**THE IMPACT OF STAFF TRAINING AND DEVELOPMENT IN ORGANIZATIONAL PERFORMANCE: A CASE STUDY OF NIGER MILLS COMPANY LIMITED, CALABAR.**

**ABSTRACT**

The study examined the impact of staff training and development in organizational performance with Niger Mills Company Ltd, Calabar as the case study. A sample population of 180 employees was used for the study. The data for this study was generated from well structured questionnaires administered on the sample population. Three of the formulated hypotheses were tested using the Pearon’s products Moments correlation coefficient techniques to validate the work. The result of the test revealed that training and development of employees in Niger Mills Company Ltd, Calabar nearly enhance greater growth and performance, a motivated employee training and development in Niger Mills Company Ltd, Calabar really lead to job satisfaction in this organization. It was recommended that staffing training and development should be handed by personnel manager in this organization, the training and development practices should be incorporated into this company’s policy framework, staff in this organization should be allowed to attend seminars/workshops as well as refresher courses regularly to update their knowledge/skills so as to boost level of productivity among others.

**CHAPTER ONE**

**INTRODUCTION**

**1.1 BACKGROUND OF THE STUDY**

Studies have shown that the success of most organization does not depend entirely on how well such organizations are financed but also on how well the individuals working in the organization are experienced. The experience acquired by these individuals does not simply come out of the blues, but as a result of the opportunities given to them to acquire such experience through training and development. It has been noted that in every organization whether in the public or private sector, individuals who are found to be more productive are those have a wealth of experience on their jobs which they have acquired through training and development. This is why in the contemporary times; many employees in Nigerian organizations who were initially averse to the concept of training and development embrace the idea, as they had realized the importance of training and developing their employees.

The above explained why Ubeku (1984) maintains that the process of training and development is continues one. Money spent on training and development is money well invested. He noted that in organizations, employees who have not received adequate training before being assigned responsibility lack the necessary confidence with which to carry out the responsibilities of the job. This is so because it is only then that the employee believes he knows what is expected of him regarding the job, and because he can do it, his enthusiasm for the job increases. Consequently, as noted by Donnelly (1992) and employee in this position is more likely to originate ideas as to how best to carry out the task of job. And employees who are not trained tens to cling to the methods they are frightened of doing the job in a different ways, because something might go wrong and that risk they cannot take.

The concept of training and development is not task of educational institution alone. This explains why in December 1976, (according to Ubeku 1984) the then federal commissioner for labour in his address to the 4th Annual General meeting of the Nigeria Employee consultative Association stressed the role of employers in training their employees to be able to carry out their responsibilities effectively. He explained among other things that:

*The development of staff cannot be entirely the concern of our educational institutions. It is also the responsibility of other institution. Every enterprise, whether public or private, necessarily does considerable on the job training, some of which organized and some haphazard and accidental. You as employees must realized. You as employees must realize or recognize the overriding importance of the development of human resource , without which we cannot overcome the continuing shortage of trained people as we strive to throw off the bonds of economic backwardness and seek to achieve the social and economic objectives of our development plans.*

The anxiety of the government and other private organizations over the scarcity of trained manpower in the country has been translated into action in the form of institutions with the Nigeria economy. However, one may be tempted at this juncture to ask what exactly is training and development? According to Armstrong (2006), training is the modification of behaviour through experience, and development is a change toward the better. Based on this, it then shows that an organization which has in its policy, the concept of training and development has paved way for its success and survival,and subsequently employment of optimal performance on the part of the employees or workers. Considering the benefits of staff training and development, one can categorically state that, it is in dispensable necessary for attainment of organizational goals. It plays a large part in determining the effectiveness and efficiency.

**1.2 Statement of the Problem**

Training is currently in a state of crisis around the world mostly due to the harsh economic climate. As a result, organizations are forced to cut down on training budgets as one of the first line of items to reduce expenses. This means that the lofty ideas about continuous learning and professional development of employees have to give way to concrete justification with convincing evidence that they will deliver bottom-line results and contribute to the achievement of organizational objectives (Kirkpatrick & Kirkpatrick, 2016). The current economic challenges and crisis in the training/development world can result in low-level productivity of employees, which invariably affects the performance of organization. Some organizations incur many losses inform of wastage arising from mistakes made by workers who lack the specific skills needed to perform their jobs effectively. This however influences employees job satisfaction.

**1.3 Objectives Of The Study**

The general aim of this study is to investigate the impact of staff training and development in organizational performance. Specifically, the study will;

1. Identify the benefits of training and development.
2. Ascertain if there is a significant relationship between training and development of employees and greater growth and performance.
3. Determine if there is a significant relationship between a motivated employee training and development and job satisfaction in the organization.

**1.4 Research Hypotheses**

The following hypothetical statements will be validated in this study;

**H01**: There is no significant relationship between training and development of employees and greater growth and performance.

**H02**: There is no significant relationship between a motivated employee training and development and job satisfaction in the organization.

**1.5 Significance Of The Study**

The outcome of this study is integral to management, members of staff, human resource management, and researchers in making informed decisions about employee training. Top management can make decisions that develop employee performance through organising training and performance development programs. Niger Mills Company Ltd, employees was used as a case study for the need for training and consistent participation as they have inside knowledge of Niger Mills business operations. This study will provide the human resource department with relevant information for appropriate planning and implementation of training and development programs. This study will also serve as reference material for additional studies into the subject matter.

**1.6 Scope Of The Study**

The study is focused on investigating the impact of staff training and development in organizational performance. The study will however delve into identifying the benefits of training and development, ascertaining if there is a significant relationship between training and development of employees and greater growth and performance, and determining if there is a significant relationship between a motivated employee training and development and job satisfaction in the organization. The study will be carried out in Niger Mills Company Ltd, Calabar, Cross River State.

**1.7 Limitation Of The Study**

Like in every human endeavour, the researcher encountered slight constraints while carrying out the study. Insufficient funds tend to impede the efficiency of the researcher in sourcing for the relevant materials, literature, or information and in the process of data collection, which is why the researcher resorted to a limited choice of sample size. More so, the researcher simultaneously engaged in this study with other academic work. As a result, the amount of time spent on research will be reduced.

**1.8 Definition of Terms**

**Employee** – A person who has been hired to do specific tasks.

**Employer** – An employer is the authority which employs and pays employees for their labor. Employee Performance – This is an outcome of an employee to achieve a certain goal.

**Organization** – An entity that involves one or more people coming together to accomplish a common goal or objective.

**Performance** – The achievement of specific responsibilities graded against a pre-set standard of accuracy (Afshan et al. 2012).

**Training** - An activity planned in a systematic fashion that results in a high level of enhanced skills and knowledge that is necessary to effectively and efficiently perform any task (Pace, Smith & Mills 1991).d

**Development**: Munford and Gold (2004) an attempt to improve managerial effectiveness through a learning process

**CHAPTER TWO**

**REVIEW OF LITERATURE**

**INTRODUCTION**

Our focus in this chapter is to critically examine relevant literature that would assist in explaining the research problem and furthermore recognize the efforts of scholars who had previously contributed immensely to similar research. The chapter intends to deepen the understanding of the study and close the perceived gaps.

