

Mediating Role of Job Satisfaction on the Relationship between the Training and the Academic Staff Performance of Selected Federal Polytechnics in North West, Nigeria

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Abstract

This study is aimed at examining the mediating role of job satisfaction on the relationship between the training and performance of academic staff of some selected federal polytechnics in north-west Nigeria. The research design adopted for this study was descriptive survey and the population was one thousand seven hundred and four (1704) while the sample size was four hundred and seventy drawn from the population. Convenience sampling technique was used in selecting the academic staff using Krejcie and Morgans' (1970) table of determining sample size. Partial least square (PLS) software was used to analyze the response of the 372 returned copies of the questionnaire through Pearson correlation and multiple regressions. The result revealed that the independent variables (selection procedure, training design and training methods) have an established relationship with the performance as well as job satisfaction. The regression result showed that selection procedure and training method have significant effects on the dependent variable (performance). Training design is found to have an insignificant effect on the performance. Furthermore, on the mediating variable (job satisfaction) with performance, selection procedure and training design were found to have insignificant effect on the mediator (job satisfaction) with performance. Further, findings revealed that effective training leads to job satisfaction and improve academic staff performance in the selected federal polytechnics. The study recommended that management should use the appropriate training policies in selecting employee for training in order to avoid bias as this improves academic staff performance in federal polytechnics. Moreover, providing good training design that is rich in content and good training method should also be emphasized to improve job satisfaction which leads to improved performance of the employees in the polytechnics.

Key words: Training, Job Satisfaction, Employee Performance.

1.1 Introduction

The success or failure of any organization depends on the performance of its employees. Employee performance is imperative in any industry because it is one of the key indicators of productivity and profitability (Hee &

Kamaludin, 2016). According to Darden and Babin (2016), it is a rating system used in many corporations to decide the abilities and output of an employee. Good employee performance has been linked with increased

customer satisfaction of service quality, while poor employee performance has been linked with increased customer complaints.

According to Abiodun (2018), there are many measures used by an organization in order to attain efficiency in performance, such as quality, efficiency, ability, productivity, profitability and effectiveness. Employee job performance has always been the major challenge in organizational management and adopting effective ways to motivate employees to achieve and deliver higher job performance as well as increase organizational competitiveness is the main objective of every organization (Hank & Robert, 2018). However, Muhammad (2018) observed that the academic staff performance of Nigerian tertiary institutions is deteriorating. This issue, if not urgently addressed, becomes a serious threat to the survival of the educational system in Nigeria. Almost 95% of Nigerian graduates are not employable and this is due to the falling academic staff performance (Onalo, 2018). Onalo posited that curriculum must be finetuned in line with market demand and current trends for our graduates to be globally acceptable and relevant.

Poor performance of academic staff is evidenced by the poor quality of graduates, low rate of publication by lecturers and low morale on the research perspective. According to Webometrics.com, ranking of 2020 and 2021

showed that Yabatech was the best Polytechnic in Nigeria and was rated at 6754 and 8689 respectively in the world ranking. In view of declining performance in polytechnics, the Nigerian president has set a seven-man panel to investigate the problems militating against the institutions for necessary solutions (Ochoga, 2021). Furthermore, the academic staff union of polytechnic chairman attributed the declining of performance to poor funding, poor motivation, irregular curricula review and widening gap of infrastructure (Ezeibe, 2021). Moreover, the secretary, National Board for Technical Education related the poor performance to shortage of well-qualified technical and vocational education teachers and TETFund bias in favour of universities. The Nigerian education sector has been poorly funded in the past years, falling below the United Nations Educational Scientific and Cultural Organization's recommendation of 26% global bench mark as the sector received N1.29 trillion which is equals to 7.9% of N16.39 trillion total budgets (Onyeji,2021). This is insignificant amount to cater for the increasing number of institutions in the country.

Agrawal (2018) asserted that training is one of the variables named by both researchers and practitioners that affect employee job performance. Inadequate training makes employee skills obsolete, inefficient and

ineffective and hence, low performance, while effective training improves employee performance and increases efficiency. Dongh (2016) posited that training benefits organizations by improving employee relations, reducing absenteeism, cross-skilling and increasing productivity and efficiencies. Apart from the consistent development of employee skills through training at intervals, employees also need on the job support in the shape of a mentor, who looks after, repairs, maintains and develops their skills necessary to perform routine activities (Farooq, 2016).

