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## IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE AT ADAMAWA STATE MINISTRY OF EDUCATION, YOLA

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### Abstract

*This study utilized a descriptive quantitative design to examine the connection between training and development and employee performance in the Adamawa State Ministry of Education in Yola. Two objectives were established: first, to explore the influence of training needs analysis and training methods on employee performance, and second, to investigate the relationship between training and development and employee performance. The hypothesis H01 stated that Training and Development would have no significant impact on performance in the Adamawa State Ministry of Education in Yola. The sample size consisted of 54 employees, and the study revealed that both training needs analysis and training methods had a noteworthy impact on employee performance ( $R^2 = 0.89$ ;  $F(2, 51) = 205.993$ ,  $P < 0.05$ ). Additionally, training and development had a positive influence on employee performance in the Adamawa State Ministry of Education ( $R^2 = 0.67$ ;  $\text{Beta} = 0.817$ ,  $p < 0.05$ ). As a result, the null hypothesis was rejected. The study concluded that conducting training needs analysis is crucial in identifying workforce gaps. Furthermore, the Adamawa State Ministry of Education in Yola is advised not to rest on its past accomplishments but to increase its training and development activities in light of the new norm.*

**Keywords:** *Impact, Employee Performance, Training, Development, Training Needs Analysis*

## INTRODUCTION

Employee performance encompasses various aspects such as fulfilling assigned responsibilities, meeting deadlines, demonstrating competence, and efficiently achieving organizational objectives. Adeniji (2011) emphasized that the quality of services provided by an organization is directly linked to the behavior of its staff, which is influenced by the quality and consistency of training and development as well as performance management practices.

Training and development is a structured process that facilitates the acquisition of specific knowledge and skills for a particular occupation or task. Sebt (2021) defines training and development as a learning activity that supports personnel in developing the competencies required for their roles. Training and development is a critical aspect of human resource management and is considered the fastest-growing area of personnel activities. Its importance cannot be overstated since it enhances the productivity and efficiency of both employees and the organization (Agwu, 2014). Manpower training and development are critical dynamics that underpin the survival of any organization, and the training and development process is one of the most pervasive means of enhancing the productivity of individuals while communicating organizational goals to personnel (Ali, Muzaffar & Salamat, 2012).

The Adamawa State Ministry of Education in Yola is a semi-autonomous government agency established by the North Eastern state with its capital in Maiduguri in 1967. In 1976, Gongola state was carved out of the North Eastern state, with its capital in Yola, and the Ministry inherited a staff strength of one hundred and twenty-six (126). When Adamawa and Taraba States were created from Gongola state in 1991, the Ministry of Education, being one of the largest ministries, was left with only ninety-seven (97) senior and junior staff after the sharing of assets and liabilities between the two states. Currently, the Ministry of Education has a staff strength of one hundred and ninety-four (194), comprising one hundred and fifty-seven (157) permanent and thirty-seven (37) daily rated staff. Of this number, four (4) are pursuing master's degree programs, including one degree and one diploma in various institutions of higher learning in Nigeria (Adamawa State Ministry of Education, Yola. staff training record file 2014).

In the current economic climate, characterized by various challenges such as the Covid 19 pandemic, economic hardship, and insurgency, the performance and attitudes of employees are crucial in determining the effectiveness and efficiency of an organization (Otoo, Otoo, Abledu, & Bhardwaj, 2019). This is especially true in service sectors, including the education sector. This study aims to examine the core functions of human resource management, specifically training and development, training needs analysis, and training methods, and their impact on employee performance, as well as how the former variables affect the latter. More specifically, the study explores the effect of training needs analysis and training methods on employee performance at Adamawa State Ministry of Education, Yola, and examines the impact of training and development on employee performance in the same institution.

## Review of the Literature

Training and development are two complementary processes that are interdependent, rather than sequential or hierarchical. Both are essential for employees, the organization, and their impact (Fashola & Osinbanjo, 2014). Training and development refer to techniques that equip employees with the relevant skills, knowledge, and

competence required to improve their performance on current and future jobs. Similarly, training is a process that develops employees' effective, cognitive, and psychomotor skills to enhance their productivity and assist organizations in developing employees (Ezeani & Oladele, 2013). To staff an organization with competent personnel, both large and small organizations require extensive training to acquire the necessary skills, knowledge, abilities, and competencies (SKAC) required to contribute substantially to an organization's growth (Gbemi, Alegelege, Unegbu & Babalola, 2020).

