (0.001) sig. level.

### **4.4 Reliability of the Research Instruments**

The instrument used for data collection for this study has gone through an internal consistency test which measured the degree to which items that made up the instrument were measuring the same underlying attribute. It measured the extent to which the items in the scale ‘hang together’. This means that reliability test shows how the items in the instrument measure the construct under study. Nunally (1978) recommends a minimum of 0.70 Cronbach alpha. A Cronbach alpha of 0.50 and above, according to (Hulland, 1999), is considered appropriate for measuring reliability. Therefore, this study adopts 0.50 thresholds as suggested by (Hulland, 1999) in measuring internal consistency of the instrument. Below is the summary of the reliability test results for all variables.

#### **Table 4.2 Summary of Reliability Analysis of Variables**

Variables	Number of Items	Number of Items Deleted	Cronbach alpha
Employee Performance	5	0	0.560
Employee Training	4	0	0.625
Employee Perception of Training	3	0	0.562
Training Delivery Style	4	0	0.644
Training Design	3	0	0.719
Selection Procedure	4	0	0.705

**Source: Field Survey, 2017.**

The table 4.2 shows that Cronbach alpha for, Employee Performance which is 0.560, Employee Training 0.625, Employee Perception of Training 0.562, Training Delivery Style 0.644, Training Design 0.719, and lastly Selection Procedure 0.705. This means that all the variables were reliable enough for the study (Hulland, 1999).

#### 4.5 Correlation

The table below shows the correlation between the dependent variable (employee performance) and independent variables (selection procedure, training design, training delivery style, employee perception of training, and employee training)

**a). Table 4.3 Correlations**

		Correlations					
		Employee Performance	Selection Procedure	Training design	Training delivery	Employee perception	Employee training
Pearson Correlation	Employee performance	1.000	.302	.320	.443	.312	.370
	Selection procedure	.302	1.000	.521	.538	.418	.576

Sig. (1-tailed)	Training design	.320	.521	1.000	.549	.624	.568
	Training delivery	.443	.538	.549	1.000	.504	.454
	Employee perception	.312	.418	.624	.504	1.000	.638
	Employee training	.370	.576	.868	.454	.638	1.000
	Employee performance	.	.000	.000	.000	.000	.000
	Selection procedure	.000	.	.000	.000	.000	.000
	Training design	.000	.000	.	.000	.000	.000
NS	Training delivery	.000	.000	.000	.	.000	.000
	Employee perception	.000	.000	.000	.000	.	.000
	Employee training	.000	.000	.000	.000	.000	.

The table 4.3 shows the correlation among the research variables. As can be observed from the table, none of the correlation among the research variables is up to .90 as suggested by Hair et al. (2010) and Pallant (2007). This means that there is no problem of Multicollinearity.

