

Impact of Training and Development on Organizational Effectiveness: Evidence from Selected Public Sector Organizations in Nigeria

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Abstract

This study is on impact of training and development on organizational effectiveness in public sector in Nigeria. The study sought to determine the nature of the relationship between training/development and organizational effectiveness; to highlight the benefits of training and development in Nigeria public sector and to ascertain the impact of training/development on organizational performances. Sixty six (66) copies of the questionnaire were administered. 55 were duly completed and returned while 11 were not returned. The data generated from the field were presented and analyzed with descriptive statistic while the corresponding hypotheses were tested with the chi-square, Pearson's Correlation and linear regression. The finding indicated that: There is positive relationship between training/development and organizational effectiveness. The increase in job satisfaction and reduce employee turnover are the benefit of training and development in public sector. Inter-personal and teamwork are the effect of training/development on organizational performance. The study concluded that effective training is an investment in the human resources of an organization, with both immediate and long – range returns. However mere investment is not enough; organizations need to manage training programs more effectively so that they can get the highest returns from their investment. The study recommends that organizations should make training and development of their employees a regular activity. Training has to involve more than just basic skill development. That is, to use training to gain a competitive advantage, organizations should view training broadly as a way to create intellectual capital.

Keywords: Training, Development, Organizational Effectiveness and Organizational Performance, Nigeria

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Training is the crucial area of human resource management; it is the fastest growing segment of personnel activities. Training which is referred to as a course of diet and exercise for developing the employees' effective, cognitive and psychomotor skills assist the organizations to have a crucial method of developing the employee towards enhancing his productivity (Ezeani & Oladele, 2013). Manpower training and development is one of the most important organizational dynamics. It constitutes the pivot in which organizational survival is run. The training process is one of the most pervasive methods for enhancing the productivity of individuals and communicating organizational goals to personnel (Ekaterini, 2009).

Manpower is the basis of all resources and it is the indispensable means of converting other resources to man kind's use and benefits. So how well we develop and employ human resources skills is fundamental in deciding how much we will accomplish as a nation. Manpower is the pivot of every human institution. Even in the developed and industrial nations of the world where the use of machines and technology is at an advanced stage, manpower is still very essential (Comma, 2008). Training therefore holds the key to unlock the potential growth and development opportunities to achieve a competitive edge. In this context, organizations train and develop their employees to the fullest advantage in order to enhance their effectiveness (Devi & Shaik, 2012).

The importance of training as a central role of management has long been recognized by leading writers (Irene, 2013). Training both physically, socially, intellectually and mentally are very essential in facilitating not only the level of productivity but also the development of personnel in any organization (Olusanya *et al*, 2012). To manage an organization both large and small requires staffing them with competent personnel. The formal educational system does not adequately teach specific job skills for a position in a particular organization. Few employees have the requisite skills, knowledge, abilities and competencies (SKAC) needed to work. As a result, many require extensive training to acquire the necessary SKAC to be able to make substantive contribution towards the organization's growth (Barron & Hagerty, 2001). In order to sustain economic growth and effective performance, it is important to optimize the contribution of employees to the aims and goals of the organizations.

In a developing country like Nigeria, training and development of manpower resources is highly needed in virtually all business organizations for its effectiveness (Ezeani & Oladele, 2013). Deficiencies in knowledge, skills, and ability among public personnel, particularly those of Asia, Africa, and Latin America, are remarkable (Bahal, Swanson, & Earner, 1992). Training is necessary to ensure an adequate supply of staff that is technically

and socially competent and capable of career development into specialist departments or management positions. There is therefore a continual need for the process of staff development, and training fulfils an important part of this process. Training should be viewed therefore as an integral part of the process of total quality management. Beardwell and Holden (1993) argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized.

1.2 STATEMENT OF THE PROBLEM

In spite various government interventions and efforts; the Nigerian public sector's score-card has remained poor performance and inefficiency. Considering the important role of training and development in bringing the Nigerian public service to an enviable height, if those that are expected to execute policies of the government and manage public affairs are not well trained and knowledgeable, there would definitely be a problem. Obviously the achievement of the objectives for which they were employed might be affected. As the popular Adage says, "If a naked man promises you clothes, ask him which one".

