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Effects of Training on Academic Staff Performance
A study of Federal Polytechnic Nasarawa

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Abstract

Due to fast pace of global and technological development, higher institutions are now facing challenges. Technological advancements have molded the need of capabilities and competencies required to perform tasks in a higher institution. Thus, to cope with these challenges, more improved and effective training programs are required by all organizations/institutions. The study thus examines the effects of training on academic staffs' performance in Federal Polytechnic, Nasarawa. Ordinary Least Squares (OLS) regression and ANOVA methods of analysis were employed to analyzing the data generated through questionnaire from the sample size of 220 academic staffs of the polytechnic on the effects of training on academic staffs' performance. Findings from the study revealed that staff training has a significant impact on academic staffs' productivity. It was also found that staff training has hugely enhanced academic staffs' timeliness in service delivery; and finally, staff training has a significant effect on academic staffs' work quality. The study thus recommends that there is the need to maintain the academic staff training programs in order to achieve the best performance from their employees that will make the attainment of the overall organization's objectives possible. Re-training of already trained staff should be periodically organized so as to spring up the desire employees' performance that will inspire better organization's performance and productivity.

Keywords: *Training, academic staffs, Performance, productivity, work quality, timeliness*

INTRODUCTION

The survival of any organization in the competitive society lies in the knowledge ability of its employees in terms of creativity and inventiveness that invariably enhance performance and increase competitive advantage. Training is an aspect of human resource practices that helps in enhancing employees' skills, knowledge, and competence capable of improving employees' ability to perform more efficiently and effectively. Training plays a vital role in the effectiveness of an organization or institution. It is one of the most pervasive techniques for improving employees' performance and enhancing organizational productivity in the work place. Employees are the indispensable asset and key element of gaining competitive advantage of any organization and training is essential tool for its actualization. The level of competence, skills and ability of the workforces of an organization influences its ability to preserve its obtained positions and gain competitive advantage.

Organizations provide training to optimize their employee's potential in order to prepare them to do their job as desired to attain the overall objectives. Most of the organizations use training as a strategy in term of planning, they invest in building new skills by their workforce, enabling them to cope with the uncertain conditions that they may face in future, thus, improving the employees' performance through superior level of motivation and commitment. When employees recognize their organization interest in them through offering training programs, they in turn apply their best efforts to achieve organizational goals, and show high performance on jobs.

Employees are the most valuable asset of every company as they can make or break a company's reputation and can adversely affect productivity. Employees often are responsible for the great bulk of necessary work to be done as well as student/parents satisfaction and the quality of output/services. Without proper training, employees both new and current do not receive the information and develop the skill sets necessary for accomplishing their tasks at their maximum potential.

According to Farooq and Aslam (2011), managers are trying their very best to develop the employee's capabilities, ultimately creating good working environment within the organization. In order to meet with the global educational standard in Federal Polytechnic, Nasarawa management is involved in developing effective training and educational programs for their academic staff members to equip them with the desired knowledge, skills and abilities to achieve institutional goals. This struggle by the top management would not only improve the academic staff performance but also create positive image of the institution.

Thus, effective training programs will help the academic staff of the polytechnic to get acquaintance with the desired new technological advancement, and gained full command on the competencies and skills required to perform at a particular job and to avoid on the job errors and mistakes with its advance effect that will not only affect the polytechnic and its students but the society at large that will receive the output and adopt them as workforce.

Training is a systematic process to enhance employee's skill, knowledge and competency, necessary to perform effectively on jobs. Due to fast pace of global and technological development, institutions and employees are now facing new challenges on how to cope with the

changes. Technological advancements have molded the need of capabilities and competencies required to perform a particular task or tasks especially in the higher institution of learning where it is expected that every innovative practice should start from.

The inconsistency in the existing empirical evidence makes it imperative to provide further empirical evidence on the effect of training on academic staffs' performance in terms of productivity, timeliness and work quality in Nigeria, specifically the Federal Polytechnic Nasarawa. Research conducted in this area paid credence mostly to the private sector. For instance, Kadian and Mutsotso (2010) and Tahir, Faiza and Sana (2014) both investigate the relationship between training and employee performance in the banking sector in Kenya and Pakistan respectively. However, it is only Albert (2010) that investigates the relationship between training and employee performance in Government Aided Secondary Schools in Uganda and that is the study that this study is anchored on. This study therefore exists to fill the gap by assessing the effects of training on academic staffs' performance of Federal Polytechnic, Nasarawa Nigeria**.**

Despite the huge amount of money spent on academic staff in Nigeria through TET fund and the advancement in information technology which were all made to easy academic job, many Nigeria students perform below average both in the school and outside school. Therefore, the main objective of this study is to examine the effects of training on academic staffs' performance in Federal Polytechnic, Nasarawa to determine the effect of academic staff training on performance of academic staffs in terms of teaching quality, productivity, and timeliness in job execution.

