

INFLUENCE OF STAFF TRAINING AND DEVELOPMENT ON STAFF PERFORMANCE MANAGEMENT IN NIGERIAN UNIVERSITIES

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Abstract

This paper posits that staff are the key technocrats that stir organizational operations, including universities, for achieving the predetermined goals. Hence, the need to effectively manage their performances by the university managements for excellent performance. Thus, this paper examines the influence of staff training and development on staff performance management in Nigerian universities. After conceptual clarifications, the paper buttresses that staff training programmes equip employees with relevant skills and knowledge that are needed to execute their jobs and enhance their performances as it also helps in realization of institutional goals and upgrade. Moreover, professional training and development of staff is a tool for human resource development, a means of acquiring technical know-how there by boosting staff confidence and leadership potentials. Based on the review, the paper concludes that on-the-job training has positive influence on staff performance, creativity and achievement of organizational goals. The paper suggests that Government needs to augment funding to the institutions, while the management needs to release funds towards adequate training so that the employees will acquire up-to-date knowledge and skills to improve their professional expertise and excel in their job performances so as to achieve the institution's goals.

Keywords: Training, Development, Staff, University, On-the-job training.

Introduction

In the last two decades, organizations have come to understand that their employees (human resources) are the most important resource and hence they must manage their employees' output and productivity. Proper management of employee performance enables an organization to consistently meet its goals efficiently and effectively. One way of ensuring continued employee performance is through consistent training and development (Chemutai & Khalili, 2022). According to Rodrigues and Walters (2017), the employee's performance influences the bottom line of an organization, and for that reason it is the responsibility of university managers to be aware of the importance of training and developments as it the performance and evaluation of employees. Similarly, Effiong and Effanga (2018) states that to produce quality graduates with employability skills, ability and competence to harness available resources and solve practical problem in Nigeria, the university system must be efficient and the efficiency of a university is

greatly anchored on the competence of the academic staff which is dependent on their professional development. They further buttress that professional development refers to the activities aimed at acquisition of new knowledge and skills for effective job delivery.

Paul and Audu, (2019) contend that, to prepare workers to perform their tasks as desired, organizations must provide training so as to optimize their employees' potentials. This is because, employees are the most valuable asset of any society or institution as they can establish or break a company or institution's reputation and can adversely affect profitability or the realization of set goals. According to them, there is an increasing number of countries, regions and higher educational institution across the world that are now involved in the competition for academic excellence. This trend implies that globally competitive universities can be observed in both developed and developing countries.

Several studies have been conducted on the effect of staff training and development on employee's performance, however, the effect of training and development on staff performance management in universities has not received serious attention among writers. This paper therefore intends to bridge this literature gap.

Conceptual Clarifications

This section examines the concepts of training, management, performance management, university and On-the-job training. These are expatiated thus:

The concept of training has received numerous interpretation among academic scholars. For instance, Effiong and Effanga (2018) state that training is a planned and systematic type of activity (s) which are aimed at knowledge creation and the management of such knowledge to produce better output. Based on this, re-training results in enhanced level of skilled knowledge and competency that are necessary to perform work effectively and efficiently. Similarly, Paul and Audu (2019) defined training as the efficient preparation and growth plans targeting at improving the employee's performance. According to them, training bridges the gap between the current performance and the standard desired performance. They contended that training could be given through different methods such as job coaching and mentoring, peer co-operation and participation.

According to Herjajanto (2023) the level of employee's performance is determined by varieties of factors including features of training. Training may provide workers with new abilities to use in their work. They admitted that training is a vehicle for developing human resources for this challenging period of globalization that is full of challenges, training cannot be ignored. They further hypothesized that in order to bring about rapid changes in knowledge, technology and even the way academic work is being conducted and also demand of high-quality performance demanded by consumers of high education, high education institutions must redefine themselves and in essence that the institutions or faculty must either face obsolescence or continually be participating in development activities.