Furthermore, Anwar (2015) argued that a highly satisfied work force is an absolute necessity for achieving high level performance and advancement. Organizations that prioritize employees' welfare are more likely to produce a better result. Khaled (2016) opined that employees who have higher job satisfaction have higher probability to perform than the employees who are not satisfied with their jobs. Hence, factors like pay, promotion and training that lead to employees' job satisfaction should not be neglected by managers because it takes happy employees to be productive employees. Thus, the success of every organization depends on the employees who are the most valuable assets in the organizations. Employee performance in an organization depends on a high level of attention on work and high level of attention

depends on employees' satisfaction (Omran, 2016).

Employee job satisfaction is very important in an organization because if employees are not satisfied, their work performance, productivity and commitment as well as interpersonal relationship among the management and their subordinates would be lowered (Ameeq & Hanif, 2016). Employees feel satisfied when they enjoy their duties and responsibilities, their work environment and work practices within the organization (Amin, 2013). Asad (2019) asserted that an effective training program enhances job satisfaction and organizational effectiveness. Employee skills deteriorate and become obsolete overtime and new skills need to be learned. Hence, training improves performance through job satisfaction. Moreover, Kumar and Siddika (2017) believed that organizations can develop and enhance the quality of current employees by providing comprehensive training to increase job satisfaction and morale and increase motivation, efficiency in productive process resulting in financial gain. Employee training enhances satisfaction and prevents them from abnormal organizational behaviour as turnover, struggle, non-attendance and deficient relations with other employees (Mehrad, 2015).

Furthermore, training slots sponsored by TETFUND are being manipulated to favour

some staff over others which may lead to faulty selection of employee for training. This demoralizes and affects staff and makes them indifferent towards carrying out their task, thereby decreasing their performance and finally may lead to turn over issues. To assist in the possible improvement of employee training in polytechnics and other tertiary institutions that may face similar challenges, this study is embarked upon. It examines the mediating role of job satisfaction on the relationship between training and employee performance among the academic staff of polytechnics. By examining the training process and relating it to job satisfaction and performance, the study provides the relevant information to guide policies and improve transparency and the effective realization of training objectives for polytechnics.

1.2 Statement of the Problem

There is a decline in lecturers' job performance in Nigeria despite the programmes put in place such as seminars, conferences, workshops sponsored by TETFUND to improve their performance. Their poor performance, quality, poor content delivery, etiquettes and commitment raise a lot of public concern (Owolabi, 2012). This is evidenced by the poor quality of graduates, low publications by lecturers and low morale on the research. According to the national ranking 2020 and 2021, Yabatech was the best Polytechnic in

Nigeria and was rated at 6754 and 8689 respectively in the world ranking (Webometrics.com).

In view of the decline academic staff performance, Nigerian president has set a seven-man panel to investigate the problems militating against the institutions for necessary solutions (Ochoga, 2021). Abolade (2017) opined that inadequate training may lead to various work outcomes, such as absenteeism, employee turnover, low productivity, job dissatisfaction and low performance. Inadequate training practice is among the major issues of poor employee performance in most organizations. One of the major problems of training starts right from the selection procedure, design and the method used for the training most of which are inappropriate and cannot impact the required knowledge (Muhammad, 2018).

There is consistency of findings of similar studies with positive relationships between training and employee performance (Kumar, 2017; Nahida, 2018; Hank & Robert, 2018; Okojackonia 2017; Muhammed & Hisham, 2018; Rahma & Muhammed, 2018; Ameeq & Hanif, 2013; Amin, 2013; Elnaga & Imran, 2013; Yusuf, 2017). Sani, Lawan and Bature (2018) suggested that further research should be conducted with job satisfaction as mediating variable in order to realize a suitable result.

1.3 Research Objectives.

This study investigates the mediating role of job satisfaction on the relationship between training and performance of academic staff of some selected north western Nigerian public polytechnics.

1.4 Research Hypotheses

To achieve the stated objective of the study, alternative hypotheses were formulated as follows:

H01: There is no significant relationship between the selection procedure of employees for training and academic staff performance in Polytechnics.

H02: There is no significant relationship between training design and academic staff performance in Polytechnics.

H03: There is no significant relationship between training method and academic staff performance in Polytechnics.

H04: Job satisfaction has no significant mediating effect on the relationship between the selection procedure and academic staff performance in Polytechnics.

H05: Job satisfaction has no significant mediating effect on the relationship between training design and academic staff performance in Polytechnics.

