

The Effect of Staff Training and Development in Enhancing Organizational Performance

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Submitted: 25-06-2021

Revised: 04-07-2021

Accepted: 07-07-2021

ABSTRACT: This study examines “the effect of staff training and development in enhancing organizational performance.” The aim is to evaluate the various training techniques and programmes in the accomplishment of organizational objectives. To achieve this, management should consider the importance of training and development that will help management to identify training gaps, instructional weaknesses and also to identify possible ways of improving staff performance in an organization through effective training. Training and development benefit any organization by improving the qualities of services rendered by the staff and allow the organization to compete favourably within the changing and challenges environment. This paper recommends that efforts should be intensified to ensure the effective training of staff in order to positively affect their performances and improve the quality of services rendered by the staff. It will be proper for the management of the organization to embark on a well-coordinated staff training and development policy covering all categories of staff in the organization so as to improve the achievements of the objectives and equally vote a reasonable amount of money to funding of training and development of staff in order to positively enhance workers’ performance on the job.

Key words: training, development, organization, performance and productivity

I. INTRODUCTION

Training of employees is an essential tool in the hands of organizations in achieving its aims, goals and objectives. Cole (2004) explained that human resources are the most dynamic of all the organization’s resources. They need considerable attention from the organization’s management if they are to realize their full potential in their work. Thus, motivation, leadership, communication, work structuring, payment systems and training and development may all be included in all the issues

which have to be faced by management today. It is expedient that after the employee has been recruited, selected and inducted, he must be trained to adequately fit into the job and the organization. It could be difficult to get somebody who is a perfect fit at the point of hiring. He therefore needs to be trained after hiring to achieve the organizational set goal. Staff training and development are based on the premise that staff skills need to be improved for organizations to grow.

Training is a systematic development of knowledge, skills and attitudes required by employees to perform adequately on a given task or job. It can be equally said to be a process by which an individual improves his skills and also develops new ones. It is a technique of making a job incumbent more effective.

Development deals with the activities undertaken to expose an employees to perform additional duties and assume position of importance in the organizational hierarchy (Nwachukwu, 1988).

Training both physically, socially, intellectually and mentally are very essential in facilitating not only the level of productivity but also the development of personnel in any organization. However, knowledge is the ability, the skills, the understanding, the information, which every individual requires in order to be able to function effectively and perform efficiently.

Human resources are the most valuable assets of any organization, with the machines, materials and even the money, nothing gets done without human resources.

Adeniyi (1995) observed that staff training and development is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization. He therefore, provides a systematic approach to training which includes the main elements of training.

The effectiveness and success of any organization therefore lies on the people who form

and work within the organization. It follows therefore that the employees in an organization to be able to perform their duties and make meaningful contributions to the success of the organizational goals need to acquire the relevant skills and knowledge. In appreciation of this fact, organizations conduct training and development programmes for the different levels of their human resources.

Usually, before training or development programmes are organized, efforts are being made through individuals and organizational appraisals to identify the training needs. After the training and development programmes, an evaluation is carried out to ascertain the effectiveness of programmes in line with the need, which had been identified. It is worthy of mention that organizational development follows the development of individual who form the organization. It follows that no organization becomes effective and efficient until the individual have and apply the required skills and knowledge.

II. STATEMENT OF THE PROBLEM

Not many organizations consider the necessity for a well-defined and sustained training and development for staff in order to upgrade their performance. It is expedient that after the employee has been recruited, selected and inducted, he must be trained to adequately fit into the job. Organization has to prepare ahead by training and developing their employees in order to succeed. The problems of retrenchment, dismissals, under employment, early retirement, redundancy and lay-offs can all be minimized through training. Many organizational challenges that culminate on enormous losses to organization result from human resources inefficiency.

Some organizations are yet to have effective control of their economy due to some problems of human resources shortage or poor staff development. Organizations without well-established personnel department fall into the error of looking for staff as at when necessary, which is a sign of bad management.

There is lack of adequate training and development programme in some organisations, as staff have not been exposed to modern equipment via training and development. Needless to say, the likely repercussion of the neglect of training programmes in the organisation is glaring, which has inevitably lead to a situation where the staff are not given the necessary skills, competencies and knowledge needed to carry out their jobs efficiently.

It is an incontrovertible argument that for any organization to function effectively and efficiently, it's personnel has to undergo training programmes

periodically so as to be equipped with the relevant skills, competencies and knowledge needed to perform their job efficiently (Iyayi, 2007). However, the situation is pathetic in some organisations as training and development programmes does not take place frequently. The infrequent nature of training programmes in the organisation is both in content and participation which affects the quality of service delivery in the organization.

An observation seems to suggest that organizational staff exhibit undesirable work-place dispositions such as; absenteeism, lack of interest in their jobs, incompetence, excessive complaints, making of obvious mistakes, high rate of staff turnover, slow service delivery amongst others. All these negative work-place attitudes are perhaps obvious manifestations of the absence or ineffectiveness of training and development programmes in the organization.

