

## **ASSESSMENT OF TRAINING AND DEVELOPMENT AND ITS EFFECT ON EMPLOYEES' JOB PERFORMANCE IN YABA COLLEGE OF TECHNOLOGY**

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### **ABSTRACT**

This research work “assessment of training and development: as a tool for employees’ job performance in Yaba College of Technology” is actually designed to look at the impact of training and development in the life of an average government worker .Because there is a general belief that employees in the civil service are actually underutilized, lazy and that they show nonchalant attitude to work compared to their compatriots in the private sector. All of these factors cannot be justified on a mere talk without looking at factors that might contribute to it such as finance, orientation of workers , personality, environment ,training and development opportunity, among others . As such the researcher chose to assess the training and development programme that is being offered to the civil servants whether they impact on their job performances or not. Because the civil service is a large entity the researcher has choose Yaba College of Technology as a case study to this research. Of which it outcome can be generalized. Out of the 3000 target population, a sample size of 300 respondents was found adequate. The collected data were analyzed electronically using descriptive and inferential statistics.

In all, through this work ,the researcher found out that training and development programmes are tools for employees’ job performance in Yaba college of technology and that training and development programmes are tools for employees’ job performance in any organization most especially government owned organizations.

### **Introduction**

An organization is made of up of both human and material resources. The human resources are in a position of manipulating the material resources to achieve organizational goals and objectives. As it is said in the profession of law that “nemo dat quot non habet” i.e. “what you

don't have you can't give". If organization deems fit to achieve its set objectives, then training and development must be taken seriously. The work environment is volatile, as things are fast changing in the present day world. Technology is fast growing and changing. Secretaries in offices who are trained with manual typewriter must try to acquaint themselves with the use of computer because typewriter cannot stand the test of time. Business managers must be internet savvy in order to fast track business transactions , the top desk officers (customer care centre) needs update on how to relate with customer (customer relation) ,marketing managers must be updated on how best to appeal to minds of consumers through advertisement, through the use of modern gadgets and instruments , as the security agents should also know the use of gadgets and electronic appliances to tackle the presents day security threat which cannot be handled by physical (man) police, all these and many more attest to the fact that training and development play a significant role in the success of an organization.

According to Ian Johnston and Bobbie McClelland (2002), for any nation to succeed in internationally competitive markets, the following requirements are essential:

1. Companies need to invest fully in the people;
2. Individuals need to achieve their full potentials;
3. Enterprise and ideas must flourish; and
4. Learning must be accessible, relevant and stimulating.

Throughout the world companies are realizing that the development of their Human resources is the key not only to business survival, but also to business success. The alternative to training and development are nowhere near as effective and efficient as they may appear in the short term (Keith Sisson, 2000). It will be ridiculous and equivalent to backwardness when an organization makes efforts to recruit highly potential employees who possess the entire certificate require doing such job and fails to train such employee then, automatically the organization will not make such employee perform effectively and efficiently. Training is salient for new employees and those who do routine job. Training and development is a continuous process which will make the objectives and aspirations of the organization achievable through its manpower. Money invested in training and staff development is money well invested.

Strategic training and development is particularly relevant in helping organizations achieve a competitive advantage by developing competencies and specific skill sets, and promoting innovation and creating new knowledge.

According to Dale (1980), the relevance of employee training and development cannot be regarded as recent innovation. In general, training refers to a planned effort by a company to facilitate employees' learning of job related competencies. These competencies include knowledge, skills, or behavior that are critical for successful job performance. The goals of training are for employee to master the skills, knowledge and behaviors emphasized in the training programme and to apply them to their day to day activities. Training helps employees develop skills that enable them to succeed in the current job and develop for the future. Training and development helps the organizations create a workforce that is able to cope with change , meet the increasing demand and challenge posed by the ever changing environment and prepare the future leadership of the company . Because activities in the industry and organization is becoming complex success will require smart, motivated employees who have the emotional strength to deal with change and adapt to innovations.

A company's successful training activities should help organization achieve its business strategy. There is both a direct and indirect link between training and business strategy and goals. Training can help employees develop skills needed to perform their jobs which directly affect the business. Giving employees' opportunities to learn and develop create a positive work environment which supports the business strategy by attracting talented employees as well as motivating and retaining current employees.