STATEMENT OF THE HYPOTHESES

Based on the objectives of the study, the following hypotheses were postulated:

i. **H_{01}:** Training has no significant relationship on academic staffs' productivity in Federal Polytechnic, Nasarawa.
ii. **H_{02}:** There is no significant relationship between training and academic staffs' timeliness in job execution in Federal Polytechnic, Nasarawa.
iii. **H_{03}:** Training has no significantly relationship with academic staffs' work quality in Federal Polytechnic, Nasarawa.

CONCEPTUAL FRAMEWORK

Training programs are aimed at improving the employees' performance. Training refers to bridging the gap between the current performance and the standard desired performance. Training could be given through different methods such as on the job coaching and mentoring, peers' cooperation and participation by the subordinates and it can also be outsourced nationally or internationally (Raja, Furqan, & Muhammad, 2011). These activities enable employees to actively participate on the job and produces better result, hence improving organizational performance.

Armstrong (2010) defines training as the use of systematic and planned instruction activities to promote learning. Training could also be defined as a set of activities which react to present needs and is focused on the instructor and contrasts with learning as a process that focuses on developing individual and organizational potential and building capabilities for the future (Reynolds, 2004). Training is the systematic development of the attitude and skill behavior pattern required by an individual in order to perform adequately a given task.

Jie & Roger, (2005) stated that training programs not only develops employees but also help an organization to make good use of their human resources in favour of gaining competitive advantage. Therefore, it seems mandatory by the firm to plan for such training programs for its

employees to enhance their abilities and competencies that are needed at the workplace. Waleed (2011 as cited in Ng'ethe, 2014) in his own view opined that training is not simply a means of arming employees with skills they need to perform their jobs, it is often deemed to be representative of an employer's commitment to their work force. However, it is important to point out that training practice in institutions help to develop individual knowledge and skills, as well as employee attitude and behaviors. If these effects are prevalent enough in the employee population, then the collective changes in human capital, attitudes, behaviors and associated organizational climate should be strong enough to influence organizational performance

The term employee/staff training is often used in different ways. Each of the definitions suggests the types of training an organization might organize. First, training refers to giving new or current employees the skills they need to perform their jobs (Dessler, 2006). It therefore involves showing employees what they have to do and how they have to do it. Second, it can also refer to the planned attempts by an organization to facilitate employee learning of job-related knowledge, skills and behaviours (Dennis & Griffin, 2005). Third, employee training can mean any effort initiated by an organization to foster learning among its members (Snell & Bohlander, 2007). Fourth, Armstrong (2009) suggests that training can refer to the practice of equipping employees with skills, knowledge, and abilities, with the aim of building organizational capabilities and increasing organizational performance.

Obisi (2001) opined that training is a process through which the skills, talent and knowledge of an employee is enhanced and increased. He argues that training should take place only when the need and objectives for such training have been identified.

EMPIRICAL

Raja, Furqan, & Muhammad, (2011) conducted a survey of 100 sample, they observed in their studies that there is a positive relationship between training design and organizational performance. Similarly, Abeeha and Bariha (2012) in their studies carried out in Pakistan, observed a positive correlation between employees' training and organizational competitive advantage.

Muma, Iravo and Omondi (2014) carried out a study on the effect of training needs assessment on employee commitment among employees of the Jomo Kenyatta University of Agriculture and Technology. The study adopted a descriptive survey case study design employing both quantitative and qualitative approaches. The target population was 1731 staff members of JKUAT and a sample size of 10%. Stratified random sampling technique was used to sample the 173 respondents. A questionnaire was used to gather data from respondents and the data was analyzed using descriptive statistics and inferential statistics. The findings from the inferential statistics indicated that training had an effect on employee commitment. The study established that training needs assessment in JKUAT and other Public Universities was not being done effectively and thus led to lack of commitment by employees to their jobs.

