THE IMPACT OF HUMAN RESOURCES DEVELOPMENT ON SERVICE DELIVERY IN KWARA STATE POLYTECHNIC, ILORIN, NIGERIA

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ABSTRACT

All organizations both private and public are set up to achieve certain aims and objectives and to do so within minimum cost and available resources used towards the achievement of the goals. Since some years Kwara State Polytechnic, Ilorin has been witnessing low quality staff performances. On the part of the academic staff, there was poor research knowledge, poor teaching skills, lack of opportunity to develop themselves and poor interpersonal relationship with the students and co-staff. For the non-academic staff, their low service delivery is evident from poor knowledge of keeping record and filling system not adequately certificated, poor minutes writing, leaking of official secret, late work and inability to cope with the new technology. Realizing these problems, the Management of the Kwara State Polytechnic, constituted the Staff Orientation and Development Committees (SODC) to address the identified problems. The study investigated the level of accessibility of staff to the training programmes designed by the Kwara State Polytechnic Management and appraised the impacts of training by the Kwara State Polytechnic on staff efficiency and service delivery. Source of data were primary and secondary sources. The primary source consisted of questionnaire while secondary source were gathered from journals and published books related to the field of study. Finding of the study revealed that majority of staff are well informed and aware of the existence of the training programmes in Kwara State Polytechnic, Ilorin. The research recommended that Training of staff should not be concentrated on a few staff member who have served the organization for more than ten years. Training should be extended to even the staffs who have served for not less than two years if such staff is qualified.

Keywords: *Training and development, Performance, Manpower, Accessibility.*

I. INTRODUCTION

The dearth of appropriate manpower, both in number and quality, require creative and foresighted approaches to ensure the healthy growth of the organizations. United Nation

Economic Commission for Africa (UNECA, 1990) conceptualizes human resources as the body of knowledge, skills, attitudes, physical and managerial efforts required to use land, capital and technology to produce goods and services for human consumption, and welfare. Human resource includes: technical skills, human skills and conceptual skills. It includes two major activities, and the first set includes recruitment, selection, compensation, discipline, appraisal and welfare of employees. The second one is working with employees to improve their efficiency and productivity. The activities that enable individuals and groups to acquire new knowledge and skills and assume new roles and responsibilities are usually referred to as human resources development (Olusanya and Awotungase, 2012). In other instances, the individual staff seeks self development and merely requires the assistance of the organization in achieving his ambition.

Realizing the importance of efficient service delivery, the management of Kwara State Polytechnic grants its staff study leave for the purpose of engaging in study and research either for the acquisition of higher degree and professional qualifications or for the intellectual development and improvement of the individual. The study leave could be with or without pay; it could be a short or long-term period. The study leave with pay entitles a member of staff to the same salary and allowance as he earned in the employment before the leave started and he is also entitled to the appropriate annual incremental credits, but study leave without pay entities staff to neither although he may be entitled to a fixed sum of money called supplementary, however, study leave is a privilege and any staff of the Kwara State Polytechnic granted any in-service training courses shall be required to return to work at the polytechnic for a period of equivalent to the length of his training and the member of staff shall be bonded with two sureties to serve the polytechnic after his return, while on study fellowship, a member of staff shall follow the programme approved by the establishments committee and shall not change it without the approval of that body.

There are different kinds of training programme in Kwara State Polytechnic, Ilorin and these include internal and external training programmes. Internal training privileges staffs to receive training courses that tailors their expertise according to the unique necessities of their respective institutions. Staffs or workers do not have to leave their workplaces to receive this training. That saves both time and energy and the training is proven to be more efficient in that way as individuals receive hands-on experience relevant to their career profile. However, internal training offers advantages. Before arranging internal or in-house training, institution

should consider both aspects in order to measure the extent of benefits one can receive through this type of training. In today's difficult economic climate, institution cannot include activities that may lead them to exceed their budgetary limitations or waste time and resources. While institution organizes seminars outside their terrain which staffs have to leave the work, this has to do with time, energy and also involve money.