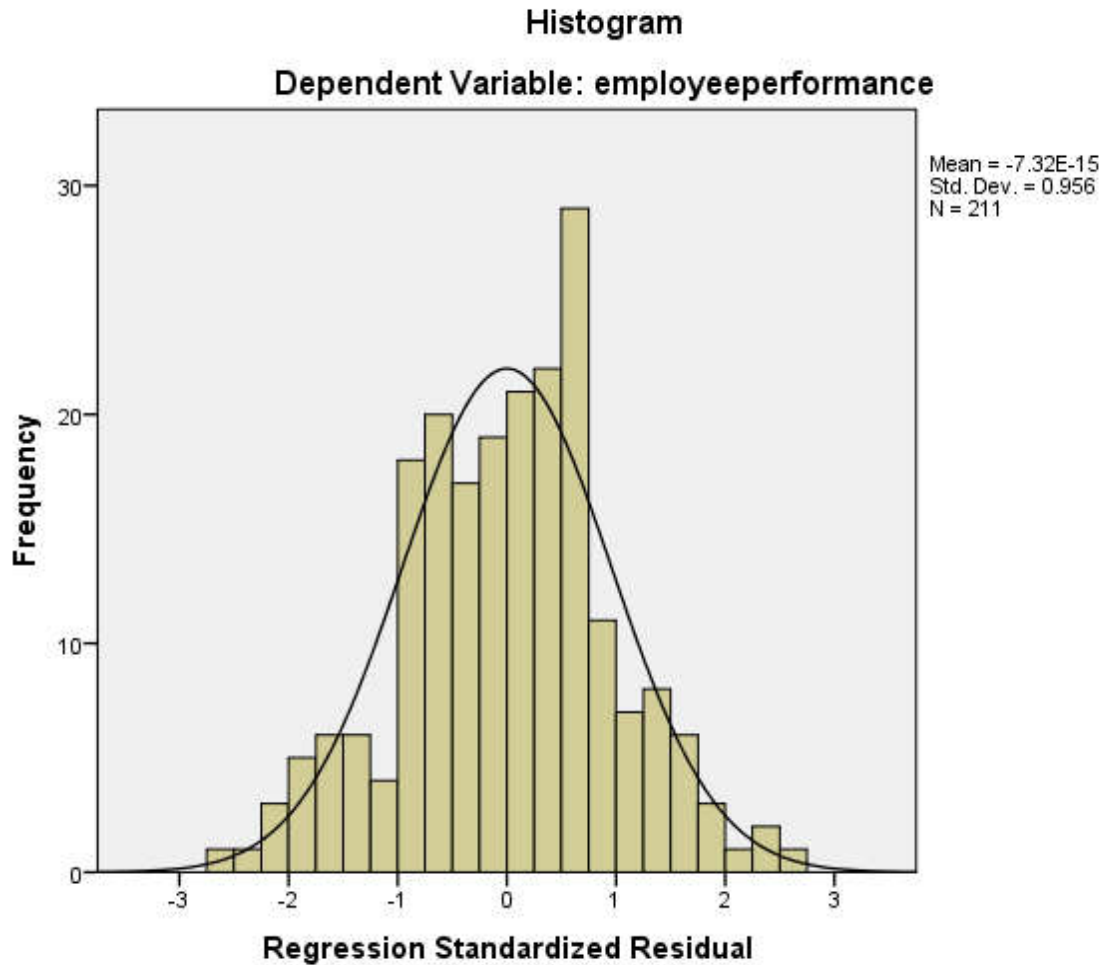
## **4.6 Multiple Regression Analysis**

As stated in chapter three, multiple regression was used for data analysis, below is the analysis alongside five major assumptions about multiple regression. The assumptions are normality, Multicollinearity, linearity, homoscedasticity and independence of the residuals. All the assumptions are examined and explained.

### **4.6.1 Normality Assumption**

The normality assumption is reflected in the histogram and the P-P plot (see appendix G), it means the histogram should appear normal. Q-plots, P-plots are more exacting methods to spot deviations from normality, and are relatively easy to interpret as departures from a straight line (Keith, 2006). That is, the data are normally distributed; the plotted points should follow the straight line. Non-normally distributed variables can distort relationships and significance tests (Osborne & Waters, 2002). A fitted normal distribution plot indicates that, the assumption of normality has been met.

**Figure 4.1**



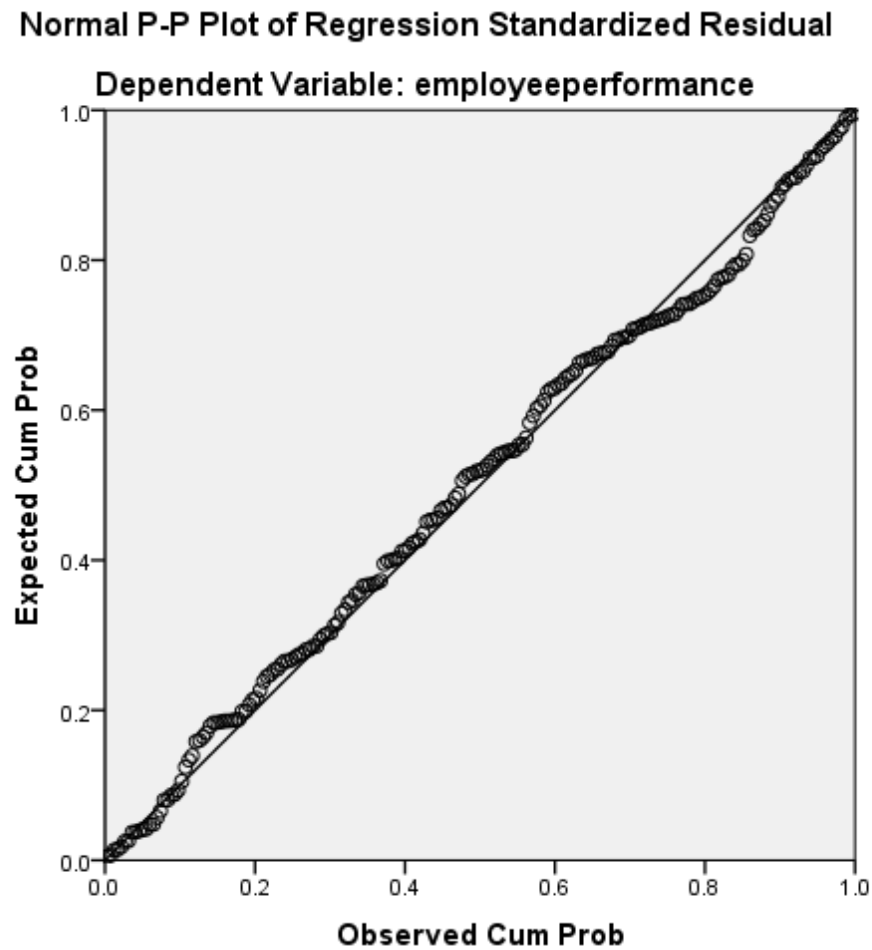
**Source: Field Survey, 2017.**

#### **4.6.2 Linearity**

Linearity assumption is the most important among all the assumptions of multiple regression as it relates to the bias of the results of the entire analysis. Linearity defines the dependent variables as a linear function of the predictor (independent) variables (Darlington, 1968) Multiple regressions can accurately estimate the relationship between dependent and independent variables when the relationship is linear in nature (Osborne & Waters, 2002). It is important to examine the issue of linearity as it is common in social science research to find a non-linearity relationship. If linearity is violated all the estimates of the regression including regression

coefficients, standard errors, and tests of statistical significance may be biased (Keith, 2006). If the relationship between the dependent and independent variables is not linear, the results of the regression analysis will under-or-over-estimated the true relationship and increase the risk of Type I and Type II errors (Osborne & Waters, 2002). The analysis on the pp plot fits on the straight line and therefore met the assumption of linearity, as the residuals did not show any non-linear pattern.

**Figure 4.2**



**Source: Field Survey, 2017.**

Linearity assumption was also met because the analysis of the residuals did not show any non-linear pattern. Linearity assumption requires that the relationship between the independent and dependent variables is linear.

