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DOES EMPLOYEE TRAINING MATTER ON THE PERFORMANCE OF ACADEMIC STAFF IN UMARU MUSA YAR'ADUA UNIVERSITY?

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Abstract

Employee training is regarded as one of the vital instruments or strategy (ies) used to heighten the commitment and performance of any organizational personnel, University inclusive, towards actualizing organizational objectives. This study examines the effect of employee training on the performance of academic staff in Umaru Musa Yar'adua University (UMYU). Specifically, the study intends to: determine the effect of motivation for training; access to training; benefits from training; and support for training on the performance of academic staff in UMYU. The study used cross-sectional survey research and the population of the study was 555 which was the total number of academic staff of UMYU. Out of the total population, 384 staff was selected as the sample size of the study with is determined through a random sampling technique. The data was presented with descriptive statistical tool, and analyzed using multiple Regression technique. The study revealed that motivation for training, access to training, and benefits from training were not statistically significant to performance of academic staff in UMYU. The study further indicated that support for training was statistically significant to performance of academic staff in UMYU. The study therefore recommends that, the management team of UMYU should adequately and effectively improve the nature of motivation for training through regular review, and academic discourse, this will allow the management to get much input from academic staff towards knowing the real factors that motivate them to go for training which is regarded as one of the determinants of academic performance in UMYU; access to training should be provided fairly; and benefits for training should be improved and allocated equitably, this could be achieved through incorporating academic staff in UMYU in the process of making critical decision concerning the financial appropriation of the said university, this will also help the academic staff in UMYU to be highly satisfied and motivated towards discharging their academic responsibilities, namely: teaching, research and community services, which invariably have positive effect to the progression and development of university educational system in Nigeria.

Keywords: Motivation for Training, Access to training, Benefits from training, Support for training, Performance.

1.0 Introduction

Staff training and development constitutes one aspect of the human resource management processes in any organization, be it public organization or private organization. It is the most potent tool of any organization's success. According to Rowley (1995), training and development is necessary for the maintenance of the human resource base of the organization and must be viewed as an integral part of the core organizational strategy. Training and development refers to a complete training process over a period of time, usually consisting of training courses, workshops, conferences, open learning process, among others (Leslie, 2012). Training and Development plays a very important role in determining the performance of academic staff, which is a key to success or failure of any university in Nigeria. It could be perceived as a process of improving the skills, behaviours and qualities of personnel towards accomplishing organizational goal and objectives by making them highly committed that might lead to greater employees' performance. Performance of academic staff in the Nigerian University System is always defined by teaching; research or publication; and community services. Despite the fact that adequate opportunity for training and development being provided by Nigerian Universities to their staff locally or internationally, particularly by Umaru Musa Yar'adua University(UMYU); are meant to improve the performance of academic staff in term of teaching, research or publication, and community services, but still the academic performance in UMYU is not commensurate; as report showed that, the faculty in the said university are not highly committed to teaching, in which the graduate output for UMYU of the year 2019 was 25% (n= 1114) as against the number of students entrants which was 4290 of the year 2015/2016; and in term of publications, the reports showed that only 12 academic papers were published in academically reputable journal (UMYU Annual Reports, 2019), these could be attributed to inappropriate provision of adequate opportunity for training and development in UMYU, inaccessibility to training and development by some academics, improper benefits from training and development, and lack of support for training and development to staff, which might likely derail the level of academic performance as being often moderated by academic commitment of faculty. Another report by Nigerian University Commission showed that the quality of graduate is very poor as attributed to inadequate teaching, insufficient research or publication, and no involvement in community services which are regarded also as barriers bedeviling the progression and development of university educational system. (NUC, 2017).