Internal Training or onsite training is proven to be cost-effective for organization in Nigeria. Because the cost per employee reduces when they are trained in a large group rather than sending each of them for training outside the organization. Furthermore, in-house training is usually charged on a daily basis not on hourly basis. This can also be beneficial for the employees since they can improve their professional qualifications without having to leave their workplace which saves valuable time. The training course contents can be customized according to the institution needs. This allows staffs to receive more specific training which is relevant to the business issues their institution may be facing. So this training can be designed to meet institutions-specific goals. Institutions are in control of time and duration of the training. They can be scheduled in a manner so that the timing doesn't overlap with the working hours. Hence, employees don't have to fall behind their schedules. This training also encourages team building. Delegates from different departments can take the training and understand each other's role in Nigeria.

Statement of the Problem

In the time past, in spite of Management intervention in the Kwara State Polytechnic, Ilorin, the institution's staff performance score-card largely remained poor and inefficient. The intention of any organization is to operate efficiently to achieve its stated objectives. This can only be achieved through effective and efficient utilization of both human and material resources. Kwara State Polytechnic, Ilorin has the objective of training students to acquire Ordinary National Diploma (OND) and Higher National Diploma (HND) Certificate in their various field of specialization, achieving this laudable objective depends largely on the quality of their staff which constitutes both academic and non-academic of the institution. Some years back the Kwara State Polytechnic, Ilorin has been witnessing low quality in the performance of its staff. On the part of the academic staff, there is poor research knowledge, inexperience in setting examination questions, marking and grading of students and poor interpersonal relationship with the students and co-staff. For the non-academic staff their non-performance

and low service delivery is evident from poor knowledge of keeping record and filling system, poor minutes writing, delay in work and inability to cope with the new technology e.g. use of computers and other office equipment. The Management of the Kwara State Polytechnic realizing these problems constituted a committee on Staff Orientation and Development Committees (SODC) to address the identified problems. The paper investigated the level of accessibility of Kwara Polytechnic staff to the training programmes designed by the Kwara State Polytechnic Management and to appraise the impacts of training in the Kwara State Polytechnic on staff efficiency and service delivery.

Research Questions

The following study questions were raised to be addressed by this paper:

1. What are the levels of accessibility of Kwara polytechnic staff to the training programmes designed by the Kwara State Polytechnic Management?
2. What are the impacts of training in the Kwara State Polytechnic on staff efficiency and service delivery?

Research Hypotheses

H_o: There is no accessibility of the programmes designed by the Kwara State Polytechnic Management;

H_o: There is no impact of the staff training on the efficiency and service delivery in Kwara State Polytechnic

2.4 Staff Orientation and Development Committee of Kwara State Polytechnic, Ilorin.

The Management of the Kwara State Polytechnic realized the poor attitude of some staff both (Academic and non-Academic) to delay work, absenteeism, disclosing official secret, neglect of official Protocol and procedure, poor report writing and other unethical attitude among staff are common. In order to be effective, the management, constituted a staff orientation and development committee to identify organized training and seminar for both junior and senior staff Academic and Non-Academic staff of the polytechnic based on each training needs. The committee was also to organize public lecture and management lecture to improve staff development and orientation. The committee was inaugurated on the 18th august, 2009 by the kwara state polytechnic, Rector. Since its inception in 2009 till date, the committee has organized many seminars, workshops for both academic and non-Academic staff of the

polytechnic and for both junior and senior staff of the Registry unit where resource person were invited from universities, senior lecturers, Director of Institutes and head of units in the Registry within the polytechnic delivered papers on different aspect of public administration.

II   CONCEPTUAL DISCOURSE AND THEORETICAL FRAMEWORK

This chapter reviews scholars' opinion on the impact of human development on service delivery in organization. The chapter specifically conceptualizes the key variables in the work and also lays the theoretical framework for the study.

Conceptual Discourse

Human Resources

Traditionally, Human Resource concerns itself with recruitment, selection, placement, training, compensation and industrial relations among others, (Armstrong 1996). Beer et al (1984) define Human Resource Management as the involvement of all management decisions and actions that affect the nature of the relationship between the organization and its employees-the human resources. According to Beer et al (1984), general management make important decisions daily that affect this relationship, and this leads to a map of Human Resource Management territory, the core of which they refer to as the four (4) 'Cs' and these are;

1. *Competence of employees:* High competence creates a positive attitude towards learning and development.

2. *Commitment of employees:* High commitment means that employees will be motivated to hear, understand and respond to management's communication relating to the organization of work.

