

Human Resource Training and Staff Performance Inohaozara Local Government Area of Ebonyi State, Nigeria (2015-2019)

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Abstract:

Human resource training is indispensable to the success of any organization (public and private) as efficiency in the productivity and performance of an organization hinges on the knowledge, attitude and skills of the organizational staff. The main objective of this study is to examine the impact of human resource training on staff performance in Ohaozara Local Government Area of Ebonyi State. Three specific objectives and three corresponding research questions were developed for the study. The study also adopted human capital theory as the theoretical framework of analysis. In view of the above cause, data were collected from both primary and secondary sources. 200 copies of the questionnaire were administered to the respondents but 180 copies of the questionnaire were returned successfully and were used as the basis for the research analysis. Simple percentages and tables were the statistical tools used in analyzing the data. The findings revealed that human resource training is the best organizational way of increasing staff performance. The study further showed that lack of training brings about low performance and productivity of staff in Ohaozara Local Government Area of Ebonyi State. Based on the outcome of the findings, it was recommended that the management of Ohaozara Local Government Council should train their staff periodically with the use of seminars and workshops to understand the complex nature of the modern-day workplace.

Keywords: Human Resource Training, Development, Human Resource Management, Staff Performance

I. Introduction

Staff performance is influenced by a variety of factors, the most important of which is human resource training, which helps employees develop their abilities (Raja et al., 2011, p. 34). Those employees with more work experience tend to perform better because they have gained a boost in both their skills and competencies as a result of accumulating more work experience (Fakhar&Khan, 2008). Human resources training has an impact on the return on investment because the performance of an organisation is dependent on the performance of its employees, and because the employees of an organisation play an important role in the growth and development of the organisation. Human resource training is provided to all members of the organization's staff in order to improve their overall performance. Human resource training and development is a critical component of effective Human Resource Administration. It is critical for organisations to hire skilled and capable employees to improve performance, and employees would be competent when they have the knowledge and ability to complete the task at hand. The provision of human resource training and development would provide opportunities for employees to have a more fulfilling career and to advance their positions within the organisation. The efficiency of the organisation would improve as a result of this. The employees are the resources and assets of an organisation, and if they are skilled and well-trained, they will outperform those who are unskilled and untrained in their positions (Nguyen, 2009).

Statement of the Problem

One thing that every organisation has in common is the desire to see its employees perform at a high level consistently. This is critical for the continued existence and sustainability of business organisations, as well as for them to achieve their objectives, which can range from the maximisation of profits to the minimisation of costs (Raja et al., 2011). As a result, it has been academically argued that to achieve this goal, organisations must consider human resource training and other motivating elements such as reward, promotion, salary increase, and leave allowance as important vehicles for improving employee performance in an organisation. That is to say, organisations cannot achieve high performance unless they devote sufficient resources to human resource training and other motivating factors (Guest, 2007). Unquestionably, many organisations in Nigeria consider rewards, promotions, salary increases, and leave allowances to be extremely important elements in motivating employees to improve job performance to gain a competitive advantage in the competitive global market. Furthermore, in recent years, a small number of researchers have argued that not only does motivation in the form of rewards, promotions, salary increases, and leave allowances encourage employees to

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perform better, but that training is also important in ensuring that employees have the necessary skills and abilities to perform their jobs (Guest, 2007; Raja et al., 2011; Stoner (2005);

Nevertheless, none of the previous empirical studies (Raja et al., 2011; Nguyen, 2009; Holden, 2001; Guest, 2007) have evaluated the impact of human resource training on staff performance in Ohaozara Local Government Area. This has created a research gap in which this study intends to fill. Hence the study seeks to examine the impact of human resource training on staff performance in Ohaozara Local Government Area of Ebonyi State, Nigeria.

Objectives of the Study

The main objective of this study is to examine the impacts of human resource training on staff performance in Ohaozara Local Government Area of Ebonyi State, the specific objectives of the study are:

1. To examine if there is any available human resources training in Ohaozara Local Government Area of Ebonyi State.
2. To examine the extent in which human resource training enhanced staff performance in Ohaozara Local Government Area of Ebonyi State.
3. To examine the extent in which regular training enhanced staff higher performance in Ohaozara Local Government Area of Ebonyi State.