Precisely, the chapter will be considered in three sub-headings:

* Conceptual Framework
* Theoretical Framework
* Chapter Summary

**2.1 CONCEPTUAL FRAMEWORK**

**Human Resource Developments**

Human resource development is an organized learning activities arranged within an organization in order to improve performance and/or personal growth for the purpose of improving the job, the individual, and/or the organisation (Rouda & Kusy 1995). this includes the areas of training and development, career development, and organizational development. Employees need to learn new skills and develop new abilities, to respond to these changes in workplace. the process of enhancing and enriching the skills and knowledge of employees through training and refreshing courses is called human resource development. the goal of human resource development is to improve the performance of organizations by maximizing the efficiency and performance of our people. This is going to develop our knowledge and skills, our actions and standards, our motivation, incentives, attitudes and work environment.

**Training**

Training is the methodical gaining and improvement of knowledge, skills, and behaviours imperative for employees to complete the job responsibilities or to perform better in their work environment. (Tharenou, Saks and Moore, 2007). Based on various other studies training can also be interpreted as, intentionally improve attitude, knowledge or skill via learning in order to attain improved performance in a specific task or variety of tasks (Beardwell and Holden, 2001:324). Its major goal is to improve individual competences and to be equipped to meet the current and future needs of the organisation.

The exponential rate of technological advancement of information and technology reduces the time frame which knowledge and skills become out-dated. This makes it impossible for skills required by employees for work to remain stagnant. As a result, it is paramount for employees to align their personal development goals to that of their organisation and their own future growth. It is also important for the Human Resources Department to take into consideration the current and future requirements and goals of the organisation when designing, planning and implementing employee training programmes (Holden, 2001). Despite these different views, it is important to note that the reviews by all the scholars imply that training helps in the improvement of employee performance. Consistent profitability of any business venture is largely determined by the level of employees’ quality and their performance improvement via training and continuous learning. Human Resources experts agree that organisation strengths lie in the best of its employees indicating the importance of training being in tandem with employee training needs (Noe, 2008). In the same vein, Bratton and Gold (2000) confirm that effective cooperate leaders understand that their competitive edge in today's market place is their workforce. The human resources of few organisations aren’t effectively coordinated as these organisations engage in old-style management methods are unsuitable in today's everchanging workplace. Recruitment of competent employees is a major requirement in the management of any organisation, whether small or large. As a result of the inadequacies in the formal educational system in Nigeria, basic work skills and competencies needed to thrive in the workplace is lacking in a significant number of employees. This means that many employees have to undergo intense on-job training in order to gain the necessary skills required to make a significant contribution to the growth of an organisation. It’s imperative for organisations to understand their employees train needs through a need’s assessment design and analysis with overall organizational goals and objectives for actualization of the organizations vision and mission.

**Development**

Development is a process that “strives to build the capacity to achieve and sustain a new desired state that benefits the organization or community and the world around them” (Chabra, 2004). Development perspective examines the current environment, the present state, and helps people on a team, in a department and as part of an institution identify effective strategies for improving performance. In some situations, there may not be anything “wrong” at the present time; the group or manager may simply be seeking ways to continue to develop and enhance existing relationships and job performance. In other situations, there may be an identifiable issue or problem that needs to be addressed; the Development process aims to find ideas and solutions that can effectively return the group to a state of high performance. Development implies creating and sustaining change. (Marmer, 1999) According to Obisi (1996) the concepts, of training and development are used interchangeably. However, it can be differentiated from the other. Training is for specific job purpose while development goes beyond specifics development covers not only those activities which improve job performance, but also those which bring about growth of personality. In training, you using one stone to kill one bird while in development you use one stone to kill two birds, (Mamoria, 1995). In the field of [human resource management,](http://en.wikipedia.org/wiki/Human_resource_management)training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development, and learning and development. (Harrison, 2005). Training has traditionally been defined as the process by which individuals change their skills, knowledge, attitudes, and/or behavior (Robinson, 1996). In this context, training involves designing and supporting learning activities that result in a desired level of performance. In contrast, development typically refers to long-term growth and learning, directing attention more on what an individual may need to know or do at some future time. While training focuses more on current job duties or responsibilities, development points to future job responsibilities. However, sometimes these terms have been used interchangeably or have been denoted by the single term performance consulting, which emphasizes either the product of training and development or how individuals perform as a result of what they have learned (Robinson, 1996).

**Training & Development**

As jobs are becoming more and more complex, it becomes imperative for employers of labour to train their workers unlike when jobs were simple and little technical knowledge was required from the workers. Manpower training and development are two interrelated processes whose importance cannot be overemphasized in any discussion of strategic human resource management as this relate to series of activities, which an enterprise would need to embark upon to improve the quality of its managerial capital. Manpower development has been described as the systematic process which an organization has to go through to ensure that it has the effective managers it requires to meet its present and future needs.

According to de Philips et al (1964), training is a process when under company auspices seeks a planned, coordinated and conscious manner to develop in the employees those understanding skill and attitude, which will maximize individual’s present and future efficiency and effectiveness of the overall company operations. Training is a form of specialized education aimed at giving the trainee a particular or specialized knowledge, skill and attitude which he must possess to effectively perform in a given position. development is concerned with specific programmes designed to prepare and groom a worker with particular education and training for higher responsibilities (Onasanya, 2006). Training as defined by Peretomode et at. (2001) is the planned organizational efforts or activities conceived with helping an employee acquire specific and immediately usable skills, knowledge, concepts, altitude and behaviours to enable him or her perform more efficiently and effectively on his present job. Obadan (2000) saw training as “ a specialized process through which one learns to perform direct tasks of varying complexity and acquire expected job behaviours”. these definitions implies that training is an organized procedure by which people learn and acquire knowledge and skills for a definite purpose, and a continual process of helping employees to perform at a high level ( Donnelly, 1995). Thus, training is a process of increasing human efficiency through which people are offered the opportunity to acquire new skills and current knowledge required in carrying out various specialized tasks in their place of work. While development according to beardwell and helen (2001) is the process of becoming increasingly complex, more elaborate and differentiated by virtue of learning and maturation.

Training is seen as a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities (osborne, 1996). rouda & kusy (1995) views training and development as the ‘acquisition of knowledge, competencies and skills, and adopting behaviors that improve performance in current jobs, including: adult learning theory and applications, instructional systems design, train-the-trainer programs, and instructional strategies and methods. Management development and training has been seen as a process by which employee are recruited selected trained motivated and required within an economic system. Obisi (1996) observed that the concepts of training and development are used interchangeably. However, it can be differentiated from the other. Training is for specific job purpose while development goes beyond specific. Development covers not only those activities which improve job performance, but also those which bring about growth of personality. Steinmetz, Lawrence (1996) notes that training is a short-term process, utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skill for a definite purpose. Development on the other hand is a long term educational process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose.