3. *Congruence between the goals of employees and those of the organization:* Higher congruence is a reflection of policies and practices which bring about a higher coincidence of interest among management, shareholders and workers alike.

4. *Cost effectiveness of Human Resource Management practices***:** means that the organization's human resource cost, that is wages, benefits, training and indirect costs such as strikes, turnover and grievances, have been kept equal to or less than those of competitors.

Training

The greatest assets of any organization or country are its manpower and how effectively it is able to utilize these resources; money and materials to achieve the desired goal. (Etzion 2003). It is also a fact that government is the largest employer of labor in Nigeria. Thus, the bulk of people engaged in productive activities are civil servant i.e. government workers, they therefore serve as the life wire of the government business which if not adequately exposed to their work by way of staff training and development programmes, the government effort may be jeopardized, thus, there is the need to have technocrats who would be capable of not only formulating policies for the government but also will be able to make the government's dream come to reality through efficient and effective execution of such policies.

Nowadays, the training system everywhere is becoming more sophisticated government activities, plans and policies are being computerized. To be able to adapt to these dynamic environment that the government operates in, it requires qualified and well trained civil servant in this era of sophisticated technology and computerization because theoretical knowledge alone cannot be immediately applied to work situation when newly recruited into the government services. Training and staff development programme has been identified by the public service review commission as militating against the evolution of a result oriented public service. Although, training is a problem in the sense that decision must be about the relevant or the most appropriate type of training, but when the right decision is made on the type and mode, it is always beneficial to both the organization and employee towards the attainment of organizational goal of the individuals. Now that the government is talking and emphasizing on service to the nation service delivery (servicom) in her various agencies, ministries, parastatals etc this requires training and re-training of work force that had been saddled with in efficiency and nepotism for ages in order to meet the current national and global challenges.

Oribabor P. E (2000) refers to training as the process of helping employees to gain a particular job skills and techniques they needs in contributing to the achievement of the company's strategy. Dessler, (2005) defined training as the method used to give new or present employees the skill they need to perform their job. He added that it is the hall mark of good management. He went further to say that having high potential employees does not guarantee that the workers will succeed. In fact, they must know what you want to do and

how you want them to do it if they do not, they will do the job in their own way and not yours or they will improvise, do worse or do nothing productive at all. Flippo (1984) noted that no one is perfectly fit at the time of hiring and some training and development must take place. Also, no organization has a choice of whether to develop employees or not. The only choice is that of methods of training adopted. According to Cole (2002; 330) in his book personnel and human resources management, training is a learning activity directed towards the acquisition of specific knowledge and skills of an occupation or task. The focus of training is the job or task, for example, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but a few.

Pheesey (1971) also defined training as planned organizational efforts and activities concerned with helping an employee to acquire specific and immediate usable skills, knowledge concepts, attitude and behaviour in them to perform more effectively and efficiently in his present job. This definition implies preparation for an occupation or specific skills. Training in this sense is narrower in conception than either education or development. It is essential job oriented and such should result in an observable change in behaviour and attitude of the employees as it increases ability to perform duties.

Theoretical Framework

The study adopted Human Capital Theory. The theory has been proposed by Schultz (1961) and developed extensively by Becker (1964). Becker has explained in his publication titled "Human Capital: A theoretical and Empirical Analysis with special reference to education" that Human Capital Theory has been developed in the sixties due to the realization that the growth of physical capital has only a small part in the growth of income. Relatively, the emergence of education and skills training in military technology has also played an important part in the discovery of this theory.

The application of the human capital theory becomes appropriate in this research because human capital theory suggests that education or training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings (Becker, 1994). Human capital can be viewed in general terms, such as the ability to read and write, or in specific terms, such as the acquisition of a particular skill with a limited industrial application. Human capital is similar to "physical means of production", e.g., factories and machines: one can invest in human capital (via education,

training, medical treatment) and one's outputs depend partly on the rate of return on the human capital one owns. Thus, human capital is a means of production, into which additional investment yields additional output. Human capital is substitutable, but not transferable like land, labor, or fixed capital.

III METHODOLOGY, DATA PRESENTATION AND HYPOTHESES

Methodology

In this paper, the mixed methodology approach was adopted by drawing data from both primary and secondary sources. The target population of the study consists of the senior and junior academic and non academic staff of the Kwara State polytechnic, Ilorin. Samples of one hundred and fifty (150) were randomly selected. Primary data was collected through questionnaire designed for the purpose and administered to respondents of Kwara State polytechnic staff, Ilorin.