Research Questions

1. Is there any available human resources training in Ohaozara Local Government Area of Ebonyi State?
2. To what extent does human resource training enhance staff performance in Ohaozara Local Government Area of Ebonyi State?
3. To what extent does regular training enhance staff higher performance in Ohaozara Local Government Area of Ebonyi State?

II. Conceptual Review

Human Resource Training

Learning, informing, and educating people in order for them to become as well qualified as possible for their jobs and to be able to perform in positions of greater difficulty and responsibility is referred to as training or education (Holden, 2001). Flippo (1997), on the other hand, claims that training is a calculated effort aimed at increasing staff skill for performing a specific task and developing a person's knowledge for a national purpose. As a result of the foregoing definitions, it can be concluded that staff training and development are deliberate efforts made by an organisation with the goal of improving the knowledge, skill, and behavioural modification required by an individual or group of people to perform a specific task. Human resources training is a collection of activities designed to improve the overall performance of a group's employees within an organization's structure. Stoner (2005) defines training as the process of imparting technical knowledge to non-managerial employees. Training and development, according to Roberts and Wayne (2006), should be at the heart of a continuous effort to improve staff capability and organisational performance in order to improve both. According to Nguyen (2009), training is an experience, a discipline, or a systematic action that causes people to acquire new skills and knowledge, as well as predetermined behaviour, through repetition. The provision of skills and experience required for current job, according to Guest (2007), is similar to what is stated above. Specifically, according to Nwachukwu (2004, p. 39), "training is the organisational effort that has been undertaken to assist a staff member in acquiring basic skills required for the efficient performance of the functions for which he or she has been hired." Training is also geared toward assisting employees in improving their performance in their current jobs, whereas development is a long-term investment in the future. As defined by Reilly (2001), "training is the development of a person's knowledge, skills, and attitudes for the purpose of advancing his or her professional career." A distinction is made between training and development within an organisation, according to Campbell (1971). According to him, training is intended for non-managers, whereas development is intended for those in managerial positions. As well, he stated that while training courses are typically designed for a short period of time and a clearly defined purpose such as the operation of specific machinery or equipment, development entails a broader education for long-term goals. Employee training and development programmes are designed to accomplish a variety of objectives, including filling manpower gaps, maintaining qualified trainers and a carefully controlled learning environment, increasing job satisfaction while also ensuring staff development and increasing job security. The authors of Akuezuilo and Agu (2002) state that the common goal of any organization's training programme is to change the attitudes of its employees in order to gain support and loyalty for the achievement of organisational goals.

Methods of Training

On-the-job Training (Informal Training)

It is during this type of training that the supervisor or superior officer takes time out of his or her schedule to coach or instruct the trainee. A job rotation programme, in which employees are permitted to move from one unit or department to another, working on a variety of jobs and gaining a diverse set of skills, could be implemented. Job rotation is particularly common in service industries such as banks, insurance companies, and other similar organisations. As an alternative to internships, which combine job training with related classroom instruction, on-the-job training can be provided through apprenticeships, in which the employee is trained under the supervision of a supervisor or a highly skilled co-worker. One major advantage of on-the-job training is that no special facilities are required, and trainees can begin working in the reproductive industry immediately after completing their training. However, the costs of replacing damaged equipment, disposing of waste materials, and dealing with dissatisfied customers or clients could be extremely high (Akuezuilo and Agu, 2002; Nmadu (2013).

Off-the-job Training (Formal Training)

In most cases, off-the-job training takes place away from the workplace, but attempts are made to replicate actual working conditions. Other activities such as training seminars, lectures, and films, among other things, may be used to supplement off-the-job training in the classroom setting. An employee may work on actual equipment and materials in a realistic job setting during a vestibule training session, but in a different room than the one in which he or she will be working. A major reason for this is to avoid off-the-job pressure that could interfere with the process of learning. It is also possible to receive formal training in the form of day-release classroom training, in which employees are granted one or two days off each week or month to attend formal lectures and lectures on-demand (Stoner, 2005)