Chandhary and Baskar, (2016) state that training and development programs are a means of upgrading institutions by developing the valuable Human Resources so as to achieve institutional goals that are necessary to survive in the rapidly changing environment. Training and development are not only able to enhance the skills and ability of employees but are also able to enhance their behavioral traits and personalities. It is regarded as a tool for human resources development. It has immense potential in transfer and utilization

of technical know-how, leadership development, organizing people, formation of self-help groups and empowerment of individuals. All human resource development activity is meant to either improve performance on the present job of the individual, train new skills for new job or a new position in the future and general growth for both the individual and organizations so as to be able to meet the organization's current and future objectives (Paul & Audu 2019). There are generally two methods that an organization may select for such training and development skills of the employees, these are on the job training given to employees while taking their regular studies at the same working venue, and off the job training involves taking employees away from their usual work environment which gives the trainees the opportunity to concentrate on their studies. Model of on-the-job training includes, but not limited to, job rotation and transfer coaching and mentoring. While off the job training may consist of teaching or coaching by moral experienced people (Paul & Audu, 2019).

Management

The concept of management has been defined in different ways and also it has been defined by different scholars. For instance, Gulati, et al. (2017) perceived management is the act of working with and through a group of people to accomplish a desired goal and objective in an efficient and effective manner. Robbins and Coulter (2016) described management is the coordinating and overseeing the work activities of others so their activities are completed efficiently and effectively (Robbin & Coulter 2016). The concept has further been described as the planning, organization, leading and controlling of other human resources to achieve organizational goal efficiently and effectively (Jonas & George, 2018, p.5). Management is defined as the pursuit of organizational goal efficiently and effectively by integrating the work of people through plaining, organizing, leading and controlling the organizational resources (Kininki & Williams 2018, p.5). In addition, Kelly and Grundei in (2019) propose the following new definition, which take in to consideration all aspect previously discussed. Management is a steering influence on market production and/or resource operation in an organization and its units that may address both people and non- people issues and is exerted by multiple organizational actors through either anticipatory norm- setting (Constitutive strategic management) with the aim of achieving the unit objectives to manage a unit is synonyms with " directing or leading" it.

Management skills are essential in operational efficiency as it's needed for every sector. Excellence in education also requires an effective management system. (Ali et al., 2021). Higher education institutions run under the patronage of institutional heads, who manage both teachers and non-teaching employees as well as student for teaching purposes. This act is referred to as educational management in which the authority absorbs human and material resources to monitor, prepare, formula strategies and implement the framework of the educational system (Shimin, 2018). On the other hand, Taylor et al., (2020) see educational management as universal, including goal setting, plan formulation, personal supervision and encouragement, action coordination and control, goal achievement and evaluation of joint effort to achieve these goals. According to Al- Hammadi (2019) the overall goal of management is to establish, maintain, encourage, promote, and effectively carryout the excellent and efficient teaching as well as learning. Practicing management literally in the education system reflect on academic results of students as their moral behavior which are directly related to growth and internal development of the human system for moving forward.

Performance Management

Performance management can be defined as a continuous process of setting objectives, assessing progress, and providing feedback to ensure that employees are meeting organizational goals and expectations. It involves setting clear performance expectations, regularly monitoring and evaluating performance, providing feedback and coaching, and rewarding or recognizing performance achievements. One definition of performance management comes from the Society for Human Resource Management, which states that it is art of creating a work environment or setting in which people are enabled to perform to the best of their abilities (SHRM, 2021). Another definition comes from Armstrong and Baron (2004), who describe performance management as a process which contributes to the effective management of individuals and teams in order to achieve high levels of organizational performance. Performance management is a critical function in managing employee performance and driving organizational success. By providing regular feedback, support, and recognition, organizations can help employees achieve their full potential and contribute to the overall success of the organization.

Concept of University

Generally speaking, high education is a set that constitute a university and therefore university is a sub-set of high education. Higher education covers a wide range of higher learning institutions including the university (Alemu 2018). He also stated that a university is a higher learning institution that brings men and women to a high level of intellectual development, professional in the art and sciences and in the traditional professional disciplines, promotes high-level research. A university is a source of universal knowledge and highly skilled human power for the profession (Alemu, 2018). High education also refers to as post-secondary or tertiary education in college of education, monotechnic, polytechnic, university and those institutions offering corresponding courses (Federal Government of Nigeria, 2014). Considering the above definition by the Federal government of Nigeria, University is an institution of higher education. state that university education shall make optimum contribution to national development intensifying and diversifying its programmes for the development of higher education level manpower within the context of the needs of the nation. The university management plays a central role in the organization and administration of a university. It consists of various leaders who are jointly responsible for the strategic direction education development and management of the university (Fejoh &Adesanwo,2021).