H06: Job satisfaction has no significant mediating effect on the relationship between training method and academic staff performance in Polytechnics.

2.0 Literature Review

2.1 Employee Performance

Long, (2014) described employee performance as the level of the productivity of an individual employee, relative to his or her peers, on several job-related behaviours and outcomes. Tang and Chang (2010) viewed employee performance as behaviours engaged in by employees at work that strive to keep organizational goals. On the contrary, Khuong and Yen (2016) opined that employee performance is seen as an activity that an individual is able to complete the assigned task successfully. The total output that employees recognize contributes to the organization. However, employee performance can be viewed from the perspective of the sum of opportunities, abilities and motivation.

2.2 Employee Training

Muhammed (2018) defined training as the teaching or learning activities carried on for the primary purpose of helping the members of an organization to acquire and apply the knowledge, skills, abilities and attitudes needed by that organization. It is the act of increasing knowledge and skill of an employee for doing a particular job. Therefore, training needs to be seen by the management of every organization as a long-term investment in its human resource. According to Pallavi (2013), training programs play a vital role in every organization. These programs improve

employee performance at the workplace and update employee knowledge and enhance their personal skills which help in avoiding managerial obsolescence. Thus, this study adapts Muhammed's view because training is all about learning new ideas in order to help the organization achieve its target.

2.3 Selection Procedure

Selection procedure is a process of choosing the right person for the job or training from a pool of different candidates who applied for a certain job training (Mark & Andrew, 2012). Unconventional selection practices in terms of poor policy in selecting staff for training, inconsistency in the selection process, side tracking interview, god-fatherism in the selection process and the influence of the management on the interviewer to pick for training may mar the organizational plan and pose performance challenges (Andrew, 2000). Additionally, the success of an organization depends on the calibre of the manpower that steers the day-to-day affairs of the organization. Therefore, an individual's need for training also has to be analyzed before training designing. This entails that performance evaluation of individual personnel to determine his training needs is based on the variance between desired performance and actual performance (Nmadu, 1999). Selecting the right employee for training helps to

increase organizational performance and productivity.

2.4 Training Methods

There are many methods of training employees in an organization. The range of training methods used has been expanded by the application of technology in its "hard" (for example, through computing technology) and in its "soft" (for example, through instructional design) approaches (Sadler-Smith, 2000). Training employees is intended to increase the expertise of trainees in particular areas. When thinking about the training method to use, it is useful to consider the current level of expertise that trainees possess (Sims, 2006). Training methods can generally be categorized as either on the job or off the job. The training delivery options for either method can be sourced from either in-house or external sources or a combination of both (Coles, 2000).

2.5 Training Design

Training design refers to the degree to which the training has been designed and delivered in such a way that provides trainees the ability to apply learning on the job (Holton, 2000). It is very necessary for the organization to design the training very carefully (Armstrong, 2000). Aguinis and Kraiger (2009) continued to explore error training as a strategy for increasing performance and maintaining performance under changing environmental demands. In contrast to traditional training

design approaches that focus on teaching correct methods (and avoiding errors), error management training encourages trainees to make errors and engage in reflection to understanding the causes of the errors and the strategies to avoid making them in the future. In terms of design, recent research suggests that the benefits of training are enhanced by applying theory-based learning principles, such as encouraging trainees to organize the training content, making sure they expend effort in the acquisition of new skills and providing trainees with an opportunity to make errors together with explicit instructions to encourage them to learn from these errors (Aguinis & Kraiger, 2009).

2.6 Job Satisfaction as Mediator

Job satisfaction is a crucial issue in the performance of workers. The concept of job satisfaction has been contestable and its definition, depending on the perspectives (Hofman, 2013). Rice (1997) defined job satisfaction as an overall feeling about one's job or career in terms of the specific facets of job or careers. However, Evans (1997) argued that the concept is ambiguous and its ambiguity is rooted in the distinction between what is satisfactory and satisfying. In an attempt to solving this ambiguity, Bogler and Nir (2012) re-conceptualized job satisfaction in terms of two constituents: job fulfillment (how well the job is performed) and job comfort

(one's satisfaction with the conditions of the job) e.g. compensation, autonomy, co-workers. It can be related to specific outcomes, for example, productivity.

Studies have identified four major factors that affect job satisfaction. First, we have the demographic factors, which include age, gender, tenure and education. And previous results suggested the existence of relationships between demographic characteristics and job satisfaction, but evidence tends to be mixed, with positive and negative relationships (Vegas, 2001).