Objectives of the Study

The main objective of this study is to ascertain whether training and development of staff affects workers' performance in an organization. The specific objectives for this study are as follows:

- i. To examine the effect of training and development on staff performance in an organization.
- ii. To analyze whether the training and development policy of the selected organisations improve the achievements of the objectives.

Statement of the Hypotheses

This research shall test the following null hypothesis:

Hypothesis One (1):

H₀: Training does not have positive effect on staff performance in an organisation

Hypothesis Two (2):

H₀: The training and development policy of an organisation does not positively affect the attainment of set objectives.

III. LITERATURE REVIEW

The Concept of Training and Development

Education and training of all the people in an organization is a kind of human resource investment. Scholars, experts, social scientists and school administrators now recognize the fact that training is obviously indispensable not only in the development of the individuals but also facilitate the productive capacity of the workers.

Commenting on the significance of training, Ubeku (1975) observed that investment on human resources training and development is a money well spent. He asserted that employees who have not received adequate training before being assigned responsibilities usually lack the necessary confidence with which to carry out the job. Indeed, it was in recognition of the importance of training and development that led the Federal Government to set up the Federal Training Centre (1975), The Industrial Training Fund (1971), and Administrative Staff College of Nigeria (1973) to ensure that there is adequate supply of trained human resources to run industries and commerce.

To Warren (1979), employees are the most expensive and valuable aspects of an organization in today's business environment, hence, the change of individual behaviour is crucial to the success of an organization. However, it is important to note that human resources training and development is not an end in itself, but a means to the achievement of the tasks and objectives of an organization.

Staff development has been taken to represent a systematic process of training and growth by which individuals gain and apply skills, knowledge, insights and attitude to manage work organization effectively. The training aspect has been defined as the organize procedure by which people learn skills and knowledge for a definite purpose.

To Beach (1980), training is the process of acquiring additional skills, techniques and methods in order to become more competent on the job. Training supplies the specific skills needed by employees.

Thus, it is oriented towards the completions of specific tasks or standard of productivity. The personnel or management development dimension is considered to represent the development of leadership practices and human relations skills by the supervisors and the executives. Specifically, staff development is the process whereby an employee is enabled to grow in the job through the acquisition of varied experience and increasing confidence resulting from the exercise of varied and tested responsibilities. It is targeted at enabling the employee to reach the top or achieve the best in his job. Development programmes are designed to educate employees beyond the requirement of their present position so that they will be ready for promotion and able to take a broader view of their role in the organization. Nwachukwu (1988) sees development as dealing with the activities undertaken to expose an employee to perform

additional duties and assume position of importance in the organizational hierarchy.

To Ojo (1988), training refers to the way in which specific knowledge and skills necessary to perform a specific job are taught and learnt. To him, development implies a parallel process in which people acquire more general abilities and information, but in ways that cannot always be tied directly to particular task they perform. According to McFarland (1968), training is the process through which organizations build the skills abilities on non-managerial employees.

Development on the other hand includes the process by which managers and executives acquire not only skills and competence in their present jobs, but also capacity for future managerial tasks of increasing difficulty and scope (Oluyola, 1992).

From the definitions, one can say that training is the process by which people acquire skills, techniques, methods or knowledge for a definite purpose. Development on the other hand is not specific but it is more general in its application. It is used in facilitating managerial employees who perform non-routine jobs to improve their managerial, administrative and decision making abilities and competence. To Banjoko (1996), training is connected with non-managerial employees while development usually refers to management staff.

The scope of training and development activities, as in most other activities in an organization, depends on the policy and strategies of the organization. There are many organizations in the commercial field that carry out the minimum staff training and development, because, as a matter of policy, they prefer to recruit staff who are already trained or professionally qualified. These organizations are ready to pay the top market-rates for skilled staff, and what they put into recruitment, selection, and pay and benefits they do not put into training and development. One of the reasons for the establishment of the Industrial Training Boards in Britain was precisely to ensure that all organizations in their scope contributed to total training costs, even if they carried out little, or no training themselves (Cole 2004).

Vemic (2007) opined that understanding the phenomenon of employee training and development requires understanding of all changes that take place as a result of learning. As the generator of new knowledge, employee training and development is placed within a broader strategic context of human resources management, i.e. global organizational management, as a planned staff education and development, both individual and group, within the goal benefit both the

organization and employees. To preserve its obtained positions and increase competitive advantage, the organization needs to be able to create new knowledge and not solely on utilization of existing.

The continuous employee training development needs to encourage creativity, ensure inventiveness and shape the entire organizational knowledge that provides the organization with uniqueness and differentiates it from the others.

The only way for the survival of the present day organizations is the ability to do new things in terms of the human capital possessed by the organization. Organizations must realize the fact that human beings are resources to the organization and should be given a special attention in terms of training and development to make them fit in the present world of organizational competition otherwise employees may turn out to be human liability. This is in line with the words of Eko (2013:pp249), “human resources not well manage to fit-in in the world of organizational competition turns human liability.”