Although several studies have been conducted on the effect of training & development style on performance of academic staff and non-academic employees (Godwin, Adeniran & Jamugna, 2020; Rebeca, 2020 ;Gunu, Oni, Tsado & Ajayi, 2013), revealed positive effect, nevertheless, scholar like Albert (2010), Maanly, Abedallah and Mohammed (2015), and Ndibo (2014) argued that further research in this area is needed to unravel whether the same form of training & development have positive effect on performance of academic employees in Higher Education Institutions, university inclusive, at different geographical areas. To address this gap, this study intends to assess the effect of training & development on performance of academic staff in UMYU.

It has been observed that the adequate opportunity and accessibility of training & development in university system will serve as a good signal to improve the performance of academics towards achieving full academic performance, thus: teaching, research & Publication, and community services.

Based on the foregoing, the major objective of this paper is to assess the effect of employee training on performance of the academic staff in UMYU. Specifically, this study examines whether adequate opportunity for employee training; accessibility for employee training; benefit from employee training; and support for employee training affect the performance of academic staff in UMYU.

The rest of this paper is organized as follows: section two is the literature review and theoretical framework; section three shows the Methodology employed for this study; section four presents the Result, Discussions and Analysis; and finally section five provides Conclusion and Recommendations.

2.0 Literature Review and Conceptual Framework

Essentially, the literature review and theoretical/ conceptual framework are considered very critical when presenting and analysing globally standard research. Its on this basis that this study demarcates a separate section to comprehensively review the concept of academic performance, and training as well as the theoretical backing that can solidify the study.

2.1 Academic Performance

Academic Performance has been conceptualized by various scholars under different perspectives, for instance, scholars like Altbach, Scott and Ssenga as cited in Peter, Hamish and Leo (2013) conceptualized it as a process of assessing, summarising and developing the work performance of any academic staff employed and retained procedurally in line with the Staff Conditions of Service within the university system. Academic performance has been defined as the overall expected values from academic staff's attitudes carried out over the course of a set of time in academic environment which it to be assessed and appraised periodically (Adenike,2011; Sunday & Mathew,2017; Patrick, 2003). Academic performance means the extent to which academic staffs demonstrate certain work behaviors in the Nigerian universities, and the outcomes of their academic service delivery, thus: teaching/thesis supervision, research/publications and community services, are portrayed obviously. Academic Performance is relating to education, especially at college or university level which is the act of performing or doing something successfully using knowledge, research, publication and community and or administrative services as distinguished from merely processing other employees' performance. In view of the above academic performance within the purview of this study means the systematic research carryout by academic staff in UMYU, punctuality in teaching and supervision, and rendering both administrative and community services.

2.1.1 Employee Training

Employee training is at the heart of modern management practice in any organization (Purcell, 2000). Thus, employee training is becoming the core element of Human Resources (HR) management functions, along with the other HR activities, such as recruitment, selection and reward. Successful HR planning for the future is only possible through sustainable training, which means that employee training is one of the most important aspects of organizational strategy (Tanova & Nadiri, 2005). Employee training refers to systematic activities to develop and improve employees' skills, knowledge and behaviors to enable them to perform job-related duties, accomplish specific tasks and meet the quality requirements of HR for the future. Perception of training by employees has been analysed (Ahmad & Bakar, 2003; Bartlett, 2001; Bartlett & Kang, 2004). Employees perceived training as operationalized with a multidimensional structure of motivation, access, benefits and support. According to Owoyemi et al (2011), training is the process of imparting specific skills which equip individuals to perform specific jobs. They stated that it can be considered as the creation of learning opportunity such that the skills acquired can be applied on the job in such a way that it will assist in the achievement of organization's objectives and or goals. It is the deliberate and mindful undertaking of organization and/or individual intended to enhance the skills, ability and other attributes of an employee for effectiveness in current job requirements and predicted future challenges. Training is "a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands" (Bunch, 2007). According to Vasudevan (2014) training usually implies preparation for an occupation or for specific skills; it is narrower in conception than either education or development; it is job oriented rather than personal. Education is usually intended to mean basic instruction in knowledge and skills designed to enable people to make the most of life in general; it is personal and broadly based. Development suggests a broader view of knowledge and skills acquisition than training; it is less job-oriented than career oriented; it is concerned more with employee potential than with immediate skill; it sees employees as adaptable resources. Armstrong, (2011) states that training is a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. He sees staff training from the perspective of improved performance and not a factor of job satisfaction. In other words, training is a process of improving organizations efficiency and effectiveness through the know-how of a well trained workforce. It is therefore germane for an organization to necessarily and appropriately train its manpower to enable it cope with the rapid changes occurring, be it economic, social, political, legal or technological in the environment. Adesola, Oyeniyi and Adeyemi (2013) described training as the systematic development of the knowledge, skills, and attitudes required by a person in order to effectively perform a given task or job. He goes on to note that training is a pervasive activity in society, taking place within industry and commerce, government agencies and departments, health care organizations, and all branches of the armed service. Within every organization, training occurs at all levels of personnel, and trainees may vary in terms of age, work