Kum, Cowden and Karodia (2014) conducted a study on the impact of training and development on employee Performance: a case study of ESCON consulting in Singapore, random sampling technique was used to select participants for this study that questionnaires were issued. The study revealed that training and development of employees has a positive relationship with employee performance.

Benedicta and Appiah, (2010) revealed that there is a positive relationship between training and employees' productivities. Training generates benefits for the employee as well as the

organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior. Benedicta and Appiah, (2010) further opined that it is obvious that training plays an important role in the development of organization, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that, there is a significant difference between the organizations that train their employees and organizations that do not.

The result of Farooq and Aslam (2011) depicts the positive correlation between training and employee performance as r=.233. Thus, we can predict from this finding that it is not possible for the firm to gain higher returns without best utilization of its human resource, and it can only happen when firm is able to meet its employee's job related needs in time.

Afshan et.al. (2012), conducted a study on effect of training on employee job quality in telecom sector in Pakistan, states the R^2 as .501 which means that 50.1% of variation in employee performance is brought by training programs. Further, the T-value was 8.58 that explain training is good predictor of employee performance.

Quarty (2012) investigated the effect of employee training on the perceived organizational performance of the print-media industry in Ghana using Graphic Communication Group Limited as a case study. The results from the descriptive analysis indicated that, although some employees are not aware of and are not involved in the training programmes, majority of the employees reported that, they are aware of and are involved in various training programmes. The results also showed that, training programmes in the print-media industry is not frequent. Results from the correlation analysis suggested that, there is moderately strong relationship between employee training and organizational performance. Employee training has a huge effect on organizational performance. Testing the theory of resource-based view requires an extension of this study to other private firms in the print-media industry.

THEORETICAL FRAMEWORK

This study is anchored on social learning theory propounded to explain the relevance of training needs in any establishment or organization. Social learning theory by Bandura (1963) posits that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence direct reinforcement. In social learning theory, employees acquire new skills and knowledge by observing other members of staff whom they have confidence in and as well believe to be credible and more knowledgeable. The theory posited that training and learning is influenced by person's self-efficacy and his ability to successfully learn new skills which can be influenced by encouragement, oral persuasion, logical confirmation, observation of others.

Methodology

The study adopted descriptive research Survey design to assess the effects of training on academic staffs' performance in Federal Polytechnic Nasarawa.

Population and Sampling Technique

The population of the study is the 419 Academic staff the Federal Polytechnic. Yamane (1973)'s sampling size formula below was used to determine the minimum sample size.

$$s = \frac{N}{1 + N(ME)^2}$$

Where:
s = desired sample size
N = survey population
ME = margin of error allowable.

The study used a sample size of 220 hence the minimum sample size from Yamane (1973) was 205. Questionnaires were designed in 5 point Likert Scale format and were administered to the academic staff of Federal Polytechnic Nasarawa. Out of the 220 questionnaires distributed, only 209 was returned and used for the analysis. Ordinary Least Squares (OLS) Method of analysis and ANOVA were used with the aid of statistical package for social sciences (SPSS) to analyze the effects of training on academic staffs' performance.

The models for the regression are:
PRDTY=F (Enhancement, Job Knowledge, Skills, Competence, Morale)
TIMLNS=F (Enhancement, Job Knowledge, Skills, Competence, Morale)
WQTY=F (Enhancement, Job Knowledge, Skills, Competence, Morale)

Mathematically,
$PRDTY = b_0+\beta_1 Enhancement+\beta_2 JobKnowledge+\beta_3 Skills+\beta_4 Competence+\beta_5 Morale+\mu$
$TIMLNS = b_0+\beta_1 Enhancement+\beta_2 JobKnowledge+\beta_3 Skills+\beta_4 Competence+\beta_5 Morale+\mu$
$WQTY = b_0+\beta_1 Enhancement+\beta_2 JobKnowledge+\beta_3 Skills+\beta_4 Competence+\beta_5 Morale+\mu$

Table 1: Responses on Training and academic staffs' Productivity

Response	Enhancement	Job Knowledge	Skills	Competence	Morale	Productivity	Total Frequency
Strongly Agree	99	128	145	121	152	134	779
Agree	90	61	50	62	43	62	368
Undecided	11	8	12	12	9	10	62
Disagree	6	8	2	9	4	1	30
Strongly Disagree	3	4	0	5	1	2	15
Total	209	209	209	209	209	209	1254