In some organization lip service is paid to training and development or done in an informal way (where the old staff) are assigned to teach the new employee(s) what to do as far as his job is concerned. Many organizations meet their needs for training in an ad hoc and haphazard way. Training in these organizations is more or less unplanned and unsystematic G.A Cole (2002).

A systematic approach to training and development will generally follow a logical sequence of activities commencing with the establishment of a policy and the resources to sustain it, followed

by an assessment of training needs, for which appropriate training is provided, and ending with some form of evaluation and feedback. (G.A Cole, 2002). Having the willingness and the financial backup to actually organize training and development programme for the staff is not enough, getting it right is the answer. Investment in training and development of staff can be a loss for organization if not strategically planned, implemented and evaluated.

Robert H. Mathis (2006), avers that training plans allow organizations to identify what is needed for employee performance before the training begins. A good training plan deals with the following questions: Is there really a need for the training? Who needs to be trained? Who will do the training? What form will the training take? How will knowledge be transferred to the job? How will the training be evaluated?

Michael Armstrong (2001), posits, “it is not enough to believe in training as an act of faith. This belief must be supported by a positive and realistic philosophy of how training contributes to the bottom line. Underpinning this belief is the need to set hard objectives for training in terms of return on investment in the same way as other investments have to demonstrate a pay-back. The areas in which such a philosophy should be developed includes: a strategic approach to training, relevant, problem based, action orientated, performance related training, continuous development of training policies

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## **2.0 Review of Literature**

Training and development are the keys in the course content of human resource management. In fact, human resource management will be incomplete if training and development are excluded. This applies to human resources management as a profession in the higher institutions of learning it is also important in the work place or business organization. Conversely, training and development is not only restricted to human resources management as a profession in the higher institution but also to all business organizations that seek prosperity.

As the demands on organization keeps changing it is critical that organizations implement training and development activities to ensure that their staff have the requisite knowledge , skills, abilities and other characteristics (KSAOGS) to confront these new challenges (John E.P ,2009).

## **2.1 HISTORICAL BACKGROUND OF THE STUDY**

### **2.1.1 HISTORY OF TRAINING**

The oldest form of training in industry is the apprenticeship system, which was developed in the middle ages by the trade guilds. During the Elizabethan period, apprenticeship began to gain recognition in England in the shape of law, but the practice of apprenticeship goes back much farther than that. The records of ancient Egypt, Greece and Rome contain constant reference to the passing on of skills from one generation to the other. As early as 2100 B.C the Babylonian code of Hammurabi had made explicit provisions for artisans to teach youths through some form of apprenticeship.

### **2.1.2 HISTORICAL DEVELOPMENT OF YABA COLLEGE OF TECHNOLOGY**

Though started as a Yaba Higher College temporarily in 1932 at the King's College premises, and later moved to its permanent buildings in Yaba in 1934 the primary objective why the college was established by the colonial masters, was to supply the needs of the various departments for African with the best local training available to undertake the routine duties and less responsible work of the fully qualified European officers. But Yaba College of technology came to limelight when the Elliot commission was set up. This commission recommended that "the Higher College at Yaba can provide not only the buildings but also much of the necessary equipment and recommended that it should become the technical institute of Nigeria. As a result of the commission's report and its acceptance by the government, the Yaba Higher College was closed down. The classroom and laboratory furniture and equipment at the college were moved to the new University college buildings at Ibadan by the end of 1947, and the students also transferred to form the nucleus of the university college.

The instrument establishing the college as an autonomous institution was promulgated in July 1969 Decree No. 23 of 1969 as said earlier but came into enforcement on 1<sup>st</sup> April , 1970, which charged the college with the following responsibilities:

- a. To provide courses of instruction, training and research in applied science, technology, commerce, management and such other fields of learning as the council may from time to time determine.
- b. To arrange conferences , seminars and study group relative to the fields of leaning specified in the paragraph above
- c. To perform such other functions as in their opinion may serve to promote the objectives of the college.

## **2.2 EMPIRICAL STUDIES**

A number of studies have examined the role of strategic Human Resources systems and training and development in influencing organizational performance. In one of the first published studies in this area, Huselid (1995) found that high performance work practices were significantly related to turnover, productivity, and financial performance.

Delery and Doty (1996) however, found no significant interaction between training or internal career opportunities and business strategy in impacting firm's performance in the banking industry. Training and internal career opportunities were unrelated to firm performance.