experience, disability, educational background, ethnic origin, and skill level. Latif, Jan and Shaheen (2013) noted that training is a sub-process of the overall process of matching individuals to jobs (a process that begins with the screening, selection and placement of employees.) they believed that training serves three important functions within an organization, thus: Maintaining employees' existing performance as required by the organization; improving employee motivation by strengthening employees' beliefs in their abilities to perform their jobs; and assisting with employee socialization and understanding of organizational priorities, norms, and values. Training-methodology, structure, delivery, and content all reflect the organizational issues and objectives.

Based on the conceptual literature of employee training and or development, four variables or factors have been selected for this paper, thus: motivation for training, access to training, benefits from training and support for training. The study also made a pilot survey and found out that the selected four (4) variables of employee training would affect the work performance of academic staff in UMYU. Academic staff members of UMYU are always considered as the pillars and backbone of any development of university educational system, and for the faculty members in the said University to provide a better service to Katsina State in particular and the country in general, the study observed that the selected factors or determinants of employee training would be more appropriate.

2.1.2 Motivation for Training

Motivation for training is the degree to which employees are willing to make efforts to improve themselves and their task and job performances by training (Robinson as cited in Cagri & Osman, 2010). The motivation is a force that influences enthusiasm towards a training programme; and a stimulus that directs employees to learn and to attempt to master the content of the programme. It is also an individual motivation that influences the use and practice of newly acquired knowledge and skills even in the presence of criticism and lack of reinforcement (Noe & Wilk, 1993). All these motivational aspects are put forward here as enhancing organizational commitment towards achieving a greater performance. In other words, it is believed that those employees who are more motivated to undertake training at the onset would be predicted to be more committed and performed to the organization.

2.1.3 Access to Training

Access to training refers to employees' perceptions of the probability of their attendance at organizational training, whether or not participation is based on objective and fair selective criteria, whether or not the application procedure is explicitly formalized and whether or not applicants are supported by their managers. Annual organizational training plans of HR are often determined with a simple philosophy. Decision makers in the HR department determine the topics, the number of training events and places, and circulate this information to other department managers. Department managers then assign these training programmes to employees who are performing

relatively well. This process of selection for training is attractive because it is less costly in money and time, but it does not serve the purposes of employee training. Rather, it serves as a reward system for better performing employees. Increasing employees' perceived access to training programmes would be a more productive approach than simply requiring participation in a predetermined number of training events each year (Bartlett & Kang, 2004). Probability of access to training opportunities or activities is an important factor in strong corporate culture and was found to be positively related to organization commitment (Bartlett, 2001; Boon & Arumugam, 2006).