Respondents Rate Table

	Items	Number	%
1	Number of sample	**150**	
2	Number of returned and dully filled	120	80%
3	Number of returned but wrongly filled	11	7.3%
4	Number of unreached respondents	19	12.6%
	Total	**150**	

Source: Survey data collected from field work, 2017

150 Questionnaires were administered into different area: the junior cadre, senior cadre, academic staff and non-academic staff. Only one hundred and twenty (120) were completed filled, eleven (11) were wrongly filled and nineteen (19) respondents were unreachable.

Hence: the response rate is presented below: $$\frac{Nr}{Ns\text{-}(a\text{-}b)} * 100$$

Nr = Number of returned

Ns = Number of sample

a = Respondents that could not be reached

b = Wrongly filled questionnaire.

Percentage of responses $$\frac{120}{} * 100$$

$$150 - (19-11) \qquad = 85\%$$

Bio Data of Respondents

Table 1 *Distribution of Respondents' Sex*

Sex	Frequency	%
Male	89	74.1%
Female	31	25.8%
Total	**120**	**100%**

Source: Survey research, 2017

The above table shows that eighty-nine (89) were male which represent (74.1%) while thirty-one (31) were female which represent (25.8%). This shows that opinions of the both sexes are sought in the research work. Also, this revealed that there was more male staff in the kwara state polytechnic, Ilorin than females.

Table 2 *Distributions of Respondents by Age*

Age	Frequency	%
20-30	55	45.8%
31-40	15	12.5%
41-50	30	25%
51-60	14	11.7%
61-70	6	5%
Total	**120**	**100%**

Source: Survey research, 2017

The tables above show that there are fourty-five point eight (45.8%) respondents belonging to age of 20-30; followed by twelve point five (12.5%) in age group 31-40 years; twenty-five (25%) are in 41-50; eleven point seven (11.7%) percent are in age 51-60 while five (5%) are in age 61-70. From the analysis it is clear that most employees of the Kwara State Polytechnic, Ilorin have a strongly force who still have a long period of service.

Table 3 *Distributions of Respondents by Education*

Education	Frequency	%
SSCE	10	8.3%
ND/NCE	40	33.3%
HND/B.Sc.	60	50%
Master	6	5%
Ph.D.	4	3.3%
Total	**120**	**100%**

Source: Survey research, 2017

From the above table, one can deduce that staff that has SSCE certificate in the population are 10 representing 8.3%; 40 respondents 33.3% possesses either OND/NCE while 60 respondents possesses HND/B.Sc. representing 50%; 6 of the population are Master degree holders representing 5% and 4 others representing 3.3% has Doctorate Degree.

The above table shows that majority of the staff of the Kwara State Polytechnic are more enlightened with the knowledge of the research topic and will be able to give a candid opinion. However, it is not surprising to see more educated staff in the polytechnic because they are in academic institution. Finding also revealed that most those junior staff with SSCE certificate is on part time Diploma course in the institution.

Table 4 *Distributions of Respondents by Academic and Non-Academic Staff.*

Education	Frequency	%
Academic	44	36.7%
Non-Academic	76	63.3%
Total	**120**	**100%**

Source: Survey research, 2017

From the above table and figure, the table revealed that 36.7% of the responded are academic staff while 76 respondents representing 63.3% are non-academic. The table also revealed that Kwara State Polytechnic has more non-academic staff.

Information on Questionnaire

This section of the questionnaire tested the respondents understanding and perception of the impact of staff training on efficient delivery in Kwara State Polytechnic, Ilorin, Nigeria.

The view of respondents on the level of accessibility of Kwara Polytechnic Staff to the Training Programmes Designed by the Kwara State Polytechnic Management.