Welbourne and Andrews (1996) found that human resource value which included training (measured by whether training investments were highlighted in a company's prospectus) predicted initial investor reactions and long-term survival of initial public offering companies.

Schroeder, Bates and Junttila (2002) found that competitive advantage in manufacturing was related to use of "internal training"(e.g., training of multifunctional employees and incorporating employee suggestion into process improvements and product developments) and "external learning" (e.g., establishing problem solving routines with customers and suppliers).

A case study is that of Boston Pizza international, a casual restaurant chain. The organization understands that managers understood the Boston Pizza concept but lacked the soft skills needed to be successful managers. At Boston Pizza College, managers learn and practice skills needed for successful store management. The learning initiative has paid off. The outcome of the effort put forward by Boston Pizza International reveals that secret shoppers and quality assurance visit have improved, and the restaurant chain has increased retention in an industry in which turnover can approach 300 percent.

Conversely, the outcome of this report shows that training and development goes a long way to increase the income generated by companies, increases customers patronage and gives room for expansion.

Another case in hand is that of United State of America airway Group that provides extensive training for flight attendants and pilots. The procedure is that newly hired flight attendant receive five weeks of training, including an introduction to the aviation industry, and Airbus Cabin simulators includes “door trainers” to practice opening emergency exits under difficult evacuation conditions , such as total darkness and billowing smoke. Training also includes jumping into a pool and inflating a life raft and helping passengers into and out of a raft. Pilots were also trained in practicing skills in a simulator that present many different scenarios, such as both engines failing and recreates the feelings and sounds experienced in flight , including turbulence.

The outcome or effect of this training was most evident in the spectacularly safe landing of flight 1549 and its 155 passengers and flight crew in the Hudson River. Based on their automatic responses developed through years of training, flight attendants were able to calm passengers, prepare them for a crash landing and open doors and inflate life rafts to assist in the orderly but quick exit of the slowing sinking airplane.

Dreher Dougherty (2001) reviewed the idea that high and low performing companies and organizations could be clearly distinguished by the presence or the absence of certain well implemented management practice. *Jeffrey Pfeffer* described characteristics of many high performing companies as the extensive use of training, a theme he later reemphasized by stating

that “training is an essential component of high performance work systems because these systems rely on frontline employee skill and initiative to identify and resolve problems to initiate changes in work methods , and to take responsibility of quality.

Here **Jeffrey Pfeffer** asserted that organizations that give priority to training and development are in better position to improve quality and quantity of their services or products. Randstad’s United States of America is one of the largest recruiting agencies in the United States, with over 600 branch offices. Randstad United States of America encourages its younger employees to pair with older, more experienced employees. New sales agents are assigned a partner to work with until their business has grown to a specific size, and then they serve as a partner to someone who has just joined the company. Randstad uses this approach to help 20 something employees identify with their jobs and reduce new employee turnover. Randstad managers believe that when new employees share a job with someone whose own success depends upon their success they get the support they need. So far the partnering program has been successful. It has improved employee retention rates 10% percent above the industry standard.

Conclusively, with the review of related research in this area of study it shows that training and development programme in organization brings about employee job performance. This notwithstanding the fact that some of the previous research work (Delery and Doty,1996) “training and internal career opportunities were unrelated to job performance”) assert that employee training and development have no relationship with employee job performance.

Conversely, the researcher vividly decides to tread the path of those research works which support the fact that training and development programme brings about improvement in employee’s job performance. Because the future belongs to the most organized. And the most organized organization will not jettison training and development programme for its work force (employees). Commenting on the stand of Delery and Doty (1996), that training does not have relationship with job performance, we must realize that the company which was used by Delery and Doty (1996) might have adopted wrong approach and techniques in training, failed to identify the training needs and failed to address other intricacies that had to do with training and

development programme before embarking on such training programme. This of course cannot give positive result.