According to Alao (2010), formal management development programme began to appear in large cooperation in 1940 and early 1950s. Since then there has been growing sophistication in the organization and contest of such endeavours. In the past few decades, there has been an increasing amount of research and general knowledge of the principle and techniques of administration. The rapid rate of technological and social changes has made it imperative to have managers and workers who are trained to cope with these changes. The ever increasing technological sophistication especially in this age of computer technology has really paved way for management training to meet changing situation. in the recent years, industries have concerned with the development of all workers and these in management position both to improve performance in their present job and to provide a solid basis for those who are growing up. Those developments have been given impetus with the research of Taylor, which emphasized continued necessity of scientific discoveries of human potentials through training. it was in this climate of technological and social changes taking place in the 19th century that manager started to seek better ways of coping with increasing complexities taking place in their enterprises. Taylor was one of the pioneers who recognized that worker are important and efficient as machine (Alao, 2010). Taylor asserted that it is the workers and management that set the pace for production hence, the need for manpower training and development in order to enhance the organizational predetermined goal. he emphasized that “scientific management is not a collection of technique only to increase efficiency, but rather a philosophy of being accomplished by workers training and development”. in nigeria, the genesis for manpower training and development can be traced to the Ashby commission set up in 1959 to conduct an investigation into Nigeria’s need in the field of past secondary certificate and higher education over the next twenty years (Alao, 2010).

Following his development, the federal government has since established a number of training institutions such as The Industrial Training Fund (ITF) in 1971, The Nigerian Council for Management Education and Training The Association Institution known as Center for Management Development (CMD) in 1972. The Administration Staff College of Nigeria (ASCON), the Agricultural and Rural Management Training Institution (ARMTI) as well as the Nigeria Institute for Policy and Strategy (NIPSS) and Institute for Labour Studies. Apart from the aforementioned, there are various federal and state training centers all over the country. in the private sectors, we also see a lot of organization that have established their own training centers and schools while many others depend on university sponsored programmes and seminar as well as executive development and general management courses run by the Nigeria Institute of Management (NIM) and that of Institute of Personnel Management (IPM). Hence, for an organization to achieve its objectives there must be a continuous review of manpower training to ensure their effectiveness throughout the organization. it is also believed that a vast majority of new employees have not been prepared to perform the job they may encounter in their organization in respective of the technical or professional education received. There is therefore need for training and retraining of the workers to perform new jobs and adapt to changing technology. Training needs arise mainly from the problems that lack of training may have created. Rapidly changing technology in both factories and offices has also created shortage of skilled labour.

Also, the growing awareness of many organization responsibility in our society has accelerated the entrance of less qualified groups in the workforce management has realize that for well qualified workers to man all the different tasks, it is necessary to train their staff. Training is therefore needed because of transfer, promotion and changes in work schedules. Training is needed when job delegation takes places. Training is required when job are enlarge and employees rotates from job to job. Training becomes imperative when scientist discoveries result in innovation in product and equipment. Dorman price (2000) emphasized the role of training in management activity especially in the area of human resources management. According to him, the training function is a management activity in which the personnel department provides the necessary specialist knowledge and usually carries out in addition to the administrative requirements so that the function operates effectively within the organization. he went further to state the basic stages in establishing training function with the view to improving on the manpower development.

These stages are:

1. to find out the training needs of the particular needs of the particular company at all levels.
2. to formulate a training policy which will meet the needs of the organization?
3. to evaluate the resources both financial and material which could be required?
4. to provide the necessary specialist training officers who will be responsible for implementing both the training policy and the training plan.

A training need can be said to exist when there is a gap between the existing performance of an employee (or group of employees), and the desired performance to assess whether such a gap requires a skill analysis. The analysis has five stages:

1. To analyze and determine the main requirements of the particular job.
2. To identify they task required to be undertaken to meet the job requirements.
3. To understand the procedures required to perform the task.
4. To analyze the knowledge and skill required to perform the processes.
5. To identify and specify problems of the job and to analyze any particular skill required to solve the problem.

But if we consider a situation where not training function exists in the organization, the skills analysis should be undertaken initially of these jobs or areas, which appear to present the most urgent training needs and this can be followed up by a skill analysis of all jobs when the training function has been established.

**Important Of Training & Development**

Employee training and development programs are essential to the success of businesses worldwide. Not only do these programs offer opportunities for staff to improve their skills, but also for employers to enhance employee productivity and improve company culture.They also can reduce employee turnover — and a 2020 Work Institute study shows just how important that can be for a company’s bottom line. Voluntary employee turnover, according to the report, costs U.S. businesses more than $630 billion annually It’s no surprise that employees who get regular opportunities to learn, develop, and advance are more likely to stay with a company. Bob Nelson, author of 1,001 Ways to Engage Employees, reports that learning and development are among the top factors in employee engagement. Employee development is the continuous effort to strengthen work performance through approaches like coaching, training sessions, and leadership mentoring. Training is a specific event that teaches new information or skills, often provided to new or newly promoted employees. Both are key functions of corporate human resources staff, who typically are responsible for planning and implementing these efforts. A bachelor’s degree in human resource management can help prepare you to lead training and development programs at your organization.

**Staff Development**

Many writers have expressed their opinion and views on the concept of staff development. To Wideen (1987) “the use of staff development connotes any training activity that help teachers to improve teaching skills” Spark (1984:72). Also South Work (1985) argued that staff development is adult education and as such should be based on sound principles of education and aim at enriching the teachers understanding of his/her tasks activities that go beyond simply improving performance. Staff development according to Pigors and Myer (1981), all effort, strategies and courses of action deliberately taken to help and facilitate employee to achieve technical academic and psychosocial development to enhance their contribution to the achievement of organizational goals and for mutual benefit. The two author‟s content that staff development programs encompass training, promotion, motivating and rewarding staff to them, the process also involves a wide range of situational training forms, attendance at regional conference and seminar. Although the needs of the work unit must be met first. Tiberodwa (2000) on the other hand, pointed out that staff development programs include training attendance of seminar, workshops conference and short courses within and outside the institution they also include sabbatical leave. Promotion which is expected to lead to effective performance in activities in Primary schools, staff development programs primarily aim at improving teachers competence as to ensure transfer of quantity knowledge, skill are required attitudes of trainee. Others view staff development as the processes, programs and activities through which every organization develops, enhances and improves the skills, competencies and overall performance of its employers and workers. Pigors and Myer (1981) opined that staff development is a process of aiding employers in their present and further work through the development of appropriate habits of thoughts and action skills, know ledge and attitudes. From the above explanation, the researcher view staff development as a short and long term additional process through which employees are taught concepts, general knowledge and skill that are relevant to their duties for this reason that the state universal Basic education Board of Kaduna State embark on sending teachers in Primary school for further training and workshops. Teachers reported that they participated in staff development programmes to acquire more knowledge and skills. Many studies on achievement correlates and indicated a strong relationship between instructional leadership and pupil academic achievement. Wekesa (1993) found out that head teachers who provided effective instructional leadership more often registered high academic achievement on the part of their students. Staff development programmes which aim at bolstering instructional leadership prowess of teachers will therefore impact on teachers performance. Ngala (1997) also found out that effective teacher management practices including staff development programmes related positively with pupil academic achievement. Staff development programmes aimed at improving teachers‟ knowledge on human resource management will therefore impact on pupils‟ academic achievement. Mastery of content matter of any subject enhances teachers effectiveness on cognitive aspects of education. Fuller (1986 and Nyangarora (1996) both concur that mastery of content area facilitates effective teaching and thereforeenhances pupils‟ academic achievement. 98% of respondents reported that they seek staff development programmes so as to widen their knowledge of subject matter. Staff development programmes will therefore impact on teachers performance since it will enable teachers to master relevant content areas on which national examinations are based. Acquiring more knowledge on teaching as a profession motivates teachers into taking their roles seriously. Motivation on the other hand impacts on teachers‟ effectiveness (Ngala, 1997; Fuller, 1982). It has been found out that for effective learning to take place, choice of appropriate teaching methods must be made depending on the topic. Nceeri (1996), Fuller (1982), and Athenga (2002) agree that effective teaching methods impacts positively on learning. Staff development programmes, which promote knowledge on choice and use of effective teaching methods, impact on teachers‟ role effectively. Harwell (2003), observed that staff development helps teachers to understand the general cognitive and social/emotional characteristics of students in order to provide developmentally appropriate curriculum and instruction. In addition, Tiberodwa (2000) on the other hand, pointed out that staff development programs include training attendance of seminar, workshops conference, and short courses within and outside the institution they also include sabbatical leave. Promotion, which is expected to lead to effective performance in activities in Primary schools, staff development programs primarily aim at improving teachers competence as to ensure transfer of quantity knowledge, skill are required attitudes of trainee. 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**Types of Staff Development Programmes**