According to Eko (2013), employee training and development does not imply obtaining new knowledge, skills and abilities, but also the possibility to promote entrepreneurship, introduce employees to change, encourage the changes of their attitude, introduce the changes of their attitude, introduce the employees to important business decisions and involve them actively in the process of decision making, knowledge-based organizations must preserve their competitive advantage by retaining skilled workforce, workers of knowledge, strengthening their motivation and improving the rewards and compensation systems according to worker’s performances.

It is not enough that employee only add value to the organizations based on knowledge but also has to receive knowledge. He gives as much knowledge as he receives. For the present day employees, the wage by itself is not sufficient incentives, but also they need investment into themselves in a sense of investing in their knowledge. Employees no longer work for money alone; they can be influenced by traditionally attractive financial packages.

Every individual should appreciate lifelong learning, and every successful organization has to become a permanently learning organization. Many organizations describe themselves as learning organization or one of their strategic goals is to become such an organization. As a manager, one of your key responsibilities is to develop your staff. The philosophy of human resources management (Eko, 2013).

Your support for training and development creates a “Win” for the employee and for your work place. Employees with upgraded skills, working to their full potential and equipped to deal with the changing demands of the work place; employees with higher morale, career satisfaction, creativity, and motivation; increased productivity and responsiveness in meeting departmental objectives.

The Learning Theory

Learning theory was put forward by Armstrong (2000). He sees training as a planned process to modify attitudes, knowledge or skill behaviour through learning experience to achieve effective performance in all activities or range of activities. Its purpose in the work situation is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organization. The theory provides the background against which training programmes and techniques should be developed and used. Ten main conditions required for learning to be effective were suggested. These conditions are as follows:

1. **Learning is an active not a passive process:** The learner needs to be actively involved with his trainer, his colleagues and the subject matter of the training programme.
2. **The learner must gain satisfaction from learning,** even under the most difficult circumstances, people can still learn if the learning is satisfying to one or more of their needs. Conversely, the best training schemes can fail if they are seen as not useful by the trainees.
3. **Standard of performance should be set for the learner:** There should be clearly defined targets and standards acceptable to the learners and upon which their progress can be judged.
4. **The learner should have guidance;** he needs a sense of direction and “feedback” on how he is doing. A self-motivated individual may provide much of this for himself.
5. **The individual must be motivated to learn** being aware that his present level of knowledge/skill or his existing attitude or behaviour needs to be improved if he is to perform his work to his own and to others’ satisfaction.
6. **The learner must receive reinforcement of correct behaviour.** The learner usually needs to know quickly that they are doing well.
7. **Time must be allowed to absorb the learning.** Learning requires time to assimilate, test and concept. Too many trainers cram too much into their training programmes and allow

insufficient scope for practice and familiarization.

8. **Learning method should be varied.** The use of a variety of technique, as long as they are equally appropriate helps learning by maintaining the interest of the trainee.
9. **Appropriate techniques should be used.**
10. **The need to recognize that they are different levels of learning** and that these need different methods and take different times.

At the simplest level, learning may require direct physical responses, memorization and basic conditioning. At a higher level, it may involve adopting existing knowledge or skill to a new task or environment. At the next level, it may involve a series of isolated tasks having to be interacted or when the training deals with inter-personal skills. The most complex form of learning takes place when the training is concerned with the values and attitudes of people and groups. This is not only the complex area, it is also the most difficult and dangerous.

If you ever wondered why some people succeeded at learning new skills and knowledge while others fail to grasp basic concepts you may want to find out more about learning theory. Theories of learning and human resources development can help guide employees in their career development. By giving your staff access to a broad spectrum of courses, workshops and self-placed alternatives, you can enable their development and improve productivity for your business at the same time.

The Importance of Training:

Training is the responsibility of management. Training is required for all types of employees; managerial or non-managerial, skilled or unskilled. It is only the content and method of training that differs. In all cases, it seeks to increase knowledge, skills, and capabilities of those trained to perform their job in a better way. Training is considered as an investment which gives return gradually over a long period. It is advantageous to both the employee and employer (Cole, 1997). The benefits are as follows:

- i. **Reduced learning time:** A carefully planned training programme helps to shorten the learning time to reach the acceptable level of performance in the absence of a formal training programme, the employees learn by trial and error or by observing fellow employee. This involves wastage of time and also the risk that the employee is not perfectly trained.

