

STAFF TRAINING AND ORGANIZATIONAL PERFORMANCE IN IMO STATE MINISTRY OF WORKS

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Abstract

This study has examined staff training and organizational performance in Nigeria, using Imo State Ministry of Works as the focal point. Based on the above, the research formulated three objectives, three research questions and three research hypotheses to guide the study. Survey research design was employed and questionnaire was used as the instrument of data collection. The entire staff of Imo State Ministry of works were used as population from where 80 staff were sampled. However, out of 80 questionnaires distributed, only 73 were returned in usable form. The data collected were subjected to face validity and test retest reliability method. The data collected were presented in tables and analyzed using simple percentage and hypotheses were tested using chi-square. The findings revealed that there is significant impact of orientation/ induction training on organizational productivity. Also there is significant impact of on-the-job training on organizational stability and there is significant impact of seminar/workshop on organizational growth/development. Based on the findings, it was recommended that organizations should always conduct induction/orientation exercise when new employees are being recruited. This will enable the staff to know, understand and adhere to organization's principles, cultures and goals in performing their functions; and there should also be technical training and practical exposure to the organizational missions /vision.

Key Words: Staff Training, Organizational Performance, Nigeria.

Introduction

Staff training is an important aspect of any organization either big or small, profit or non-profit ventures. It is important for any organization to harness and properly develop its human resources or potentials in order to achieve the organizational goals and objectives. Here, training encourages the performance of employees. When the organizational employees are well trained, they will put in their best in performing their functions and that will lead to organizational stability and high performance. Training improves organizational standards. Well planned training programme helps to improve employee effectiveness and organizational high performance. This is because training raises the morale of the employees, improves worker-management relations, reduce employee turnover and makes an organization a career system (Alugbuo, 2007).

Ubah (2012) identified many training methods that has been effective in encouraging organizational performance to include: orientation/induction training, on-the-job training, job rotation, and seminar and workshop. In the Nigeria organization, orientation/induction training is given immediately after employment to introduce the new staff members to their position. This is mainly concerned with acquainting new employees with the organization. This training is aimed at getting all new entrants familiarize with the organization's goals, structure, culture, work standard and other conditions of employment (Obi-Anike and Ekwe, 2014). Also, on-the-job training involves assigning a new employee to an experienced supervisor or senior coworker. The idea is that in the course of carrying his routine assignments, the trainee learns by observing the superior or coworker and working with the actual equipments or materials

that will be used when the training is completed (Onah, 2005). On-the-job training is received directly on the job, and so it is often called "job instruction" training.

Furthermore, Job rotation consists of periodically shifting employee from one job to another so as to be versatile in different functions in the organization. Training is provided by the supervisors of the units/departments in which the job are located (Ezeani, 2002). Not only that seminars, workshops and conferences create forums for participants to discuss on participating basis. Consequently, opportunities are provided for participants to pool ideas, to discuss ideas and facts, to test assumptions and to draw conclusions. These methods are expected to help develop the problem – solving and decision – making facilities of the personnel as well as present new and complicated issues for deliberation. The general objective of the training methods is to promote the performance of the organization through employee high commitment to duty. Therefore the organizational high performance, productivity and stability cannot achieve if the organizational staff are not well trained on the best way to perform their functions.

Statement of the Problems

Staff training is one of the Human Resources scope the received list attention in some organizations in Nigeria. Some Nigeria organization does not find it necessary to organized orientation/induction training after employment of new staff. Most of the organization prefers using on-the-job training method, without signing specific roles to the new staff.

Not only that, some organizations do not consider the impact of employee job rotation on organizational stability. Not only that, seminar/workshop are not frequently and always employed for training organizational workers. In this direction, the problem of this study includes lack of orientation/induction training which will always lead to low organizational productivity; inappropriate on-the-job training which always lead to organizational instability; ineffective job rotation training which always led to low organizational profitability; and lack of seminar/workshop which always discourage organizational growth/development.

Objective of the Study

The general objective of this study is to examine staff training and organizational performance in Nigeria. The specific objectives include:

1. To ascertain the impact of staff orientation/induction training on organizational productivity.
2. To find out the impact of staff on-the-job training on organizational stability.
3. To find out the impact of seminar/workshop on organizational growth/development.

