

The Correlational Effect of Training and Development on Organizational Performance: A Study of Usmanu DanFodiyo University Sokoto, Nigeria

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Abstract:-Training plays an important role in the attainment of organizational goals and objectives, as it serve as a nerve that suffices the need of easy and smooth functioning of work which helps in enhancing the quality of work life of employees and organizational development. With respect to this context, the paper entitled the correlational effect of training and development on organizational performance: A study of UsmanuDanFodiyo University Sokoto, Nigeria, was put forward to examine the impact of training and development on organizational performance with particular reference to UsmanuDanFodiyo University Sokoto Nigeria. The methodology applied was survey method. The data was collected through a well structured questionnaire. Data analysis has been done with the help of SPSS software version 21. The result obtained from the SPSS analysis output shows that there is strong positive relationship between staff training and development and service delivery. So the higher the effective HRM practice of (T&D) the higher the attainment of the training needs of the university. The policy makers are therefore, recommended to continue formulating policies that support HRM practices of T&D in the university, because the findings of the research reveals that such will help in improving and ensuring the attainment of the goals of the University.

I. INTRODUCTION

It is obvious that the performance of public sector organizations in service delivery provision in Nigeria is very low. This will not be unconnected to the fact that, the government officials (personnel) who are saddled with the responsibilities of providing services to the people are ineffective and inefficient. Hence, this personnel working in government establishments, ministries, and/or agencies are unable to provide quality services to the populace largely as a result of inappropriate human resource policies and programs and/or their misapplications in the Nigerian public sector. Evidently, most public organizations and institutions in Nigeria are faced with challenges of god fatherism and favoritism in the recruitment and selection, training and development, promotion, advancement and welfare of employees, job description, and performance evaluation among other major strategic components of HRM. Thus, these issues are not handled in line with the modern day human

resource management practices. Notwithstanding, the various public sector reforms in Nigeria hardly impacted on the human resource in the public sector organizations, as new techniques of human resource management are not embedded in this public sector reforms in Nigeria.

Thus, Khawaja & Nadeem (2013) argues that effective employee training and development can impact positively on the attainment of organizational goals, while ineffective job analysis and selection, based on political sentiment adversely affects the attainment of organizational goals. Also, Uzoduke-Okeke, et al (2014) emphasize that the current recruitment processes in the country which are based on socio-political factors or considerations contribute to poor service delivery. But this entire works are unable to highlight the key issues as they affect HRM practices in Nigeria, which plays important role in service delivery. For instance in Nigerian context HRM policies and practices are carried out within an economic, socio- political, and legal environment. There is therefore, the need for considerable historical and cultural insight into local conditions to understand the processes, philosophies, and problems of national model of HRM, as this lack of indigenous and comprehensive HRM model is a challenge. Azulukwam & Perkin (2009) argue that lack of proper funding of HRM programs such as training inhibits service delivery provision in the country. On the other hand, Fajana, (2009) remarks that Nigeria is one of the African countries troubled by abundant labour and scare talent. Thus, attracting and maintaining them is a challenge. That is why Fanaja&Igwe (2010) concludes that the desire for job performance has driven the need for effective management of HRM in the country. Thus, HRM in Nigeria is still at its infancy stage and is confronted with a lot of challenges, which call for further research on the effect of improper handling of personnel issues (HRM Practices) on service delivery.

It is against the above background, that this paper intends to investigate the impact of HRM practice (staff training and development) on service delivery, with particular reference to UsmanuDanFodiyo University, Sokoto. To do this, the paper is divided into five part, with part one containing the

introduction, part review both theoretical and empirical literature on training and development. Part three covers methodology, while part four present and analyzed data collected. Part five covers conclusion.

II. CONCEPT OF TRAINING AND DEVELOPMENT

Training constitutes one of the basic concepts in human resource management. It is the systematic modification of behavior through learning, which occurs as a result of education, instruction, development and planned experience. It is concerned with developing a particular skill to a desired standard by instruction and practice (Armstrong, 2012).

