

**THE IMPACT OF STAFF TRAINING ON NON-ACADEMIC STAFF  
PERFORMANCE IN THE UNIVERSITY OF BENIN (UNIBEN) 2010 -  
2022**

**BY**

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**DEPARTMENT OF PUBLIC ADMINISTRATION  
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BENIN CITY**

**OCTOBER, 2023**

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**BEING A RESEARCH PRESENTED TO THE DEPARTMENT OF PUBLIC  
ADMINISTRATION, FACULTY OF SOCIAL SCIENCES, UNIVERSITY OF  
BENIN, BENIN CITY.**

**IN PARTIAL FUFILMENT OF THE REQUIREMENTS FOR THE AWARD  
OF BACHELOR OF SCIENCE (B.Sc.) DEGREE IN PUBLIC  
ADMINISTRATION.**

**OCTOBER, 2023**

## CERTIFICATION

We certify that this project was carried out by **ATTASHIE ANAYOCHUKWU PETER** with Matriculation number **SSC1713027** in the Department of Public Administration, Faculty of Social Sciences, University of Benin.

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## **DEDICATION**

This work is dedicated first to God the Almighty, and to the memory of my late father catechist Bernadine Umesoro Attashie, and to my beloved mother, Mrs. Anna Attashie, also to my Siblings.

## ACKNOWLEDGEMENT

“Gloria in excelsis Deo” Glory be to God in the highest. My thanks goes to God, the almighty who’s infinite and sustaining grace has never been lacking, during the course of my journey. My special thanks and unreserved appreciation goes to my project supervisor Ass (Prof) A.I MUSTAPHA, who in his tight schedule and duty bound engagement was generous enough to undertake the moderation of this long essay, I’m delighted to say “ese pupo”.

Also, my special gratitude to my Late father catechist BERNADINE UMESORO ATTASHIE and my sweet and loving mother, Mrs. Anna Attashie, who were generous enough to share their lives and Christian vocation with us right from childhood days, also to my loving wife, Mrs. PERPETUAL IJEOMA ATTASHIE, who from her magnanimous heart support help me through these past years. My special thanks also goes to my beloved siblings, Mrs. Blessing Airaodion, Rev. Fr. Sylvester Azubike Attashie, Seminarian Paul Attashie, Mr. Patrick Attashie, Miss Grace Attashie, Miss Mary-ben Attashie, for their constant love and encouragement. I sincerely appreciate and love you all, also my sincere thanks goes to REV. MONSINOR (PROFF) J.A ONIMHAWO, who also guild me through this trying period, I say “Obekhae” Father.

In most profound ways and honesty I appreciate all my past and present Head of Department (H.O.D) in this great department of Public Administration, Prof,

Festus imuetiyan, Prof, D.A Tonwe, Prof, Stanley Abieyi, and other Departmental lecturers, who I was under there tutelage and mentorship, Late MR. Eseosa Maxwell Aimuan, Mr. Isokpan, Ikpomwosa, Dr. Okonmah, Dr. Jesuhovie, Dr. Arazua. Mr. Aigbe, Dr. Joe Unufe, Mr Ehis Ugiagbe and all lecturers who tutored me from year one to five, also my special thanks goes to Mr. BALA ORIRI AIRIAVIE who single handedly purchase the direct entry form for me in the University of Benin.

In conclusion, I recognize and appreciate all the contribution from my co-student, friends and well-wishers, who in one ways or the other show me love during this time of my Academic pursuit, may God in his infinite goodness bless and reward you all in all you desire in Jesus mighty name Amen.

## TABLE OF CONTENTS

<b>TITLE</b>	<b>PAGE</b>
CERTIFICATION.....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
TABLE OF CONTENTS.....	v
ABTRACT .....	vi
<b>CHAPTER ONE: INTRODUCTION</b>	
1.1. Background to the study.....	1
1.2. Statement of the problem.....	3
1.3. Objectives of the study.....	4
1.4. Research Hypotheses.....	5
1.5. Significance of the Study.....	6
1.6. Scope of the study.....	6
1.7. Conceptualization of Terms.....	6
<b>CHAPTER TWO: LITERATURE REVIEW</b>	
2.1 Literature Review.....	8
2.2 Theoretical Framework.....	22
<b>CHAPTER THREE: METHODOLOGY</b>	
3.1 Research Design.....	25
3.2 Population of Study .....	25
3.3 Sampling Size and Sampling Technique.....	25
3.4 Instrument of Data Collection.....	25
3.5 Method of Data Collection.....	26
3.7 Method of Data Analysis.....	26

**CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS.**

**4.1** Data presentation and Analysis.....27  
**4.2** Hypotheses Testing.....42  
**4.2** Discussion of research findings.....45

**CHAPTER FIVE: SUMMARY, CONCLUSIONS AND  
RECOMMENDATIONS**

**5.1** Summary.....47  
**5.2** Conclusion.....48  
**5.3** Policy Recommendations.....49  
References.....50  
Appendix.....55

## ABSTRACT

*The study examined the impact of staff training on non-academic staff performance in the University of Benin (UNIBEN) within the period of 2010 – 2022. The objectives of the study include the following: to examine the extent to which staff training impact on non – academic staff of the University of Benin, to investigate if training programmes motivate non – academic staff for optimal performance in UNIBEN, to identify the challenges facing non – academic staff training towards increased performance in UNIBEN, and to proffer solutions to the challenges facing non – academic staff training towards increased performance in UNIBEN. The study adopted survey research design. According to the Academic Planning Division of the University of Benin, (2021), the population of the non - academic staff of the University of Benin as at 2021 stands at 5432. The study selected four departments from the non-academic side of the University of Benin. These departments include Bursary, Exams and Records, Registry and Library of which 30 respondents were sampled from each department. The instrument used for the collection of data was the questionnaire which was administered to the study sampled respondents. The data collected was analyzed using simple percentage and chi square analytical method to test the hypotheses generated for the study. The study discovered amongst others that, Training has an impact on non-academic staff performance in Uniben. Furthermore, policy recommendations were adopted which include amongst others that effective trainings should be organized regularly and undertaken.*

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

Improved organizational productivity, efficiency and effectiveness, are major organizational objectives any organization must pursue for survive in today's highly competitive corporate environment. This, however, depends mostly on the quality of employees who must transform available inputs into needed outputs in order to achieve stated objectives of the organization. To do this, employees must possess the necessary skills, Knowledge, abilities and competencies. The need to have well qualified, flexible and proactive employees who will help organizations to meet their ever-growing challenges of competitiveness, technological advancement, market globalization and improved productivity has made manpower development a very vital human resources practice which no manager can ignore.

Today, manpower development (training) is at the heart of employee utilization, commitment, improved productivity, motivation and growth, and very essential for improved organizational productivity. The success of an organization greatly depends on the quality of the people who work there to achieve such organizational objectives. The level of their skills, knowledge, abilities, capabilities and expertise of the employees on the main, lies on the quality of training and

development received by the employees. Today, very profound emphasis is placed by organizations on the training and development of employees and this has an implicit emphasis on productivity as any organization that fails to lay serious emphasis on training and development is preparing for obsolescence of its employees, and inflexibility to adapt to our fast-paced changing environment (Nwachukwu, 2000). Thus, survival, growth and productivity of organizations would be difficult to come by in the absence of timely and effective employee training and development.

The importance of effective training and development of employees makes organizations to spend an enormous amount of money and time on training in order to help employee's learning of job-related competencies (Casio, 2000; Dowling and Welch, 2005), and employees' competencies usually lead to organizational productivity. According to Adeniyi (1995), staff training and development is a work activity that can make very significant contribution to the overall effectiveness and profitability of an organization. Thus, training is a prerequisite for any organization which must achieve maximum productivity through the effective and efficient performance of employees (Taiwo 2007).

The tremendous emphasis placed on man power training is derived from the current realization that it is the employees that make up an organization's building block. Olaniyan and Ojo (2008) who highlighted the need for staff training and

development noted that “human resources, are the most valuable assets of any organization and that with the machines, materials and even money, nothing gets done without man power. The place of man power training and development in the life of any organization can never be over- emphasized. Nwachukwu (2000) succinctly stated that “technological innovations taking place everyday render today’s skills and methods ineffective for tomorrow’s activities. Thus, one of the most important functions of the executive and personnel administrator is to ensure that employees are helped to acquire needed skills, while those who do are helped to update them. Lewis (1997) demonstrated and strongly maintained that training and development is the main reason behind the high performance of workers, organizations and nations. And once employees are trained, they become more active and quick in responding and accepting needed changes, as well as build their inner confidence and develop understanding to the support of their peers.