In order to ensure teachers perform their task deli gently, educational administrators and planners identified, and utilize various programmes for the training and re-training of teachers for quality service delivery. These includes among others:

i- **Pre-service Training:**This type of training is conducted at teacher‟s colleges. Farant (1981) indicates, “it has been available to teachers, in such institutions as teacher‟s colleges, advanced teacher‟s colleges and institutions of education”. Similarly, institutions such as federal colleges of education, colleges of education technical and so on form the bases of this claim. Professional teachers are train in these types of institutions with ideas and groomed to teach.

ii- **Correspondence course**: This relates in mode to the conventional teacher training institution but uses a different medium of correspondence to train teachers. It allows those that do not have the opportunity to leave their place of or families to acquire additional knowledge, and other educational attainments.

iii- **Seminar:**This refers to as a course of intense study relating to students major. Seminar is a topic-oriented event designed to educate and inform an audience about subject of interest, Altalib (1993). In another vein, seminar either refers to a general form of academic instruction, at an academic institution or offered by a commercial or professional organization. The idea is to familiarize students more extensively with the methodology of their chosen subject and allow them to interact with examples of the practical problems that always occur during research work. It involves assigned readings and discussion, questions can be raised, and debates can be conducted. It is informal when compared to the lecture system of academic instruction. Kate wood and Jackson (undated) said that “seminar is an occasion when a teacher or expert and a group of people meet to study and discuss something”.

iv- **Workshops**: A workshop is an office or conference room meeting intended to create or generate plans, analysis, or design to support organizational efforts. The main aim of workshops is to acquire new knowledge and skills that related to the work of the participants. They identify needed change in behavior, learn new skills, and practice behavior in simulated work environment. According to Altalib (1993) “effective workshop is built around what is practiced and relevant to the need of the learners‟ perspective. It is specific and focused on its subject matter”. Based on the above, workshop is a sort of re-training exercise not to upgrade qualification but to update knowledge and skills. Kate wood and Jackson (undated) added that “workshop is a meeting of people to discuss and or perform practical work in a subject or activity: a drama/poetry/training workshop.

**Training Process**

Mainly, there are two methods of training used by educational organization, which are on-the-job training and off-the-job training:

**On-the-job training:**Is training given at a work place by superior within short period. It is cheaper and less time consuming. The training can be impacted by couching. The superior guides his sub-ordinates and gives him job instructions. The superior points out the mistakes and gives suggestions for improvement. Also, Job rotation is another system of on-the-job training, the trainees move from one job to another, so that they may acquire different job experiences. This enables the employees to perform any type of job within the organization. A teacher in this regard can acquire various techniques of teaching in various subject areas. Dajur C I K and co (2010) stated that, “usually executive training is done on- the**-**job. An executive is supposed to learn his work while working. This type of training has so many advantages. The trainee learns the job in the actual work place. He can size up his subordinates and in turn, be appraised by them, without artificial support. He can demonstrate independently his potentials leadership questions. It is argued that the best executives will rise to their opportunities without the support of formal training.

**Off-the-Job Training:**Is a training method given outside the actual work place such as lecture and conferences, films, simulation exercises, vestibule training, role-play, in-basket exercise and management games. Simulation exercise is a training activity that explicitly places the trainees in an artificial environment that closely mirrors actual working conditions. The activities include; case experiences, experiential exercises, vestibule training, management games and role-play. According to Dajur and co (2010) training can be given through this method. The most commonly used off-the-job training through this methods are problem solving, conference and the case study methods.

**Impact of In-service Training on the Performance of Staff in** **Organization**

Training of teachers is an essential means through which they can improve on their previous knowledge thereby making them more productive. It also enables them to perform effectively as well as versatile in skills utilization. Ojo (1998) stated that, It provides opportunities to retain employed workers to perform new and changed jobs. This may be necessitated by technological changes or introduction of new products (in-service training). . In-service refers to periodic upgrading and additional professional development received on the job, during employment. (Ingersoll. R & M. Gold, 2011) No matter the quality of the type of training initially acquired by a teacher additional knowledge is necessary to improve and enhance his performance. Pauline (2013) said, “all teachers require continuing support once they reach the classrooms to enable them to reflect teaching practices, to foster motivation and to help them adapt to change, such as using a new curriculum or language of instruction. Ongoing training can also provide teachers with new ideas about how to support weak learners. Teachers who have received some in-service training are generally, found to teach better than those who have not, although it demands on the purpose and quality of the training. According to Tahir (2005) “the in-service training and professional development of teachers cannot and should not be glossed over nor handled with levity”. In addition to the above assertion, NPE (1989) in Tahir (2005) put in that, “no matter the efficiency of the pre-service training we give to teachers, there will necessarily be areas of inadequacies. In-service education of teachers will continue to fill these gaps… and will be systematically planned so that successful attendance at a number of such courses will attract incremental credits and or count towards future advancement.