Research Questions

1. What are the impacts of staff orientation/induction training on organizational productivity?
2. What are the impacts of staff on-the-job training on organizational stability?
3. What are the impacts of seminar/workshop on organizational growth/development?

Research Hypotheses

Ho1: There is no significant impact of staff orientation/induction training on organizational productivity.

Ho2: There is no significant impact of staff on-the-job training on organizational stability.

Ho3: There is no significant impact of seminar/workshop on organizational growth/development.

Conceptual Issues

The Concept of Training

Many scholars have examined the meaning of training in different ways. In the views of Mathis and Jackson (1985) training is “a learning process whereby people acquire skills, concepts, attitudes or knowledge to aid in the achievement of goals”. By defining training as a process, the implication is that it is continuous. This is in line with the recent “knowledge explosion” which brings new tools, equipment, skills and education into human development. Fanibuyan (2001) defines training as the systematic process of altering the behavior 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.

According to Peretomode and Peretomode (2001), training is planned organizational efforts or activities concerned with helping on employee acquire specific and immediately usable skills, knowledge, concepts, attitudes and behaviours to enable him or her perform more efficiently and effectively on his present job. It's related to improving upon the present job experience. It is concerned with technical/manual skills to non- managerial staff. As already implied or stated, the basic aim of training is to assist the organization to achieve its goals by adding value to the human resources. Training is an investment in people to enhance their performance and empower them to make the best use of their natural abilities.

The Concepts of Organizational Performance

Organizational high performance, organizational productivity and development are the outcome of effective human resources training and development in any organized organization. When employee put in their best in doing their job that will result to high organizational performance and therefore enhance organizational productivity (Akpanabia, 2016).

Moreover, Kane (1996) argues that performance is something that the person leaves behind and that exists apart from the purpose. In addition, Campbell (1990) believes that: ‘performance is behavior and should be distinguished from the outcomes because they can be contaminated by systems factors’. Based on the foregoing, it can be noted here that high that organizational performance include the way and manner the organization achieve its set objectives. The variables used in measuring organizational performance include organizational productivity, profitability, stability, growth and development.

Methods/Dimensions of Training for enhance performance

There are various types of training that an organization may adopt depending on the main objectives of training and these are outlined below:

1. **Orientation/Induction Training:** This is given immediately after employment to introduce the new extension staff members to their position. This is mainly concerned with acquainting new employees with the organization. This training is aimed at getting all new entrants familiarize with the organization's goals, structure, culture, work standard and other conditions of employment (Obi-Anike and Ekwe, 2014). This is appropriate for newly recruited personnel; every staff member needs some professional knowledge about various rules and regulations of the government, financial transaction, administrative capability, communication skills, report writing, leadership ability, etc.
2. **On-the-job Training:** According to Onah (2005), on-the-job training involves assigning a new employee to an experienced supervisor or senior coworker. The idea is that in the cause of carrying his routine assignments, the trainee learns by observing the superior or coworker and working with the actual equipments or materials that will be used

when the training is completed. On-the-job training is received directly on the job, and so it is often called “job instruction” training. It is used primarily to teach workers how to do their current jobs. A trainer, supervisor, or co-worker serves as the instructor. When it is properly planned and executed, this method includes each of the learning principles (Demetra et al, 2008).

3. **Job Rotation:** Job rotation consists of periodically shifting employee from one job to another so as to be versatile in different functions in the organization. Training is provided by the supervisors of the units/departments in which the job are located (Ezeani, 2002). The major objective of job rotation is to make sure that employees are conversant with different functions in the organization, and can handle any task given to them no matter actual specialization, professionalism or unit of work. In the public sector, job rotation helps in reducing bureaucratic challenges when any employee is absent from duty.
4. **Seminar and Workshop:** Onah (2005) asserted that seminars, workshops and conferences create forums for participants to discuss on participating basis. Consequently, opportunities are provided for participants to pool ideas, to discuss ideas and facts, to test assumptions and to draw conclusions. These methods are expected to help develop the problem – solving and decision – making facilities of the personnel as well as present new and complicated issues for deliberation. They are also aimed at modifying attitudes of trainees. Seminar and workshop enhance Career Development Training. Career development is the ongoing acquisition or refinement of skills and knowledge, including job mastery and professional development, coupled with career planning activities. Job mastery skills are those that are necessary to successfully perform one’s job. Professional development skills are the skills and knowledge that go beyond the scope of the employee’s job description, although they may indirectly improve job performance.