2.1.4 Support for Training

Employees perceive support from their organization; they feel obligated to their organization. When they feel like the support is absent, they feel betrayed and tend to decrease their commitment (Robinson & Morrison, 1995). The directions of support are either vertical or horizontal; vertical support is perceived support from superiors or tenured co-workers; horizontal support is the degree to which peers are willing to help their colleagues in good faith by, for example, solving problems or implementing an improved way of working. Employees' perceived degree of either vertical or horizontal support for employee training not only enhances the employees' attitudes towards their colleagues but also increases their job satisfaction and affective organizational commitment and performance (Bartlett, 2001). Firms where employees perceive a high degree of support to develop their skills, practice new means of conducting their work and solve work-related problems through novel approaches encourage employees to undertake psychological obligations to develop themselves in performing their work (Butcher et al., 2009).

2.1.5 Benefits from Training

Benefits of any organizational training are reciprocal. However, if employees feel that their training would be beneficial for both themselves and the organization, and there would be chances to use and practice what was gained from the training, their degree of willingness to participate in future organizational training, and the outcomes from training, are likely to be greater (Faction et al., 1995). From a management point of view, training programmes are expected to provide numerous benefits to the organization including employee development, increased productivity and improved employee performance; while from the view of the employee, outcomes of training might be beneficial to their jobs, careers and personal development objectives. Employees' expectations from organizational training can be job-related, career-related or personal. Job-related benefits reflect employees' expectations that their efforts as regards training will allow promotions (Watson, 2008).

2.2 Empirical Literature Review

Studies have been carried out by various researchers on training and development under many perspectives as well as its effect and or impact on performance of employees, academic staff

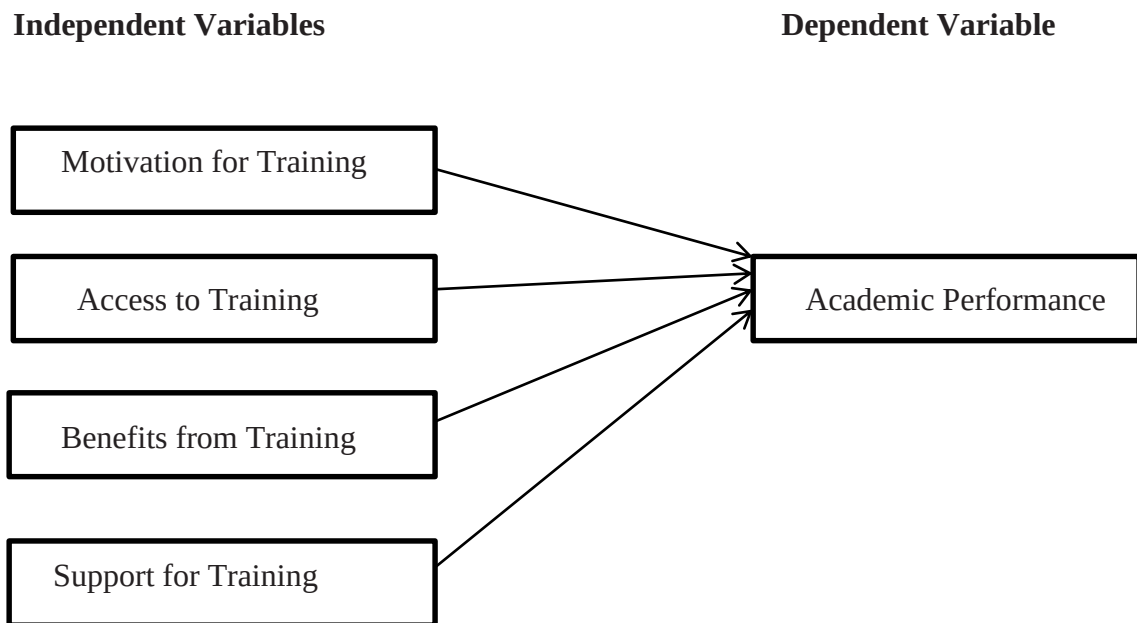
inclusive, in Nigeria. For instance, Olokundun, Falola, Salau, and Borishade (2018) investigated the effect of training and development on academic staff creativity using Covenant University in Nigeria as the case study. The article was based on a descriptive quantitative research design using Survey method. The study concluded that training and development have significant effect on academic staff creativity in Covenant University. Halidu (2015) assessed the effect of training and development on productivity of workers in some selected Nigerian universities. The study hypothesized that there is no significant relationship between training and workers' productivity. Results revealed that training and development programmes improve employees' skills and performance at work place, enhance their technical know-how. The study recommends that Tertiary Education Trust Fund should improve on its training policy in its entire ramification because in recent times academics are being faced with new innovations and techno- scientific developments so as to meet up with the changing trends and circumstances. Okechukwu (2017) explored the influence of training and development on employee performance as moderated by job satisfaction among the staff of School of Technology Management and Logistics (STML). The quantitative analysis method of a primary source was utilized to collect the data from 81 staff respondents. Responses retrieved were 81. 73 responses were accepted and used for data analysis. The context of this study is in Universiti Utara Malaysia, Sintok, Kedah (UUM) in the northern region of Malaysia. Seven Likert scales were used to measure the degree of training & development, and employee performance as moderated by job satisfaction. The result found that training & development positively have influence on employee performance as moderated by job satisfaction, and there is a significant relationship between training & development, employee performance, and job satisfaction. It also established that training & development and employee performance is an efficient and supportive strategic to organization and employee success.