Where the human capital is not planned, organizations will be confronted with the inability to deliver quality service, inability to attract and retain the people required and difficulty in the development and training of highly talented personnel. Training on the Job and some form of in-service training are examples of training being designed or intended to develop the knowledge or expertise, greater confidence and a higher degree of performance. The principal intention of training is to equip people with the knowledge required to qualify them for a particular position of employment or to improve their skills and efficient in the position they already hold. Staff development, on the hand, implies growth and the acquisition of wide experience for future strategies advantage of the organization.

Training is therefore a key element for improved organizational effectiveness; it increases the level of individual and organizational competences. It helps to reconcile the gap between what should happen and what is happening – between desired targets or standards and actual levels of work performance. Thus the study focuses on the impact of training and development on organizational effectiveness in public sector in Nigeria.

1.3 OBJECTIVES OF THE STUDY

The broad objective of the study is to assess the impact of training and development on organizational effectiveness in public sector in Enugu. The specific objectives of the study are to:

1. To determine the challenges associated with training and development in the Nigeria public sector.
2. To highlight the benefits of training and development in Nigeria public sector.
3. To ascertain the impact of training/development on organizational performances.

1.4 HYPOTHESES

1. H_1 : Cost involvement and lack of qualified personal are the challenges associated with the training and development in Nigeria public sector.
2. H_1 : Increase in job satisfaction and reduced employee turnover are benefits of training and development in Nigeria public sector.
1. H_1 : Inter-personal relation and team work are the effects of training and development on organizational Performance.

2.0 REVIEW OF RELATED LITERATURE

2.1 CONCEPTUAL FRAMEWORK

In order to reap the benefits of training and development, organizations must invest in it. In the United States, organizations spend approximately \$51 billion a year on formal training programs. Canadian organizations also lag when it comes to the amount spent on training per employee, which has remained relatively static over the past decade. In 2004, the total average direct investment in training per employee was \$914 compared to \$824 in 2003, \$838 in 2002, \$859 in 2000, \$798 in 2001, \$776 in 1998, and \$842 in 1996. By comparison, organizational spending on training and development per employee in the United States increased from \$1,072 (Cdn) in 1999 to \$1,115 in 2000, and \$1,135 in 2001 and 2003. In addition, the average investment in training as a percentage of payrolls in Canada has remained constant at around 1.75 percent compared to 2.34 per cent in the U.S. (NOUN, 2013: 173).

Fanibuyan (2001) defines training as the systematic process of altering the behaviour and or attitudes of employees in a direction to increase organizational goals and development as programme generally aimed at educating supervisory employees above and beyond the immediate technical requirement of the job and have a main objective of the improvement of the effective performance of all managers. Training is the application of

gained knowledge and experience (Punia & Saurabh, 2013). Training can be defined as organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill (Appiah et al, 2013).

Development involves preparing employees for higher responsibilities in future. Development according to Ezeuwa (2009) can be seen as the use of human resources to quantitatively change man's physical and biological environments to his benefits or ever seen as involving the introduction of new ideas into the social structure and causing alterations on the patterns of the organization and social structure. To develop staff, (Daniels, 2003) simply refers to make them grow with the company so that they can be fitted for available higher positions within their capacity. Development deals with improving human relations and interpersonal (Iwuoha, 2009).

The first systematic effort on organization development in education was carried out in the 1960s by Miles, who worked with a school district near New York City and one near Pittsburgh (Schmuck & Runkel, 1994).

2.2 THE CONCEPT OF TRAINING AND DEVELOPMENT

Training and development are complementary parts of the same process. They are interlinked and interdependent, rather than sequential and hierarchical. Training and development is very crucial to the employees, the organization and their effectiveness (Devi & Shaik, 2012). Staff training and development can occur simultaneously or complementary, but the two do not necessarily have direct relations to each other (Comma, 2008). Training and development activities are important elements of the human resource management function of an organisation.