#### **4.6.3 Homoscedasticity**

Homoscedasticity is normally assessed by visual inspection of the scatter plot of the regression residual. The basic assumption of homoscedasticity is that the variance of the dependent variable is approximately the same at the different level of the independent variable (Hair et al 2010). In other word, the error term in a regression model has a constant variance. According to Berry &Fieldman, (1985) Homoscedasticity appears to be indicated when the width of the band of the residual is approximately the same at the dissimilar of the dependent variables and the scatter plot shows a pattern of residuals normally disseminated around the mean. Hence, upon checking for homoscedasticity in SPSS, it was found that for all the independent variables the assumption was not violated.

#### **4.6.4 Multicollinearity**

This has to with the degree of high correlation among independent variables. According to Hair, Black, Anderson and Tathan (2010), collinearity exist when the ability of an additional is related not only to its correlations to the independent variable already in the regression equation. The correlation matrix for the study shows no sign of Multicollinearity problem among all the independent variables is non among the independent variables have a correlation coefficient of 0.9. However, correlation above 0.90 normally indicates multicollinearity (Hair et al., 2010). In addition to the above, Hair et al. (2010) stated that variance inflation factor (VIF) and tolerance statistics are two important statistical tools that can be used to check for Multicollinearity. According to them any VIF that exceeds 10 and a tolerance that is lower than 10 are indications of a problem of Multicollinearity. Thus, the results of this study shows a VIF is less than 10 and tolerance value is more than 10.

#### 4.6.5 Independent of Error Term

The assumption of independence of error term implies that the samples are independent from one another. Durbin-Watson value is used to test the independent of error terms (Norusis, 2000). The independent of error, which assumes that for any two or more observations the residuals terms should be uncorrelated, is met. The value of Durbin Watson which determines independent of error is 1.652 which falls within the acceptable range of 1.5-2.5 as recommended by Norusis (1999). (see Table 4.4 page 65). Field (2009) argued that values less than 1 or greater than 3 are cause of concern.

#### Model

EP=f (ETR, EPT,TDS,TRD SPE)

EP= a +  $\beta$ ETR+ $\beta$ EPT+ $\beta$ TRD +  $\beta$ TDS+  $\beta$ SPE + ei,

**Table 4.4 Model Summary**

Model Summary										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.496 <sup>a</sup>	.246	.288	.44869	.246	13.382	5	206	.000	1.675

a. Predictors: (Constant), employee training, employee perception, training delivery style, training design, selection procedure.

b. Dependent Variable: employee performance

#### Source: SPSS Version 20 output

The table 4.4 shows the coefficient for the study which is  $R^2 = 0.25\%$ . This indicates that 25% of the variability in Employee Performance (dependent variable) has been significantly explained by the independent variables (selection procedure, training design, training delivery style, employee perception of training, and employee training) under study. The R square is

reasonable enough considering the nature of this study which is in social sciences (Cohen, 1988).

**Table 4.5 Anova Summary**

Anova Summary						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	13.471	5	2.694	13.382	.000 <sup>b</sup>
	Residual	41.271	206	.201		
	Total	54.741	211			

a. Dependent Variable: employee performance

b. Predictors: (Constant), employee training, employee perception, training delivery style, training design, selection procedure.

The ANOVA table 4.5 indicates that the model as a whole is significant, considering the sig.F change value ( $F(5, 206) = 13.382, p < 0.0005$ ). The level of significance which is .000 shows that the model is a good fit for the study.

**Table 4.6 Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
(Constant)	2.903	.149		19.535	.000					
1 Selection procedure	.018	.056	.026	.323	.747	.302	.023	.020	.566	1.768
Training design	.154	.079	.255	1.943	.053	.320	.134	.118	.213	4.684
1 Training delivery	.226	.046	.401	4.914	.000	.443	.325	.298	.551	1.814
Employee perception	.009	.046	.016	.197	.844	.312	.014	.012	.530	1.885
Employee training	.230	.075	.413	3.070	.002	.370	.210	.186	.203	4.923

a. Dependent Variable: employee performance

b. Predictors: (Constant), employee training, training design, selection procedure, training delivery, and employee perception,

The table 4.6 shows the contribution of each independent variable (selection procedure, training design, training delivery style, employee perception of training, and employee training,) in predicting the dependent variable (employee performance). The table shows that training delivery style, employee training and training design are statistically significant with p value = .000, 0.002, and 0.053 respectively. The contributions of training delivery style 40.1% (Beta = .401), employee training 41.3 % (Beta = .413), and training design 25.5% (.255). This means that training delivery style, employee training and training design have made a unique and significant contributions in explaining employee performance. While training selection procedure and employee perception were found to be insignificant with p value = .747, and .844 respectively. This implies that training content, contributed only 2.6 % (Beta = .026) and employee perception of training contributing only 1.6% (Beta = .016) in explaining variation in the employee performance.

## 4.7 Test of Hypotheses

This section tested the hypotheses for the study; having met the normality and other assumptions or requirements of the parametric technique used. Multiple regression techniques were used to test the hypotheses. These were performed to test the individual and aggregate effect of training on academic staff performance in federal college of education, Zaria, Kaduna. The regression analyses were performed in line with the restated hypotheses. Analyses were conducted, as explained earlier, to ensure that there was no violation of the assumptions of normality, linearity, multicollinearity, homoscedasticity and independence of error terms.

Three out of five independent variables influenced the directional hypothesis. Therefore, hypothesis H1, H3, and H4 are not supported the null hypotheses, whereas H2 and H5 are not influencing the dependent variable. Therefore, we reject null hypothesis 1, 3 and 4.