Leading writers have long recognized the significance of training as a central role of management (Wayne, 2015). Training, both physical, social, intellectual, and mental, is critical in facilitating not only the level of productivity but also personnel development in any organization (Otoo, Abledu, & Bhardwaj, 2019). Training and development play a crucial role in the impact of an organization. According to Obi-Anike and Ekwe (2014), the aim of training and management development programs is to enhance employee and organizational capabilities. A training need arises when there is a gap between an employee's existing performance (or group of employees) and the desired performance. Skill analysis is required to assess whether such a gap exists. Training is essential for leadership development success. The goal of training and development is to enhance employees' skills, and traditional or conventional training may be formal or informal. To sustain economic growth and effective performance, it is vital to optimize employees' contribution to the organizations' aims and goals through training and development.

### **Training Needs Assessment**

As noted by Garba (2019), Training Needs Assessment is the process of identifying gaps in the skills and knowledge of employees within a company and finding appropriate solutions to address these gaps through training. This appraisal system is a crucial requirement for any training program, as highlighted by Elnaga and Imran (2013). Mamma and Aminu (2014) further stress the significance of analyzing training needs in order for training programs to have a positive impact on an organization. By conducting a Training Needs Assessment, a company can allocate its resources effectively and target areas that would enhance the development, morale, and overall performance of its employees. Neglecting this process may result in training that is irrelevant to the organization's needs and undermine the skills required by its workforce. In today's workplace, managers are responsible for managing teams and overseeing training and development, and thus need to understand the importance of Training Needs Assessment and have the ability to implement it successfully (Mamma & Aminu, 2014).

### **Training Methods**

The rapid development in technology has led to the creation of many training techniques each year. For training methods to be effective, they should motivate trainees to improve their performance, clearly demonstrate desired skills, provide active participation opportunities, allow for practice, provide timely feedback, offer reinforcement during learning, be structured from simple to complex tasks, be adaptable to specific problems, and encourage positive transfer from training to the job. There are two main methods that organizations can choose for training and developing employee skills: on-the-job training and off-the-job training. On-the-job training is provided to employees while they perform their regular work duties, such as job rotations, transfers, coaching, and mentoring. This type of training is beneficial for employees as they learn in a practical way. Off-the-job training, on the other hand, is designed to meet the shared learning needs of a group rather

than an individual's specific needs. Lectures, computer-based training, games, and simulations are common forms of off-the-job training methods.

### **Benefits of Training to an Employee and the Institution**

The importance of training and development cannot be overstated, as it plays a crucial role in equipping staff with the necessary skills and knowledge required to excel in their tasks. When staff possess the required competencies, it enhances the overall performance of the organization or ministry. This indicates that training and development is beneficial to both the staff as individuals and the ministry as a whole. In this paragraph, we will discuss the advantages of training for both employees and the ministry.

From an employee's perspective, training and development addresses the weaknesses that hinder effective job performance. Hanapi and Nordin (2014) argued that training and development programs enable employees to reinforce the skills they require to improve their performance and minimize anxiety or frustration that may arise from lack of knowledge or work demands. Elnaga and Imran (2013) observed that employee training assists in developing the abilities of the staff, sharpening their thinking ability and creativity, and enabling them to make better decisions more productively. In other words, employee training and development enhances self-efficacy, which leads to improved job performance. Trained personnel typically require less assistance to perform their assigned duties, thereby increasing their own efficiency.

From the organizational or institutional perspective, training and development provides numerous benefits. A well-trained employee would make efficient use of resources, which minimizes waste in the ministry. Training and development improves staff performance, leading to greater efficiency and effectiveness. Institutions and ministries that invest heavily in employee training have higher levels of institutional performance, as evidenced by the quality of the graduates, ability to attract and retain high-quality employees, and conduct breaking research that leads to new product innovation and development as well as providing solutions to societal problems. Enhanced employee satisfaction is also a major benefit of training and development to an institution. Ministries that provide necessary training and development programs can achieve high levels of employee satisfaction and productivity. Agnais and Kraiger (2009) affirmed that training and development enhances employee job satisfaction, and the more engaged and involved employees are in working for institutional success, the better the delivery of services.

Waleed and Fais (2016) argued that the role of training and development in an institution is to reduce the feeling of job insecurity. When ministries invest in employee training and development, employees feel valued and recognized, which helps to reinforce their loyalty and commitment to the institution. Training and development is crucial for enforcing and maintaining the best workforce in a ministry. Additionally, employee training and development helps institutions comply with regulations and rules. Regulations are constantly changing, and institutions need to ensure that they are always compliant to avoid penalties that can be costly. Training and development also helps to boost human resource management practices, and enables ministries to acquire qualified individuals to fill top-level positions, thereby saving time and other resources that would have been expended in the recruitment and selection process. In other words, training and development is advantageous to ministries because it lowers recruitment and hiring expenditures.

### **Bottle-Necks to Training and Employee Performance in Institutions**

Public and private institutions face various challenges, such as inadequate funding, corruption, poor training, low wages and poor working conditions, inadequate assessment of training needs and design, and brain drain. These challenges hinder efforts to improve the competencies of human capital, which is crucial for social, political and economic development. Institutions allocate significant resources to human resource training and development, but social, political and economic factors thwart these efforts, leading to fruitless attempts at improvement.