The second critical aspect is linked to the remuneration of the employees. A salary is a payment which persuades an employee to commit his or her personal time and work (Hyz, 2010). The challenge is that a salary is the main source of the cost for the operation and development of business (Oshagbemi, 2000). There is no clear view on the relations between job satisfaction and salary. On the one hand, some studies take Herzberg's view and treat salary as one of the hygiene factors. On the other hand, others argued that if a salary is equal to or greater than expected from the employee, the employee's satisfaction increases and the opposite result occur when the salary is lower than expected (Hyz, 2010).

Supervision is the other important aspect and refers to the fairness and competence at managerial tasks by one's supervisors and co-

workers (Hart, 1994). Also, leadership style is very crucial in job satisfaction because it helps people learn to contribute and feel the freedom in their work (Bogler, 2001; Chen, 2001; Cranny., 1992). In this line of thought, results of other studies have shown meaningful relations between job satisfaction and the possibilities of promotion, gaining respect, the size of the organization and self-development and achievement of the use of talents (Hyz, 2010). Also, studies demonstrated that organizational behaviors, like warmth among employees, mutual trust, respect and rapport between employees and superiors, can be significant predicting factors of the job satisfaction experienced by employees (Belias & Koustelios, 2014).

Payment level of wages and salaries is an important factor that affects employees' job satisfaction. Money not only helps personnel to attain their basic needs but is also instrumental in providing upper- level needs satisfaction (Luthans, 1992). A study of 2000 managers demonstrated that the amount of wages received was very positively related to satisfaction, even with managerial level held constant. Work itself has an influence on employees' job satisfaction, since the Herzberg's, Mausner's and Syndermann's (1959) monograph on the motivation to work was published in 1959, evidence has been accumulated that the work itself plays a

significant role in attaining job satisfaction (Feldmann & Arnold, 1985).

2.7 The Theory Relevant to the Study

The theory that guides this study is Herzberg theory which obviously relates to all the study variables.

2.7.1 Two Factor Theory

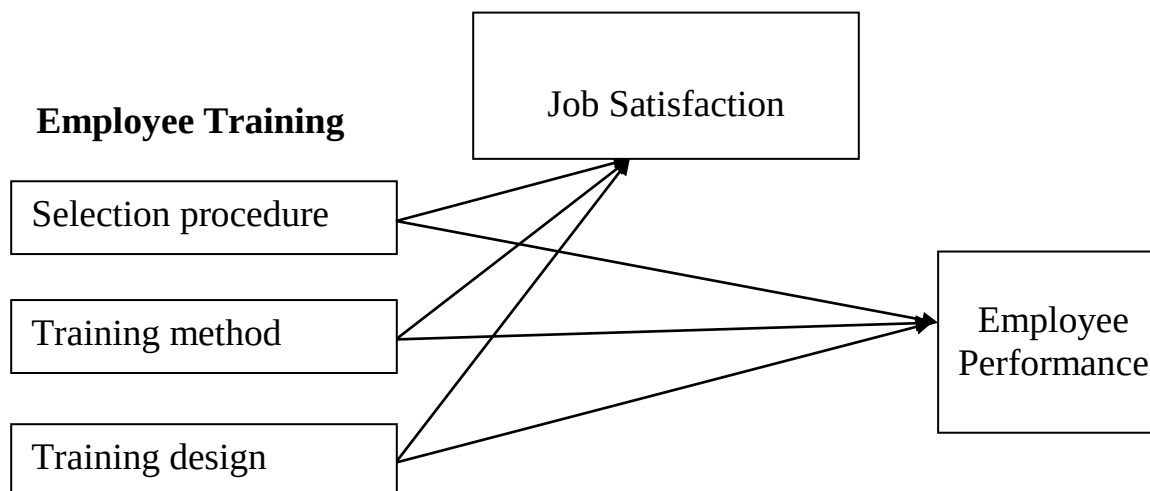
Herzberg's two factor theory is probably the most widely known and accepted approach relating directly to job satisfaction. Herzberg addressed the problem of job satisfaction in terms of the factors which cause satisfaction (motivators) and those which cause dissatisfaction (hygiene). This information then becomes the basis for evaluating an individual's job and making the changes necessary to increase worker motivation. Herzberg analysed and classified the job content factors or satisfying experience such as: achievement, recognition, work itself, responsibility, advancement and growth (Schermerhorn, 1993). According to Herzberg, these factors stand out as strong determiners of job satisfaction with three of them, a sense of performing interesting and important work (work itself), job responsibility and advancement, being the most important relative to a lasting attitude change. Unlike satisfiers or motivators, some factors cause low job dissatisfaction. Such factors were found from the analysis of the study results associated primarily with an individual's relationship with

