

# Training and Staff Development as Tools for Employees' Productivity in Local Governments in Adamawa State

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## Abstract

*Training and Development helps the organization to remove performance deficiencies, motivate employees to work towards achieving stated goals and objectives. Some organization carried out training and development programmes without identifying the need for that programme, that is to say there must be one factor that may necessitate the need to embark on training and development example: low productivity, high rate of labour turnover, lack of skills, lack of workers' morale, and lack of good attitudes towards employees' duties. The objective of this study is to assess training and staff development as tools for employees' productivity in Local Governments in Adamawa State. This study was a survey study; data for this study was obtained using structured questionnaire administered to six hundred (600) employees sampled by using convenience sampling and balloting in selecting the senatorial districts and the Local Governments. The data was subjected to Pearson Correlation, Spearman's Correlation and Kendall's Correlation to test the hypotheses respectively. The study reveals that training and development helps the organization to achieve high productivity, improvement in employees' skill, good employees' attitude, high morale and lower labour turnover rate. The study recommends that training and development should be clear so as to provide differences between current and expected performances, identifying the need to embark on training and development and develop action plan to improve employees' performance.*

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**Key Word:** Training and Staff Development, Employees' Productivity, Local Government.

## Introduction

The environment in which most organizations operate today is continuously changing, and the rate of change is rapid. Most organizations are now involved in tremendous increase in their activities due to the changing nature of the

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environment. Training and development of employees help them to adapt to the rapid changes that occurs within and outside the organization. Many researches argue that training and staff development programmes increase an organization performance and productivity. According to Bushardt & Fretwell (1994), training and staff development leads to increase in employees' productivity, facilitates the updating of skills, leads to an increase in sense of belonging and benefit and increases employees' commitment to the organization. When employees have job satisfaction it will be a good motivator for them and increase their performance.

Training and staff development are the most important strategies for organizations to help employees gain proper knowledge and skills needed to meet environmental challenges. Many organizations suffer from low employee productivity today due to lack of sufficient and continuous training given to their employees (Nwachukwu, 2006).

Usually, before training and staff development programmes are being made, individuals and organizational appraisals are put in place to identify the training needs of employees (Nwachukwu 2006, Olaniyan & Ojo 2008). After the training and staff development programmes, an evaluation is carried out to ascertain the effectiveness of the programme in line with the need, which had been identified. It is worthy of mention that organization development follows the development of individual who form the organization. It follows that no organization becomes effective and efficient until the individual have and apply the required skills and knowledge towards increasing productivity. The need for improved productivity in organization has become universally accepted and that it depends on efficient and effective training and development. It has further become necessary in view of advancement in modern world to invest in training and staff development programmes. Training and staff Development is an issue that has to be embraced by every organization, because it provides means of securing and maintaining acceptable level of organizational performance and productivity. If employees are to experience flexibility and effectiveness on the job, they need to acquire and develop knowledge and skills, if they believe that they are valued by the organization they work for then they need to see visible signs of management's commitment to their training and career needs. Training and staff development are the process of investment in people so that they are equipped to perform. These processes are part of overall human resource management approach that hopefully will result in people being motivated to perform. According to Cole (2004), factors influencing the quantity and quality of training and staff development activities includes; the degree of change in the external environment, the degree of internal change, the availability of suitable skills within the existing work-force and the extent to which the management see training as a motivational tool factor in work.

Training and staff development is an attempt to improve current or future employee performance by increasing through learning, an employees' ability to perform usually by increasing the employees' skills, knowledge, ability and competences which will help workers to achieve high performance and productivity. The quantity and quality of training carried out however may vary considerably from one organization to the other. Another observation that is important to note is that although many organizations carry out training and staff development programmes in one form or the other, some plan systematically for them, while some do not. In other words training activities in some organizations are planned, systematic and routines while in some organizations some training programmes are ad hoc and non-routine (Babayo & Ekhaton, 1999 & Nwachukwu, 2006).

### **Statement of the problem**

It is a well-known fact that training and development enhances skills, knowledge, ability to perform certain duty and competences. According to Bennett (2003) & Nwachukwu (2006), training and development programmes differs from organization to organizations, some are planned, systematic, routinized, while others are unplanned, unsystematic and non-routinized. Some organizations carried out training and development programme without identifying the needs for that training and development programme. In a situation where the employees in the organization began to experience some deficiencies in their performance there must be problem somewhere (that is to say there must be one factor that may necessitate the need to embark on training and development). According to Nwachukwu (2006), training and development needs are analysed by organizations in response to operational or functional weakness reported by the supervisors or the line managers.