Ameeq and Hanif (2013) supported this when they stated that “the need to perform one’s job actively and the need to know how to lead others are sufficient reasons for training and development, as well as the desire to meet organizations objectives of higher productivity. Any organization that lays little or no emphasis on training and development is encouraging obsolescence of employees, inflexibility in the organization and appears not to recognize the changing environment in which it operates. Olaniyan and Ojo (2008) noted that organization’s

development follows the development of individuals who made up the organization. They maintained that training can solve a variety of man-power problems which militate against optimum productivity of an organization by enhancing the individual's capacity to contribute optimally to the development of the organization and boosting employee motivation.

Training aimed at helping an employee to acquire basic skills required for the efficient execution of the activities and functions for which he is hired; while development is concerned with activities undertaken to expose an employee to perform additional duties and assume positions of importance in the organizational hierarchy (Nwachukwu, 2007:127). Mondy, Noe and Premeaux (2002:215) posit that "training frequently improves workers' skills and boosts their motivation". Singh and Mohanty (2012) argued that for training to be effective, it should incorporate application. Successful training therefore requires theory, demonstration, as well as application. In addition, training and development aim at developing competencies such as technical, human, conceptual and managerial for the furtherance of an organization's growth (Oribabor, 200) and improved productivity.

Katcher and Snyder (2003) noted that "if executed correctly, the effects of training on employee performance can often encourage growth within the worker and the organization itself". In other words, the implication of more investment in the form of training and development programmes on employees would raise

expectations from them in term of performance, and the organization will gain competitive edge over their rivals due to the improved skills, knowledge, behavior and competencies learnt and/or acquired by the employees during their training and development programme. Despite this awareness of the importance of training, organizations maintain a blurred position regarding training and development programmes as they do not understand how investments in training can provide some cognitive value. Consequently, they do not bother with the training and development of workers. So therefore, this study aimed to investigate the impact of staff training on non-academic staff performance in the University of Benin (UNIBEN) within the period of 2010 - 2022.

## **1.2 Statement of Problem**

Manpower is considered fundamental to any organisational survival. However, most organisations plan methodically for their investment in physical and capital resources and these plans are reviewed with utmost attention; but rarely many organisations pay little or no attention to investment in human capital development and the possible impact it could have in boosting employee morale and performance at their jobs and hence improving productivity. In addition, most organizations find it difficult to fund training and development programme which may led low employee morale, low productivity and high labour turnover and by extension difficulties in attaining organization's goals. Employee motivation is an important variable to

productivity and optimal job performance. Manpower development is often linked with its tangible benefits however, intangibles outcomes like the role manpower development plays in employee motivation is often sidelined in literature, therefore this study seeks to thoroughly investigate a possible interaction between these variables. Does staff training impact on non – academic staff of the University of Benin? Does training programmes motivate non – academic staff for optimal performance in UNIBEN? What are the challenges facing non – academic staff training towards increased performance in UNIBEN? What are the possible solutions to the challenges facing non – academic staff training towards increased performance in UNIBEN?

### **1.3 Research Objectives**

The following are the objectives of this research:

1. To examine the extent to which staff training impact on non – academic staff of the University of Benin.
2. To investigate if training programmes motivate non – academic staff for optimal performance in UNIBEN.
3. To identify the challenges facing non – academic staff training towards increased performance in UNIBEN.
4. To proffer solutions to the challenges facing non – academic staff training towards increased performance in UNIBEN.

## **1.4 Research Hypotheses**

The following research hypotheses are stated in the null form;

1. There is no significant relationship between staff training and staff performance in UNIBEN.
2. There is no significant relationship between training programmes and employee performance in UNIBEN.
3. There is no significant relationship between factors militating against staff training and employee performance in UNIBEN.

## **1.5 Significance of the Study**

The rationale for this study is to expose the vital strength of non – academic staff training and employee performance in UNIBEN. This study will be of utmost significance to management theorists, as salaries and wages is an important tool that can affect the morale and performance of workers in the working environment.

Furthermore, this study will enable the organization to understand why it is essential to administer salaries and wages that suits the employees' job, with a proper consideration of the economy and environment in which the organization operates.

Finally, this research work will contribute to knowledge and lay foundation for further research on the adequacy of salaries and wages of employees as a tool for

enhancing their performance and consequently, resulting in the achievement of organizational goals.

## **1.6 Scope of the Study**

The study is mainly concerned with staff training variable that enhances employee organizational performance. The research will specifically concentrate on staff trainings as a determinant of employee performance in the context of the University of Benin, Benin City.