the context or environment in which they work. These factors are extrinsic to the work itself and referred to as dissatisfiers or hygiene (or maintenance) factors. Herzberg categorized the context or environmental factors causing dissatisfaction to include: company policy and administration, supervision, working condition, interpersonal relations, status, job security, salary, personal life (Connaway, Dickey & Radford, 2011). When these factors are considered good or acceptable, workers do not tend to become satisfied; they simply become not dissatisfied. Productivity is not restricted. It is just held at an acceptable level. When workers become dissatisfied with any of these factors, they tend to restrict output (Chappells & Shave, 2004). The motivators or satisfiers according to Herzberg, cause job satisfaction which lead to higher performance because the more employees are satisfied, the more they put more effort and energy to perform better.

In academic environment, academic staff may not have any achievement, recognition, higher responsibility and may not advance and grow in his career without training. That is why training is very important without which an academic staff cannot progress.

2.8 The Conceptual Model of the Study

The proposed framework or model of this research has three variables; employees' performance as the dependent variable, job satisfaction as the mediating variable and training as the independent variable, whose dimensions are: selection procedure, training method and training design. It is expected therefore, that improved employee performance depends on how efficient and effective the tertiary educational institutions are managing the three proxies of training.



Source: Researcher, 2019

Figure 1: Conceptual Model of the Study

From Figure 1 above, it should be noted that training was employed as the independent variable, job satisfaction as the mediating variable and employee performance as the dependent variable of the study.

3.1 Methodology

This study chooses survey method research design due to its appropriateness and the

has no control over the variables as well as the outcome. It also employs cross-sectional method of data collection whereby the data are collected once at a given point and time and also summarized statistically within the period of investigation. The findings and conclusion of the study solely depend on the

The table below shows the sample distribution of various schools of the population for the study.

Table 1: Sample Distribution

S/NO.	Name of the Institutions	Population	Sample Size
1	Kaduna Polytechnic	1242	228
2	Federal Polytechnic Kaura Namoda, Zamfara State	462	85
3	Total	1704	313

Source: Krejcie & Morgan Formula

However, the sample size was increased by 50% from 313 to 470 to account for non-respondents as suggested by Salkind (2012). The researcher used convenience sampling technique because, Samuel, Ernest and Awauh, (2013) suggested a convenience sampling technique when there is lack of sampling frame and when population is not well known. The research uses a questionnaire (primary data) as instrument for data collation

full utilization of the statistical data collected. The population of this study comprises the academic staff of some selected Federal Polytechnics in the north western states of Nigeria. These are Kaduna Polytechnic with 1242 staff and Federal Polytechnic Kaura Namoda with 462 staff, thus the population of the study is 1704 staff drawn from the institutions as at March 2019. The reason for their selection is that they were initially established as federal polytechnics unlike the remaining who were converted later on.

The study uses the Krejcie and Morgan (1970) model of sample size determination by using the formulae suggested by Dillman, (2000). the population of 1704, the sample is 313.

due to the size of the population and the fact that it measures the key research variables. The questionnaire is structured in the close-ended format, with a 1-5 likert scale, which ranged from strongly disagree to strongly agree to answer the research questions and also measure the subjects' responses.

The study also employs Pearson correlation matrix to determine the relationship among the independent variables and the relation between

the independent and dependent variables. To examine the data, the research uses regression analysis to explain the total effect of the independent variables on the criterion variables and hierarchical regression to test the mediating variable. Thereafter, the study deploys statistical package for the social sciences software (SPSS) version 25 for the preliminary analysis and descriptive statistics. And lastly, smart partial least square (PLS) to examine the assessment of a measurement model and the assessment of a structural model.