Rao (2014) opined that training is a planned effort by an organization to facilitate employees learning of job related competencies. These competencies include knowledge, skills or behavior that are critical for successful job performance. The purpose of training therefore, is for employees to master the knowledge, skills and behaviors emphasized in training programs and to apply them to their day to day activities. Training according to Pallavi (2013) is seen as one of the greatest solution that improves worker productivity and thereby ensure the attainment of organization aim and objectives. Gupta (2014) viewed training as a process that tries to improve skills and add to the existing level of knowledge of workers, so that the employee is better equipped to do his present job and to change him to be fit for a higher job, involving higher responsibilities.

In any case, training is a hallmark of good management, and task that managers ignore at their peril (Gary, 2013). Having high potential employees doesn't guarantee they will succeed, instead, they must know what you want them to do and how you want them to do it. If they don't, they will do nothing useful at all. Employers should therefore confirm the applicant/employee's claim of skill and experience, provide adequate training needs and evaluate the training to ensure that its actually reduces risks.

In establishing a linkage between training and organizational performance, Grover, (2011) argued that training basically is when an individual without all the needed skills and experience is hired and then learns the job from another employee, in order to meet the needs of the organization.

In sum therefore, training is a process of identifying and developing through planned activities, the knowledge, skills and abilities that employees needs to help them perform their current and future job responsibilities in organizations to the greatest extent possible, thereby ensuring the attainment of the goals of the organization (Sharma, et al 2012).

Concept of Employee Development

Employee development is much bigger, inclusive than training. It relates to seeking in broadening of experience and capability and focused on career advancement (Gupta, 2014). On his part Armstrong (2010) viewed development as a training specifically targeted to improve a person's broad

knowledge and skills that can be applied to many jobs in the organization.

In addition, employee development programs are designed to meet specific objectives, which contribute to both employee and organizational effectiveness. There are several steps in the process of management development. These includes reviewing organizational objectives, evaluating the organization's current management resources, determine individual needs, designing and implementing development programs and evaluating the effectiveness of these programs and measuring the impact of training on participants quality of work life (Grover, 2011).

Training and Development Objectives

The principal objective of training and development is to ensure the availability of a skilled and wiling workforce to the organization. In addition to that Pallavi, (2013) highlighted four training objectives; individual, organizational, functional and societal objectives.

1. *Individual objectives:* these objectives help employees in achieving their personal goal, which in turn, enhances the individual's contribution to an organization.
2. *Organizational objectives:* assist the organization with its primary objective by bringing individual effectiveness.
3. *Functional objectives:* maintain the department's contribution at a level suitable to the organization's needs.
4. *Societal objectives:* ensure that an organization is ethical and socially responsible to the needs and challenges of the society.

Stages of Training and Development Programs

Training should be conducted in a systematic order so as to achieve expected benefit from it. The training system involves four stages, Rao, (2009) highlight those stages as follows:

- i. Assessment of training and development programs needs
- ii. Designing the training and development programs
- iii. Implementation of the training programs
- iv. Evaluation of the training programs.

Types and Method of Training

Training is a process and therefore involves a sequence of interlinked activities. Armstrong (2012) examines two types of training as thus:

1. *Systematic training:* systematic training is a training which is specifically designed to meet defined needs. It is planned and provided by people who know how to train, and the impact of training is carefully evaluated. It is based on a simple four-stage model expressed as follows:

1. Defining training needs.

2. Deciding nature of training required to satisfy these needs.
 3. Using experienced and trained trainees to plan and implement training.
 4. Evaluate training to ensure its effectiveness.
- 2 *Planned training:* planned training is a deliberate intervention aimed at achieving the learning necessary for improved job performance. The process of planned training consists of the following steps:
1. Identifying and defining training needs.
 2. Defining the learning required.
 3. Defining the objectives of training.
 4. Planning training programs.
 5. Deciding who provides the training.
 6. Implementing the training.

In addition, training can also be classified as either on the job or off the job training, individual and group training, cognitive or behavioral training (Armstrong, 2012).