The hypotheses are restated as follows:

**H<sub>01</sub>:** There is no significant effect between employee training and academic staff performance in Federal College of Education, Zaria

**H<sub>02</sub>:** There is no significant effect between employee perception of training and academic staff performance in Federal College of Education, Zaria.

**H<sub>03</sub>:** There is no significant effect between training delivery style and academic staff performance in Federal College of Education, Zaria.

**H<sub>04</sub>:** There is no significant effect between training design and academic staff performance in Federal College of Education, Zaria.

**H<sub>0</sub>5:** There is no significant effect between Selection procedure of employee for training and academic staff performance in Federal College of Education, Zaria.

**H<sub>0</sub>1** predicted a negative relationship between employee training and academic staff performance. The regression results on Table 4.6 revealed that employee training individually ( $\beta = .414$ ) in fact the best predictor among all other variables had significant relationship with academic staff performance in Federal College of Education, Zaria, Nigeria. Hence, the results support the alternative hypothesis that employee training is positively related to academic staff performance. Thus, null hypothesis 5 not supported.

**H<sub>0</sub>2** predicted a negative relationship between employee perception of training and academic staff performance. The regression results on Table 4.6 revealed that employee perception of training individually ( $\beta = .016$ ) had no significant relationship with academic staff performance in Federal College of Education, Zaria, Nigeria. Hence, the results did not support the alternative hypothesis that employee perception of training is positively related to academic staff performance. Thus, null hypothesis 4 was supported.

**H<sub>0</sub>3** predicted a negative relationship between training delivery style and academic staff performance. The regression results on Table 4.6 revealed that training delivery style individually ( $\beta = .401$ ), had significant relationship with academic staff performance in Federal College of Education, Zaria, Nigeria. Hence, the results support the alternative hypothesis that training delivery style is positively related to academic staff performance. Thus, hypothesis 3 not supported.

**H<sub>0</sub>4** predicted a negative relationship between training design and academic staff performance. The regression results on Table 4.6 revealed that training design individually ( $\beta = .255$ ), had significant relationship with academic staff performance in Federal College of Education,

Zaria, Nigeria. Hence, the results support the alternative hypothesis that training design is positively related to academic staff performance. Thus, null hypothesis 2 not supported.

**H<sub>05</sub>** predicted a negative relationship between selection procedure and academic staffs' performance. The regression results on Table 4.6 revealed that selection procedure individually ( $\beta = \beta = .026$ ) had no significant relationship with academic staff performance in Federal College of Education, Zaria, Nigeria. Hence, the results did not support the alternative hypothesis that selection procedure is positively related to academic staff performance. Thus, hypothesis 1 was supported.

***Summary of Hypotheses Testing***

S/N	Hypotheses	Result
H <sub>1</sub>	There is no significant relationship between employee training and academic staff in performance in Federal College of Education, Zaria, Nigeria.	Not Supported.
H <sub>2</sub>	There is no significant relationship between employee perception of training and academic staff in performance in Federal College of Education, Zaria, Nigeria.	Supported.
H <sub>3</sub>	There is no significant relationship between training delivery style and academic staff in performance in Federal College of Education, Zaria, Nigeria.	Not Supported.
H <sub>4</sub>	There is no significant relationship between training design and academic staff in performance in Federal College of Education, Zaria, Nigeria.	Not Supported.
H <sub>5</sub>	There is no significant relationship between employee selection procedure of training and academic staff in performance in Federal College of Education, Zaria, Nigeria.	Supported.

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Source: The Researcher

#### **4.8 Discussion of Findings**

The primary purpose of this research was to test the effect of training (employee training, employee perception, training delivery style, training design and selection procedure) on academic staff performance in Federal College of Education, Zaria, Kaduna. Generally, the results of the hypotheses testing revealed that employee training, training delivery style, and training design are significant in predicting academic staff performance in Federal College of Education, Zaria, Kaduna while employee perception of training and selection procedure are not significant in predicting academic staff performance in Federal College of Education, Zaria, Nigeria.

Specifically, to discuss in detail;

The first result revealed that employee training is significant in predicting employee performance, this could be attributed to the following reasons: The more training employee attends the better his/her performance, employee training to a high extent affects employee performance. These factors played a significant role in improving the academic staff performance in Federal College of Education, Zaria, Nigeria. This result is consistent with results of several studies, such as Smith (2010) assertion that training motivates employee and make them more productive.

The second result revealed that there is no significant relationship between employee perception of training and employee performance in Federal College Education, Zaria, Nigeria. This results could also be attributed to the following reasons; employee perception of training is not correlated to employee performance, how the employee views the effect and goal of the training highly affects his/her take home from the training, the degree of post training confidence to successfully perform duties is very low, employee perceptions of training are not closely related

to employee performance. This position is in line with Bryan (1990) that people learn if they accept the need for training and commit to it. If their motivation is weak, no matter how well their training is designed and implemented, its effectiveness will be limited.

The third result revealed that training delivery style is significant in predicting employee performance, this could be attributed to the following reason: Training delivery style ensures that the objective of employee training is achieved. Therefore, good training delivery style significantly improves employee performance. This finding supports Mark and Andrew (2000) assertion that if training is not delivered in an impressive style and is not capturing the attention of the audience; it means that the trainer is wasting the time. Similarly, Phillip and Eves (2005) opined that delivery style means so much in training because it is what goes into the change expected in the trainee.