**Impact of Conference on the Performance of Staff in Organization**

Staff development programmes can by far influence the performance of teachers in many spheres, most especially where technocrats share ideas on new development. To the fact that Dare (lecture note on school plant) opined that “nothing is permanent except change”. This signifies that, over time things may change as such researches must be conducted and new ideas be generated and shared. Okotoni & John (2005) believe that “training primarily focuses on teaching organizational members how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers”. Conference of teachers, aims primarily to enable them perform their current jobs and help them acquire the knowledge and skills they need to be effective performers, which will facilitate the process grooming the needed type of crops of youth the nation needs for sustainable development. They went further to say that “development on the other focuses on building the knowledge and skills of organizational members so that they will be prepared to take on new responsibilities and challenges. Ezenne (1998) said that, “conferences are usually used to tackle a single or set of problems”. It may involve session of various types; such as lectures, panel discussions, workshops etc. Conference mostly comprises of different personalities in the field of education with bountiful of ideas. Robinson (1996) discussing the form and use of conferences, which the researcher adopted as one of the elements under training recognized it strength for conveying a message to a large audience, while seeking opportunity to hear and comment on view of recognized authorities. Teachers have access to a broad range of ideas through conferences which lead to enhanced performance. Kirsten (2007), emphasized that, Generic professional development run within the school does not always assist teachers to gain new ideas and resources to better support them in their roles as teachers of physical education. Attending a conference allows teachers to better demonstrate their professionalism, their understanding of the ongoing need for professional learning and the broader role of educators.

**Impact of Workshops on the Performance of Staff in Organization**

For many educators, staff development is synonymous with training, workshops, courses, and large group presentations. They are unaware that teacher and administrator learning can occur through means as diverse as collaborative lesson design, the examination of student work, curriculum development, immersion in the work of mathematicians and scientists, case studies, action research, study groups, and professional networks, to name a few such processes. Through workshops, teachers are exposed to new skills which they may not necessarily acquire in the school. Harwell (2003) indicated that, “I will describe the characteristics of high quality-professional development and make a case for an unconventional approach to professional development that, unlike “one shot” workshops and in-service days, allows teachers to acquire and practice new skills over time”. Workshops can assist teachers acquire skills in various aspect of teaching and learning. Harwell (2003) affirmed that, for many educators, staff development is synonymous with training, workshops, courses, and large group presentations. They are unaware that teacher and administrator learning can occur through means as diverse as collaborative lesson design, the examination of student work, curriculum development, immersion in the work of mathematicians and scientists, case studies, action research, study groups, and professional networks, to name a few such processes. Although staff development programmes are beneficial to teachers, there is little opportunities. Harwell (2003) stated that the problem to date has not been a lack of professional development opportunities per se. To the contrary, professional development for teachers has been included in every major initiative designed to improve student performance. The problem is that the quality of those programs has been inconsistent, and there has been no consensus on what constitutes quality. Many professional development activities stop short of producing their intended results; they point out problems with traditional teaching but offer little help in changing what happens in the classroom and provide no opportunities for participants to practice what they learn. In order to ascertain the claim in the above paragraph, Harwell (2003) proffers that, professional development should;

1. deepen teachers‟ knowledge of the subjects being taught;
2. (2) sharpen teaching skills in the classroom;
3. (3) keep up with developments in the individual fields, and in education generally; (4) generate and contribute new knowledge to the profession; and
4. (5) increase the ability to monitor students‟ work, in order to provide constructive feedback to students and appropriately redirect teaching.

**Impact of Seminar on the Performance of Staff in Organization**

Seminar is a more rigorous activity that facilitates learning through presentations about a subject that a teacher teaches or interestedin.. A seminar being a topic-oriented event is designed to educate, inform an audience about subject of interest, (Abutalib, 1993). A workshop or seminar may be for one, two or three days and may extend to two or three weeks. In such a programme, professionals (resources person from outside especially from universities and or ministries of education), come to present papers and answer questions posed by participants. Such a programme may also be domicile in school premises or at a designated out-of-school venue, may allow time to the organizers of such programme give pre-programme test or questionnaires to participants to assess their entry knowledge or skill, and at the end of the programme, a post-test to assess what they have gained as a result of their participation in the training exercise. (Akinyemi, 1991).

**Impact of Mentoring on the Performance of Staff in Organization**

As it is, training on the job is of paramount importance, this is mainly because many teachers learnt the art through senior colleagues without which they might faced numerous challenges. OECD (2009), stated that, the main challenges facing beginning teachers are remarkably similar across countries, such as motivating students to learn, classroom management, and assessing student work. Induction and mentoring programmes may help new teachers cope with these challenges and combat early dropout from the profession. Mentoring is a term generally used to describe a relationship between a less experienced individual called a mentee or protégé and a more experience individual known as a mentor. Mentoring is defined as a one-to-one relationship in which an expert or a senior person voluntarily gives time to teach, support and encourage another (Santamaria, 2003). Thus, Mentoring passes on knowledge of subjects, facilitates personal development, encourages wise choices, and helps the protégé to make transitions. In other research it is state that most of the literature primarily examines mentoring in relation to individual career development, with the mentor as a friend, career guide, information source, and intellectual guide. This review promotes mentoring with peers where those in the mentoring relationship are colleagues. Both participants in peer mentoring have been known to achieve a level of mutual expertise, equality and empathy frequently absent from traditional mentoring relationships (Zachary (2002). In trying to indicate how mentoring and induction support the teacher, Gold, 1999; Hegsted, 1999; Feiman-Nemser 2001; Ganser, 2002, in Ingersoll R. and M. Gold (2011) Hence, this perspective continues, there is a necessary role for schools in providing an environment where novices are able to learn the craft and survive and succeed as teachers. Another broader definition of mentoring is someone who helps a protégé learn something that he or she would have learned less well, more slowly, or not at all if left alone (Bell 2000). “All mentors are not supervisors or managers. But all effective supervisors and managers should be mentors. Mentoring must become that part of every leader‟s role that has growth as its Primary component” (Bell, 2000 p. 2). The goal of these support programs is to improve the performance and retention of beginning teachers, that is, to both enhance, and prevent the loss of, teachers‟ human capital, with the ultimate aim of improving the growth and learning of students Every organization has its own tradition of inculcating into its students knowledge. Harwell (2003), stressed that, collaborative, face-to-face professional learning and work are the hallmarks of a school culture that assumes collective responsibility for student learning. Dunst (1991) has suggested that mentoring consists of two elements: provide the experiences that increase self-determination, freedom, making decision, and responsibility in the work place, and giving opportunity to the employees to show their abilities as well as learning skills that foster their functioning (Dunst, 1991). In the strategic performance mentoring model, the necessary elements for employees‟ mentoring in the organization includes: supervisor or colleagues modeling, mentoring of subordinates, and organizational development (Geroy, Wright, & Anderson, 1998). Bowen & Lawler (1992) define mentoring as “sharing with frontline employee‟s four organizational ingredients: information about organization‟s performance, rewards based on the organization‟s performance, knowledge that enables employees 22 to understand and contributes to organizational performance, and power to make decisions that influence organizational direction and performance” (p.32). Short and Rinehart (1992) identify six dimensions to mentoring: decision making, professional growth, status, self-efficacy, autonomy, and impact. Many people may not have the opportunity to develop a mentoring relationship in an informal way. The organization has an investment in all its members and must develop each employee to the greatest extent possible. This is why formal mentoring programs are developed and operated within organizations. Formal mentoring is not as powerful as informal mentoring in some ways, but it is a process the organization should still pursue. The benefits are too important to pass up. The organization should develop a mentoring program that is well thought out and implemented, with adequate resources. There are benefits of mentoring for the protégé, the mentor and the organization. Mentored individuals tend to enjoy more advancement opportunities and higher wages than their non-mentored counterparts (Nemanick, 2000). For the protégé one paper noted a number of positive factors. People tend to relate more readily and positively to peer assistance than to supervisory direction. Mentoring provides a non-threatening environment for learning and growth to occur. Also, mentors and mentoring have a positive and powerful impact on professional growth, career advancement, and career mobility for the protégé. Mentoring promotes six things a person moving into a management or leadership role must learn:

(a) politics of the organization,

(b) norms,

(c) standards,

(d) values,

(e) ideology, and

(f) history of the organization.