## 2.3 THEORETICAL FRAMEWORK OF THE STUDY

### 2.3.1 TRAINING AND DEVELOPMENT METHOD

Banjoko (1996), training and development methods can be generally classified under three major headings:

- i. On the job training methods
- ii. Off the job training methods or the information presentation techniques
- iii. Simulation

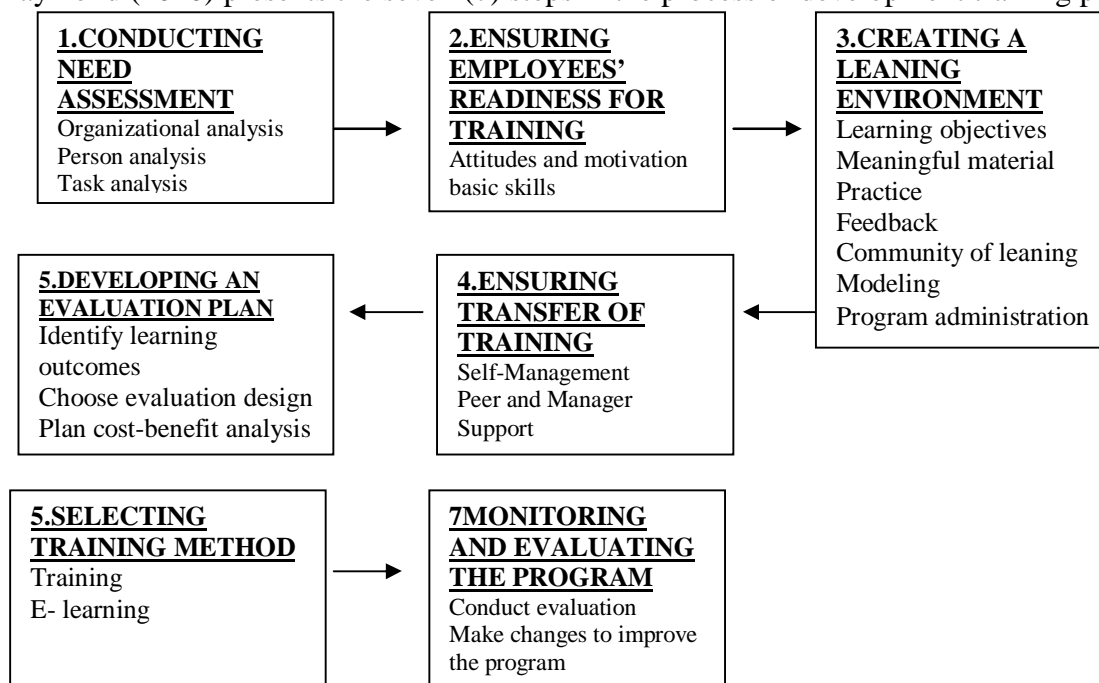
#### TRAINING AND DEVELOPMENT METHOD

ON THE JOB METHOD	OFF THE JOB METHOD	SIMULATION METHOD
Job rotation	Classroom lectures	Case studies
Internship	Film show and demonstration	Business games
Apprenticeship	Vestibule training	Critical incident
Coaching	Role playing	Role playing
Committee assignment	Educational television	In basket
Task force assignment	Programme instruction	

Source: Banjoko (1996)

### 2.3.2 TRAINING DESIGN PROCESS

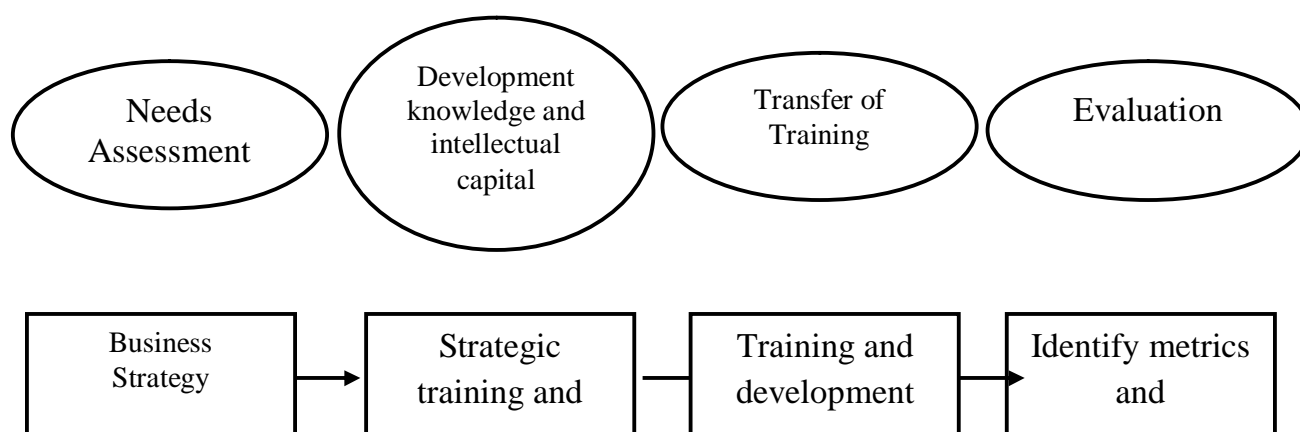
Raymond (2010) presents the seven (7) steps in the process of development training programs.