2.3 NATURE OF TRAINING AND DEVELOPMENT

Training and development refers to the practice of providing training, workshops, coaching, mentoring, or other learning opportunities to employees to inspire, challenge, and motivate them to perform the functions of their position to the best of their ability and within standards set by local, state, Federal and licensing organization guidelines. A formal training program is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge (McGhee et al, 1996:55).

Training makes employees feel that they are part of the organization's family. Training creates the sense of belonging in all employees. It creates the professional development and enhances the employee's skills. It also makes knowledgeable workforce with fewer mistakes (Adams, 2002). Increasing job satisfaction and employee morality, enhancing the employee motivation, improving the efficiencies in processes and financial gain, raising the ability to obtain new technologies, developing the innovation in strategies and products and reducing employee turnover are other important benefits of training (McNamara, 2010).

2.4 DIMENSIONS OF TRAINING & DEVELOPMENT

There are various types of training that an organization may adopt depending on the main objectives of training and these are outlined below:

1. Orientation/Induction Training

This is given immediately after employment to introduce the new extension staff members to their position. This is mainly concerned with acquainting new employees with the organization. This training is aimed at getting all new entrants familiarize with the organization's goals, structure, culture, work standard and other conditions of employment.

2. Foundation Training

This is appropriate for newly recruited personnel; every staff member needs some professional knowledge about various rules and regulations of the government, financial transaction, administrative capability, communication skills, report writing, leadership ability, etc

3. Job Instruction Training

Job instruction training is received directly on the job, and so it is often called "on-the job" training. It is used primarily to teach workers how to do their current jobs. A trainer, supervisor, or co-worker serves as the instructor. When it is properly planned and executed, this method includes each of the learning principles (Demetra et al, 2008).

4. Career Development Training

Career development is the ongoing acquisition or refinement of skills and knowledge, including job mastery and professional development, coupled with career planning activities. Job mastery skills are those that are necessary to successfully perform one's job. Professional development skills are the skills and knowledge that go beyond the scope of the employee's job description, although they may indirectly improve job performance.

5. Maintenance/ Refresher Training

This keeps specialists, administrators, accountants, supervisors and frontline workers updated and enables them

add to the knowledge and skills they have already.

2.5 Management Development

The management and leadership development process is flexible and continuous, linking an individual's development to the goals of the job and the organization. Management development programs on campus give you the opportunity to develop a broad base of skills and knowledge that can be applied to many jobs on campus. D&T's management development curriculum is changing. The overarching goal is a comprehensive curriculum for managers and supervisors to develop the necessary core competencies to become excellent leaders.

2.6 IMPACTS OF TRAINING AND DEVELOPMENT

The purpose of training and management development programs is to improve employee capabilities and organizational capabilities. A training need can be said to exist when there is a gap between the existing performance of an employee (or group of employees), and the desired performance to assess whether such a gap requires a skill analysis. Training is essential for leadership development success. Training plays a vital role in leadership development. Enhancing the skills of employees is the aim of training and development. Training and development are designed to have these benefits. These traditional or conventional trainings might be formal or informal.

2.7 BENEFITS OF TRAINING AND DEVELOPMENT TO EMPLOYEES

- Training is transferring information to organization's members to positively improve the effectiveness and productivity of organizations (Leard, 2010). Training enables organizations to act more effectively because of having valued employees. Training is also needed to develop new leaders (Noe, 2002). There are many benefits to both organization and individuals to accomplish training activities (McNamara, 2010). It also helps eliminate fear in attempting new tasks ((NOUN, 2013).

2.8 TRAINING AND DEVELOPMENT IN PUBLIC SECTOR IN NIGERIA

The Nigerian public service "is a product of colonialism, established as an instrument of the British colonialist, from the late 19th century" (Inyang, 2008a). Nigerians have too long been feeling short-changed by the quality of public service. Our public offices have too long been showcases for combined evils of inefficiency and corruption, whilst being impediments for effective implementation of government policies. Nigerians deserve better. And will ensure they get what is better (Obasanjo, 2003). Agagu (2008) asserts that "the public service which was seen as the custodian of rules and regulations and the engine of the development had lost its prestige and confidence. The aftermath of this is the invention of series of reforms which, have led to privatization, downsizing and right-sizing of the public service and even minimizing the role of the public sector in the national life"