Many employees have failed in the organization because their needs for training and development were not identified as provided for as an indispensable part of management function. Identifying the need for training and development will serve as a guide to embark on training and development. He further states that there are certain condition's that will serve as pointers for the need for training and development. These symptoms manifest themselves in a variety of ways, they are: low productivity, lack of skills, negative attitude to work, high employee's turnover rates, low workers morale, tiredness, insubordination, lack of interest in one's job. When the organization starts to experience one of these warning signs they should consider training and development. It is in the light of this problem this research was designed to assess training and staff development as tools for employees' productivity in Local Government areas in Adamawa State.

### **Research hypotheses**

In order to achieve the objectives of the study, the following hypotheses are advanced and will be tested in the course of this study.

- 1) There is no significant relationship between training and development and workers' performance.
- 2) There is no significant relationship between training and development and skills of employees.

### **Literature review**

The Concept of Training is usually aimed at solving significant problems as we are supposed to use it as a key requirement for ensuring that any training which takes place is based on proper analysis of its contribution to the effectiveness and efficiency of an organization. Training has been seen as an aid in adjusting to work environment which is designed to increase the capacity of individual or group in contributing to the attainment of the organizational goals. According to Cole (2004), training will be understood as any learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. To Cole, the focus of training is the job or task. Examples of training needs include the need to have efficiency and safety in the operation of particular machines or equipment; the need for an effective sales force, and the need for competent management in the organization.

Banjoko (1996) sees training as an organized procedure by which people learn knowledge and or skills for a definite purpose. That is it is a process for equipping the employees particularly the non-managerial employees with specific skills. In the view of Armstrong (2003), training is the systematic modification of behaviour through learning which occurs as a result of education, instruction, development and planned experience.

In a related work Aina (1992), looks at training as the acquisition of the technology which permits employees to perform according to standard. He also sees training as an experience, a discipline or a systematic action which causes people to acquire new skills and knowledge and predetermined behaviour.

Nwachukwu (2006) sees training as an organization effort aimed at helping an employee to acquire basic skills required for the efficient execution of the functions for which he was hired. In his contribution Cascio (1989) sees training as consisting of planned programs designed to improve performance at the individual, group and/or organizational levels. To him improved performance in turn, implies that there have been measurable changes in knowledge, skills, attitudes and/or social behaviour.

Training in view of Decenzo & Robbins (1996), is a learning experience in that it seeks a relatively permanent change in an individual that will improve the ability to perform on the job. They typically believe that training can involve the changing of skills, knowledge, attitudes, or behaviour. To them, it may mean changing what employees know, how they work, their attitudes toward their work, or their interaction with their co-workers or supervisor. They see training as more

present-day oriented, its focus is on individuals' current jobs, enhancing those specific skills and abilities to immediately perform their jobs. For example according to them, suppose you enter the job market during your senior year of college, pursuing a job as a Human Resource Management (HRM) recruiter.

A critical look at all the selected views on the concept of training reveals that they appear to be saying the same thing and what differs is the choice of words. One could then say that the fundamental aim of training is to help the organization achieve its goals by adding value to its key employees. Hence, training means investing in people to enable them perform better and to empower them to make the best use of their natural abilities for overall effectiveness and efficiency of an organization (Isiaka, 2010).

### **Benefits of training**

The purpose of training is mainly to improve knowledge and skills, and to change attitudes and behaviour. It is one of the most important factors that can motivate employees towards the achievement of organizational goals and objectives. Due to the changing environment, it is required that employees possess the skills, knowledge, ability and competence to adapt to the changing environment.

Cole (2004) and Nwachukwu (2006) say, training can achieve the following:

- 1) **Increased Productivity:** from the Company's point of view, productivity is at the apex of all training programmes. A well trained employee is capable of producing more than an untrained employee of equal physical ability. When staff is well trained, he achieves his stated duties and responsibilities more than his counterparts with lesser training.
- 2) **Lower Turnover Rate:** An employee who is incapable of producing is frustrated by failure and is more likely to abandon his work than those who are capable of producing. An untrained employee is like a dull school pupil; he hates school and likes to absent himself and is likely to be a school drop-out unlike other pupils who enjoy school because they are doing very well.
- 3) **Higher Morale:** A man who is trained has confidence in his ability to perform. He believes that he has control of his environment and he is equipped to tolerate occasional disappointments, frustrations and inconveniences. He learns to rationalise and to accept blame for his own failure instead of blaming the organization. A trained employee derives intrinsic satisfaction from his work which promotes his morale.
- 4) **Better Coordination:** Training helps in the coordination of men and material. During the training programme, employees are taught organization expectations and objectives. They are shown the ladder through which they can attain their own objectives.

On the whole, training reduces cost and it increases productivity, reduces employee turnover and promotes goal congruency. Lack of training

increases absenteeism rate, low output, poor quality and rejects and results in high unit cost.