Enterprises rely on their management and administrators to provide leadership and improve the quality of services and productivity. However, they are also susceptible to fraudulent practices and mismanagement of funds allocated for personnel training and development. Corruption has deeply affected the entire economy, leading to destruction and disaster in public agencies. Both public and private sectors have been affected by the misappropriation of money and resources earmarked for ministerial training and development, which is hindering the development of personnel skills in institutions and organizations.

The irregular promotion of employees who have problems with the management of institutions and organizations often leads to low motivation among employees. Employees who are due for promotion but are denied it, despite undergoing employer-sponsored training and development, are often lured by private sectors and neighboring countries. Institutions and organizations cannot succeed in their management training and development programs unless their employees are motivated and satisfied with the management style. The low motivation of employees often leads to industrial action and dissatisfaction, resulting in a serious setback on human resource training and development programs in Adamawa State Ministry of Education, Yola.

### **Employee Performance**

The focus of this study is on employee performance, which is a commonly studied variable in industrial and organizational psychology. According to Ahmed, Majid, and Zin (2019), the performance of employees within an organization is crucial in determining the success and profitability of a company. Employee performance is dependent on the inclination and sincerity of employees to do their job. Job performance, on the other hand, refers to the work accomplished by a person in performing tasks assigned to him based on his skills, experience, sincerity, and time (Ahmed, Mozammel, & Ahmed, 2018). In today's business environment, companies are faced with challenges that require them to put more emphasis on enhancing their employees' performance (Addirahman, 2018). Management is required to empower employees to design their jobs and roles to increase their effectiveness in job performance (Ahmed, Mozammel, & Ahmed, 2018). Adigun, Oyekunle, and Onifade (2017) highlighted that various factors such as downsizing, innovations, mergers, and changes in task responsibilities and location can negatively impact employee performance. It is essential to address these factors to ensure that employees perform at their optimum level.

### **Training Needs Assessment, Training Methods on Employee Performance**

To establish a strategic relationship between training strategy and staff performance, a Training Needs Assessment (TNA) must be conducted. Armstrong (2006) argues that in order for training to be effective, the gap between desired and actual individual performance must be determined through a TNA. Without this assessment,



training may not bring about the desired change. Employee performance is crucial to an organization's success as they are an important resource. Thus, training employees to acquire knowledge and skills on current technology is essential in enhancing their performance. The skills acquired through training can greatly improve employee performance. Bal and Jong (2017) note that many organizations do not carry out a TNA before designing training interventions, even though they expect it to improve performance.

### **Training and Development on Employee Performance**

Asagarova (2019) conducted research on the influence of employee training on job satisfaction and achievement in the manufacturing industry in Turkey. The study examined various outcome factors that could be achieved through training. The results indicated that training and development positively impact not only productivity, motivation, satisfaction, and absenteeism, but also employee performance. Training leads to the development of self-efficacy and results in better job performance (Hammed & Anwar, 2018). According to Kirimi and Maede (2019), training assists employees in acquiring improved skills, knowledge, and attitudes towards better performance. Numerous studies have demonstrated a positive correlation between training and development and employee performance. Training has been shown to have performance-improvement benefits for both employees and organizations by enhancing employee knowledge, skills, abilities, competencies, and behavior (Jacobson & Anderson, 2017). On this basis, the following null hypothesis is stated:

***H<sub>0</sub>: Training and Development has no significant impact on Performance at Adamawa state Ministry of Education, Yola.***

### **Research Method**

The study utilized a descriptive quantitative survey design and applied purposive and simple random sampling techniques to choose a sample size of 54 participants from the target population, determined through Krejcie and Morgan's (1970) formula. The questionnaire was developed with 5-point Likert scale questions ranging from Very Low = 1 to Very High = 5 to gather data on the perceived impact of training and development, training needs analysis, training methods, and employee performance. The content validity index (CVI) was utilized to determine the validity of the questionnaire, yielding a value of 0.89 (Aimable, Osunsan, Florence, Comet, & Sarah, 2019). Reliability was assessed using Cronbach's Alpha test, with each section demonstrating a reliability coefficient exceeding 0.9 (Table 1), with an average of 0.94. This met the required minimum reliability coefficient of 0.70 or higher as is typical in most social science research situations (Creswell & Creswell, 2003).