Impact of training on performance

According to Agulanna and Awujo (2011), training improves individual, team, and corporate performance in terms of quantity, quality, output, speed and general productivity. Not only that, it reduces learning costs, provides higher levels of service to customers, it increases the range of skills possessed by employees leading to operational flexibility. On the other hand, Ubah (2012) believed that training increases the commitment of employees to the organization by making them identify with the mission and objectives of the organization. This is true because it attracts high quality candidates by offering those learning and development opportunities, enhancing their levels of competence and skills leading to more -on satisfaction. On the other way round, it helps to develop a positive culture in the organization which could be a culture of high quality service to customers or a culture of high productivity (Agulanna and Awujo, 2011). To them, it increases the morale of employees who feel confident after training to execute their jobs more effectively and efficiently. It’s a fact that training reduces turnover since training reinforces commitment to the organization, it prepares employees for promotion and higher responsibilities, it improves interpersonal communication, teamwork and leadership, and it prevents skills obsolescence. Older personnel use refresher training to keep abreast with changing methods, techniques and use of sophisticated tools and equipment.

Research Methodology

Research Design: In this study, survey research design was adopted.

Population of the Study: For the purpose of this study, the entire staff in Imo State Ministry of Works was used as the study population.

Sample: The researcher sampled 80 staff using purposive sampling technique.

Research Instrument: The major instrument in the primary data is the questionnaire. The researcher developed a close ended question using the likert format of strongly agreed, agreed, undecided, disagreed and strongly disagreed.

Method of Data Analysis: Simple percentage and chi-square were employed to analyze the data collected.

Data Presentation and Analysis

It should be noted that out of 80 questionnaires distributed, only 73 were properly filled, returned and used.

Item 1: Do you agree that induction enhances the productivity of your organization?

Option	No of Respondents	% of Responses
SA	16	21.9
A	12	16.4
UND	20	27.4
D	24	32.9
SD	1	1.4
Total	73	100

Source: field survey (2018)

The above analysis has shown that 21.9% of the respondents strongly agree, 16.4% of the respondents agree, 27.4% of the respondents were undecided, 32.9% of the respondent disagree and the remaining 1.4% respondents strongly disagree.

Item 2: To what extent does induction and orientation improve organizational productivity?

Option	No of Respondents	% of Responses
Very great extent	22	30.1
Great extent	32	43.8
Low extent	6	8.2
Very low extent	11	15.1
UND	2	2.7
Total	73	100

Source: field survey (2018)

The above analysis has shown that 30.1% of the respondents strongly agree, 43.8% of the respondents agree, 8.2% of the respondents were undecided 15.1% disagree and 2.7% of the remaining respondents strongly disagree.

Item 3: Do you agree that on the job training promotes the stability of organization?

Option	No of Respondents	% of Responses
SA	30	41.1
A	18	24.7
UND	11	15.1
D	12	16.4
SD	2	2.7
Total	73	100

Source: field survey (2018)

The above analysis has shown that 41.1% of the respondents strongly agree, 24.7% of the respondents agree, 15.1% of the respondents were undecided 16.4% disagree and 2.7% of the remaining respondents strongly disagree.

Item 4: To what extent does on-the-job training contributes to organizational stability and development?

Option	No of Respondents	% of Responses
Very great extent	19	26.1
Great extent	34	46.6
Low extent	8	11
Very low extent	8	11
UND	4	5.5
Total	73	100

Source: field survey (2018)

The above analysis has shown that 26.1% of the respondents indicated very great extent, 46.6% of the respondents indicated great extent, 11% of the respondents indicated low extent, 11% of the respondents indicated very low extent and 5.5% of the remaining respondents were undecided.