Source: Raymond (2010).

Step 1 is to conduct a needs assessment, which is necessary to identify whether training is needed. Step 2 is to ensure that employees have the motivation and basic skills necessary to master the training content. Step 3 is to create a learning environment that has the features necessary for learning to occur. Step 4 is to ensure that trainees apply the training content to their jobs. Step 5 is to develop an evaluation plan. Step 6 is to choose training method based on learning objectives and learning environment. Step 7 is to evaluate the program.

Tannenbaum (2002), provides one of the most comprehensive models of strategic training and development process which is:



Source: Tannenbaum (2002)

### 2.3.3 TRAINING EVALUATION

Robert L.M and John .H.J (2006), “Evaluation of training compares the post - training results to the pre-training objectives of managers, trainers and trainees. Too often training is conducted with little thought of measuring and evaluating it later to see how well it worked. Because training is both time consuming and costly, it should be evaluated”.

Kirkpatrick (1994), identified four levels at which training can be evaluated: reaction ,learning, behavior and result.

## 2.4 CONCEPTUAL FRAMEWORK OF THE STUDY

### 2.4.1 TRAINING VERSUS DEVELOPMENT

S/N	TRAINING	DEVELOPMENT
1	Training means learning skills and knowledge for doing a particular job. It increases job skill	Development means the growth of an employee in all respects. It shapes attitudes
2	The term “training” is generally used to denote imparting specific skills among operative workers and employees.	The term “development” is associated with the overall growth of the executives.
3	Training is concerned with maintaining and improving current job performances. Thus, it has a short-term perspective.	Executive development seeks to develop competencies and skills for future performances. Thus, it has a long term perspectives.
4	Training is job centered in nature	Development is career centered in nature.
5	The role of trainer or supervisor is very important in training.	All development is “self development”. The executive has to be internally motivated for self development.

SOURCE: MAHAPATRO (2010)

Organizations adopt training for several reasons. According to Banjoko (1996), every organization provides training for their employees for a number of reasons which includes:

1. To remove performance deficiencies.
2. To match the employees’ abilities with the job requirements and organizational needs.
3. To enhance organizational viability and the transformation process.
4. To cope with new technological advancement e.g. the demands of automation, mechanization and computerization.
5. To improve quality and quantity of work.
6. To increase productivity and efficiency.
7. To cope with increasing organizational complexity.
8. To enhance employees’ self-esteem, morale and thereby improve organizational climate.
9. To induce certain behavioural changes in the employees.
10. To reduce costs of production and minimize waste.
11. To prevent skill obsolescence.

## **2.5 THEORETICAL FRAMEWORK**

**The following provides theoretical grounding for the paper.**

### **2.5.1 SYSTEM APPROACH TO TRAINING AND DEVELOPMENT**

According to Banjoko (1996), a training programme where learning does not occur or where nothing is learnt is wasted effort. Too often this is the result of a poorly planned, poorly coordinated and haphazardly organized training efforts which often reduce the chances of having a positive learning occurring. To make our training efforts more effective, we must identify the areas of deficiency of past training efforts in most companies and learn from these mistakes. These deficiencies may include: Inappropriate or lack of definition of training objectives, Lack of proper determination of training needs, Faulty selection of instructional methods, Non-involvement of training supervisors, Lack of interest by the trainees, Lack of understanding of the principles of learning and lack of post-training support.

### **2.5.2 PRINCIPLES OF TRAINING**

For training or learning to be effective, a number of important principles that used to be applied have been identified based on extensive research (Anastasi 1969, and Flippo 1984). As observed by Beach (1980) “learning is really the core of the training process”. Learning refers to the human process whereby skills, knowledge, habits and attitudes are acquired in such a way that behavior is modified. The major principles of training/learning include: motivation, reinforcement, Practices (learner participation), feedback, transfer of learning, individual differences, and distribution of training periods.

### **2.5.3 DETERMINANTS OF TRAINING NEEDS.**

The determination of training needs provides a good basis for planning the training programme, choosing the training method as well as the course contents. But the determination of the training needs itself must be based on the organizational needs analysis, task or job needs analysis as well as person needs analysis, organizational need analysis, task analysis, performance appraisal reports, observation among others.