Table 5 *Equal opportunity is given to all staff to participate in any staff development programs.*

Question	Characteristic	Frequency	Percentage	Remark	Total
1. Equal opportunity is given to all staff to participate in any staff development programs.	Strongly Agreed	8	6.7%		
	Agreed	7	5.8%		
	Undecided	10	8.3%		
	Disagreed	61	50.8%		
	Strongly Disagreed	34	28.3%	Disagreed	120

Source: Survey research, 2017

The table shows the responses of the respondents on whether Equal opportunity is given to all staff to participate in any staff development programs or otherwise. 8 respondents representing 6.7% Strongly Agreed; 7 respondents representing 5.8% Agreed; 10 respondent

representing 8.3% Undecided; 61 respondents representing 50.8% Disagreed while 34 respondent representing 28.3% Strongly Disagreed. The outcome of the analysis is that, majority of the respondents Disagreed with the view that equal opportunity is given to all staff to participate in any staff development programs. They believed that senior staff and academic staff are more favour than junior and non-academic staff.

Table 6 *I enjoyed frequent training facilities in the Kwara State Polytechnic.*

Question	Characteristic	Frequency	Percentage	Remark	Total
2. I enjoyed frequent training facilities in the Kwara State Polytechnic	Strongly Agreed	13	10.8%		
	Agreed	6	5%		
	Undecided	4	3.3%		
	Disagreed	53	44.2.%		
	Strongly Disagreed	44	36.7%	Disagreed	120

Source: Survey research, 2017

The table shows the responses of the respondents on whether individual enjoyed frequent training facilities in the Kwara State Polytechnic or not. 13 respondents representing 10.8% Strongly Agreed; 6 respondents representing 5% Agreed; 4respondent representing 3.3% Undecided; 53 respondents representing 44.2% Disagreed while 44 respondent representing 36.7% Strongly Disagreed. The outcome of the analysis is that, individual didn't enjoyed frequent training facilities in the Kwara State Polytechnic

Table 7 *The selection of staff for training is based on needs.*

Question	Characteristic	Frequency	Percentage	Remark	Total
3. The selection of staff for training is based on needs.	Strongly Agreed	25	20.8%		
	Agreed	85	70.8%		
	Undecided	0	0%		
	Disagreed	6	5%		
	Strongly Disagreed	4	3.3%	Agreed	120

Source: Survey research, 2017

The table shows the responses of the respondents on whether the selection of staff for training is based on needs or not. 25 respondents representing 20.8% Strongly Agreed; 85 respondents representing 70.8% Agreed; 0 respondent representing 0% Undecided; 6 respondents representing 5% Disagreed while 4 respondent representing 3.3% Strongly Disagreed. From the above analysis, it is clear that majority of the respondents Agreed that the selection of staff for training is based on needs to improve their efficiency and service delivery. It is also based to address shortfall in staff skill, attitude and knowledge.

Table 8 *Training is usually made available for every unit by staff orientation and development committee.*

Question	Characteristic	Frequency	Percentage	Remark	Total
4. Training is usually made available for every unit by staff orientation and development committee.	Strongly Agreed	49	40.4%		
	Agreed	55	58.3%		
	Undecided	3	2.5%		
	Disagreed	8	6.7%		
	Strongly Disagreed	5	4.1%	Agreed	120

Source: Survey research, 2017

The respondents indicated that 49 of the respondents representing 40.4% Strongly Agreed while 55 respondents representing 58.3% Agreed that training is usually made available for every unit by staff orientation and development committee; 3 respondents representing 2.5% are Undecided. However, 8 respondents representing 6.7% Disagreed and 5 respondents representing 4.1% Strongly Disagreed. The response put together Agreed that the staff orientation and committee organized training for every unit to improve their efficiency productivity and service delivery.

Table 9 *All tendencies of discrimination are eliminated in the selection of staff for training.*

Question	Characteristic	Frequency	Percentage	Remark	Total
5. All tendencies of discrimination are eliminated in the selection of staff for training.	Strongly Agreed	22	18.3%		
	Agreed	26	21.7%		
	Undecided	8	6.7%		
	Disagreed	37	30.8%		
	Strongly Disagreed	27	22.5%	Disagreed	120

Source: Survey research, 2017

The table shows the responses of the respondents on whether all tendencies of discrimination are eliminated in the selection of staff for training or not. 22 respondents representing 18.3% Strongly Agreed; 26 respondents representing 21.7% Agreed; 8 respondent representing 6.7% Undecided; 37 respondents representing 30.8% Disagreed while 27 respondent representing 22.5% Strongly Disagreed. The response of the respondents is the same with table 4.3.6 that senior staff particular the academic staff are more favor to attend training and that junior and non-academic staff are not privileged like academic.