4.0 Result and Discussions

4.1 Individual Item Reliability

Individual item reliability was assessed by examining the outer loadings of each construct's measure (Duarte & Raposo, 2010; Hair et al., 2014; Hair et al., 2012; Hulland, 1999). Following the rule of thumb for retaining items with loadings between .5 and (Hair et al., 2014), it was discovered that out of 32 items 2 were deleted because they presented loadings below the threshold of 0.50. Therefore, in the whole model, only 30 items were retained, as they had loadings between 0.589 and 0.904 (see Figure 4.3 below):

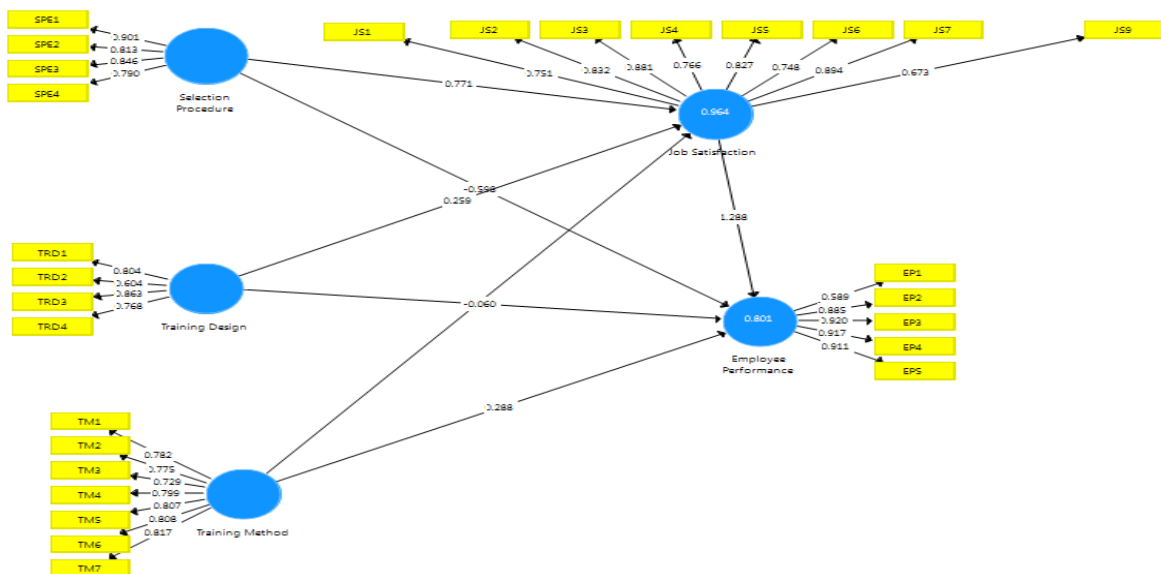


Figure 2: Individual Items Reliability

4.2 Assessment of Significance of the Structural Model

Having ascertained the measurement model, this study assessed the structural model and

applied the standard bootstrapping procedure with a number of 5000 bootstrap samples and 354 cases to assess the significance of the path coefficients (Hair et al., 2014; Hair et al.,

2011; Hair et al., 2012; Henseler et al., 2009). Figure 4.7 and Table 4.13 therefore show the estimates for the full structural model, which includes moderator variable.