Strategic Role of Training and Development

Most organization attached great significance to training and development. This is not unconnected to the benefits associated with it. The role of training and development in organization are diverse and complex. Yahaiya&Abubakar (2015 identified six different but interrelated roles of training and development that are of strategic importance to organizations. There include the following:

1. Assisting new employees to get up to date unique procedures, equipment or standards of the organization.
2. Helping existing staff to adapt to new tasks as a result of promotion, restructuring or other reassignment.
3. Confirming that employees are abreast of new laws, procedures and knowledge pertinent to the organization, the environment and their job.
4. Ensuring that personnel in jobs critical to the organization's performance and which have high costs of failure perform in satisfactory ways.
5. Using training and development as a tool to ensure that desirable employees and managers stay current and committed to the organization (retention).
6. Ensuring that everyone has the knowledge, skills and abilities that are consistent with what is needed to help organization more forward.

III. METHODOLOGY

This section described the methodology used in carrying out this research, as the success of any research work depends

upon the accuracy and effectiveness of the research methodology.

Research Design: The research design used in this research is survey research. In survey research, studies are concerned with describing the characteristics of a particular individual, or of a group, or subjects without otherwise intervening (Kothari &Gaurav, 2016). This design enabled the collection of data across the different sections of the population while allowing for an in depth descriptive analysis of the variables (Kothari, 2014).

Sampling Technique: The method that was used in drawing out sampled respondents for the study is stratified sampling technique. In stratified sampling, the sampling frame is divided into homogeneous and non-overlapping sub groups called (Strata) and a simple random sample is drawn within each sub groups (BhattacharJee 2012). Here the study population was divided into the existing strata academic staff, senior non-academics staff and junior staff category, from which the sample was drawn. In selecting the sample, the study used the existing faculties and major units/divisions of the University to which the staff are deployed with a view to ensure adequate representation of the staff of the university deployed to the various faculties and units/divisions of the University.

Sample Size

Considering the population of the study put up to 2907 staff, it indicates that the number may be too large for the study to capture all the elements in the population. Therefore, the need to take a specific sample that will represent the entire population becomes imperative. In this regard, scholars have provided several techniques of getting the required sample size that will accurately represent the whole population. This study considered Krejcie& Morgan (1970) as the most appropriate method of arriving at the sample size

The table indicates that when the total population is 3000 a sample of 341 will be the required sample size, as the total population of UsmanuDanFodiyo University, Sokoto staff was 2907 which is close to 3000, a sample of 341 is taken as the sample size of the study.

After getting the required number of the sample size, the research divides the sample size into three stratification based on the categorization of staff (academic, senior non-academics and junior staff) in order to ensure that all the category of the staff were duly represented. Besides, proportionate stratified sampling method was used in arriving at the required elements that represent each stratum. Thus, table 1.1 below shows the population and sample size selected from the entire population.

Table 1.1 Population and Sample Size Selected

S/N	STAFF	Population	Sample	Stratum%
1	Academic Staff	1142	134	39
2	Senior Non Academic Staff	812	95	28
3.	Junior Staff	953	112	33
TOTAL		2907	341	100

Source: Field work, 2019

Table 1.1 above indicates that population stratum of each stratification was divided by the total number of the entire population and multiplied by the sample size. For instance, our first stratum which are the academic staff numbering 1142, this number was divided by the entire population of the study which is 2907 and then multiplied by sample size which is 341, this give 134, i.e. $(1142/2907 \times 341=134)$. Therefore, 134 is the required number of elements that will represent the academic staff. This approach was used to get the required number of elements that represent both the senior non-academics and junior staff of the University.

IV. ANALYSIS OF DATA

Data analysis has been done with the help of SPSS software. After the respondents had completed in the questionnaire, the data was entered into the software and the analysis was made thereafter. The data has been presented in the form of tables and interpretation of each table is provided. The results of the objective of the study hypothesized as **“There is significant relationship between staff training and development and service delivery”** the hypothesis was tested using simple

regression, correlation and chi square analysis. The result supports the assertion that there is a significant positive association between staff training and development and service delivery. This is on account that it is significant at 1% with highest t- value of 5.786 and coefficient of 0.314. While the t-value confirms the true value of the coefficient that staff training and development has higher significant relationship with service delivery, the higher the beta (β) value the more stronger and significant it is on endorsement (Maiyaki, 2012). This finding is supported by several other researches such as Gupta (2014), Robert (2013) and Pallavi (2013). These studies reveal that organizational performance depends on proper attention given to staff training and development by any organization. In sum therefore, Gary 2013 reveal that having high potential employees doesn’t guarantee they will succeed, instead, they must know what you want them to do and how you want them to do it. If they don’t, they will do nothing useful at all and all these depend on right training given to them.