The view of respondents on the level of impacts of training in the Kwara State Polytechnic on staff efficiency and service delivery

Table 10 *Performance at work has been positively changed through regular training.*

Question	Characteristic	Frequency	Percentage	Remark	Total
1. Performance at work has been positively changed through regular	Strongly Agreed	14	11.7%		
	Agreed	59	49.2%		
	Undecided	13	10.8%		
	Disagreed	19	15.8%		

training.	Strongly Disagreed	15	12.5%	Agreed	120

Source: Survey research, 2017

The table shows the responses of the respondents on whether the performance at work has been positively changed through regular training or not. 14 respondents representing 11.7% Strongly Agreed; 59 respondents representing 49.2% Agreed; 13 respondent representing 10.8% Undecided; 19 respondents representing 15.8% Disagreed while 15 respondent representing 12.5% Strongly Disagreed. The outcome of this research shows that majority of the respondents realize improvement in their performance resulting from the Kwara State Polytechnic staff training and development programmes.

Table 11 *Training received is suitable to staff schedule of work.*

Question	Characteristic	Frequency	Percentage	Remark	Total
2. Training received is suitable to staff schedule of work.	Strongly Agreed	68	56.7%		
	Agreed	35	29.2%		
	Undecided	3	2.5%		
	Disagreed	9	7.5%		
	Strongly Disagreed	5	4.2%	Strongly Agreed	120

Source: Survey research, 2017

The table shows the responses of the respondents on whether the training received is suitable to staff schedule of work or not. 68 respondents representing 56.7% Strongly Agreed; 35 respondents representing 29.2% Agreed; 3 respondent representing 2.5% Undecided; 9 respondents representing 7.5% Disagreed while 5 respondent representing 4.2% Strongly Disagreed. It is clear that majority of respondents said training they have received are suitable to their schedule of work

Table 12 *The level of Kwara State Polytechnic staff responsiveness towards students and staff has been improved.*

Question	Characteristic	Frequency	Percentage	Remark	Total
3. The level of Kwara State Polytechnic staff responsiveness towards students and staff has been improved.	Strongly Agreed	32	26.7%		
	Agreed	48	40%		
	Undecided	9	7.5%		
	Disagreed	25	20.8%		
	Strongly Disagreed	6	5%	Agreed	120

Source: Survey research, 2017

The table shows the responses of the respondents on whether the level of Kwara State Polytechnic staff responsiveness towards students and staff has been improved or not. 32 respondents representing 26.7% Strongly Agreed; 48 respondents representing 40% Agreed; 9 respondent representing 7.5% Undecided; 25 respondents representing 20.8% Disagreed

while 6 respondent representing 5% Strongly Disagreed. It is clear that majority of the staff are of the opinion that after series of training they received their attitude towards both students and staff has improved.

Table 13 *Moral decadency among the staff has been improved.*

Question	Characteristic	Frequency	Percentage	Remark	Total
4. Moral decadency among the staff has been improved.	Strongly Agreed	19	15.8%		
	Agreed	59	49.2%		
	Undecided	14	11.7%		
	Disagreed	18	15%		
	Strongly Disagreed	10	8.3%	Agreed	120

Source: Survey research, 2017

The table shows the responses of the respondents on whether the moral decadency among the staff has been improved or not. 19 respondents representing 15.8% Strongly Agreed; 59 respondents representing 49.2% Agreed; 14 respondent representing 11.7% Undecided; 18 respondents representing 15% Disagreed while 10 respondent representing 8.3% Strongly Disagreed. The analysis shows the view that the training has improved moral decadency in the Kwara State Polytechnic. This however, goes to show that all the training received have been able to meet the objective of the polytechnic.

Table 14 *Lateness to work, absenteeism and other vices has reduced among staff.*

Question	Characteristic	Frequency	Percentage	Remark	Total
5. Lateness to work, absenteeism and other vices has reduced among staff.	Strongly Agreed	32	26.7%		
	Agreed	35	29.2%		
	Undecided	2	1.7%		
	Disagreed	30	22.5%		
	Strongly Disagreed	21	17.5%	Agreed	120

Source: Survey research, 2017

The table shows the responses of the respondents on whether the lateness to work, absenteeism and other vices has reduced among staff or not. 32 respondents representing 26.7% Strongly Agreed; 35 respondents representing 29.2% Agreed; 2 respondent representing 1.7% Undecided; 30 respondents representing 22.5% Disagreed while 21 respondent representing 17.5% Strongly Disagreed. The analysis shows the view that the training has reduced lateness to work, absenteeism and other vices among staff.