This leads to increased job satisfaction (Williams, 2000). There are also benefits for the mentor. Mentors share and take pride in their protégé‟s accomplishments, mentoring invigorates and renews their commitment to their job and their profession, and a legacy of the mentor is left (Williams, 2000). The benefits for the organization are both tangible and intangible. The organization benefits with more employees successfully completing their probationary periods. The mentoring creates enthusiasm, camaraderie, and professionalism, and impacts positively the entire culture of the organization, promoting organizational values, norms, and standards (Williams, 2000). Perrone (2003) states that mentoring should be seen as a critical element in helping the organization achieve its strategic goals. The reasons for establishing a mentoring program must be linked to an organization‟s business goals. A benefit for the organization is that it gets a leadership team ready to accomplish its objectives (Benabou & Benabou, 2000). Mentoring improves employee performance, increases commitment to the organization, improves flow of organizational information, and supports leadership and management development.

**Roles of Staff Training and Development in an Organization**

Developing a national role in training is important for an employers' organization for several reasons. First, it enables the organization to contribute to the development of a country's human capital, through its influence on education policies and systems and training by public training institutions, to better serve business needs. it also enables it to influence employers in regard to the need for them to invest more in training and employee development - which employers should recognize as one key to their competitiveness in the future. Second, it provides an important service to members, especially in industrial relations in respect of which sources of training for employers in developing countries are few. Third, it is an important source of income provided the organization can deliver relevant quality training. Fourth, it compels its own staff to improve their knowledge without which they cannot offer training to enterprises through their own staff. Fifth, the knowledge required for training increases the quality of other services provided by the organization - policy lobbying, advisory and representation services. Sixth, it contributes to better human relations at the enterprise level and therefore to better enterprise performance, by matching corporate goals and people management policies. Finally, it improves the overall image of the organization and invests it with a degree of professionalism, which can lead to increased membership and influence.

**Impact of Training and Development on Organisational Performance**

Scholars and practitioners alike (Jain & Moreno; 2015: p. 15; Meyer et al., 2016; Moullin, 2016; Niazi, 2011; Ongori & Nzonzo, 2011) in recent years have increasingly recognised the impact of T & D on organisational performance. Ongori and Nzonzo (2011: p. 187) emphasise that T & D guarantees that the organisation has operative employees to encounter the challenges of its vigorous market. The process of T & D embraces a wide assortment of knowledge activities, and enhances an organisation strategy, thus converting it into a learning organisation (Niazi, 2011: p. 45). Jain and Moreno (2015: p. 15) emphasise that in a learning organisation, employees recurrently expand their capabilities in order to achieve the outcomes demanded. Scholars such as Moullin (2016) and Meyer et al. (2016) have worked on T & D globally and nationally, however, a study on An evaluation of the Impact of Training and Development on Organisational Performance: A Case Study of the Gauteng Provincial Department of Economic Development has never been carried before.

In regard to government departments, the concept of T & D is not new, and contemporary T & D matters and organisational performance have attracted various scholars (Gaffor & Cloete, 2010; Green, 2016; Mafini & Pooe, 2013; Mpofu & Hlatwayo, 2015; Nkosi, 2015; Tshilongamulenzhe, 2012). The failure of an organisation to accomplish its objectives with current capabilities results in skills gap, and thus HRD is one of the key solutions to those identified skills gaps (Memon, 2014: p. 28).

**Relationship between Employees’ Performance and Organisational Performance**

Various scholars possess different perceptions in regards to employee performance and organisational performance. For example, Quartey (2012) and Sohail, et al. (2014) viewed organisational functioning in terms of employee performance. However, Almatrooshi et al. (2016) and Ubeda-Garcia et al. (2013) completely perceived performance as an organisational functioning. The primary aim of any organisation is to enhance its performance, but this is impossible to achieve without productive training of employees (Oladimeji & Olanrewaju,2016: p. 110; Ramya, 2016: p. 697). Oladimeji and Olanrewaju, (2016: p. 110) state that this demonstrates the significance of the relationship between training, employees’ performance and organisational performance. Divyaranjani and Rajasekar (2013: p. 53) emphasise that human resource capital plays a significant role in the growth and performance of the organisation, because the survival of the organisation relies more on the performance of its workforce. However, Mozael, (2015: p. 40) argues that there is a robust correlation between employee performance and organisational performance, while improved employee performance results in better overall organisational performance. For such reasons, employee performance becomes a task of organisational performance. A study by Shaheen et al. (2013: p. 496) uncovered a positive correlation between organisational performance and training of employees; employee performance and employee performance training; and organisational performance and employee performance. The author’s standpoint is an opposed one, with authors and scholars alike disputing their claim and argument. Ramya (2016: p. 697) argue that training results in increased profitability while nurturing constructive approaches with regard to profit co-ordination. Long et al. (2016: p. 478) in support of Ramya (2016: p. 697) argue further that the more organisations offer T & D programmes the more sales and productivity increase leading to a higher future value of the organisation. Nwokeiwu (2013: p. 294) state that there has been overemphasis on the impact of T & D on performance in the past. The scholarly work of Nwokeiwu (2013) found that training could only enhance both the performance of the employee as well as the organisation to an average extent. The findings of this study disagree with precedent studies, which found that the impact of T & D was either excessively high or low. Coetzee et al. (2013: p. 19) argue that training cannot be the answer to all low standard performance, but a coherent T & D programme can lessen such challenges.

**Effect of Employee Training on Employee Performance**

Trainers must be knowledgeable on the relationship between training and profit (Pont, 2003). Training for the sake of training is no longer the order of the day. It must yield a competent workforce that can keep up to pace with the high level of skills and capabilities that are essential in today’s dynamic work environment and prepare employees for future demands. It is then expected of trainers to use each opportunity as a response to achievements, mostly on the effect on the business to senior management (Pont, 2003). If the training provided is not delivered professionally, the quality of learning diminishes causing reduced individual competence and ultimately having an unfavourable effect on business performance (Biech 2009).