Item 5: The use of seminar in most cases is neglected in the ministry

Option	No of Respondents	% of Responses
SA	16	21.9
A	12	16.4
UND	20	27.4
D	24	32.9
SD	1	1.4
Total	73	100

Source: field survey (2018)

The above analysis has shown that 21.9% of the respondents strongly agree, 16.4% of the respondents agree, 27.4% of the respondents were undecided, 32.9% of the respondent disagree and the remaining 1.4% respondents strongly disagree.

Item 6: Seminar and workshop can lead to organizational growth

Option	No of Respondents	% of Responses
SA	22	30.1
A	32	43.8
UND	6	8.2
D	11	15.1
SD	2	2.7
Total	73	100

Source: field survey (2018)

The above analysis has shown that 30.1% of the respondents strongly agree, 43.8% of the respondents agree, 8.2% of the respondents were undecided 15.1% disagree and 2.7% of the remaining respondents strongly disagree.

Testing of Hypotheses

Hypothesis One

Ho1: There is no significant impact of orientation/induction training on organizational productivity.

To test this hypothesis, the data in table 1 and 2 were employed

Table 1	Table 2	Total
16	22	38
12	32	44

20	6	26
24	11	35
1	2	3
Total = 73	73	146

$$Fe = RT \times CT/N$$

Where

Fe	=	Frequency expected
RT	=	Row Total
Ct	=	Column Total
N	=	Grand total

Level of significance = 5% 0.05

Degree of freedom = (R-1) (C-1)

$$= (5-1) (2-1)$$

$$= (4) (1)$$

$$= 4$$

χ^2 tab for 2df at 0.05 level of significance = 3.84

R1C1 Fe	=	38 x 73/146	=	19
R1C2, Fe	=	38 x 73/146	=	19
R2C1, Fe	=	44 x 73/146	=	22
R2C2, Fe	=	44 x 73/146	=	22
R3C1, Fe	=	26 x 73/146	=	13
R3C2, Fe	=	26 x 73/146	=	13
R4C1, Fe	=	35 x 73/146	=	17.5
R4C2, Fe	=	35 x 73/146	=	17.5
R5C1, Fe	=	3 x 73/146	=	1.5
R5C2, Fe	=	3 x 73/146	=	1.5

Fo	Fe	Fo-Fe	(Fo-Fe) ²	(Fo-Fe) ² /Fe
16	19	-3	9	0.4737
22	19	3	9	0.4737
12	22	-10	100	4.5454
32	22	10	100	4.5454
20	13	7	49	3.7692
6	13	-7	49	3.7692
24	17.5	6.5	42.25	2.4143
11	17.5	-6.5	42.25	2.4143
1	1.5	-0.5	0.25	0.1667
2	1.5	0.5	0.25	0.1667
				22.7384

Decision Rule

Since the calculated value of Chi-square, 227384 is more than the tabulated value, 9.488, the alternative hypothesis is hereby accepted and the null hypothesis rejected, hence we conclude here that there is significant impact of orientation/induction training on organizational productivity.

Hypothesis Two

Ho2: There is no significant impact of on-the-job training on organizational stability.

To test this hypothesis, the data in table 3 and 4 were employed

Table 3	Table 4	Total
30	19	49
18	34	52
11	8	19
12	8	20
2	4	6
Total = 73	73	146

$$Fe = RT \times CT/N$$

Where

Fe	=	Frequency expected
RT	=	Row Total
Ct	=	Column Total
N	=	Grand total

Level of significance = 5% 0.05

Degree of freedom = (R-1) (C-1)

= (5-1) (2-1)

= (4) (1)

= 4

χ^2 tab for 2df at 0.05 level of significance = 9.488

R1C1, Fe	=	49 x 73/146	=	24.5
R1C2, Fe	=	49 x 73/146	=	24.5
R2C1, Fe	=	52 x 73/146	=	26
R2C2, Fe	=	52 x 73/146	=	26
R3C1, Fe	=	19 x 73/146	=	9.5
R3C2, Fe	=	19 x 73/146	=	9.5
R4C1, Fe	=	20 x 73/146	=	10
R4C2, Fe	=	20 x 73/146	=	10
R5C1, Fe	=	6 x 73/146	=	3
R5C2, Fe	=	6 x 73/146	=	3