### 3.0 METHODOLOGY

This paper adopts a quantitative research method relying on the use of survey questionnaire to elicit the required data from the target population comprising of staff of Yaba College of Technology. Out of the 3000 target population, a sample size of 300 respondents was found adequate. The collected data were analysed electronically using descriptive and inferential statistics.

### 4.0 DATA ANALYSIS AND DISCUSSION PREAMBLE

This result presents the statistical analysis and findings with particular reference to the research questions and hypotheses. The summary of the results are presented in the following tables.

#### HYPOTHESES TESTING

##### HYPOTHESIS I

H<sub>0</sub>: Training and development does not have impact on employees' job performance.

H<sub>1</sub>: Training and development have impact on employees' job performance.

#### Chi-Square Test

**Yaba College of Technology workers really need to be trained to a great extent to increase their performance and productivity.**

	Observed N	Expected N	Residual
strongly agree	104	40.5	63.5
agree	37	40.5	-3.5
undecided	16	40.5	-24.5
disagree	5	40.5	-35.5
Total	162		

**Test Statistics**

	Yaba College of Technology workers really need to be trained to a great extent to increase their performance and productivity.
Chi-Square <sup>a</sup>	145.802
df	3
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 40.5.

Calculated chi-square = 145.802

Tabulated chi-square = 7.82

Degree of Freedom = 3

Level of significance = 0.05

Decision Rule states that if the calculated chi-square is greater than the tabulated chi-square we reject the null hypothesis and accept the alternative hypothesis. Thus the alternative hypothesis that Training and development have impact on employees' job performance is accepted.

## **HYPOTHESIS II**

H<sub>0</sub>: Training and Development is not relevant to staff training and development needs.

H<sub>1</sub>: Training and Development is relevant to staff training and development needs.

## Chi-Square Test

**The training and development programme being provided by Yaba College of Technology is relevant to its staff training and development needs.**

	Observed N	Expected N	Residual
strongly agree	120	54.0	66.0
agree	40	54.0	-14.0
disagree	2	54.0	-52.0
Total	162		

### Test Statistics

	The training and development programme being provided by Yaba College of Technology is relevant to its staff training and development needs.
Chi-Square <sup>a</sup>	134.370
df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 54.0.

Calculated chi-square = 134.37

Tabulated chi-square = 5.99

Degree of Freedom = 2

Level of significance = 0.05

Decision Rule states that if the calculated chi-square is greater than the tabulated chi-square we reject the null hypothesis and accept the alternative hypothesis. Thus the alternative hypothesis that training and development is relevant to staff training and development needs is accepted.

## **5.0 SUMMARY CONCLUSION AND RECOMMENDATION**

### **5.1 CONCLUSION**

The research focused on assessment of training and development: as a tool for employees' job performance in Yaba College of Technology. Questionnaire was designed and copies were administered to the employees of Yaba College of technology .it has been discovered that:

That Yaba College of technology staffs are well trained.

That training and development programmes provided by Yaba College of technology are relevant to their training and development needs.

That there is improvement in the performances of staff after training and development programmes.

That there is adequate provision of funds for training and development programme.

That the management of Yaba College of technology put in place monitoring mechanism to assist the impact of training and development of the employees.

That the staff is effectively utilized after training and development programmes.

That Yaba College of technology uses on- the- job training method.

That the policies and objectives of Yaba College of technology as regards training and development are effective.

In all, the researcher concluded that training and development programmes are tools for employees' job performance in Yaba college of Technology and that training and development programmes are tools for employees' job performance in any organization most especially government owned organizations.

### **5.2 RECOMMENDATIONS**

Yaba College of technology should improve more on the approach in which they use to deliver the training packages to those on training.

Yaba College of technology should adopt more advanced means of monitoring activities of staff during training and development programmes such as installing closet cameras in training halls and recording of training session.

Yaba College of technology can add more to their training methods like off- the-job training methods, vestibule training, programmed instruction and simulation method.

Management can improve and maintain good training and development programmes by applying other methods like training all staffs but not only officials and having a permanent building for training programme.

### **CONTRIBUTION TO KNOWLEDGE**

From the research work, the researcher has been able to identify that Training and Development have impact on employees' job performance. With training, employees stand to carry out their job effectively and efficiently.

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