In a developing country like Nigeria, training and development of manpower resources is highly needed in virtually all business organizations for its effectiveness. Ideally, training and development are more effective when the training methods match the learning styles of the participants and the types of jobs needed by the organization (NOUN, 2013). Training and development in public sector of Nigeria and all over the world became necessary to ensure effectiveness and efficiency of public service and institutions. Changing employees' work attitude/behaviour is a necessity for organizational success. Specifically, the Nigerian Public service has been described as lazy and nonchalant (Odiaka, 1991); tardy; unwilling to put in a day's job for a day's pay; driven by a mindset that takes high work performance as unattainable and an unnecessary bother, among other traits, all of which are reducible to lack of work commitment (Akerle, 1986).

The federal government of Nigeria currently desires to become one of the 20 largest economies in the world by the year 2020. There is no better and ready instrument available to government to achieve this vision than an effective public service. It comes to reason then that the public service has a big role to play in its execution and attainment. This is so because the success of any government initiative is directly dependent on the ability and willingness of the public sector to execute. But it has been established that the public service is sick and barely performs its ordinary function of service delivery. The implication of this on the present public sector is that drastic measures must be taken to revitalize the human capital serving in this sector, re-engineer and reposition it for service delivery so as to be able to contain with the challenges that go with Vision 20: 2020 (Wurim, 2012).

2.9 FACTORS INFLUENCING DEVELOPMENT AND TRAINING

Several factors influencing development and training, these include among the following:

- ✚ Globalization
- ✚ Need for leadership

- ✚ Increased value placed on knowledge
- ✚ Attracting and retaining talent
- ✚ Customer service and quality emphasis
- ✚ Changing demographics and diversity of the workforce
- ✚ New technology
- ✚ High-performance models of work systems
- ✚ Economic changes

2.10 DESIGN STRUCTURE OF EFFECTIVE TRAINING

The training design process refers to a systematic approach for developing training programs; the 7-step model is adopted from an online literature titled Introduction to Employee Training and Development

- **Step 1** is to conduct a needs assessment, which is necessary to identify if training is needed.
- **Step 2** is to ensure that employees have the motivation and basic skills necessary to master training content.
- **Step 3** is to create a learning environment that has the features necessary in order for learning to occur.
- **Step 4** is to ensure that trainees apply the training content to their jobs. This step involves having the trainee understand how to manage skill improvement as well as getting co-worker and manager support.
- **Step 6** is to choose the training method based on the learning objectives and learning environment. This step may include a traditional training method of face-to-face interaction with a trainer, or e-learning using a CD-ROM or web-based training.
- **Step 7** is to evaluate the program and make changes in it or revisit any of the earlier steps in the process to improve the program so that learning, behaviour change, and the other learning objectives are obtained (<http://higher.ed.mcgraw-hill.com>).

3.0 METHODOLOGY

3.1 RESEARCH DESIGN

The study adopted survey method. The population of study is made up of the staffs of the three selected public sectors in Enugu State which include: Department of Petroleum Resources (DPR), Nigerian National Petroleum Corporation (NNPC) and National Emergency Management Agency (NEMA). The sources of data were both primary and secondary. The primary data were collected through questionnaire administration supported by personal interview while secondary data were obtained from journals, textbooks and internet. The questionnaire was designed in a 5-point Likert scale format. A sample/population size was 66. Sixty six (66) copies of the questionnaire were administered. 55 were duly completed and returned while 11 were not duly completed and returned. The data generated from the field were presented and analyzed with descriptive statistic while the corresponding hypotheses were tested with the chi-square, Pearson's Correlation and linear regression at 0.05 alpha level with the aid of computer through the application of Statistical Package for Social Science (SPSS 15 .0 version). Note that S.A/A = Strongly Agree/Agree; S.D/D = Strongly Disagree/Disagree; UD = Undecided

3.2 DATA ANALYSIS AND DISCUSSION

The data obtained from the field were presented and analyzed with descriptive statistics to provide answers for the research questions while the corresponding hypotheses were tested with Pearson product moment correlation coefficient, Pearson chi square, and Pearson's Correlation and Linear regression at 0.05 alpha levels.