The fourth result revealed that there is a significant relationship between training design and employee performance in Federal College of Education, Zaria, Nigeria. This result could also be attributed to the good training design adopted by the college which ensures that identified employee skill gaps are properly captured. The finding is in line with the position of Partlow (1996) that organisations that develop a training design according to the needs of the employees and that of the organisation always get good results.

The fifth result revealed that selection procedure is not significant in predicting employee performance in Federal College of Education, Zaria, Nigeria. This could be attributed to the following reasons: The staff development unit has a strong influence on the selection of an employee for training, there is discrimination in identifying and selecting of employees for training, unsystematic approach in selecting employee for training, Therefore, employees' training selection is unsystematic and not free from bias. This is in line with the assertion by

Olaniyan and Ojo (2008) that non-systematic approach of training like administrative approach, welfare approach, and political approach affects the overall performance of the employees.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Summary**

This section summarises the findings of the study. The findings revealed that employee training ,training delivery style, and training design are significant in predicting academic staff performance, while employee perception of training, selection procedure, are not significant in predicting academic staff performance in Federal College of Education, Zaria, Nigeria.

Specifically;

The findings indicated that employee training is significant in predicting academic Staff performance in in Federal College of Education, Zaria, Nigeria. This result could also be attributed to the following reason: The more training employee attends the better his/her performance, employee training to a high extent affects employeeperformance.

The findings showed that employee perception of training is not significant in predicting academic staff performance in Federal College of Education, Zaria, Nigeria. This means that, employee perception of training is not correlated to employee performance, how the employeeviews the effect and goal of the training highly affects his/her take home from the training, the degree of post training confidence to successfully perform duties is very low, employee perceptions of training are not closelyrelated to employee performance. These factors could be the reason why employee perception of training has no significant effect in predicting academic staff performance in Federal College of Education, Zaria, Nigeria.

The results also showed that training delivery style is significant in predicting academic staff performance in Federal College of Education, Zaria, Nigeria. This could be attributed to the following reason: Training delivery style ensures that the objective of employee training is achieved. Therefore, good training delivery style significantly improves employee performance. This has contributed immensely in improving academic staff performance in Federal College of Education, Zaria, Nigeria,

Similarly, the findings showed that training design is significant in predicting academic staff performance in Federal College of Education, Zaria, Nigeria. This indicates that, this result could also be attributed to the good training design adopted by the college which ensures that identified employee skill gaps are properly captured.

Lastly, the findings revealed that selection procedure are not significant in predicting academic staff performance in Federal College of Education, Zaria, Nigeria. This indicates that, staff development unit has a strong influence on the selection of an employee for training, politics is used to decide who goes for training. there is discrimination in identifying and selecting of employees for training, unsystematic approach in selecting employee for training, Therefore, employees' training selection is unsystematic and not free from bias. The implication of the above is that if the Staff Development Unit did not follow the systematic approach in selecting employee for training, there is strong likelihood that it will affect the employee participation. And if the employee fails to participate effectively he/she is mostly likely to come back without acquiring any knowledge. The consequence will show on the overall performance of the college. These factors negatively affect academic staff performance in Federal College of Education, Zaria, Nigeria.

## **5.2 Conclusion**

Based on the findings, this study concludes that employee training, training delivery style, and training design significantly improve the performance of academic staff in Federal College of Education, Zaria, Nigeria, while employee perception of training and selection procedure of employee are not significant in predicting academic staff performance in Federal College of Education, Zaria, Nigeria.

Specifically;

The study concludes that if the right employees are sent on training through the systematic training procedure of identifying and selecting employees for training, there would be a significant improvement on the employee performance. Therefore, for Federal College of Education Zaria to become more productive and remain vibrant, especially in this era of increased global competitiveness and growing complexity of the work environment, adequate training need assessment should be conducted by the (SDU) staff development unit before sending employees on training. In addition, Federal College of Education and Staff Development Unit should have a mechanism for evaluating employee post training performance. Emphasis should be on skill gap and not on sentiment when selecting employees for training.

## **5.3 Recommendations**

Based on the conclusion, the study recommends that more efforts should be made in ensuring effective and efficient training for the academic staff of Federal College of Education, Zaria, Nigeria. When this is achieved, there would be significant improvement of academic staff performance in Federal College of Education, Zaria, Nigeria.

Specifically, the following recommendations are made;

i, Seminars and workshops should be organized for the Staff Development Unit on the importance of systematic approach of training and proper procedure to follow in identifying skill gaps in the various departments. Therefore, selection procedure should be free and fair, favoritism should be discouraged by the Staff Development Unit.

ii, This study therefore, recommends Staff Development Unit should ensure also that adequate training design, rich in content is used for employee training. The content should be able to include all the identified skill gaps, while making sure that a trainer who is knowledgeable and experienced in that area is contracted for the training delivery.

iii, This study therefore, recommends Staff Development Unit should ensure that adequate training design rich in content is used for employee training. The content should be able to include all the identified skill gaps, while making sure that a trainer who is knowledgeable and experienced in that area is contracted for the training delivery.

iv, Staff Development Unit should be sensitized on the importance of sending the right employee on training. They should not see training opportunities as pay back opportunities for their loyalists. In addition, employees should be encouraged to embrace training that could impact on their general performance and increase organizational performance. Staff development Unit should let the employee understand the importance of training because people learn if they accept the need for training and commit to it. If their motivation is weak, no matter how well their training is designed and implemented, its effectiveness will be limited.

v, The Staff Training Development therefore should continue to carry out assessment for the purpose of identifying skill gaps that could be filled by training. After such skill gaps (employee skill gaps) have been identified, the employee is sent on training. Naturally, it is expected that the employee should come back with some performance changes. The

employee performance is thus evaluated. The evaluation will enable the SDU to know if the employee improved positively as a result of the training or not. This will further boost the performance of academic staff of FCE, Zaria, Nigeria.