- ii. **Improved performance:** As a result of training the employee's performances on the present job increases both qualitatively and quantitatively simply because his knowledge and skill for doing the job has increased.
- iii. **Higher Morale of employees:** High morale is evidenced by employee enthusiasm, voluntary conformance with rules and regulations, and a willingness to cooperate with others in the accomplishments of the organizational objectives. If an employee is satisfied on the job, he tends to have higher morale. The possession of needed skills helps to meet such basic human needs as security, and ego satisfaction. Consequently, his morale is high. Training also inculcates a feeling in the mind of the employee that he is being properly cared for and the employer is sincere to him. This causes a sense of loyalty and belonging on the part of the employees.
- iv. **Reduced operational problem:** Training of supervisory and operative employees can help to reduce such operational problems as turnover, absenteeism, breakages, accidents, grievance rate, low morale, excessive waste and scrap loss, poor work methods, and poor customer service, it is so because, firstly trained workers become more efficient and less wasteful in performing their job, and secondly, trained supervisors are able to effect improvement in supervisor-subordinate relationships and seek employee cooperation in the achievement of organization's objectives
- v. **Fill human resources needs:** Many establishments believe that the best way to solve the recruiting skilled workers is to solve recurring problems of recruiting skilled workers is to establish apprentice training programme. Training helps in spotting out promising men for different types of skilled jobs.
- vi. **Increased organizational stability and flexibility:** Organizational stability is the ability of an organization to sustain its effectiveness despite the loss of key personnel, and flexibility is, just the ability to adjust itself to short-run variations in the volume of work. With the trained personnel available with the organization, it can have both stability and flexibility.
- vii. **Beneficial to employees:** The most important advantage of training is that employees acquire new knowledge and job skills, thereby increasing their market value and earning power. Their value to the employer also increases, thereby increasing their job security.

Not only that trained employees become better qualified for promotion to more responsible jobs in the organization, they can even change the organization for better jobs because of their increased skills, knowledge versatility, adaptability acquired through training (Cole, 1997).

Types of Training Programmes

Induction and Orientation: New employees are given useful information relating to their job and responsibilities, and objectives, policies, programmes, organization structure, etc of the organization. It is through such training that new employees feel at home in the organization and adjust quickly to their duties and responsibilities in the work group.

Job Training: Also called shop training, is meant for rank and file employees. Job training is designed to aid each employee in learning how best to perform his particular job. The trainee is given knowledge about the work conditions, machines and equipment used, method of doing the work and so on.

The Apprenticeship Training: It is a training for those jobs which require extensive trade knowledge and skill. The workers in such a job must possess skills with which they work. Today, apprenticeship training is provided in most of the states through legislation. Usually, apprenticeship provides a job at the same time that it maintains a long-term training programme.

Safety Training: It is clear from its name, safety training aims at educating the employees about safety measures and equipment.

The Refresher Training: the purpose of refresher training is to refresh and update the knowledge and skill of old employees so as to cope with changes in technology, markets, etc. This type of training can also be used to educate employees about new methods of work and to remove from their minds misconceptions and apprehension about work, work methods and the organization.

The Supervisory and Management Training: A variety of special training programmes have been defined for training and development of supervisors, and middle and top management positions. Among the widely recognized types of such programmes find special mention in the discussion on methods of training (Cole, 2004).

A brief discussion of these methods follows according to Mogaji (2013); On-the-job training methods – Under this method, training is imparted to the employed while he is engaged in the process of productive work. The method is considered suitable for all levels of personnel.

On Specific Job – the most common on-the-job training programme is training for specific job. The training is imparted in the following forms:

- a. **Experience** – It is an informal method of training wherein the worker learns by experience while on the job.
- b. **Coaching:** this method involves direct personal discussion and guidance by superior, usually with extensive demonstration and continuous critical evaluation and correction.
- c. **Understudy** – under this method, the trainee is made an assistant of a superior and is designated as his heir. The trainee learns by experience observation, and imitation. The basic merit of this method is that training is conducted in a realistic situation.

Position Rotation in Training: It is training not for one specific job, but for different jobs in the organization. The employee is periodically rotated from job to job so as to enable him acquire a general background of different jobs.

Special Project: Under the method the trainee is assigned a special assignment or project that is closely related to his department. This provides him the opportunity of learning the related work procedures, technicalities of the job, special problems involved in it. Sometimes, a task-force representing employee from different functional is created with the purpose of providing trainees knowledge about a particular problem area and educating them on how to work in a group.

The Apprenticeship: The apprenticeship training is training for craftsmanship required by skilled jobs. Apprenticeship programme usually emphasises knowledge of the past practice and develop a thorough familiarization with skills in the use of all tools and machines of the craft, and hence combine on-the-job training and classroom instruction in related disciplines. This method of training is extensively used for training mechanists, electricians, welders, tool-room operators and so on.

The Internship: The object of internship training is to provide the trainee a balanced knowledge of both theory and practice. A good example of internship training is that meant for a medical college/hospital doctor for a given period of time as part of their course requirement. This method is used in business enterprises for managerial training. Under this method, inexperienced staff members supplement college courses in close association with an experienced staff.

The Vestibule Training: This refers to training in a classroom for semi-skilled production and clerical jobs. In vestibule training, shop conditions are, as far as possible, duplicated in respect of

actual material, equipment, and shop conditions. However, output is not a major objective in the scheme of things; the major purpose is instruction and training. It is particularly suited to those situations where a large number of employees must be trained at the same time for the same kind of work.