Table 15 *Staff training serves as a management tools for improving efficiency and service delivery*

Question	Characteristic	Frequency	Percentage	Remark	Total
6. Staff training serves as a management tools for improving efficiency and service delivery	Strongly Agreed	10	8.3%		
	Agreed	92	76.7%		
	Undecided	5	4.2%		
	Disagreed	8	6.7%		
	Strongly Disagreed	5	4.2%	Agreed	120

Source: Survey research, 2017

The table shows the responses of the respondents on whether the staff training serves as a management tools for improving efficiency and service delivery or not. 10 respondents representing 8.3%   Strongly Agreed; 92 respondents representing 76.7% Agreed; 5 respondent representing 4.2% Undecided; 8 respondents representing 6.7% Disagreed while 5 respondent representing 4.2% Strongly Disagreed. It can be deduced that the majority of the respondents believed and accepted that training is a management tools for improving efficiency and service delivery.

Table 16 *With the regular training, staff of the Kwara State Polytechnic has a positive attitude to work*

Question	Characteristic	Frequency	Percentage	Remark	Total
7. With the regular training, staff of the Kwara State Polytechnic have a positive attitude to work	Strongly Agreed	35	29.2%		
	Agreed	79	65.8%		
	Undecided	0	0%		
	Disagreed	6	5%		
	Strongly Disagreed	0	0%	Agreed	120

Source: Survey research, 2017

The table shows the responses of the respondents on whether the staff training serves as a management tools for improving efficiency and service delivery or not. 35 respondents representing 29.2%   Strongly Agreed; 79 respondents representing 65.8% Agreed; respondent representing 0% Undecided; 6 respondents representing 5% Disagreed while 0 respondent representing 0% Strongly Disagreed. It can be deduced that the above respondents believed and accepted the validity that the regular training make staff of Kwara State Polytechnic to have a positive attitude to work.

Hypotheses Testing

This section focuses on testing research hypotheses as proposed in this study. Simple percentage was used to analyze the hypothesis.

Decision Rule: The strength of evidence in support of a null hypothesis is measured by average percentage. If the highest average percentage falls between Agreed and Strongly Agreed the null hypothesis is rejected. However, if the highest average percentage falls between Disagreed and Strongly Disagreed the null hypothesis is accepted.

Hypothesis One: *There is no accessibility of the programmes designed by the Kwara State Polytechnic Management:*

S/N	Questions	SA	A	U	D	DS
1	Equal opportunity is given to all staff to participate in any staff development programs.	8 6.7%	7 5.8%	10 8.3%	61 50.8%	34 28.3%
2	I enjoyed frequent training facilities in the Kwara State Polytechnic.	13 10.8%	6 5%	4 3.3%	53 44.2.%	44 36.7%
3	The selection of staff for training is based on needs	25 70.8%	85 20.8%	0 0%	6 5%	4 3.3%
4	Training is usually made available for every unit by staff orientation and development committee.	49 40.4%	55 58.3%	3 2.5%	8 6.7%	5 4.1%
5	All tendencies of discrimination are eliminated in the selection of staff for training.	22 18.3%	26 21.7%	8 6.7%	37 30.8%	27 22.5%

Source: Survey research, 2017

The percentages of all the respondents on the accessibility of the training programme designed by staff were analyzed in the tables above. However, all the percentage in the responses above were sum up together and divided by the average number of the items under this variables. And these were shown in the table below:

Variable	Total percentage of the responses					Average				
Accessibility of the training designed by the Kwara State Polytechnic Management	SA	A	U	D	DS	SA	A	U	D	DS
	147%	111.6%	20.8%	137.5	92.9%	**29.4%**	22.3%	4.1%	27.5%	17.5%

Source: Survey research, 2017

From the table above shows that high percentage of the respondents Strongly Agreed with the staff's accessibility of the training programme in Kwara State Polytechnic, Ilorin with the

value of **29.4%** of the total respondents which really negates the tentative hypothesis designed in the course of this research work. And this makes the hypothesis to be rejected.