The Needs for Human Resource Training in Ohaozara Local Government of Ebonyi State

- i. **Increased Staff Performance:** From the perspective of the organisation, performance is at the pinnacle of all training programmes and initiatives. Employees who have received proper training are capable of achieving greater results than employees who have not received proper training but have the equal physical ability. The success or failure of an organisation is determined by the performance of its employees. A well-trained workforce outperforms its less-trained counterparts in terms of productivity.
- ii. **Higher Turnover Rate:** Unmotivated employees who are unable to perform well are more likely to quit their jobs than employees who are capable of performing well in their current positions. The same situation applies to a staff that is not productive. He despises his job and will leave it at the first sign of provocation, no matter where it comes from.
- iii. **Higher Confidence:** In the case of a trained individual, he has confidence in his ability to perform. He believes that he has complete control over his environment and is well-prepared to deal with the disappointments, frustrations, and inconveniences that may arise from time to time. As a result, he learns to rationalise and accept responsibility for his own failures, rather than blaming the organisation. A well-trained employee derives intrinsic satisfaction from his or her work, which in turn increases his or her confidence. Organizations that have regular training programmes provide their employees with a sense of belonging and provide them with something to strive for.
- iv. **Better Coordination:** Training aids in the coordination of men and materials on the battlefield. During the training programme, employees learn about the expectations and objectives of the organisation. It is demonstrated to them the ladder through which they can achieve their own objectives, resulting in goal congruency, which causes everyone to pull in the same direction. Coordination becomes a piece of cake.

Staff Performance

According to Nmadu (2013), staff performance is defined as the degree to which a person completes the task(s) that comprise his or her job. A task's accomplishment is measured against pre-established standards of accuracy, completeness, cost, and speed, according to Saucer and York (2013). Managers in the workplace must ensure that the activities and output of their employees contribute to the achievement of the organization's objectives. Knowledge of the activities and outputs that are planned, observation of whether they occur, and provision of feedback are all necessary for improving employee morale and achieving the goals that have been set forth (Nmadu, 2013). The productivity of employees, on the other hand, is related to the quantity of output, the quality of output, the timely delivery of output, the presence or attendance at work, the morale of the workforce, the efficiency with which work is completed, as well as the effectiveness of work completed (Mathis et al. 2009). When someone does something, such as a job or an examination, they are held to a certain standard (Pushpakumari, 2008). Management or superiors within an organisation will frequently recognise and reward employees for their efforts with financial and other benefits. In

order to advance in one's career and achieve success in the labour market, one must first demonstrate superior performance in the present. Despite the possibility of exceptions, high performers are more likely to be promoted within an organisation and to have better career opportunities than low performers (Nmadu 2013). Staff performance, according to Gibson (2012), is a measure of employee morale, as well as the effective and efficient completion of mutually agreed-upon tasks by the employees, as specified by the employer. Productivity, job satisfaction, turnover, and absenteeism are all factors that influence an organization's overall performance, according to Nmadu (2013). Furthermore, Richard (2009) agreed that when conceptualising staff performance, it is necessary to distinguish between an action aspect of staff performance and an outcome aspect of staff performance (Richard 2009). The behavioural aspect refers to the actions that an individual takes while in the workplace. He went on to say that only actions that can be scaled, i.e., measured, are considered to be representative of staff performance in the organisation. Furthermore, aspects of performance that are related to the outcome are influenced by factors other than the individual's behaviour. Consider the following scenario: a teacher delivers a flawless reading lesson (the behavioural aspect of performance), but one or two of his students do not improve their reading skills as a result of their intellectual deficiencies (outcome aspect of performance). If you think about it, a salesperson in the telecommunication business with only mediocre performance indirect interactions with potential clients (behavioural aspect of performance) can still achieve impressive results in the sale of mobile phone equipment due to a general high demand for mobile phone equipment (outcome aspect of performance). In practise, it may be difficult to describe the action aspect of performance without making any reference to the outcome aspect of the performance. Because performance is comprised of only those actions that are relevant to the achievement of organisational goals, it is necessary to establish criteria for determining the extent to which an individual's performance meets the objectives of the organisation. Accordingly, emphasising performance as an action does not necessarily solve all of the problems.