Fo	Fe	Fo-Fe	(Fo-Fe) ²	(Fo-Fe) ² /Fe
30	24.5	5.5	30.25	1.2347
19	24.5	-5.5	30.25	1.2347
18	26	-8	64	2.4615
34	26	8	64	2.4615
11	9.5	1.5	2.25	0.2368
8	9.5	-1.5	2.25	0.2368
12	10	2	4	0.4
8	10	-2	4	0.4
2	3	-1	1	0.3333
4	3	1	1	0.3333
				9.7326

Decision Rule

Since the calculated value of Chi-square, 9.7326 is more than the tabulated value, 9.488, the alternative hypothesis is hereby accepted, and the null hypothesis rejected; hence we conclude that there is significant impact of on-the-job training on organizational stability.

Hypothesis Three

Ho3: There is no significant impact of seminar/workshop on organizational growth/development.

To test the above hypothesis three, the data in table 5 and 6 were used.

Table 5	Table 6	Total
16	22	38
12	32	44
20	6	26
24	11	35
1	2	3
Total = 73	73	146

$$Fe = \frac{RT \times CT}{N}$$
 Where
 Fe = Frequency expected
 RT = Row Total
 Ct = Column Total
 N = Grand total

Level of significance = 5% 0.05

Degree of freedom = (R-1) (C-1)

= (5-1) (2-1)

= (4) (1)

= 4

χ^2 tab for 2df at 0.05 level of significance = 3.84

$R1C1, Fe = \frac{38 \times 73}{146} = 19$
 $R1C2, Fe = \frac{38 \times 73}{146} = 19$
 $R2C1, Fe = \frac{44 \times 73}{146} = 22$
 $R2C2, Fe = \frac{44 \times 73}{146} = 22$
 $R3C1, Fe = \frac{26 \times 73}{146} = 13$
 $R3C2, Fe = \frac{26 \times 73}{146} = 13$
 $R4C1, Fe = \frac{35 \times 73}{146} = 17.5$
 $R4C2, Fe = \frac{35 \times 73}{146} = 17.5$
 $R5C1, Fe = \frac{3 \times 73}{146} = 1.5$
 $R5C2, Fe = \frac{3 \times 73}{146} = 1.5$

Fo	Fe	Fo-Fe	(Fo-Fe) ²	(Fo-Fe) ² /Fe
16	19	-3	9	0.4737
22	19	3	9	0.4737
12	22	-10	100	4.5454
32	22	10	100	4.5454
20	13	7	49	3.7692
6	13	-7	49	3.7692
24	17.5	6.5	42.25	2.4143
11	17.5	-6.5	42.25	2.4143
1	1.5	-0.5	0.25	0.1667

2	1.5	0.5	0.25	0.1667
				22.7384

Decision Rule

Since the calculated value of Chi-square, 227384 is more than the tabulated value, 9.488, the alternative hypothesis is hereby accepted and the null hypothesis rejected, hence we conclude here that there is significant impact of seminar/workshop on organizational growth/development.

Conclusion

Training contributes in adding positive value for organization. When workers are trained, they acquire the right knowledge and skills and therefore contributed for the betterment of the organization. This study therefore concludes that effective training of the organizational human resources is the basic strategy to improve organizational growth, organizational productivity and organizational stability in Nigeria.

Recommendations

Based on our findings and conclusion of this study, the following recommendations were made.

- 1) Organizations should always conduct induction/orientation exercise when new employees are being recruited. This will enable the staff to know, understand and adhere to organizational principles, cultures and goals in performing their functions.
- 2) Induction/orientation should not only be used for educating the employees on organizational principles, there should also be technical training and practical exposure to the organizational missions so as the employees can live up to expectations.
- 3) Government ministry should continue to use on-the-job training method based on its advantages of less expensive, but more emphasis should be on the employee area of specialization. The superior officer should be meant to evaluate and examine the employee after each on-the-job training exercise.
- 4) Since on-the-job training sometimes may not be a priority for employee high performance, organizations should employ more conscious technical training exercise like conferences and workshop to expose the employee on what they are ought to know.

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