1. The challenges associated with training and development in Nigeria public sector?

Table 1: Coded Responses challenges of training and development in Nigeria public sector.

s/no	Questionnaire items	S.A/A		S. D/D		UD		Total
		Freq	%	Freq	%	Freq	%	
	To determine the challenges associated with training and development in Nigeria public sector.							
1	There is positive relationship between training/development and organizational effectiveness	48	87	5	9	2	4	55
2	There is no positive relationship between training/development and organizational effectiveness	15	27	35	64	5	9	55
	TOTAL	63	58	40	36	7	6	110

Source: fieldwork 2013

Table 1 shows that 63(58%) of the respondents indicated S.agree / agree, 40(36%) indicated disagree/ S.disagree while 7 (6%) indicated undecided . Based on responds from percentage analysis it was concluded that there is positive relationship between training/development and organizational effectiveness

Ho: Cost involvement and lack of qualify personal are not challenges associated with training and development in public sector Nigeria

Hi: Cost involvement and lack of qualify personal are challenges associated with training and development in public sector Nigeria

Table 2: Chi-Square Tests computed from the frequency cross tabulation

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.016(a)	4	.061
Likelihood Ratio	7.996	4	.027
Linear-by-Linear Association	4.911	1	.027
N of Valid Cases	110		

Table 2 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from public sector. Pearson Chi-Square computed value ($X^2_c = 15.016$) is greater than the Chi –Square tabulated value ($X^2_t = 9.49$) with 4 degrees of freedom (df) at 0.05 level of alpha ($X^2_c = 15.016$, $p < .05$)

Decision Rule

The decision rule is to accept the alternate hypothesis if the computed Chi- Square value is greater than tabulated Chi-Square value otherwise reject the null hypothesis.

Decision

Since the Pearson Chi- Square computed $X^2_c = 15.016$ is greater than Chi- Square table value $X^2_t = 9.49$, the null hypothesis is rejected and alternate hypothesis is accepted. Thus, we conclude that cost involvement and lack of qualify personal are the challenges associated with training and development in public sector Nigeria.

2 Benefits of training and development in the organization

Table 3: Coded Responses on Training/development benefits in organization.

s/no	Questionnaire items	S.A/A		S. D/D		UD		Total
		Freq	%	Freq	%	Freq	%	
1	Increase efficiencies in processes, resulting in financial	50	91	3	5	2	4	55
2	Increase in job satisfaction and morale among employees	52	95	2	4	1	2	55
3	Reduce employee turnover and enhance company image	53	96	1	2	1	2	55
	TOTAL	155	94	6	4	4	2	165

Source: fieldwork 2013

Table 3 shows that 155(94%) of the respondents indicated S.agree / agree, 6(4%) indicated disagree/ S.disagree while 4(2%) indicated undecided. Based on responds from percentage analysis it was concluded that increase in job satisfaction and reduce employee turnover are the benefits of training/development in the public sector

Hi2: increase in job satisfaction and reduce in employee turnover are the benefit of training and development in public sector.

Table 4 chi-Square Tests computed from the frequency cross tabulation

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	151.987(a)	6	.000
Likelihood Ratio	105.630	6	.000
Linear-by-Linear Association	11.290	1	.001
N of Valid Cases	55		

Source: SPSS Version 15.00

Table 4 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree to disagree based on the responses of the research

subjects from the three public sector organization. Pearson. Chi-Square computed value ($X^2_c= 151.987$) is greater than the Chi –Square tabulated value ($X^2_t=12.59$) with 6 degrees of freedom (df) at 0.05 level of alpha ($X^2_c=151.987, p, < .05$)

Decision Rule

The decision rule is to accept the alternate hypothesis if the computed Chi- Square value is greater than tabulated Chi-Square value otherwise reject the alternate hypothesis.