Enga (2017) examined the impact of employees' training and development on organizational performance. It was inspired by the fact that some organizations do not seem to care about improving the capacity of their worker but instead frown at and punish any weaknesses portray by the workers. To tackle the research problem, the researcher had as major objective to find out: whether National Financial Credit has training and development programs conducted for all employees; possible hurdles in the implementation of such programs and the practical effects training and development has on the performance at work. The researcher also emphasized on the various training methods designed and its implementation around the world during the training and development programs. Using the National Financial Credit, Kumba branch, the researcher got information from 30 respondents, through questionnaires, interviews and personal observation. The research also reveals that training and development is a necessity in every company, particularly for the unskilled or the less experience employees. Generally, employees' work contribution was greatly improved due to the training methods and tools used by the company. Thus, it led to a positive impact on employee' performance and an improvement in their skills and job efficiency. David (2014) examined the impact of Training and Development on public sector

organizations using Ghana Ports and Harbors Authority (GPHA) as a case study. The research was intended to determine the role and impact of training on employees with emphasis on the lower, middle level staff and the administrators of GPHA, who were randomly selected. The study assessed the training and development process of GPHA and whether training has improved employee performance. A questionnaire was designed using structured questions to collect primary data from employees of GPHA. Personal interviews were held with some management staff of the organization. The results indicated that GPHA's employees were not well informed about training and development programmes in the organization. Most of the employees were of the view that training and development were effective tools for both personal and organizational success. The findings revealed that training practices, methods and activities at GPHA are not in line with the best practices regarding the planned and systematic nature of the training process as is generally known. It was recommended among other things, that the processes involved in training be duly followed, GPHA should help its staff identify their career paths and to guide them in the pursuit of higher education.

Eric (2012) examined the effect of training and Development on Employee Performance at Accra Polytechnic". The purpose of the study was to investigate whether training and development would have an effect on the performance of employees with Accra Polytechnic as a case study. The methodology that was used for the study was survey. Primary data was collected from a sample of fifty (50) senior staff. Self – administered questionnaire was used in the collection of data for analysis. The study revealed that there were organizational issues such as lack of management support for training and development programmes, which constrained training and development. It was also found that training and development had positive impact on employees of the Polytechnic. The study recommended that in order for Accra Polytechnic to be successful as the first choice Polytechnic in Africa, management must empower all departments to engage in the training and development of employees to build potential and strengthen employees' competencies. Mohammed (2015) studied the impact of Training and Development practices on the employee performance in the select Omani Public and Private sector banking organizations. The aim of the paper is to analyze the impact of training and development practices on employee performance. The study adopts descriptive research design and it imbibes both primary and secondary data. Convenience sampling method is applied for collecting the data through administering a structured questionnaire. The sample size for the study is 300. Statistical tools like Pearson Correlation Analysis, Regression Analysis and ANOVA were applied to test the proposed alternate hypothesis. The study concludes that Training and Development Practices have a positive influence on employee performance in the Omani Banking Industry.