In a dynamic world of business and economic uncertainty, organizations acknowledge their plight in handling challenges that arise (Tai, 2006). As a result, firms should invest in training programs to ensure their employees are capable and competent to face uncertainties and take timely and effective decision, to maintain a competitive edge in the market. Effective training is of immense value to organizations as vital in capacity development, for the individual and organizational levels, as such influencing organizational performance (Ezigbo 2011). Furthermore, it decreases the employee turnover and prevents employees changing jobs rapidly (Shaw et al 1998). It is also indicative of the organisation’s dedication to its employees which in turn leads to an increase in their motivation. Training also helps improve quality of products/services, productivity, consumer satisfaction, morale, viability, management succession, business development, and organizational performance. In most organisations, individual and organisational appraisals are performed to identify needs before training programmes are planned and implemented (Olaniyan & Ojo, 2008:327). A post training evaluation is also done to determine the usefulness of the program in accordance with the needs identified (Olaniyan &Ojo, 2008). The evaluation provides insight into the level of impact the training has on employees' productivity. These steps are important because an organization succeeds when its employees possess and apply the required knowledge and skills.

**2.2 THEORETICAL FRAMEWORK**

A theoretical framework was defined as a collection of interrelated ideas based on theories. It includes a reasoned set of prepositions, which are derived from supportive data or evidence, Kombo and Delno ( 2006: 56)..

Employee training has two major theoretical approaches, which are, the human capital approach and the technology-based approach. The human capital approach suggests that training is an investment in human capital whereby gains achieved from increased productivity levels are greater than the cost of training (Luo, 2000). The technology-based approach suggests that training is a skill formation process. According to this approach, training in the contemporary period is driven by a rapid change in technology and work reforms. To reform employee performance and growth, this type of training is preferred as it explores the needs of an organisation.

Luo (2000) says that organisations face challenges with trainings as a result of four different factors. Firstly, trainings that are conducted are not essentially tied to the technicality of the role. Secondly, prior needs assessments are rarely performed, despite suggestions to do so in most training guides. Third, training instructors and organizations rarely evaluate outcome(s) resulting from trainings. Evaluation, when one is done, is often focused on how trainees feel about the training and not what was learnt. Feedback forms often referred to as "smile sheet", as the response from trainees to determine the impact of the training. Fourthly, the rapid expansion of personal development and training has taken place with little or no consideration of scientific evidence that may link such training with improvements in organizational goals.

**2.3 CHAPTER SUMMARY**

In this review, the researcher has sampled the opinions and views of several authors and scholars on the concept of human resource developments, training, development, training & development, important of training & development, staff development, types of staff development programmes, roles of staff training and development in an organization, impact of training and development on organisational performance etc. The works of scholars who conducted empirical studies have been reviewed also.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

**3.1 INTRODUCTION**

In this chapter, we described the research procedure for this study. A research methodology is a research process adopted or employed to systematically and scientifically present the results of a study to the research audience viz. a vis, the study beneficiaries.

**3.2 RESEARCH DESIGN**

Research designs are perceived to be an overall strategy adopted by the researcher whereby different components of the study are integrated in a logical manner to effectively address a research problem. In this study, the researcher employed the survey research design. This is due to the nature of the study whereby the opinion and views of people are sampled. According to Singleton & Straits, (2009), Survey research can use quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e., mixed methods). As it is often used to describe and explore human behaviour, surveys are therefore frequently used in social and psychological research.

**3.3 POPULATION OF THE STUDY**

According to Udoyen (2019), a study population is a group of elements or individuals as the case may be, who share similar characteristics. These similar features can include location, gender, age, sex or specific interest. The emphasis on study population is that it constitute of individuals or elements that are homogeneous in description.

This study was carried out to examine the impact of staff training and development in organizational performance using Niger Mills Company Ltd, Calabar as case study. The population of the study is therefore comprises staff of Niger Mills Company Ltd, Calabar, Cross Rivers State.

**3.4 SAMPLE SIZE DETERMINATION**

A study sample is simply a systematic selected part of a population that infers its result on the population. In essence, it is that part of a whole that represents the whole and its members share characteristics in like similitude (Udoyen, 2019). In this study, the researcher adopted the convenient sampling method to determine the sample size.

**3.5 SAMPLE SIZE SELECTION TECHNIQUE AND PROCEDURE**

According to Nwana (2005), sampling techniques are procedures adopted to systematically select the chosen sample in a specified away under controls. This research work adopted the convenience sampling technique in selecting the respondents from the total population.

In this study, the researcher adopted the convenient sampling method to determine the sample size. Out of the entire employees of Niger Mills Company Ltd, the researcher conveniently selected 180 respondents as sample size for this study. According to Torty (2021), a sample of convenience is the terminology used to describe a sample in which elements have been selected from the target population on the basis of their accessibility or convenience to the researcher.

**3.6 RESEARCH INSTRUMENT AND ADMINISTRATION**

The research instrument used in this study is the questionnaire. A survey containing series of questions were administered to the enrolled participants. The questionnaire was divided into two sections, the first section enquired about the responses demographic or personal data while the second sections were in line with the study objectives, aimed at providing answers to the research questions. Participants were required to respond by placing a tick at the appropriate column. The questionnaire was personally administered by the researcher.

**3.7 METHOD OF DATA COLLECTION**

Two methods of data collection which are primary source and secondary source were used to collect data. The primary sources was the use of questionnaires, while the secondary sources include textbooks, internet, journals, published and unpublished articles and government publications.

**3.8 METHOD OF DATA ANALYSIS**

The responses were analyzed using the frequency tables, which provided answers to the research questions. While the hypotheses were tested using Pearson correlation statistical tool SPSS v23.

**3.9 VALIDITY OF THE STUDY**

Validity referred here is the degree or extent to which an instrument actually measures what is intended to measure. An instrument is valid to the extent that is tailored to achieve the research objectives. The researcher constructed the questionnaire for the study and submitted to the project supervisor who used his intellectual knowledge to critically, analytically and logically examine the instruments relevance of the contents and statements and then made the instrument valid for the study.

**3.10 RELIABILITY OF THE STUDY**

The reliability of the research instrument was determined. The Pearson Correlation Coefficient was used to determine the reliability of the instrument. A co-efficient value of 0.68 indicated that the research instrument was relatively reliable. According to (Taber, 2017) the range of a reasonable reliability is between 0.67 and 0.87.

**3.11 ETHICAL CONSIDERATION**

he study was approved by the Project Committee of the Department. Informed consent was obtained from all study participants before they were enrolled in the study. Permission was sought from the relevant authorities to carry out the study. Date to visit the place of study for questionnaire distribution was put in place in advance.

**CHAPTER FOUR**

**DATA PRESENTATION AND ANALYSIS**

1. **INTRODUCTION**

This chapter presents the analysis of data derived through the questionnaire and key informant interview administered on the respondents in the study area. The analysis and interpretation were derived from the findings of the study. The data analysis depicts the simple frequency and percentage of the respondents as well as interpretation of the information gathered. A total of one hundred and eighty(180) questionnaires were administered to respondents of which all were returned and validated. For this study a total of 180 was validated for the analysis.

**4.2 DATA PRESENTATION**

The table below shows the summary of the survey. A sample of 180 was calculated for this study. A total of 180 responses were received and validated. For this study a total of 180 was used for the analysis.