Source: SPSS Version 15.00

Table 4 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree to disagree based on the responses of the research subjects from the three public sector organizations. Pearson Chi-Square computed value ($X^2_c= 151.987$) is greater than Chi- Square table value ($X^2_t =12.59$) with 6 degree of freedom (df) at 0.05 level of alpha ($X^2_c= 151.987, p, <.05$)

Decision Rule

The decision rule is to accept the alternate hypothesis if the computed Chi-Square value is greater than tabulated Chi-Square value otherwise reject the alternate hypothesis.

Decision

Since the Pearson Chi- Square computed $X^2_c= 151.987$ is greater than Chi- Square table value $X^2_t =12.59$, the null hypothesis is rejected and alternate hypothesis is accepted. Thus, we concluded that increase in job satisfaction and reduce employee turnover are the benefit of training and development in public sector.

3 What are the effects of training/development on organizational performance?

Table 5: Coded Responses on effect of training/development on organizational performance.

s/no	Questionnaire items	S.A/A		S.D/D		UD		Total
	To determine the effect of training/development on organizational performance	Freq	%	Freq	%	Freq	%	
1	Interpersonal relation contributes effectively to organizational performance	43	78	7	13	5	9	55
2	Organizational performance can be achieve through teamwork	49	89	2	4	4	7	55
	TOTAL	92	84	9	8	9	8	110

Source: fieldwork 2013

Table 5 shows that 92(84%) of the respondents indicated S.agree / Agree, while 9(8%) indicated disagree/ S.disagree while 9 (8%) indicated undecided. Based on responds from percentage analysis it was concluded that inter- personal and teamwork are the effect of training/development on organizational performance

HI₃: Interpersonal relation and teamwork are the effect of training and development on organizational performance.

Table 6: SPSS result of the effect of training/development on organizational performance.

Particulars	R	R ²	Adj.R ²	DW	Standard Coefficients		F	Sig.
					Beta	T- Value		
Public sector	0.935 ^(a)	0.875	0.874	.411	0.935	34.921	149.493	0.000

SOURCE: SPSS Computation 2013

NOTE:

- R = Correlation Coefficient or Beta
 - R² = Coefficient of Determination
 - Adj. R² = Adjusted Coefficient of Determination
 - DW = Durbin Watson (d) test statistic
 - T-value = Student t- test Statistic
 - F = F- test statistic
- Model Equation TD = 0.114 + 0.847 OP

The result indicate that there was a positive significant effect of training/development on organizational performance as $t = 34.921$ and which is above the rule of thumb positivity of 2 and the coefficient of training/development is (0.114). The variations from the model are explained by the model as indicated from the coefficient of the determination (r^2) value of 87.4%.

Also the result indicates that there is a positive relationship between training and development and organizational performance as indicated by r value of 0.935 which is positive as shown by beta value of 0.935.

3.3 SUMMARY OF FINDING

1. Cost involvement and lack of qualify personal are challenges associated with training and development in public sector Nigeria ($X^2_c = 15.016 > X^2_t = 9.49$ $P < 0.05$).
2. The research concluded that increase in job satisfaction and reduce employee turnover are the benefit of training and development in public sector ($X^2_c = 151.987 > X^2_t = 12.59$ $P < 0.05$).
3. Based on responds from percentage analysis it was concluded that inter personal and teamwork are the effect of training/development on organizational performance ($r=0.935$; $t=32.921$; $F=149.493$; $P < 0.05$).

3.4 CONCLUSION

It is an undisputed fact that effective training is an investment in the human resources of an organization, with both immediate and long –range returns. However mere investment is not enough; organizations need to manage training programs more effectively so that they can get the highest returns from their investment. The ultimate aim of every training and development program is to add value to human resource. Any training and development program that would not add value should be abandoned. The issue of staff training and development is treated with levity and neglect and there is this misconception of the aim of staff training ,because is been seen as a tool or means for staff promotion rather than seeing it from an holistic angle as a tool for staff development, maintenance for greater performance and retention.

3.5 RECOMMENDATIONS

1. Organizations should make training and development of their employees a continuous activity.
2. Training helps to gain a competitive advantage more than just basic skill development.
3. Organizations should view training broadly as a way to create intellectual capital. Intellectual capital includes basic skills [skills needed to perform one’s job], advanced skills [such as how to use technology to share information with other employees].

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