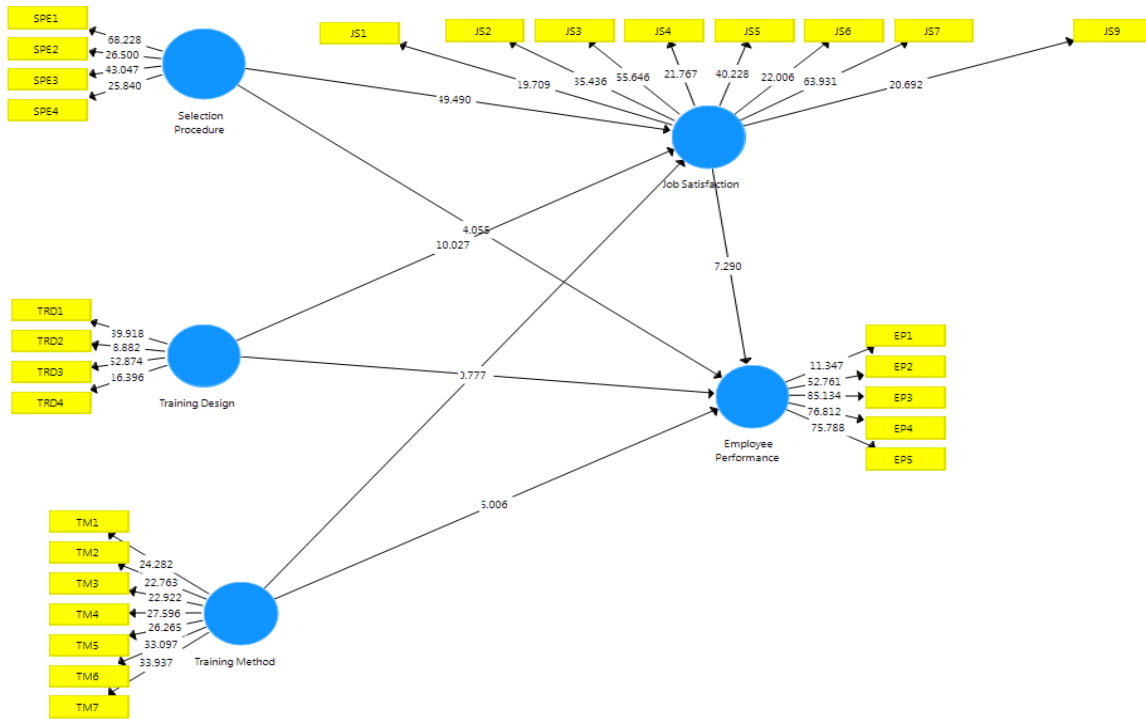


Figure 3 Structural model
Hypotheses Testing
Table 2 Hypothesis Testing

Hypothesis	Variables	B	Std Error	t-Value	P-Value	Decision
H1	Selection Procedure-Performance	.595	.177	4.055	0.000	Supported
H2	Training Design-Performance	.058	.016	0.696	0.243	Not-supported
H3	Training Method-Performance	.286	.057	5.063	0.000	Supported
H4	Selection procedure-Job Satisfaction- Performance	.769	.143	49.49	0.000	Supported
H5	Training Design-Job Satisfaction-Performance	.259	.087	10.027	0.000	Supported
H6	Training Method-Job Satisfaction-Performance	.018	.026	0.777	0.698	Not-supported
H7	Job Satisfaction – Performance	.285	.021	7.290	0.000	Supported
Sig.	0.000					
R ²	0. 801					

Source: Survey Data, 2022

Based on the table above, it is clear that the constructs of all the variables have a positive relationship for having a positive beta. But to

the effect of the independent constructs to the dependent and mediating variable, it is observed that Hypotheses 1 and 3 (selection

procedure and training method) were found to have significant effects on the dependent variable (employee performance) for having p-values of less than 5%. Also, Hypotheses 4 and 5 (selection procedure and training design) were found to have significant effects on performance when mediated by job satisfaction for having a p-value of less than

5%. However, Hypothesis 2 (training design) was found to have no significant effect (employee performance) for having a p-value greater than 5%. Moreover, Hypothesis 6 (training method) was found to have no significant effect on performance when mediated by (job satisfaction) for having a p-value greater than 5%.

Table 3 Variance Explained in the Endogenous Latent Variables

Constructs	R ²	Assessment criterion suggested by Cohen (1988)
Performance	0.801	Substantial

Source: Survey Data, 2022

Based on the table above, it is clear that the proportion of variation in the dependent variable that is explained by the independent and mediating variables is substantial. This is because Chin (1998) suggested that the R-squared values of 0.67, 0.33 and 0.19 in PLS-SEM can be considered as substantial, moderate and weak, respectively. By implication, the R square value of 0.801 indicates that 80 percent of the performance of the selected polytechnics is explained by training (selection procedure, training design and training method) while the remaining 20 percent is explained by other factors.

4.5 Discussion of Findings

As noted earlier, the researcher formulated six hypotheses in line with three constructs of the training (selection procedure, training design, and training methods) as independent variables and performance as the dependent variable.

The mediating (job satisfaction) was then introduced to mediate between the independent and the dependent variables. Based on the foregoing, it is evidenced that the independent variables together with the mediating variable can only predict the dependent variable (performance) by 80% because of having an R-square of 802., while other variables predict the remaining 20 % of performance in the selected polytechnics. However, the hypotheses are discussed and provided below:

Hypothesis 1: Selection procedure has no significant effect on academic staff performance.

Selection procedure was found to have a significant effect on the dependent variable (employee performance) for having a p-value (0.000) of less than 5% and a positive relationship for having positive beta ($\beta=.595$).

The null hypothesis therefore failed to be accepted and the alternate accepted. This finding is in line with the finding of Omran (2016) but contrary to Isah (2018). By implication, training problems usually started right from the wrong selection of employees which leads to waste of resources, while the right selection procedure that is systematic and free from bias plays a significant role in improving academic staff performance and when the polytechnics follow the systematic method of selecting employees for training their performance would increase.