The Nexus between Training and Staff Performance

According to the findings of various studies, there is a link between human resource training and employee performance (Purcell et al., 2003; Nmadu, 2013; Richard 2009).). A study conducted by Smith (2009) found that advanced programmes and training, as a component of the critical human resource management practise, have a significant impact on how workers learn, perform, and adapt to new situations. As a result, staff performance on exercise is higher when they have received advanced training and advanced programmes. This link, in the long run, contributes to the successful implementation of the preeminent pecking order. Training is the most important technique for determining the denied needs of employees and, at that point, assembling their required capability level so that they can perform well to achieve hierarchical objectives. Adapting through training has an impact on the hierarchical execution by the most prominent employees, as revealed by the study conducted by Harrison (2000). Adapting through training should be considered a fundamental key to the achievement of corporate objectives. To summarise: carrying out training programmes to address performance issues, such as filling the gap between standard and authentic execution, is a compelling method for improving employee operation and thus increasing employee productivity (Robbins, 2004). According to Robbins (2004), crossing over the performance hole alludes to the execution of a significant training intercession with the sole purpose of developing specific aptitudes and capacities in labourers and improving worker performance. He goes on to elaborate on the concept of giving tongue to that preparation, and he encourages organisations to recognise that their specialists are not performing well, and that, as a result, their insight, attitudes, and a realm of mind must be defined in accordance with the firm's requirements. There could be a variety of reasons for the poor performance of the employees in that position. For example, employees may no longer be motivated to put their skills to use, or they may not be confident in their abilities, or they may be experiencing a work-life conflict. All of the aforementioned considerations must be taken into consideration by the company when selecting a generally appropriate training intervention that assists the association in addressing all subjects and improving worker motivational levels to share and meet firm objectives by demonstrating desired performance.

III. Theoretical Framework

Specifically, this research is based on the human capital theory, which was proposed by Schultz in 1961 and refined by Becker in 1994. According to the theory, education or training improves the performance of employees by imparting useful knowledge and skills. As a result, employees' future income is raised by increasing their lifetime earnings, according to the theory (Becker, 1994). A study of the net present value of the costs and benefits of training, according to the human capital theory, should be conducted before a decision to invest in training is made by an individual. During an initial period, it is assumed that individuals will invest in training and will receive returns on their investment during subsequent periods. He believes that human capital is similar to "physical means of production," such as factories and machines: one can invest in human capital (for example, by pursuing higher education, training, or medical treatment), and one's outputs are partially determined by the rate of return on the human capital one possesses. As a result, human capital serves as a means of production, in which additional investment results in increased production. Human capital, unlike land, labour, or fixed capital, can be substituted but cannot be transferred like these

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other forms of capital (Monday, 2015). According to this theory, Ohaozara Local Government Council is unaware of the fact that human resources training is necessary/required for improving staff performance in the council, or that there is a positive association between human resource training and staff performance in the council, which is relevant to this study (as tenets of the Human Capital theory). So that the Ohaozara Local Government Area can achieve a higher level of job performance, the local government council must train and develop its employees to improve the overall quality of job performance in the area.

IV. Methodology

The study was anchored descriptive survey design. A simple random sampling technique was adopted for the selection of 200 staff in Ohaozara Local Government Area of Ebonyi State. Out of eleven(11) departments in Ohaozara Local Government Area of Ebonyi State, five(5) departments (Agriculture, Procurement, Health, Education and Engineering) were chosen for the research study. The sample size of two hundred (200) questionnaires was distributed to five (5) selected respondents who are male and female such as Directors, Deputy Director, Head of Departments, Permanent Secretaries, and Civil Servants. However, one hundred and eighty (180) respondents were returned which serves as the basis of our analyses with the use of simple percentage and four (4) point Likert scale.

V. Data Presentation

Research Question One: Is there any available human resources training in Ohaozara Local Government Area of Ebonyi State?

Table 1 shows the view of the respondent if there is any available human resources training in Ohaozara Local Government Area of Ebonyi State?