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.963[a]	.687	.563	2.38432

a. Predictors: (Constant), Morale, Job Knowledge, Skills, Enhancement, Competence

ANOVA Results

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	171.422	5	28.255	22.432	.0001[a]
	Residual	105.401	199	1.176		
	Total	276.823	204			

a. Predictors: (Constant), Morale, Job Knowledge, Skills, Enhancement, Competence

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.963[a]	.687	.563	2.38432

b. Dependent Variable: Productivity

Summary of Regression Results and other Statistics

Regression	A	β_1Enhancmnt	β_2JobKnw	β_3Skills	β_4Competenc	β_4Morale
Coefficient	-3.025	0.201	0.423	0.563	0.432	1.324
P. value	0.000	0.022	0.002	0.021	0.023	0.001
R	0.687					
r^2	0.563					

Source: *Researcher's Computation, SPSS Version 16 (2018)*

The regression line Productivity = -3.025 + 0.201Enhancement + 0.423JobKnowledge +0.563Skills + 0.432Competence + 1.324Morale indicates that employees' productivity will increase by 0.201units for every 1unit increase in Enhancement, increase by 0.423 units for every 1unit increase in Job Knowledge, increase by 0.563 units for every 1unit increase in Skills, increase by 0.432units for every 1unit increase in Competence, and increase by 1.324units for every 1unit increase in Morale. The significant values or P-values of 0.022, 0.004, 0.021, 0.023, & 0.001 in all the respective variables are less than the t-value of 0.05. We, therefore, reject Null Hypothesis and accept Alternative hypothesis that the effect of training on academic staffs' productivity of Federal Polytechnic, Nasarawa is significant. This is corroborated by the correlation coefficient (r) of 0.963 that indicates a strong positive relationship. The coefficient of determination (r^2) of 0.687 indicates that 68.7% of variation on employees' productivity can be explained by staff training. In the absence of Training, it is indicated that academic staffs' productivity will reduce by 3.025 as shown by constant (α). The F-Statistics value of 22.432 and its corresponding P-value of 0.0012 also corroborate the rejection of the null hypothesis that the model is fit and the effects of staff training measurements on productivity is insignificant.

Table 2: Responses on Training and academics staffs' Timeliness

Response	Enhancement	Job Knowledge	Skills	Competence	Morale	Productivity	Total Frequency
Strongly Agree	101	125	134	111	152	120	745
Agree	93	62	54	68	44	70	389
Undecided	6	10	12	16	8	14	66
Disagree	6	8	6	9	4	3	36
Strongly Disagree	3	4	3	5	1	2	18
Total	209	209	209	209	209	209	1254

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.801[a]	.821	.741	.76543

a. Predictors: (Constant), Morale, Job Knowledge, Skills, Enhancement, Competence

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	104.435	5	18.465	12.435	.0021[a]
	Residual	169.759	198	2.118		
	Total	274.194	203			

a. Predictors: (Constant), Morale, Job Knowledge, Skills, Enhancement, Competence

b. Dependent Variable: Timeliness

Summary of Regression Results and other Statistics

Regression	A	β_1Enhancmnt	β_2JobKnw	β_3Skills	β_4Competenc	β_4Morale
Coefficient	-1.981	0.672	0.541	0.731	0.352	1.963
P. value	0.002	0.025	0.0098	0.034	0.022	0.0011
R	0.821					
r^2	0.741					

Source: *Researcher's Computation, SPSS Version 16 (2018)*

The regression line Timeliness = -1.981 + 0.672Enhancement + 0.541JobKnowledge + 0.731kills + 0.352Competence + 1.963 Morale indicates that employees' timeliness will increase by 0.672units for every 1unit increase in Enhancement, increase by 0.541units for every 1unit increase in Job Knowledge, increase by 0.731units for every 1unit increase in Skills, increase by 0.352units for every 1unit increase in Competence, and increase by 1.963units for every 1unit increase in Morale. The significant values or P-values of 0.025, 0.0098, 0.034, 0.022, and 0.0011 in all the respective variables are less than the t-value of 0.05. We, therefore, reject Null Hypothesis and accept Alternative hypothesis that the effect of staff training on academic staffs' timeliness on the job execution in Federal Polytechnic, Nasarawa is significant. This is collaborated by the correlation coefficient (r) of 0.801 that indicates a strong positive relationship. The coefficient of determination (r^2) of 0.821 indicates that about 82.1% of variation on academic staffs' timeliness can be explained by training. In the absence of staffs' training, it is indicated that academic staffs' timeliness will reduce by 1.981 as shown by constant (α). The F-Statistics value of 12.435 and its corresponding P-value of 0.0021 also collaborate the rejection of the null hypothesis that the model is fit and the effect of training on academic staffs' timeliness is insignificant.