#### **5.4 Suggestions for Future Research**

As indicated by the findings of this study, staff development programmes have a positive impact on academic staff performance in Federal College of Education, Zaria. However, the fact that this study was limited to Federal College of Education, Zaria, suggests the need to replicate this study in other tertiary institutions such as universities and polytechnics to determine whether the findings of the study are consistent across different states. A qualitative research study could be conducted to look at the effect of training on academic staff performance in Federal College of Education, Zaria, Nigeria. Qualitative methods would allow the researcher to use interviews to collect data from the respondents, as in-depth interviews give more information compared to questionnaires.

In addition to this, there is also a need to explore other areas of personnel management not covered by this study.

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## **APPENDIX A**

### **DEPARTMENT OF BUSINESS ADMINISTRATION AND ENTREPRENEURSHIP BAYERO UNIVERSITY, KANO**

**Dear Respondent,**

#### **ACADEMIC RESEARCH QUESTIONNAIRE**

This questionnaire is purely for academic research purpose. It is meant to aid in data collection that can satisfy requirement for the award of *Master of Science Degree in Management*. The questionnaire is designed to source data to investigate the Effect of Training on Academic Staff Performance in Federal College of Education Zaria, Kaduna.

Be assured that your responses will be used strictly for this research purpose. In addition, to ensure confidentiality of your responses your identity is not required. Please feel free to contact the researcher for any enquiry about this research.

Thank you very much in anticipation of your cooperation and assistance for the success of this study.

Yours faithfully,

Research Student,

ZainabIsah

SPS/13/MMN/00008

Email: zainabisahhamidu2@gmail.com

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## SECTION A

### DEMORGRAPHIC INFORMATION

Instructions: Please tick in the boxes provided, the option that reflects your demographic status.

Q1- What is your Gender?

1. Male ( )

2. Female ( )

Q4-What is your Educational Qualification?

1. PhD ( )

2. Master's Degree ( )

Q2- Which of the following falls within your Age group?

1. 20 to 29 ( )

2. 30 to 39 ( )

3. 40 to 49 ( )

4. 50 to 59 ( )

5. 60 and above ( )

Q6- Present Rank of Staff?

1. Chief Lecturer ( )

2. Principal Lecturer ( )

3. Senior Lecturer ( )

4. Lecturer I ( )

5. Lecturer II ( )

6. Lecturer III ( )

7. Assistant Lecturer ( )

Q3- Which of the following falls within your work experience?

1. Less than 1 year ( ) 5. 16 to 20 years ( )

2. 1 to 5 years ( ) 6. 21 to 25 years ( )

3. 6 to 11 years ( ) 7. 26 to 30 years ( )

4. 12 to 15 years ( ) 8. 31 to 35 years ( )

### Questionnaire

Please indicate in your opinion the extent to which you agree with each of the following attributes of training please tick the answer that applies to you as indicated in the scale below.						
		1	2	3	4	5
S/N	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	<b>Selection Procedure</b>					
SPE 1	Selection Procedure for training has improved my performance on the job.					
SPE 2	Staff Development Unit has a strong influence on the selection of an employee for training.					
SPE 3	Selection of training procedure is based on discrimination.					
SPE 4	To what extent does systematic approach of employee training affect your academic staff performance?					
	<b>Training Design</b>					
TRD 1	Good training design ensures that identified employee skill gaps are properly captured.					
TRD 2	Training design affects academic staff performance.					
TRD 3	Training design is important on employee performance					
TRD 4	Bad training design results to waste of resources and does not improve academic staff					

	performance.					
	<b>Training Delivery Style</b>					
TDS 1	Training delivery style ensures that the objective of employee training is achieved.					
TDS 2	Training delivery style affect your performance?					
TDS 3	Employee poor performance is as a result of poor training delivery style (such as teaching, coaching, simulation) which affects academic staff performance?					
	<b>Employee Perception</b>					
EPT 1	Employee perception of training is correlated to academic staff performance.					
EPT 2	Employee perception of training is closely related to academic staff performance?					
EPT 3	Training performance positively affected academic staff performance?					
EPT 4	The degree of post training confidence to successfully perform duties is high,					
	<b>Employee Training</b>					
ETR 1	Employee training affects academic staff performance					