Multiple Management: This method of training was popularized by Charles, F. McCormick, Its basic objective is to give widest possible experience to potential top managers by use of committees. In this method, a junior board of directors (consisting of managers and supervisors) is established and called to discuss day-to-day managerial problems. In handling these problems, board members gain experience and understanding. Also, their performance provides a basis of the selection of the most capable for promotion. The McCormick company of the U.S.A which developed and first used this method, claims that the programme has increased employee efficiency, reduced labour turnover and absenteeism, and enable the company to pay higher wages than those prevailing in the area and the industry. This method aids the organization in making a reservoir of well-prepared supervisory and managerial personnel. Off-the-job training: under this training method, trainees are to leave the workplace and devote their entire time to training, under this categories are as follows:

Lecture: This is a formal, organized talk by an instructor to a group of students. Business organizations do this by organizing special courses as part of their executive development programmes. There are three options available. First, some business enterprises themselves develop special courses which are taught by members of the organization or by regular instructors appointed permanently for the purpose. Moreover, business organizations may send their personnel to attend special training course/programmes organized by universities and institutes.

Conference: The conference method is an old method of supervisory training. A conference is a small group meeting, conducted according to an organized plan, in which the leader seeks to develop knowledge and understanding by obtaining a considerable amount of oral participation from the trainees. In the training conference, mutual problems form the subject of discussion, and participants pool their ideas and experience in attempting to arrive at improved methods of dealing with these problems. The conferences learn from the ideas of each other. Conferences may include buzz sessions that divided participants into

small groups of four or five for intensive discussion. These small groups discussed a given problem separately and report back to the whole conference with their conclusions.

Brainstorming: It is a variation of conference method. A problem is posed and conferees asked to be creative suggesting solutions. Ideas are encouraged and criticism of any idea is discouraged, and these ideas are critically examined. Ordinarily, there is no trainer in brainstorming, and this has been found conducive to originally and practically of group contribution.

Case Study: The case study method is frequently used for supervisory and executive training in business. Under this method, trainees are asked to discuss cases, with their attention focused on illustrative situation. Each case presents one or more problems, together with a summary of background material. The problem is a situation requiring decision and appropriate action.

Role Playing: Role playing is actually a method which can be used with the advantage in conjunction with some other instructional methods such as lecture or the conference. Its basic purpose is to increase the trainees' skill in dealing with other people through practice and to develop insight into their own behaviour and its effect on upon others. In role playing, two or more trainees are assigned parts to play before the rest of the trainees under classroom situation. It thus involves spontaneous acting (of assigned roles) in a real-life situation. Other trainees in the group sit as observers or critics. In essence, it is learning by doing, it rains by engaging in the game of a "let's pretend" and by carefully evaluating the performance of actors in the game, while actors play the roles, others in the group make note on these presentations.

Simulation: simulation is a technique that duplicates as early as possible the actual job conditions in training session. Thus, instead of taking the participants into the field, the field is simulated in the training session itself. It is suitable for training military and commercial aircraft pilots and astronauts. It is a very useful service where on-the-job training could result in a serious injury, a costly error, or management training as well, whereby the real business situation is duplicated, participants are assigned problem and roles, and are asked to make business decisions in a competitive market situation.

Sensitivity Training: Sensitivity Training is an experimental, laboratory technique using relative unstructured, face-to-face groups as the principal learning vehicle. It involves group interaction under stress in an unstructured encounter group

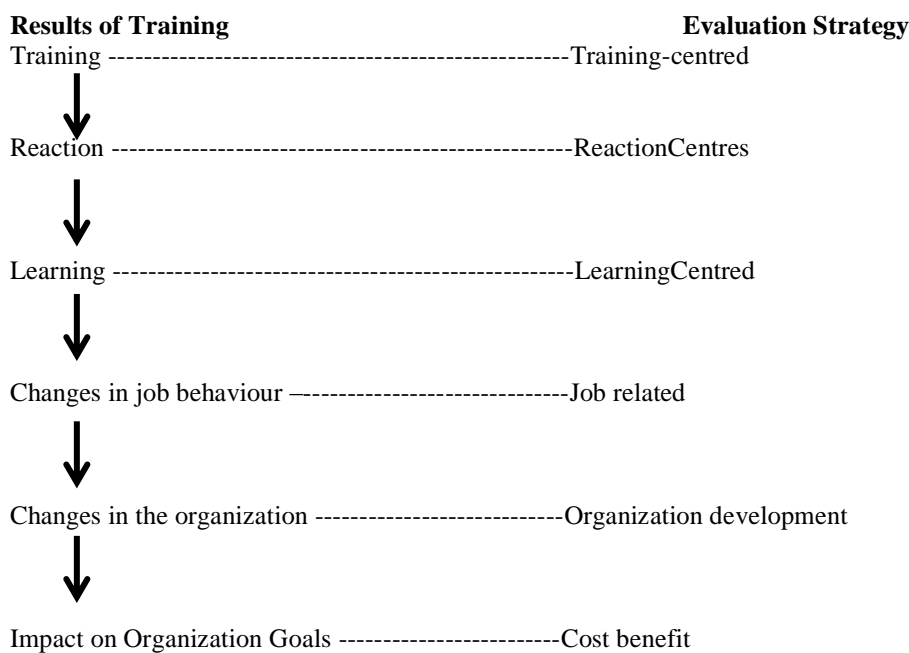
which requires people to become sensitive to one another's feeling in order to develop reasonable group activity. The group, called T-group is generally small, and serves as a real substance of learning process. Where there is a trainer, his role is primarily to call the attention from the time to time to the ongoing process of interaction and learning within the group. The objectives of insight into the group process, and to develop specific behavioural skills. The emphasis in T-group work is not upon learning specific objectives facts but rather upon gaining understanding of feelings, gestures, attitudes and emotions. (Cole, 2004).