Staff Training and academic staffs' Work Quality

Table 3: Responses on Staff Training and Employees' Work Quality

Response	Enhancement	Job Knowledge	Skills	Competence	Morale	Productivity	Total Frequency
Strongly Agree	101	127	144	120	152	153	797
Agree	91	60	55	67	43	40	356
Undecided	4	6	4	4	5	2	25
Disagree	10	12	6	13	8	10	59
Strongly Disagree	3	4	0	5	1	4	17
Total	209	209	209	209	209	209	1254

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.945[a]	.934	.812	1.3432

a. Predictors: (Constant), Morale, Job Knowledge, Skills, Enhancement, Competence

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	182.698	5	43.327	102.652	.0001[a]
	Residual	179.375	198	1.447		
	Total	362.073	203			

a. Predictors: (Constant), Morale, Job Knowledge, Skills, Enhancement, Competence

b. Dependent Variable: Work Quality

Summary of Regression Results and other Statistics

Regression	A	β_1Enhancmnt	β_2JobKnw	β_3Skills	β_4Competenc	β_4Morale
Coefficient	-2.562	0.444	0.3423	2.342	0.343	1.334
P. value	0.000	0.002	0.021	0.030	0.005	0.010
R	0.934					
r^2	0.812					

Source: *Researcher's Computation, SPSS Version 16 (2018)*

The regression line Work Quality = -2.562 + 0.444Enhancement + 0.342JobKnowledge + 2.342Skills + 0.343Competence + 1.334Morale indicates that employees' quality of work will increase by 0.444units for every 1unit increase in Enhancement, increase by 0.342units for every 1unit increase in Job Knowledge, increase by 2.342units for every 1unit increase in Skills, increase by 0.343 units for every unit increase in Competence, and increase by 1.334units for every 1unit increase in Morale. The significant values or P-values of 0.002, 0.021, 0.030, 0.005, and 0.010 in all the respective variables are less than the t-value of 0.05. We, therefore, reject Null Hypothesis and accept Alternative hypothesis that the effect of staff training on employees' work quality of Federal Polytechnic, Nasarawa is significant. This is collaborated by the correlation coefficient (r) of 0.972 that indicates a strong positive relationship. The coefficient of determination (r^2) of 0.934 indicates that about 93.4% of variation on academic staffs' work quality can be explained by staff training. In the absence of training, it is indicated that academic staffs' work quality will reduce by 2.562 as shown by constant (α). The F-Statistics value of 102.652 and its corresponding P-value of 0.0001 also collaborate the rejection of the null hypothesis that the effect of staff training measurements on academic staffs' work quality is insignificant.

DISCUSSION OF FINDINGS

From the above results and analyses, it is evident that, academic staffs' performance of Federal Polytechnic Nasarawa in terms of productivity, timeliness and work quality are positively related to staff training with statistical significance measured by employees' enhancement, job knowledge, skills, competence and morale. This implies that, employees' productivity, timeliness and work quality increase with increase in academic staff training such as employees' enhancement, job knowledge, skills, competence and morale. This is consistent with the findings in previous studies such as Harrison (2000); Swart et al., (2005); Farooq and Aslam (2011); and more recently Sultana et.al (2012). Furthermore, the study aligns with the theory of reinforcement that believed training is a strategic tool to make job interesting to the workers and as the avenue for the employees to improve themselves for optimal performance which can culminate to promoting employees for outstanding performance, innovation, creativity as a result of training attended.

RECOMMENDATIONS

In the light of the above findings, the study recommends sustenance of training of academic staff in order to achieve the best performance from their employees which will help in the attainment of the overall objectives.

Polytechnics should pay credence to morale refurbishment in their training process as that will go a long way in ensuring springing up the desire employees' performance that will inspire better organization's performance and productivity. That is to say that, when staff have morality, they are likely to have good integrity.

Polytechnics should identify the required training programmes that will increase the quality of output which comprises the students and their research output to train and re-train the already trained academic staff periodically so as to spring up the desired employees' performance that will inspire better performance and productivity.

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