Figure 1: Conceptual Framework



Source: Researcher's Framework (2020).

The above figure shows how the independent variables have links with the dependent variable; this diagram has been designed based on the several empirical literatures' assumptions and arguments on training and academic performance.

3.0 Methodology

This study adopted survey research method to examine the effect of employee training on performance of academic staff in UMYU. The population for this study consists of all the academic staff in the said University- its entire academic staff as at August, 2021- which is 555 (UMYU Annual Reports, 2021; and Staff Record from Registry of UMYU, August,21,2021). In determining the sample size of the population for the study, Daniel and Terrell (2006) advanced formula was used which is equal to 384, to avoid bias simple random sampling techniques was used to select the respondents. And a Job Descriptive Index (JDI) Questionnaire developed by Smith, Kendall, and Hulin (as cited in Dail, 2002) was adapted to measure employee training that is regarded as one of the significant factor of Performance, while OECD Teachers' Scale Questionnaire was adapted to measure academic performance. It was distributed by the researcher with the help of three (3) research assistants. Out of 384 (plus 10% of sample included to avoid sampling errors and none returns) questionnaires administered and/ or distributed; 392 completed accurately and were used for analysis in this study. Data from survey were presented and analysed using descriptive tables (mean & standard deviation) and multiple regression model respectively.

4.0 Results and Discussion

Table 1 below presents the responses of questionnaires returned in descriptive form. Out of 422 questionnaires administered and distributed, only 392 were responded and returned valid. This amounts to 93% of the total number of questionnaires administered, which is significant enough to render our reliable analysis.

Table 1: Employee Training and Performance of Academic Staff

Variables	Mean	Standard Deviation
Motivation for training	11.9138	1.90324
Access to training	12.3168	1.91877
Benefits from training	11.8908	2.94414
Support for training	10.7224	2.98394
Academic Performance (DV)	11.8041	2.14656

Researcher's Survey (2020).

Table 1 shows that academic staff in UMYU believed that there are various determinants or factors of employee training. The table shows that the factors of employee training experienced in UMYU were presented in the above table in accordance with the most determining factor in the said university, thus: Access to training (average mean=12.3168; SD = 1.91877); Motivation for training (average mean= 11.9138; SD = 1.90324); Benefits from training (average mean= 11.8908; SD= 2.94414); and Support for training (average mean = 10.7224; SD = 2.98394) was considered the least factor of employee training in UMYU. This implies that Access to training appears very regular in UMYU investigated. This might be as a result of the simple nature and relatively small size of academic staff working in the state university compared with the large number or complex nature of academic staff working in the federal universities.

Table 2: Regression Results: Effect of Employee Training on Performance of Academic Staff

Variables	Coefficients	Standard error	t-ratio	p-value
Constant	4.102	0.711	5.771	0.000
Motivation for training	0.116	0.055	2.131	0.034
Access to training	0.095	0.051	1.857	0.064
Benefits from Training	0.052	0.030	1.768	0.078
Support for training	0.246	0.041	5.988	0.000

R-Square = 0.687, Adjusted R-Square = 0.679, F-ratio = 59.793, P-value = 0.000.

4.1 Regression Analysis

A regression analysis was performed to examine the effect of employee training on performance of academic staff in UMYU. The Table 2 indicated that R-Square of the estimated regression is 0.687. This means that 68% variation in the dependent variable known as regressand (i.e performance of academic staff) is explained by independent variables known as regressor (i.e employee training). While the error term takes care of remaining 32% variations. The coefficient tells how many units of performance increase for a single increase in predictor. The result showed that a unit increase in the factors of employee training from motivation for training corresponds to 0.116 unit increase on performance, while for a unit increase from Access to training leads to 0.095 unit increase on performance. Also a unit increase on the benefits from training leads to 0.052 increase on the performance, and a unit increase on the support for training corresponds to 0.246 unit increase on performance.