The Evaluation of Training

The evaluation of training is part of the control process of training. Evaluation method aim to obtain feedback about the results or output of the

training, with a view to improvement, where necessary. Like any other process, training evaluation is firstly concerned setting appropriate standard of training. These may take the form of policies, objectives, adherence to external standard, and standard of trainer-training qualifications. Clearly, the more precise the standards set, the easier it is to evaluate the success of the training.

Two British contributions to this important issue are those of Hamblin (1970) and Warr, Bird and Reckham (1970). Hamblin takes the view that evaluation can take place at different levels, ranging from immediate to long-term results. Each level requires a different evaluation strategy, as indicated in the figure below;



Training and Evaluation (Cole, 2004)

Training – centred evaluation aims the inputs to training, that is, whether we are right tools for training. Reaction-centred evaluation, which is probably the most widely-used strategy of reevaluation, seeks to obtain and assess reactions of the trainees to the learning experiences they have been put through. Learning-centred evaluation seeks to measure the degree of learning that has been achieved. This is usually achieved by testing trainees following the training, as in a driving test. Job-related evaluation is checking the degree of behaviour change that has taken place on the –job after returning from a period of training. It is a

measure of learning, which has been applied in the workplace. It is not quite easy to evaluate the degree to which learning has been applied, especially in the case of training on social skills, such as leadership, are concerned. Organizational changes can be brought by training. The impact of training on organizational goals has to be considered, i.e. what has training done for the profitability or company's image.

War, Bird, and Rackham have generated a frame work for evaluating and training. This takes four major dimensions, and suggests what information should be sought to enable evaluation to become an

on-going process in the organization. On summary this four dimensions are as follows:

Context Evaluation: Information required about training needs and objectives.

Input Evaluation: Information required about training resources (staff, training aids, etc)

Outcome evaluation: Information about immediate, intermediate and ultimate results of training. Where training standards are laid down precisely, it is easier to assess the value of training. One of the ways in which organizations attempt to set clear standard is by establishing the overall purpose of a particular programme, and setting specific objectives for the kind of behaviour expected of trainees at the end of training. It is easier to set specific objectives for measurable future of behaviour, than it is for features which are difficult to measure.

The overall purpose stated above is put in rather general terms. What the objective try to do is to specify how a supervisor can indicate that he has gained an improved grasp of the topic. In each case, the objective aims to describe behaviour (i.e. what the trainee is expected to do) at the end of the course. If few members of supervisory course were able to demonstrate that they could now do the things that the course has set out to achieve, the organizers would know that they had failed to achieve their training objectives, and would have to change any further courses in the light of the feedback. This approach is sometimes known as training validation, i.e. assessing if training achieves what it is set to achieve. Validation is one facet of the overall evaluation process.

IV. METHODOLOGY

The research design adopted for this study is the descriptive survey research design, which falls within the empirical research methodology. This approach is appropriate for collecting the necessary data for the study. The essence of the The chi-square (χ^2) formula is:

$$X^2 = \sum \frac{(O-E)^2}{E} = \text{chi-square}$$

O = Observed Frequency
 E = Expected Frequency
 Σ = Summation of overall frequency (Oguonu and Anugwom, 2014)

descriptive survey research design hinges on its ability to collect detailed existing phenomena, identify problems or justify current conditions and practices. It also helps in making comparison, evaluation and to determine solutions to similar problems and at the same time benefit from their experiences to help make future plans and decision.

In view of the above, a well-structured questionnaire were designed and distributed to the staff of the selected organizations (respondents) to express their view.

The population of the study is comprised of staff of the fifteen (15) organizations operating in Lokoja, Kogi State.

Stratified random sampling was used to draw from the sample members consist of (5) staff each from fifteen (15) organizations in Kogi State, giving a total sample of seventy five (75).

The primary and secondary data were used for the research..The outcome of the research depends largely upon the operation of the primary data. An attempt to ensure accurate data collection, the researcher deliberately used questionnaire as the instrument for the data collection. The method was aimed at obtaining information in relation to the operation and attitude of staff in order to investigate if they are well trained or not.

The format of a typical five-level likert item which contain the statements that the respondent is asked to evaluate by giving it a quantitative value on any kind of subjective or objective dimensions, with level of agreement/disagreement was used.

The example of a typical five-level likert scale used was strongly agree, agree, undecided, disagree and strongly disagree respectively.

To further test and accept or reject the formulated hypothesis, the chi-square distribution was employed.