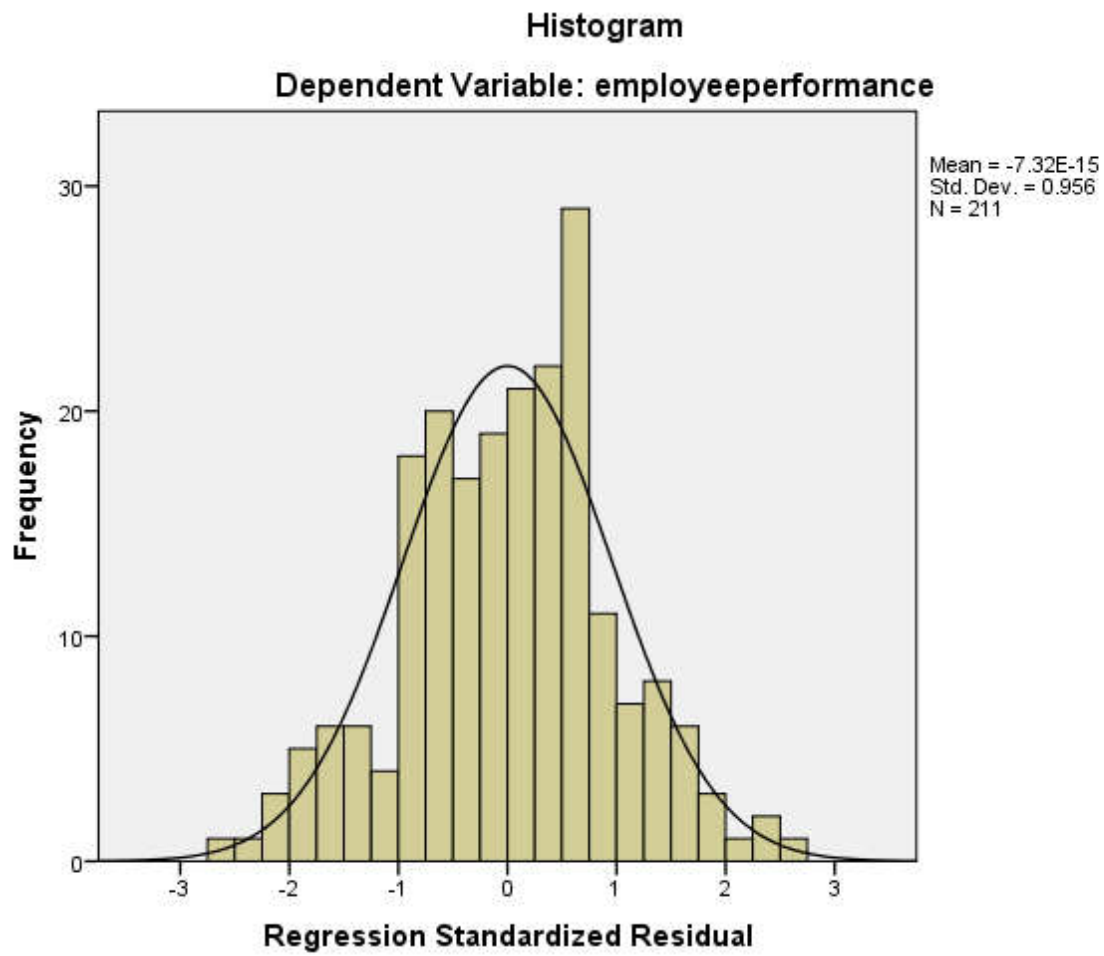
ETR 2	Employee training affect academic staff performance to the high extent?					
ETR 3	The more training employee attends the better his/her performance.					

## Part 2:Employee Performance

Please indicate in your opinion the extent to which you agree with each of the following attributes of employee performance. please circle the answer that applies to you.

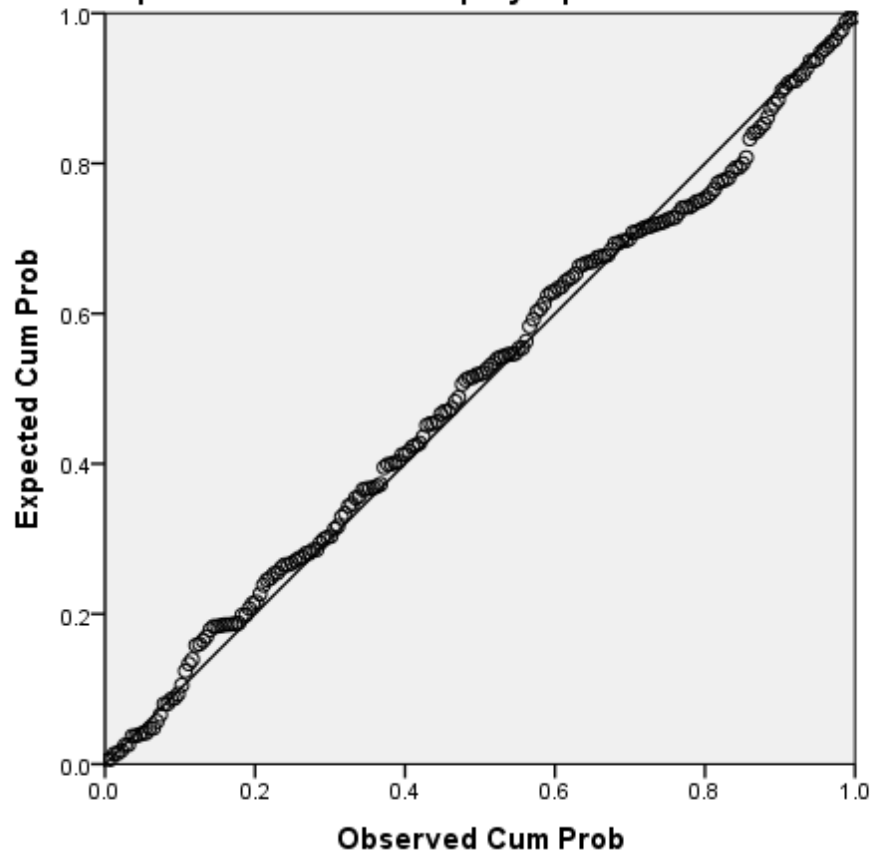
		1	2	3	4	5
S/N	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	<b>Employee performance</b>					
EP1	I carry out my work deligently.					
EP2	I develop new and improved methods to help perform better					
EP3	I work effeciently and effectively to achieve college goals					
EP4	Aim at achieving higher productivity					
EP5	I do normally give my students attention.					