On-the-job training. (OJT)

Some tasks are easier to learn by working alongside someone. OJT teaches the skills, processes and knowledge that learners need to perform their jobs in the environment where they are working. Learners observe, ask questions and finally perform the task first with the guidance of experts and eventually independently. Need for training arises whenever there is a gap between desired and the actual performance of the employees. The modern era is witnessing rapid change in the domain of information technology. For any modern enterprises, Humans Resources (HR)are considered one of the most valuable company assets thus, there is a very strong Nexus between effective Human Resources management (HRM) practice and subsequent organizational performance (Timsal et al., 2016). Human resource development (HRD) has started to use on-the-job training as a tool for increasing employees' satisfaction, it is including the responsibility of the senior

management of an institution to understand not only the apparent but also the “hidden” needs of the employees (Timsal et al., 2016). There are two types of training, on-the job, and off-the job. The primary difference between the two, is that in the case of on-the job training employee’s learning takes place in his actual place of work and while doing his actual job, whereas the off- the job training is conducted as a remote location which is away from employees normal working environment (Timsal et al., 2016).

Training methods could be classified as cognitive and behavioral approaches. Cognitive methods provide verbal or written information, demonstrate relationship among concepts, or provide the rules for how to do something. These types of methods can also be called off-the job training methods. On the other hand, behavioral methods allow trainee to practice behavior in real or stimulated fashion. They stimulate training through behavior which is best for skills development and attitude change. These methods can be called on the job training method. Thus, both methods can be used to change attitude either behavioral or cognitive.

The purpose of on-the job training is to provide employees with task specific knowledge and skills in work area the knowledge and skills presented during on-the job are directly related to job requirements. Job instruction technique, job rotation, coaching, and apprenticeship all common form of on-the-job training methods. (Alipour et al., 2016).

On-The-Job Training Methods

The purpose of the on-the-job training session is to provide employee with task-specific knowledge and skills in work area. The knowledge and skills presented during on-the-job are directly related to job requirements. Job instruction technique, job rotation, coaching and apprenticeship training are the common forms of on-the job training methods. Fully on-the-job training theoretically does not involve any off-the-job training.

- I. Job Instruction: Training is a structured approach to training, which requires trainees to proceed through a series of steps in sequential pattern. The technique uses behavioral strategy with a focus on skill development, but there are usually some factual and procedural knowledge objectives as well. This type of training is good for task-oriented duties such as operating equipment. The instructor or supervisor prepares a job breakdown on the job, while watching an experienced worker perform each step of the job. Job instruction technique consists of four steps, preparation, present, try out and follow up.
- II. Job Rotation: is the systematic movement of employees from job to job or project to project within an organization, as a way to achieve various different human resources objectives such as: simply staffing jobs, orienting new employees, preventing job boredom or burnout, rewarding employees, enhancing career development, exposing employees to diverse environments. Excellent job rotation program can decrease the training costs while increases the impact of training, because job rotation is a hand on experience. Job rotation makes individuals more self-motivated, flexible, adaptable, innovative, eager to learn and able to communicate effectively. Job rotation may be especially valuable for organizations that require firm-specific skills because it provides an incentive to organizations to promote from within.

- III. Coaching: is the process of one-on-one guidance and instruction to improve knowledge, skills and work performance. Coaching is becoming a very popular means of development, and often includes working one-on-one with the learner to conduct a needs assessment, set major goals to accomplish, develop an action plan, and support the learner to accomplish the plan. The learner drives these activities and the coach provides continuing feedback and support. Usually, coaching is directed at employees with performance deficiencies, but also used as a motivational tool for those performing well. Coaching methods solve precise problems such as communication, time management and social skills.
- IV. Apprenticeship: is one of the oldest forms of training which is designed to provide planned, practical instruction over a significant time span. Apprenticeship was the major approach to learning a craft. The apprentice worked with a recognized master craft person.
- V. Mentoring: Mentoring is a one-to-one relationship between a mentor (an individual with expertise and experience) and a mentee (an individual who is new to a job). The relationship goes beyond telling the mentee how to do a task, to offering advice, and providing insight into why the task is important to the organization. These relationships can be assigned by leadership when a new manager is hired into a department or organization, or they can be self-selected by an individual when they feel a need to learn more. The relationship lasts until both the mentor and mentee feel it is no longer mutually beneficial. Depending on the training plan, this could be a few weeks, months, or years. Building a mentoring program should include framework determining how long the relationship lasts, securing participation from all involved, matching both mentor and mentee, empowering both individuals, and providing feedback.