V. DATA ANALYSIS AND DISCUSSION OF FINDINGS

Data Analysis

TRAINING AND STAFF PERFORMANCE

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TRAINING AND STAFF PERFORMANCE 1	66	19.5	19.5	19.5
TRAINING AND STAFF PERFORMANCE 2	68	20.1	20.1	39.6
TRAINING AND STAFF PERFORMANCE 3	68	20.1	20.1	59.8
TRAINING AND STAFF PERFORMANCE 4	68	20.1	20.1	79.9
TRAINING AND STAFF PERFORMANCE 4	68	20.1	20.1	100.0
Total	338	100.0	100.0	

RESPONDENT OPINION

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY AGREE	68	20.1	20.1	20.1
AGREE	105	31.1	31.1	51.2
UNDECIDED	38	11.2	11.2	62.4
DISAGREE	57	16.9	16.9	79.3
STRONGLY DISAGREE	70	20.7	20.7	100.0
Total	338	100.0	100.0	

		RESPONDENT OPINION					Total		
		STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE			
TRAINING AND STAFF PERFORMANCE	TRAINING AND STAFF PERFORMANCE 1	Count	25	35	6	0	0	66	
		Expected Count	13.3	20.5	7.4	11.1	13.7	66.0	
		% of Total	7.4%	10.4%	1.8%	0.0%	0.0%	19.5%	
	TRAINING AND STAFF PERFORMANCE 2	Count	12	10	0	26	20	68	
		Expected Count	13.7	21.1	7.6	11.5	14.1	68.0	
		% of Total	3.6%	3.0%	0.0%	7.7%	5.9%	20.1%	
	TRAINING AND STAFF PERFORMANCE 3	Count	9	20	12	9	18	68	
		Expected Count	13.7	21.1	7.6	11.5	14.1	68.0	
		% of Total	2.7%	5.9%	3.6%	2.7%	5.3%	20.1%	
	TRAINING AND STAFF PERFORMANCE 4	Count	18	25	15	3	7	68	
		Expected Count	13.7	21.1	7.6	11.5	14.1	68.0	
		% of Total	5.3%	7.4%	4.4%	.9%	2.1%	20.1%	
	TRAINING AND STAFF PERFORMANCE 4	Count	4	15	5	19	25	68	
		Expected Count	13.7	21.1	7.6	11.5	14.1	68.0	
		% of Total	1.2%	4.4%	1.5%	5.6%	7.4%	20.1%	
	Total		Count	68	105	38	57	70	338
			Expected Count	68.0	105.0	38.0	57.0	70.0	338.0
			% of	20.1%	31.1%	11.2%	16.9%	20.7%	100.0%

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	127.961 ^a	16	.000
Likelihood Ratio	154.805	16	.000
Linear-by-Linear Association	24.635	1	.000
N of Valid Cases	338		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.42.

H₀: training does not have positive effect on staff performance in an organization
 H₁: training have positive effect on staff performance in an organization
 Reject H₀ if the chi square asymptotic significance value is less than 0.05 otherwise accept H₀.

Decision: since the chi square asymptotic significance value is less than 0.05, we therefore reject H₀ and conclude that training have positive effect on staff performance in an organization

RESPONDENT OPINION

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY AGREE	73	21.5	21.5	21.5
AGREE	103	30.3	30.3	51.8
UNDECIDED	38	11.2	11.2	62.9
DISAGREE	70	20.6	20.6	83.5
STRONGLY DISAGREE	56	16.5	16.5	100.0
Total	340	100.0	100.0	

TRAINING AND DEVELOPMENT POLICY

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TRAINING AND DEVELOPMENT POLICY	68	20.0	20.0	20.0
TRAINING AND DEVELOPMENT POLICY 2	68	20.0	20.0	40.0
TRAINING AND DEVELOPMENT POLICY	68	20.0	20.0	60.0
TRAINING AND DEVELOPMENT POLICY	68	20.0	20.0	80.0
TRAINING AND DEVELOPMENT POLICY	68	20.0	20.0	100.0
Total	340	100.0	100.0	

TRAINING AND DEVELOPMENT POLICY * RESPONDENT OPINION Crosstabulation

			RESPONDENT OPINION					Total
			STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE	
TRAINING AND	TRAINING AND	Count	20	29	10	6	3	68

DEVELOPMENT POLICY	NG AND DEVELOPMENT POLICY	Expected Count	14.6	20.6	7.6	14.0	11.2	68.0
		% of Total	5.9%	8.5%	2.9%	1.8%	.9%	20.0%
TRAINING AND DEVELOPMENT POLICY	TRAINING AND DEVELOPMENT POLICY	Count	15	12	8	22	11	68
		Expected Count	14.6	20.6	7.6	14.0	11.2	68.0
		% of Total	4.4%	3.5%	2.4%	6.5%	3.2%	20.0%
TRAINING AND DEVELOPMENT POLICY	TRAINING AND DEVELOPMENT POLICY	Count	11	18	5	19	15	68
		Expected Count	14.6	20.6	7.6	14.0	11.2	68.0
		% of Total	3.2%	5.3%	1.5%	5.6%	4.4%	20.0%
TRAINING AND DEVELOPMENT POLICY	TRAINING AND DEVELOPMENT POLICY	Count	10	20	7	11	20	68
		Expected Count	14.6	20.6	7.6	14.0	11.2	68.0
		% of Total	2.9%	5.9%	2.1%	3.2%	5.9%	20.0%
TRAINING AND DEVELOPMENT POLICY	TRAINING AND DEVELOPMENT POLICY	Count	17	24	8	12	7	68
		Expected Count	14.6	20.6	7.6	14.0	11.2	68.0
		% of Total	5.0%	7.1%	2.4%	3.5%	2.1%	20.0%
Total	Total	Count	73	103	38	70	56	340
		Expected Count	73.0	103.0	38.0	70.0	56.0	340.0
		% of Total	21.5%	30.3%	11.2%	20.6%	16.5%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	42.042 ^a	16	.000
Likelihood Ratio	44.124	16	.000
Linear-by-Linear Association	2.568	1	.109
N of Valid Cases	340		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.60.