## APPENDIX B



# Normal P-P Plot of Regression Standardized Residual

Dependent Variable: employeeperformance



Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
(Constant)	2.706	.162		16.753	.000					
SPE1	.106	.033	.237	3.176	.002	.415	.223	.185	.610	1.639
SPE2	.037	.050	.072	.740	.460	.100	.053	.043	.354	2.821
SPE3	.055	.050	.095	1.098	.273	.149	.079	.064	.454	2.201
SPE4	.069	.066	.133	1.039	.300	.181	.075	.061	.206	4.856
TRD1	.104	.054	.244	1.926	.056	.128	.138	.112	.210	4.753
TRD2	.014	.035	.031	.406	.685	.249	.029	.024	.568	1.760
TRD3	.036	.098	.085	.370	.712	.310	.027	.022	.065	5.481
TRD4	.015	.130	.031	.116	.908	.263	.008	.007	.048	2.040
TDS1	.058	.028	.163	2.083	.039	.362	.149	.121	.553	1.808

TDS2	.066	.046	.133	1.416	.159	.365	.102	.082	.384	2.607
TDS3	.151	.139	.310	1.080	.282	.295	.078	.063	.041	4.272
EPT1	.011	.015	.049	.788	.432	.110	.057	.046	.874	1.145
EPT2	.058	.105	.120	.554	.580	.311	.040	.032	.073	3.776
EPT3	.080	.040	.158	1.976	.050	.320	.141	.115	.532	1.879
EPT4	.103	.102	.214	1.009	.314	.258	.073	.059	.076	3.206
ETR1	.069	.060	.157	1.157	.249	.291	.083	.067	.185	5.416
ETR2	.090	.041	.225	2.184	.030	.241	.156	.127	.321	3.119
ETR3	.108	.100	.256	1.083	.280	.309	.078	.063	.061	6.518

a. Dependent Variable: employeeperformance

#### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
EMP1	211	1.00	5.00	3.5403	.81768
EMP2	211	1.00	5.00	3.6066	.93694
EMP3	211	1.00	5.00	3.7630	.88412
EMP4	211	1.00	5.00	3.9052	.76875
EMP5	211	1.00	5.00	3.9621	.88827
ETR1	211	1.00	5.00	2.9479	1.15558
ETR2	211	1.00	5.00	3.3412	1.27509
ETR3	211	1.00	5.00	2.8436	1.20680
EPT1	211	1.00	23.00	3.5213	2.19160
EPT2	211	1.00	5.00	2.9763	1.04854
EPT3	211	1.00	5.00	3.0000	1.00948
EPT4	211	1.00	5.00	3.0900	1.06299
TDS1	211	1.00	5.00	3.0142	1.43254
TDS2	211	1.00	5.00	2.6588	1.03609
TDS3	211	1.00	5.00	2.9810	1.05090
TRD1	211	1.00	5.00	3.2227	1.20026
TRD2	211	1.00	5.00	3.2607	1.13529
TRD3	211	1.00	5.00	2.7536	1.19360
TRD4	211	1.00	5.00	2.9763	1.04854
SPE1	211	1.00	5.00	3.0142	1.14426
SPE2	211	1.00	4.00	2.8768	.96312
SPE3	211	1.00	5.00	3.2891	.84899
SPE4	211	1.00	5.00	3.1991	.97989
Valid N (listwise)	211				

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
age	211	2.00	4.00	3.1754	.78228
work experience	211	1.00	5.00	3.1991	1.13314
gender	211	1.00	2.00	1.2038	.40377
educational qualification	211	1.00	2.00	1.8199	.38518
present rank	211	1.00	5.00	2.8720	.96989
Valid N (listwise)	211				

## APPENDIX C

**Table 1.1a FCE ZARIA ACADEMIC STAFF TRAINING (2008 – 2017) *by numbers***

YEARS	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	Total
Academic Staff Strength	1,009	1,042	1,079	1,120	1,117	1,204	1,270	1,263	1,250	1,242	<b>1,242</b>
Fellowships	58	64	70	44	76	74	82	80	76	64	<b>688</b>
Conferences	70	70	74	69	68	72	64	69	51	46	<b>653</b>
Workshops & Seminars	58	70	56	80	74	76	66	90	40	46	<b>656</b>
Others	10	10	12	12	14	10	8	20	18	16	<b>130</b>
Turnover	0	0	8	0	10	11	14	36	28	19	<b>126</b>

**Table 1.1b FCE ZARIA ACADEMIC STAFF TRAINING (2008 – 2017) *expressed in percentages***

YEARS	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	Total (%)
Staff Strength	100	100	100	100	100	100	100	100	100	100	<b>100</b>
Fellowships	5.75	6.14	6.49	3.39	6.80	6.15	6.46	6.33	6.08	5.15	<b>55.40</b>
Conferences	6.93	6.72	6.86	6.16	6.09	5.98	5.04	5.46	4.08	3.70	<b>52.58</b>
Workshops & Seminars	5.75	6.72	5.19	7.14	6.62	6.31	5.20	7.13	3.20	3.70	<b>52.81</b>
Others	0.99	0.95	1.11	1.07	1.25	0.83	0.63	1.58	1.44	1.29	<b>10.47</b>
Turnover	0.00	0.00	0.74	0.00	0.90	0.91	1.10	2.90	2.24	1.53	<b>10.14</b>

*Source: Staff Development Unit, FCE, Zaria.*