Opinion	Frequency	Percentage
Strongly Agree	31	17.2%
Agree	40	22.2%
Disagree	48	27.2%
Strongly Disagree	60	33.3%
Total	180	100%

Source: Field Survey 2019

From table 1, show that 31(17%) and 40(22.2%) respondents strongly agree and agree respectively that there is available human resources training in Ohaozara Local Government Area of Ebonyi State, while 49(27.2%) and 60(33.3%) respondent disagree and strongly disagree respectively that there is an available human resources training in Ohaozara Local Government Area of Ebonyi State.

Research Question Two: To what extent does human resources training enhance staff performance?

Table 2 shows the extent to which human resources training staff performance

Opinion	Frequency	Percentage
Very Low Extent	27	15%
Low Extent	33	18.3%
Large Extent	59	32.8%
Very Large Extent	61	33.9%
Total	180	100%

Source: Field Survey 2019

From table 2, show that 27(15%) and 33(18.3%) respondents believed that human resources training enhances staff performance to very low extent and low extent respectively, while 59(32.8%) and 61(33.9%) respondent believed that human resources training enhances staff performance to a large extent and very large extent respectively.

Research Question Three: To what extent does regularly training enhance staff higher performance?

Table 3 shows the extent to which regularly training enhance staff's higher performance

Opinion	Frequency	Percentage
Very Low Extent	22	12.2%
Low Extent	35	19.4%
Large Extent	58	32.2%
Very Large Extent	65	36.1%
Total	180	100

Source: Field Survey 2019

From table 3, show that 22(12.2%) and 35(19.4%) respondents believed that regular training enhances staff higher performance to very low extent and low extent respectively, while 58(32.2%) and 65(36.1%) respondent believed that regular training enhances staff higher performance to large extent and very large extent respectively.

VI. Discussion of Findings

The finding reveals that there is no available human resource training in Ohaozara Local Government Area. This was as a result of non-regard of human resource training as a means of enhancing staff performance in the Ohaozara Local Government Area. According to Victor (2016), lack of training brings about low performance and productivity of staff. This is evident in the result of table one which reveals that 49(27.2%) and 60(33.3%) respondents disagree and strongly disagree respectively that there is available human resources training in the Ohaozara Local Government Area.

The finding also shows the importance of human resource training on staff performance. This is evident in the result of table two which reveals that 59(32.8%) and 61(33.9%) respondents believed that human resources training enhances staff performance to a large extent and very large extent respectively. The analyses showed that human resource training amongst other things constitutes investment strategies for any organization. In the same vein, table three reveals that 58(32.2%) and 65(36.1%) respondents believed that regular training enhances staff higher performance to a large extent and very large extent respectively. This means that regular human resource training of the staff ensures the continued survival of the organizations and to gain competitive advantage (Edward, 2016).

VII. Conclusion and Recommendations

There is no doubt that the implementation of human resource training in Nigeria's public sector has been an essential factor for staff development. It has to a large extent helped in maintaining qualified trainers, enhance job satisfaction, ensure staff development, and enhance job security as well as increase the performance of staff. Nevertheless, more work still needs to be done in ensuring continued sustenance of staff' training and development to enhance staff performance in Nigeria's local government administration, particularly in Ohaozara Local Government Council of Ebonyi State. Based on the study's findings the following recommendations were stated:

1. The management of Ohaozara Local Government Council should train their staff periodical with the use of seminars and workshops to understand the complex nature of modern-day work.
2. There must be definite and properly coordinated training needs and programmes targeted at continuous improvement of staff performance in Nigerian and particular in Ohaozara Local Government Council. This must be backed by adequate financial provision and other resources as necessary planks for effective training outcomes.
3. The study canvasses effective human resource utilization and deployment consequent upon completion of training. This will facilitate judicious application and management of human capital.
4. Human resource training manuals and delivery processes should be participatory and inclusive. These parameters and platforms have the potency of mental revolution and breaking the unproductive traditional modes of learning. The institutions and personnel saddled with compliance must be capacitated and should live to their billings.
5. Additionally, merit-based selection criteria and techniques anchored on the adoption of qualitative tools for training hold the key to a more productive public sector in Nigeria, particularly in Ohaozara Local Government Council.

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