Importance of Staff Training and Development on Performance Management in University

The following points justify the role of staff training and development on performance management in universities:

- I. Training and Development programmes aim at improving the effectiveness and efficiency of Human resource of an organization. It's a tool for human resource development. In any educational institution we have material, financial and human resources, it is the human resource that oversee the development or after resources and therefore enhance management of the universities (Chemutai & Khalil 2020).
- II. Training and Development provide for management Developmental programmes which are design for people from academic and cooperate world where they get opportunity to interact and share their viewpoint.
- III. It provides a platform where the management get state of art concepts and application with new insight which provides help in their career enhancement.
- IV. Orientation programmes and refreshers courses provide an avenue where young and in experience staffs are made aware various issues patterning work place. While refresher course provide opportunity for the staffs to exchange experience with peer and learn mutually from each other, it helps to keep the staffs up to date

about the latest in their subject and technology which will enhance management (Herjajanto 2023).

- V. It has the potential to transfer and utilization of technical know-how, leadership development, organizing people, formation of self-help, mobilization of people as well as resources, empowerment of Individuals, entrepreneurship development.
- VI. Training programmes not only develop employees, but also the organization to also the organization to make full usage of their human resources in favor of acquiring competitive advantage (Paul & Audu, 2019).
- VII. Training and Development provide growth in both individual or the institution so as to be able to meet organization current and future objections.

Challenges Affecting Staff Training and Development

Scholars such Ajayi and Okhankhaele, (2019) identified some factors that affect training as follows:

- I. Working conditions and insufficient resources (kum et al., 2014, Nmadu and Khalil 2017)
- II. Corruption/ mis-appropriation according to Lamido (2013), corruption in the country has eaten deep into various sectors, it didn't spare the educational sector including tertiary institution that misappropriate money.
- III. Difficulty in accessing training programme
- IV. Poor assessment of training need: performance and appraisal are mostly employed to access the trainees that deserve further training base on the performance indicators. But personal prejudices and biased always result in selection of employees that does not deserve training.
- V. If training is too costly when compared to its short term returns on investment, firms may perceive it to be failure and unacceptable nonetheless, the long term pay-off may be rewarding (Kum et al., 2014).
- VI. When employee is not held answerable to the use of content on their training effort will be in vain if not support by line management.
- VII. Training and development program will not be successful if feedback is not provided when firms to fail to assess training by making feedback available. Employees will not be able to know the extent of success of the program (Kum et al., 2014).
- VIII. If after training employees fail to transfer what they have learn to there working environment so as to improve performance, the training will be valueless. (Kum et al., 2014).

Suggested Solutions

This paper come up with the following recommendation:

- I. Government needs to release adequate funds to the institutions, while the management need to release enough funds towards adequate training so the employees will acquire current knowledge, skills and attitude for attainment of institutional goals.
- II. Learners need to be informed about the importance of training to them personally and to the institutions.
- III. Training should be provided when there is performance gap or growth gap.
- IV. Feet back should be provided.
- V. The content should be appropriate and proper teaching-learning methods are put in to operation.
- VI. There should be systematic method of measurement and evaluation.
- VII. Management should identify employees with performance gap or challenges.

Conclusion

Human resources in any organization have become vital and are being treated as human capital and therefore, their effectiveness and capabilities need to be developed and be up to date with current information, skills, and knowledge necessary to perform their duties. On- the- job training is a tool for increasing employees' capability, it's the responsibility for seniors' management of an institution to understand not only the apparent but also the hidden need of the employees. Investment in people by developing and maintaining the required skills is crucial part of organizations strategy for the future, management performance is depended upon the performance of the organization work force. Base on the literature reviewed in this paper there is clear indication that on-the-job-training has positive effect on managers' creativity, achieving organization goals and management of universities..

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