Results:

The result of the hypothesis shows that there is accessibility of the staff's training programmes designed by the Kwara State Polytechnic Management.

4.3.2. Hypothesis Two: There is no impact of the staff training on the efficiency and service delivery in Kwara State Polytechnic.

S/N	Questions	SA	A	U	D	DS
1	Performance at wok has been positively changed through regular training.	14 11.7%	59 49.2%	13 10.8%	19 15.8	15 12.5
2	Training received are suitable to staff schedule of work	68 56.7%	35 29.2%	3 2.5%	9 7.5%	5 4.2%
3	The level of kwara state polytechnic staff responsiveness towards students has been improved.	32 26.7%	48 40%	9 7.5%	25 20.8%	6 5%
4	Moral decadency among the staff has been improved.	19 15.8%	59 49.2%	14 11.75	18 15%	10 8.3%
5	Lateness to work, absenteeism and other vices has reduced among staff.	32 26.7%	35 29.2%	2 1.7%	30 22.5%	21 17.5%
6	Staff training serve as a management tools for improving efficiency and service delivery	10 8.3%	92 76.7%	5 4.2%	8 6.7%	5 4.2%
7	With the regular training, staff of the Kwara State Polytechnic have a positive attitude to work	35 29.2%	79 65.8%	0 0%	6 5%	0 0%

Source: Survey research, 2017

The percentages of all the respondents on the impact of the staff training on the efficiency and service delivery in Kwara State Polytechnic, Ilorin were analyzed in the tables above. However, all the percentage in the responses above were sum up together and divided by the average number of the items under this variables. And these were shown in the table below:

Variable	Total percentage of the responses					Average				
Impact of the staff training on the efficiency and service delivery in Kwara State Polytechnic.	SA	A	U	D	DS	SA	A	U	D	DS
	175.1%	339.3%	38.4%	93.3%	51.7%	25%	**48.4%**	5.4%	13.3%	7.3%

Source: Survey research, 2017

From the table above shows that high percentage of the respondents Agreed with the impact of the staff training on the efficiency and service delivery in Kwara State Polytechnic with the value of **48.4%** of the total respondents which really negates the tentative hypothesis designed in the course of this research work. And this makes the hypothesis to be rejected.
Results:
The result of the hypothesis shows that there is impact of the staff training on the efficiency and service delivery in Kwara State Polytechnic.

IV. Findings

This research was conducted in order to assess the impact of human resources development on service delivery. The research sampling covered both senior and junior staff in the Kwara State Polytechnic. The result of findings shows that majority of staff are well informed and aware of the existence of the training programmes in Kwara State Polytechnic, Ilorin. The committee on Staff Orientation and Development Committees (SODC) organizes frequently seminar/workshop for both senior and junior staff for every unit to improve their efficiency productivity, service delivery, shortfall in staff skill, attitude and knowledge. Also shows that off-the-job training which takes the officer away from the place of employment in form of formal course favored academic and senior staff more. It also cleared that the selection of staff for training is based on needs to improve their efficiency and service delivery.

The outcome of this research shows that majority of the respondents realize improvement in their performance resulting from the Kwara State Polytechnic staff training and development programmes. It is revealed that majority of respondents received a suitable training to their schedule of work while it also shows that training has improved moral decadency, reduced lateness to work, absenteeism and other vices among staff in the Kwara State Polytechnic. This however, goes to show that all the training received have been able to meet the objective of the polytechnic.

V. Recommendations

From the foregoing the following recommendation are made for increase in level of efficient service delivery in the Kwara Polytechnic in particular.

1.   Training of staff should not be concentrated on a few staff member who have served the organization for more than ten years. Training should be extended to even the staffs who have served for not less than two years if such staff members are qualified.

2.   After training an officer should be deployed to a post to which the training undertaking applies so that maximum use of the skills and knowledge acquired can be made and organization can derive full benefit from the investment made in the officer.

3.   Government policy should be reviewed. A situation where staff members need to serve for at least three years before being sent on training is not good enough.

4.   Staff members may be demoralized if they are not sent on training at expected period. Most junior staff believes that the Management of the Kwara State Polytechnic favored senior staff for training. Management of Kwara State Polytechnic should officially notify staff whose request for training are not granted with reason for not granting it. If the reasons of selection are made official, it will go a long way to debunk such erroneous impression for junior staff.

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