H₀: training and development policy does not have positive effect on staff performance in an organization

H₁: training and development policy have positive effect on staff performance in an organization.

Reject H₀ if the chi square asymptotic significance value is less than 0.05 otherwise accept H₀.

Decision: since the chi square asymptotic significance value is less than 0.05, we therefore reject H₀ and conclude that training and development policy have positive effect on staff performance in an organization

VI. DISCUSSION OF FINDINGS

This study assessed the “effect of staff training and development in enhancing organizational performance.” From the result of analysis, the findings were as follows:

Objective one (1) was achieved by hypothesis one (1), since the chi square asymptotic significance value is less than 0.05, we therefore reject H₀ hypothesis and conclude that training have positive effect on staff performance in an organization.

Objective two (2) was achieved by hypothesis two (2), since the chi square asymptotic significance value is less than 0.05, we therefore reject H₀ hypothesis and conclude that the training and development policy of an organization positively affect the attainment of set objectives.

Findings from this research uncovered that staff training and development is an effective tool for employee’s higher productivity in an organization. Hence, staff can only work effectively if given the right training for such task.

This study is consistent with the findings of Furgan (2011), which revealed that work related training is associated with significantly employee’s high productivity.

Vemic (2007) also corroborated the above findings that job training has significant effect on organizational performance.

The study found out that there is a significance relationship between training and employee performance on the job, one will agree here that some challenges on the job are attributed to lack of staff training in an organization and concluded that the observed are significant. Training can not be extended to all the staff at the same time, there is room for stepping down training. Those who have gone for training will be able to step it down to the rest on the job line in various departments in an organization.

There are also differences between high and low performing employees on specific work tasks and it was discovered that providing training on those tasks improve employees job performance.

VII. CONCLUSION

People represent the most flexible resources available to any organization. A planned training programme is expected to return values to the organization in form of increased productivity and organizational stability. Therefore, education and training of all the people in an organization is a kind of human resources investment. The investment on human resources training and development is money well spent.

Employees who have not received adequate training before being assigned responsibilities usually lack necessary confidence with which to carry out the job.

Knowledge and skills development is vital to the health of the organization. We live in an information age today, and organizations are routinely valued not just on the physical but on their intellectual capital.

Training is one of the chief methods of maintaining and improving intellectual capital, so the quality of an organization’s training affects its value. Untrained or poorly trained employees cost significantly more to support than well-trained employees do.

Training affects employees retention and is available commodity that, if viewed as an investment rather than as an expenses, can produce high returns.

Human resources are the most expensive and valuable aspects of an organizations. In today’s business environment, hence, the change of individual behavior is crucial to the success of an organization. However, it is important to note that human resources training and development is not an end in itself, but a means to the achievement of the tasks and objectives of an organization.

A training programme is effective if it has achieved the purpose for which it was designed. It is through evaluation that one can judge the effectiveness of training and development programme. Evaluation, tells us how worthwhile the training has been in respect of the total benefits accruing from it. Before this can be fully assessed, the training has to be validated in terms of ascertaining the extent to which it has fulfilled organizational and trainee objectives. If training succeeds, executive efforts will tend to shift from

corrective mistakes to the more pleasant job of planning the work of and encouraging expert workers..It is important to conclude that training and development plays significant role in an organization It is the bedrock for national survival and development in a rapidly changing global environment and challenge us to devise bold and encourages initiatives to address a host of vital socio-economic issues. It is more important for organizations to pay close attention to the health and wellbeing of all their workers.

VIII. RECOMMENDATIONS

The following recommendations are offered in order to improve organizational activities:

- i. An organization must effectively train their staff well in order to positively affect their performances and improve the quality of services rendered by the employees.
- ii. The management of an organization should embark on a well-coordinated staff training and development policy covering all categories of staff in the organization so as to improve the achievements of the objectives.
- iii. The organization should vote a reasonable amount of money to funding of training and development of staff in order to positively enhance workers' performance on the job.
- iv. An organization should embark on the feedback and post evaluation follow-up of training in order to determine the effectiveness of the training programmes.
- v. The organization must make sure that they do not only implement training programmes once, but sustain it because the world is ever changing.
- vi. Organization should motivate employees by attaching incentives to training as such incentives will spur them to greater performance.

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