Table 1 Cronbach Alpha Results for questionnaires

No.	Sections of the questionnaire	Cronbach alpha ( $\alpha$ )
1	Training and Development	0.935
2	Training Need Analysis	0.932
3	Training Methods	0.935
4	Employee Performance	0.949

The analysis of data was performed using the Statistical Package for Social Science (SPSS 22.0 version), utilizing inferential statistics such as multiple regression analysis to

establish the influence of Training Needs Assessment and Training Methods on Employee Performance (equation 1), and simple regression analysis to determine the impact of training and development on performance (equation 2). The regression models were estimated by converting them as follows:

$$EP = \beta_0 + \beta_1TNA + \beta_2TM + \mu \dots \dots \dots (1)$$

$$EP = \beta_0 + \beta_1TD + \mu \dots \dots \dots (2)$$

Where: EP= Employee Performance,  $\beta_0$ = Constant or Intercept,  $\beta_1$  = Coefficient of Training

Needs Analysis,  $\beta_2$  = Coefficient of Training Methods,  $\mu$  = Error term, TNA = Training Needs Analysis, TM= Training Methods, and TD = Training and Development. The null hypothesis was tested using the level of significance ( $p \leq 0.05$ ); the decision rule was that: if the p-value is less or equal ( $p \leq 0.05$ ), it would be considered significant; otherwise, the null hypothesis would be rejected.

### Analysis and Results

#### Training Needs Assessment and Training Methods on Employee Performance

Table 2 Results of impact of Training Needs Assessment and Training Methods on Employee Performance in Adamawa State Ministry of Education, Yola.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
Constant	0.041	0.164		0.249	0.804
Training Needs Analysis	0.611	0.075	0.584	8.157	0.000
Training Methods	0.356	0.061	0.419	5.849	0.000
R	0.943				
R <sup>2</sup>	0.890				
Adjusted R <sup>2</sup>	0.886				
F	205.993				
Durban-Watson	1.78				
Respondents	54				

Table 2 presents the results of the model summary, indicating a robust positive correlation ( $R=0.943$ ,  $P<0.05$ ). This indicates that as the independent variables (Training needs analysis and training methods) increase, the dependent variable (employee performance) also increases. The  $R^2$  value of 0.89 indicates that the independent variables account for 89% of the variation in employee performance at Adamawa State Ministry of Education, Yola. The ANOVA analysis showed that there was a significant variation ( $F(2, 51) = 205.993$ ,  $P<0.05$ ), indicating that the independent variables have a significant influence on the dependent variable. The findings suggest that training needs assessment

( $\beta=0.584$ ,  $P<0.05$ ) is the more critical variable for employee performance at Adamawa State Ministry of Education, Yola, as it has a higher Beta weight and t-statistics.

### Training and development on performance

Table 3 Result of the impact of training and development on performance in Adamawa State Ministry of education, Yola

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. error	Beta		
Constant	1.085	0.213		5.094	0.000
Training and Development	0.684	0.067	0.817	10.220	0.000
R	0.817				
R <sup>2</sup>	0.668				
Adjusted R <sup>2</sup>	0.661				
F	104.447				
Durban-Watson	1.87				
Respondents	54				

Table 3 presents the results of the regression model, which reveals that training and development account for 67% of the total variation in employee performance, with an R<sup>2</sup> of 0.67. The F-statistic (with a p-value of 0.00) indicates that the coefficient for training and development (excluding constant) is not zero and is statistically significant at a 0.05 level of significance. The Durbin-Watson coefficient (1.87) suggests that there is no serial correlation in the residual of the regression estimate, thereby confirming the absence of any bias in the analysis. The study concludes that training and development have a significant positive impact on employee performance in Adamawa State Ministry of Education, Yola (Beta=0.817,  $p<0.05$ ). The null hypothesis, which asserts that training and development have no significant impact on employee performance at Adamawa State Ministry of Education, Yola, is rejected in favor of the alternative hypothesis.

### Conclusions and Recommendations

The findings of this study are consistent with previous research and conform to the accepted convention for studies of this nature. The results align with recent studies by Manmma & Aminu (2014), Jacobson & Anderson (2017), Ogalo (2020), and Nakawa, Olutayo, Mugume & Nakato (2022), both in terms of correlations and the direction of causality. These results were expected, as a contrary finding would have raised questions about the effectiveness of training needs analysis, training methods, and training and development in the Adamawa State Ministry of Education, Yola.

This study confirms that training needs analysis, training methods, and training and development, as a whole, have improved employee performance in Adamawa State Ministry of Education, Yola. It is recommended that the Ministry continues to conduct training needs



assessments to identify skills gaps and provide targeted training courses. The study found that Adamawa State Ministry of Education, Yola uses various training methods, some of which are effective and others that are not. Methods such as in-house training, short courses, lectures, demonstrations, and discussion groups have helped improve organizational performance. However, the Ministry should not rest on its laurels and should continue to enhance training and development to improve staff safety, professional development, and productivity gains for the organization.

Although this study examined training generally and its impact on employee performance, future research should focus on specific training types and skill gaps relevant to the Adamawa State Ministry of Education, Yola management team.

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