Table (1/2) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig (p value)
1	0.314	0.099	0.096	.27490	33.481	000.1

Source: SPSS Version 21 Statistic Output

Table (1/3): Regression Results of the Effect of Staff Training and Development on Service Delivery.

Dependent Variable: service delivery

Variable	Coefficient	P-value	T-Statistics	Standard Error
Staff Training and Development (TRD)	0.314	0.001	5.786	0.048

Source: SPSS Version 21 Statistic Output

The results of simple linear regression presented in Table 1.3 reveals that the model had a coefficients of 0.314 with R-square value of 0.099 which indicate that staff training and development has a positive and significant relationship with service delivery at 1% level of significance. While the analysis of the variance (ANOVA) of the regression model, gave F- value 33.481 with p-value of 0.001. This result indicates significant positive relationship between staff training and development and service delivery, because the p-value is less than the critical value of 0.05. This corroborates with the results of Pearson correlation reported in Table (1/4),

which reveals that there is positive and significant correlation between T&D and service delivery. Pearson correlation result has an estimated coefficient of 0.314 with significant value of probability of less than 0.01. Whereas, the chi-square analysis on the association between T&D and service delivery using Pearson, Likelihood Ratio and Linear-by-Linear methods shows that T&D and service delivery are highly associative since sig. values (p values) are all less than 0.05. The result is also in conformity with our a priori expectation which states that the higher the staff of an organization are train the higher the realization of the goals of the organization. Thus, the null

hypothesis that proposes that there is significant relationship between staff training and development and service delivery is

therefore accepted.

Table (1/4): Correlations of Staff T&D to Service DeliveryCorrelations

		TRAINING AND DEVELOPMENT	SERVICE DELIVERY
TRAININGANDDEVELOPMENT	Pearson Correlation	1	.314**
	Sig. (2-tailed)		.000
	N	308	308
SERVICEDELIVERY	Pearson Correlation	.314**	1
	Sig. (2-tailed)	.000	
	N	308	308

Source: SPSS Version 21 Statistic Output

Table (1/4) shows the results of correlation coefficients and coefficient of determination of service delivery on staff training and development. The results revealed that service

delivery and staff training and development have positive correlation and that the relationship is statistically significance at 5% level since p-value 0.000 is less than 0.05.

Table (1/5) Chi-Square Test for Association between T&D and Service Delivery

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	167.985 ^a	120	.003
Likelihood Ratio	165.353	120	.004
Linear-by-Linear Association	30.278	1	.000
N of Valid Cases	308		

Source: SPSS Version 21 Statistic Output.

Table (1/5) shows chi-square analysis on the association between staff training and development and service delivery using Pearson, Likelihood Ratio and Linear-by-Linear methods. The results of chi-square tests revealed that T&D and service delivery are highly associative since sig. values (p values) are all less than 0.05.

V. CONCLUSION

Training and development play a critical role in every organization. From the result obtained through the questionnaire administered to the sampled respondents, the paper concludes that training and development improve employee performance at workplace, it updates employees knowledge and enhances their personal skills and helps in avoiding managerial obsolescence. Thus, the paper concludes that with the adoption of appropriate training and development programs it will be easy for the management of the organization to evaluate the job performance and accordingly take decisions on employee promotion, rewards, compensations and staff requirement, thereby ensure the attainment of organizational objectives. As training and development enhances the overall performance of an organization and serve as the key to organizational success. The result of this research also shows strong positive relationship between HRM practice (Staff Training and Development and Service Delivery). So the higher the effective HRM practice of (T&D) the higher the attainment of

the training goals and needs of the university. The policy makers are therefore, recommended to continue formulating policies that support HRM practices of T&D in the university, because the findings of the research reveals that such will help in improving and ensuring the attainment of the goals of the University.

It is well known fact that no organization can exist entirely without human beings, the research recommends that the university management should see HRM practices as a vital aspects of their organizations. As such, therefore, the university management should be encouraged to finance HRM practices most especially T&D, seeing that universities makes use of highly trained employees, thus, lack of funds as a problem should not be allowed to hinder effective implementations of the training needs of the university.

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