**Table 4.1: Distribution of Questionnaire**

|  |  |  |
| --- | --- | --- |
| **Questionnaire** | **Frequency** | **Percentage** |
| Sample size | 180 | 100 |
| Received | 180 | 100 |
| Validated | 180 | 100 |

**Source: Field Survey, 2021**

**4.1 DATA PRESENTATION**

**Table 4.2: Demographic data of respondents**

|  |  |  |
| --- | --- | --- |
| **Demographic information** | **Frequency** | **percent** |
| **Gender**  Male |  |  |
| 100 | 40% |
| Female | 80 | 60% |
| Age |  |  |
| 20-30 | 34 | 14% |
| 30-40 | 68 | 48% |
| 41-50 | 58 | 38% |
| 51+ | 20 | 0% |
| **Education** |  |  |
| HND/BSC | 97 | 72% |
| MASTERS | 53 | 28% |
| PHD | 30 | 0% |
| Marital Status |  |  |
| Single | 57 | 17% |
| Married | 75 | 55% |
| Separated | 0 | 0% |
| Divorced | 25 | 15% |
| Widowed | 23 | 13% |

**Source: Field Survey, 2021**

**TEST OF HYPOTHESES**

**H01**: There is no significant relationship between training and development of employees and greater growth and performance.

**H02**: There is no significant relationship between a motivated employee training and development and job satisfaction in the organization.

**Level of significance**: 0.05

**Decision Rule:**

In taking decision for “r”, the following riles shall be observed;

1. If the value of “r” tabulated is greater than “r” calculated, accept the alternative hypothesis (H1) and reject the null hypothesis (H0).
2. If the “r” calculated is greater than the “r” tabulated, accept the null hypothesis (H0) while the alternative hypothesis is rejected

**Hypothesis One**

There is no significant relationship between training and development of employees and greater growth and performance

**Table 4.3: Pearson Correlation Table showing the relationship between training and development of employees(TADOE) and greater growth and performance(GGAD)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | TADOE | GGAD |
| TADOE | Pearson Correlation | 1 | .821\*\* |
|  | Sig. (2-tailed) |  | .000 |
|  | N | 150 | 150 |
| GGAD | Pearson Correlation | .821\*\* | 1 |
|  | Sig. (2-tailed) | .000 |  |
|  | N | 150 | 150 |

Source: Survey data, 2021

\*\*. Correlation is significant at the 0.05 level (2-tailed)

The Pearson Correlation result in Table 4.3 contains the degree of association between TADOE and GGAD. From the result, the Pearson correlation coefficient, r, value of 0.821 was positive and statistically significant at (p< 0.000). This indicates that there is a significant relationship between training and development of employees and greater growth and performance.

Thus, TADOE and GGAD are correlated positively.

**Hypothesis Two**

There is no significant relationship between a motivated employee training and development and job satisfaction in the organization.

**Table 4.4: Pearson Correlation Table showing the relationship between a motivated employee training and development(AMETAD) and job satisfaction in the organization(JSITO).**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | AMETAD | JSITO |
| AMETAD | Pearson Correlation | 1 | .888\*\* |
|  | Sig. (2-tailed) |  | .000 |
|  | N | 150 | 150 |
| JSITO | Pearson Correlation | .888\*\* | 1 |
|  | Sig. (2-tailed) | .000 |  |
|  | N | 150 | 150 |

Source: Survey data, 2021

\*\*. Correlation is significant at the 0.05 level (2-tailed)

The Pearson Correlation result in Table 4.4 contains the degree of association between AMETAD and JSITO. From the result, the Pearson correlation coefficient, r, value of 0.888 was positive and statistically significant at (p< 0.000). This indicates that there is a significant relationship between a motivated employee training and development and job satisfaction in the organization.

Thus, AMETAD and JSITO are correlated positively.

**CHAPTER FIVE**

**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS:**

**5.1 Introduction**

This chapter summarizes the findings on the impact of staff training and development in organizational performance using Niger Mills Company Ltd, Calabar as case study. The chapter consists of summary of the study, conclusions, and recommendations.

**5.2 Summary of the Study**

In this study, our focus was on the impact of staff training and development in organizational performance using Niger Mills Company Ltd, Calabar as case study. The study is was specifically set to identify the benefits of training and development, ascertain if there is a significant relationship between training and development of employees and greater growth and performance, and determine if there is a significant relationship between a motivated employee training and development and job satisfaction in the organization.

The study adopted the survey research design and randomly enrolled participants in the study. A total of 180 responses were validated from the enrolled participants where all respondent are employees of Niger Mills Company Ltd, Calabar, Rivers State.

**5.3 Conclusions**

Based on the findings of this study, the researcher concluded that;

1. There is a significant relationship between training and development of employees and greater growth and performance.
2. There is a significant relationship between a motivated employee training and development and job satisfaction in the organization.

**5.4 Recommendation**

Based on the findings the researcher recommends;

1. Human Resource Managers and supervisors should make room for some input from employees regarding their training needs to ensure selection is fair and reflective of these needs.

2. Stakeholders should ensure effective training design to enhance the status and self-fulfillment needs of the employees.

3. Organizations and their training partners should adopt effective training delivery styles to ensure participants of training programs maximize the opportunity and contribute significantly to driving performance, growth, and competitiveness on the regional and global market.

4. Management should ensure that training is considered a priority as it is a major confidence booster for employees and directly improves their overall performance.

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**APPENDIXE**

**QUESTIONNAIRE**

**PLEASE TICK [√] YOUR MOST PREFERRED CHOICE(S) ON A QUESTION.**

**SECTION A**

**PERSONAL INFORMATION**

1. **Gender**

Male [ ]

Female [ ]

1. **Age**

20-30 [ ]

31-40 [ ]

41-50 [ ]

51 and above [ ]

1. **Educational level**

BSC/HND [ ]

MSC/PGDE [ ]

PHD [ ]

Others……………………………………………….. (please indicate)

1. **Marital Status**

Single [ ]

Married [ ]

Divorced [ ]

Separated [ ]

**SECTION B**

**Question 1:** Is training and development important for employees and organizational growth?

|  |  |
| --- | --- |
| **Options** | **Please Tick** |
| Yes |  |
| No |  |
| Undecided |  |

**Question 2:** Does your organization carry out regular training programmes for staff?

|  |  |
| --- | --- |
| **Options** | **Please Tick** |
| Yes |  |
| No |  |
| Undecided |  |

**Question 3:** Are the training programmes for staff very effective?

|  |  |
| --- | --- |
| **Options** | **Please Tick** |
| Yes |  |
| No |  |
| Undecided |  |

**Question 4:** Does training and development of employees lead to greater growth and performance?

|  |  |
| --- | --- |
| **Options** | **Please Tick** |
| Yes |  |
| No |  |
| Undecided |  |

**Question 5:** Does a motivated employee training and development program influence job satisfaction in your organization?

|  |  |
| --- | --- |
| **Options** | **Please Tick** |
| Yes |  |
| No |  |
| Undecided |  |