## **Principles of training**

It is argued that no matter the type of training and where the exercise is been done, it must always be centred on the need, objective of the organization and principles governing the learning process. According to Pigor and Myer (1983) learning process involves the steps below:

- 1) The trainee must want to learn, and have the motivation to learn a new skill must be high.
- 2) Motivation is increased by the prospect of some rewards at the conclusion of the learning process.
- 3) Learning feedback needed to be checked by the trainer, as later explains whether the result is correct or not.
- 4) Such feedback is best accomplished through learning rather than by listening.
- 5) The material to be learned should be developed in stages with feedback correction at each stage.
- 6) When the trainee has made the correction responses to the learning process, learning has occurred.

## **Identification of training needs**

Some organizations undertake training as if it were a fringe benefit, a sort of welfare service owed to the employees. Under such a concept, the real value of training cannot be obtained and efforts expended will amount to a waste. When we talk of training in an employment, we are not talking of the general education, we talking about organizational training. This is not the type of training after which a trainee will be awarded a certificate of competence in a profession, but a type of training aimed at giving employees skills, knowledge, and attitudes needed to perform specific jobs.

Consequently, the identification of training needs should include the analysis of the educational requirements needed to perform a specific task (Onasanya, 1999). Identification and assessing training needs should depend upon the corporate objectives and plans of the organization. The personnel manager who prepares employees plan should also, with the aid of job description and job analysis, identify the organization training needs. The responsibility for identifying and assessing the training needs of employees rests with their immediate supervisors and line managers as they are closest to the employees in their daily supervision and interaction.

## **Research methodology**

In this study, survey research design is adopted. The population of the study is all staff of Local Governments in Adamawa State. The study opted for multi-stage sampling techniques where Local Governments were selected from the Senatorial districts in Adamawa State. The sample size of this study was 600 employees selected. There are three Senatorial districts in Adamawa State thus: Adamawa North, Adamawa Central and Adamawa South Senatorial districts. Among these Senatorial districts two Local Governments were selected they are: Mubi North and Maiha Local Governments (from Adamawa North Senatorial district), Hong and Yola North Local Governments (from Adamawa Central Senatorial district), Demsa and Numan Local Governments (from Adamawa South Senatorial district) and 100 questionnaires were distributed to each Local Governments, the choice of selection was by based on convenience sampling techniques.

Primary and secondary method of data collection was used in this study. Six hundred (600) questionnaires were administered to the respondents. The researcher apart from the primary data obtained secondary data from materials such as books and journals on human resource management training and development, periodicals and internet search.

The methods of data analysis used were the use of Correlation analysis using Special Package for Social Science software (SPSS) version 17.0. Hypothesis one (1) were analysed using Pearson Correlation analysis, hypothesis two (2) were analysed using Spearman's Correlation analysis.

## **Findings and results**

### **Hypothesis One**

There is no significant relationship between Training and Development and Workers Performance



**Table 1.1: Determining the relationship between Training and Development and Workers Performance**

		Correlations				
		Training Development Enhance Performance	Performance duties by employees training developme	Lack of training developme leads to productivit	Employee achieve goals training developme	Employee perform on their when embark training developme
Training And		1	.934**	.727**	.813**	.892**
Pearson Development Correlation Enhance		493	493	493	493	493
Workers' Sig. (2-						
The Pearson		.934**	1	.687**	.817**	.931**
performance		.000	.000	.000	.000	.000
Correlation of duties by		493	493	493	493	493
Sig. (2-						
Lack of Pearson		.727**	.687**	1	.737**	.655**
training and		.000	.000	.000	.000	.000
Correlation		493	493	493	493	493
Employees Pearson		.813**	.817**	.737**	1	.836**
achieve						
Correlation stated goals		.000	.000	.000	.000	.000
after train		493	493	493	493	493
ing						
Employee Pearson		.892**	.931**	.655**	.836**	1
perform better on						
their job		.000	.000	.000	.000	.000
when they		493	493	493	493	493
embark						
Sig. (2-						
tailed) N						

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Field Survey, 2012.

Table 1.1 above shows the relationship between training and development and employees' performance, and that answers research question one (1). The Pearson Correlation test of four hundred and ninety-three (493) respondents depicts that there is a positive and strong linear relationship between training and development, performance of duties, productivity attainment of goals

and efficiency as evidence by the correlation statistics of 1(100%), 0.934 (93.4%), 0.727 (72.7%), 0.813(81.3%), and 0.892 (89.2%). The result further depicted that the strength of relationship between enhancement of worker's performance and the consequences of lack of training and development stood at 0.934(93.4%).

Table 1.1 also shows that Pearson Correlation statistics between performance of duties after training and development and how it affects productivity is valued at 0.687(68.7%), while that of goal attainment is at 0.817(81.7%) and performance of better job is also 0.934(93.4%). This analysis reveals that the relationship between performance of duties after training and development is stronger at 93.4% when correlated with the performance of job after training and development.