Hypothesis 2: Training design has no significant effect on academic staff performance.

Training design is found to have no significant effect on the dependent variable (employee performance) for having a p-value (0.243) greater than 5%. Even though it has a positive relationship for having positive beta ($\beta=.058$), the null hypothesis is therefore, accepted. This finding is in line with Zubair (2016) and contrary to Sani (2018). By implication, the training design that is rich in content and captures identified skills gaps would significantly increase the performance of the academic staff of the polytechnics.

Hypothesis 3: Training method has no significant effect on academic staff performance.

Training method is found to have a significant effect on employee performance for having a p-value of (0.000) less than 5% and has a

positive relationship for having a positive beta ($\beta=.286$). The null hypothesis is therefore not accepted and the alternate accepted. This finding is in line with the findings from Nahida (2018) and contrary to those from Sandamali (2018). By implication, when the selected polytechnics use a good training method that captures the attention of the audience and suits the type of training, the performance of academic staff would increase. Good training method helps trainees to acquire the needed skills and knowledge while the wrong training method leads to waste of time.

Hypothesis 4: Job satisfaction has no significant mediating effect on the relationship between selection procedure and academic staff performance in polytechnic.

Job satisfaction significantly mediates the effect of selection procedure to performance. This is because it is found to have a p-value of (0.000) less than 5% and have a positive relationship for having a positive beta ($\beta=.769$). The null hypothesis is therefore not accepted and the alternate hypothesis accepted. The finding is in line with the theory postulated by Herzberg that for employees to be satisfied with their job and improve in their performance, they need growth and advancement in terms of knowledge and career.

Hypothesis 5: Job satisfaction has no significant mediating effect on the

relationship between training design and academic staff performance.

Job satisfaction significantly and positively mediates the effects of training design to performance. This is because it is found to have a p-value of (0.000) less than 5% and a positive beta of ($\beta = .259$). Therefore, this hypothesis is rejected and the alternate hypothesis accepted. This implies that training design that is rich in content and captures the skills gap improves job satisfaction, which finally increases performance. This finding is in line with the finding of Divyaranjan and Rajasekar (2014) and contrary to Muhamed (2018).

Hypothesis 6: Job satisfaction has no significant mediating effect on the relationship between training method and academic staff performance.

Job satisfaction does not significantly mediate the effects of training method to performance. This is because it is found to have a p-value (0.698) greater than 5% and has a positive relationship for having a beta of ($\beta = 0.18$). For this therefore, the null hypothesis is accepted. This implies that training method does not affect the satisfaction of employees in the polytechnics and may be as a result of poor training method they are exposed to. A well-organized training method that captures the attention of the audience may significantly improve performance. So also, if it is not delivered in an impressive style and does not

capture the attention of the audience, it means that the trainer is wasting his time.

4.6 Conclusion

The study concludes that if the right employees are sent for training through systematic procedure of identifying and selecting employees for training, there would be a significant improvement on the employee performance. Therefore, polytechnics would become more productive and remain vibrant in global competitiveness and complexity of the work environment. Therefore, adequate training needs assessment should be conducted by staff development unit to identify the skill gap before sending employee for training.

4.7 Recommendations

- (i) Based on the conclusion, the study recommends that more efforts should be made in ensuring effective and efficient training for the academic staff of the polytechnics under study.
- (ii) Having a positive relationship between selection procedure and academic staff performance, it is recommended based on the study findings that polytechnics under study should prioritize training selection procedure. This should be done by adopting training needs assessment in order to give any employee the chance of being selected as this would help to improve job satisfaction and in essence, improve job performance.

(iii) Furthermore, emphasis should be given to training design because of its importance. It should be rich in content to cover the identified skill gaps and satisfy the training needs and also the trainer should be knowledgeable and experienced for training delivery.

(iv) Moreover, training method should be simple, capture the attention of audience and suit the type of training to be conducted. So also, the staff training development unit should evaluate trainees after training to know if they have really acquired the skills needed or not.

(v) Federal government should increase the funding to federal polytechnics to enable them conduct internal conferences and seminars and carry out other activities that would help them to improve staff performance.

(vi) Laboratories and libraries of the polytechnics should be well-equipped to enable the staff access latest materials and apparatus for employee training success. This enables them to make good research and finally increase productivity.

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