The Table 2 also showed that Motivation for training ($\beta = 0.116$; $t = 2.131$; $p\text{-value} = 0.034$); Access to training ($\beta = 0.095$; $t = 1.857$, $p\text{-value} = 0.064$); and Benefits for training ($\beta = 0.052$; $t = 1.768$; $p\text{-value} = 0.078$) have no significant effects on performance of academic staff in UMYU. This implies that there are certain attributes which made these factors of employee training insignificant to the academic performance in the study university. It is observed that motivation for training in the UMYU has been attached with unnecessary strict conditions from management, while access to training is becoming inaccessible due to the criteria and guidelines attached to it, ranging from employee confirmation, nature of employees appointment; and benefits from training in the said university is characterized with paucity of funds and non-recognizable attitudes of management to employee after training. This suggests that the aforementioned challenges make the academic staff highly dissatisfied which has likelihood to negatively affect their academic performance. Then support for training ($\beta = 0.246$; $t = 5.988$; $p\text{-value} = 0.000$), has significant effect on performance of academic staff in the said University. This showed that academic staffs in UMYU were satisfied with the Support for training; this implies that support for training cut across different academic staff due the nature and size of the university. However, the overall significance of the entire model goodness of fits as measured by F-statistics shows that the calculated F-statistics is $F(1, 391) = 59.793$, $P = 0.000$, it's statistically significant at $P\text{-value} < 0.05$. Therefore, the null hypothesis when combined all the factors of employee training which states that Employee training do not have significant effect on the performance of academic staff in UMYU is hereby rejected. Therefore, the result of this study empirically support the works of Olokundun, Falola, Salau, and Borishade (2018); Okechukwu 2017; Enga (2017); Mohammed (2015) and Halidu (2015) which stated that training & development have significant effect on performance of employees, academic staff inclusive.

5.0 Conclusion and Recommendations

Achieving greater efficiency, effectiveness, quality and sustainability of educational sector in Nigeria depends mainly on the significant roles played by Academics. These can also be achieved through improving their performance, especially when their levels of training and or development are being enhanced. The issue of inadequate teaching or supervision; insufficient research or publications; and no involvement in community services are regarded as barriers bedeviling the survival and development of universities in Nigeria (i.e university educational system), which attributed to the inadequacy or inaccessibility of training opportunities; demotivation for training, lack of support for training, among others, for academic staff in the Nigerian University system. Studies on employee training and performance have been carried out under different perspectives to include the effect of employee training on performance of academic staff; factors related to employee training of academic staff; influence of employee training and development, need achievement and team work on work performance of academics; employee training and commitment in Nigerian Tertiary Institutions, etc. the paper examine the effect of employee training on performance of academic staff in UMYU, Katsina, Nigeria. The study revealed that Motivation for training, access to training and benefits for training were insignificant to performance of academic staff in the selected state universities, while support for training was significant to performance of academic staff in UMYU, Katsina, Nigeria. Therefore, the paper recommends that, the management team of UMYU should adequately and effectively improve the nature of motivation for training through regular review, and academic discourse this will allow the management to get much input from academic staff towards knowing the real factors that motivate them to go for training which is regarded as one of the determinants of academic performance in UMYU; access to training should be provided fairly; and benefits for training should be improved and allocated equitably, this could be achieved through incorporating academic staff in UMYU in the process of making critical decision concerning the financial appropriation of the said university, this will also help the academic staff in UMYU to be highly satisfied and motivated towards discharging their academic responsibilities, namely: teaching, research and community services, which invariably have positive effect to the progression and development of university educational system in Nigeria.

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