However, when lack of training and development is correlated with attainment of goals as well as the efficiency at which they perform their jobs after training indicated a correlation statistic of 0.731(73.1%) and 0.655(65.5%) respectively. This result indicates that the relationship is stronger between lack of training and development and the attainment of their goals after training.

Finally, the result also shows that the attainment of goals after training and development and performance of their jobs after training and development has a correlation statistic of 0.836(83.6%). It is therefore logical to conclude that since the correlation statistics and well as the probability values are statistically significant, one can conclude by accepting the alternative hypothesis which states that; there is a significant relationship between training and development and workers' performance.

## **Hypothesis Two**

There is no significant relationship between Training and Development and Skills of Employees.

**Table 1.2: Determining the relationship between Training and Development and Skills of Employees**

**Correlations**

		Training and development increase the skills of employees	Training and development makes employees to perform their duties without error and	Well trained and developed employees have the ability to be creativ	With training and development the organization will have experts; the cost of hiring experts	Training and development reduces the skills of employees
<b>spearman's</b>						
Training and development increase	correlation	1.00	.871**	.704**	.862**	.679**
	sig. (2-tailed)	.	.000	.000	.000	.000
	N	493	493	493	493	493
Training and development makes employees to perform their	correlation	.871**	1.000	.827**	.908**	.884**
	sig. (2-tailed)	.000	.	.000	.000	.000
	N	493	493	493	493	493
Well trained and developed employees have the ability to be creative in terms of	correlation	.704**	.827**	1.000	.783**	.825**
	sig. (2-tailed)	.000	.000	.	.000	.000
	N	493	493	493	493	493
With training and development the organization will have experts; the cost	correlation	.862**	.908**	.783**	1.000	.802**
	sig. (2-tailed)	.000	.000	.000	.	.000
	N	493	493	493	493	493
Training and development reduces	correlation	.679**	.884**	.825**	.802**	1.000
	sig. (2-tailed)	.000	.000	.000	.000	.
	N	493	493	493	493	493

Table 1.2 above reveals that the relationship between training and development and employees' skills, which answers research, question two (2). The Spearman's Correlation test of four hundred and ninety three (493) respondents depicts that there is a positive and strong linear relationship between training and development, skills of employees, performance of duties without error and less evaluation, ability to be creative in terms of problem solving, having experts as evidence by the correlation statistics of 1(100%), 0.871(87.1%), 0.704(70.4%), 0.862(86.2%), 0.679(67.9%). The result further depicted that the strength of the relationship between increase in employees' skills and performance of duties without error and less evaluation stood at 0.871(87.1%).

Table 1.2 also shows that Spearman's Correlation statistics between performance of duties without error and less evaluation and how it makes employees to be creative in terms of problem solving is valued at 0.827(82.7%) while that of having experts is valued at 0.908(90.8%) and reduction of skills of employees is at 0.884(88.4%). This analysis reveals that the relationship between skills after training and development is stronger at 87.1% when correlated with skills of employees after training and development.

However, when ability to be creative in terms of problem solving after training and development is correlated with having experts after training as well as employees skills indicated a correlation statistics of 0.783(78.3%) and 0.825(82.5%) respectively. This result indicates that the relationship is stronger between employees performing duties without error and less evaluation and having experts after training and development is valued at 0.908(90.8%).

Finally, the result shows that training and development makes the organization to have experts based on the skills they obtained and it has a correlation of 0.802(80.2%). It is therefore logical to conclude that since the correlation statistics and as well as the probability values are statistically significant, one can conclude by accepting the alternative hypothesis which states that; there is a significant relationship between training and development and employees' skills.

## **Conclusion**

On the whole, the study looked at training and development as tools for employees' productivity in Local Governments in Adamawa State. Based on this study, Local Governments in Adamawa State will need to use this research to adjust certain areas with regards to employees' training and development. From the findings of this study it can be concluded that training and development enhance workers' performance as expected and by achieving stated goals and objectives. Employees' have the ability to be creative in terms of problem solving also the organization have experts within thereby reducing the cost of hiring experts reduces.

Training and development changes the attitudes of employees making to respect the instructions given to them by their superior, employees exposure and within the employees there is spirit of team building. The organization achieve lower turnover rate after training and development programme and they will be equipped towards performing their duties such that they are free from query and sacks.

### **Recommendations**

It is undeniable fact that in recent times many organizations have come to the realization of the importance of the role of training and development as it increases employees': performance, skills, morale. The following are the recommendations made by the study:

- i. Training and development should be clear so as to provide differences between current and expected performances, identifying the need for training and development programme and develop action plan to improve employees' performance.
- ii. Employees in the Local Government must acquire the required skills needed to perform certain duty this will help the organization to reduce the cost of hiring experts from outside the organization.

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