## **1.7 Conceptualization of Terms**

### ***Staff Training***

Manpower development which is synonymous to employee training and development is regarded as the impartation of knowledge, enlightenment or wisdom. This implies that these attributes underline manpower training and are vital ingredients of training, which equips the employee with the wherewithal for effective performance of duties and routine assignment, This, impact on productivity and the realization of organizational objectives ultimately (Ofobruku and Nwakoby, 2015).

Igbaekemen (2014) also affirms that training is a procedure or strategy through which the abilities, talent and knowledge of a worker is upgraded and expanded. As such, a fruitful training programme must add to the development and improvement of workers at all levels. Training influences employee development in a way that the workers' state of mind is improved with a view to eliciting their

commitment to duties and organisational effectiveness. Manpower training is not merely concerned with the worker's present activity, but prepares the worker for imminent work necessities (Kum, et al 2014). Therefore, effective training programmes must be put in place to allow management sustain a pool of workers that could adequately substitute employees who may exit the organisation or are redeployed to different departments. Hence, manpower training enables employees to adjust to advanced or modern-day technology, and ensures that suitable manpower are made available for expansion into different and new areas.

Abonyi (2007), further posits that training is possibly regarded as one of the best strategies for manpower improvement. It means orienting an employee towards the goals of the organisation, for the purpose of maximum output and accomplishment of the organisational goals and objectives. According to him, the aim of staff training is to encourage workers to accumulate greater skills in order to perform at the most acceptable level on the present job and to broaden their knowledge towards future opportunities in the organisation. This indicates that no matter how automated an enterprise may be, the ideal efficiency and optimum productivity rest upon the expertise of the workforce.

In the view of Adamolekun (1983), staff development involves the training, education and career development of staff members. The purpose of training and development has been identified to include: creating a pool of readily available

and adequate replacements for personnel who may leave or move up in the organization; enhancing the company's ability to adopt and use advances in technology because of a sufficiently knowledgeable staff; building a more efficient, effective and highly motivated team, which enhances the company's competitive position and improves employee morale; and ensuring adequate human resources for expansion into new programs.

### ***Employee Performance***

Performance measures how efficiently resources are employed, it is defined as the ratio of a specific measure of output to a specific measure of input per unit of labour and is measured as total output divided by the members of units of labour employed to produce that output Performance is the relationship between the output generated by a production or service system and the input provided to create this output.

## **CHAPTER TWO**

### **LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

#### **2.1 The Concept of Manpower Development**

Manpower development focuses on building the knowledge and skills of organisational members so that they will be prepared to take on new responsibilities and challenges. In the view of Adamolekun (1983), staff development involves the training, education and career development of staff members. The purpose of training and development has been identified to include: creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization; enhancing the company's ability to adopt and use advances in technology because of a sufficiently knowledgeable staff; building a more efficient, effective and highly motivated team, which enhances the company's competitive position and improves employee morale; and ensuring adequate human resources for expansion into new programs.

Researchers see training as the impartation of knowledge, enlightenment or wisdom (Ofobruku and Nwakoby, 2015). This implies that these attributes underline manpower training and are vital ingredients of development, which equips the employee with the wherewithal for effective performance of duties and routine assignments. This, impact on productivity and the realization of organisational

objectives ultimately. Igbaekemen (2014) affirms that training is a procedure or strategy through which the abilities, talent and knowledge of a worker is upgraded and expanded. As such, a fruitful training programme must add to the development and improvement of workers at all levels. Training influences employee development in a way that the workers' state of mind is improved with a view to eliciting their commitment to duties and organisational effectiveness.

Manpower training and development is not merely concerned with the workers present activity but prepares the worker for imminent work necessities (Kum, Cowden and Karodia, 2014). Therefore, effective training programmes must be put in place to allow management to sustain a pool of workers that could adequately substitute employees who may exit the organisation or are redeployed to different departments. Hence, manpower training enables employees to adjust to advanced or modern-day technology and ensures that suitable manpower are made available for expansion into different and new areas. Abonyi (2007) further posits that training is possibly regarded as one of the best strategies for manpower improvement. It means orienting an employee towards the goals of the organisation, for the purpose of maximum output and accomplishment of the organisational goals and objectives. According to him, the aim of staff training is to encourage workers to accumulate greater skills in order to perform at the most acceptable level on the present job and to broaden their knowledge towards future opportunities in the organisation. This

indicates that no matter how automated an enterprise may be, the ideal efficiency and optimum productivity rest upon the expertise of the workforce.

A critical examination of the above definitions indicates that the scholar failed to provide a comprehensive definition of manpower training. Manpower training does not only imply knowledge building or skill acquisition; it comprises the improvement of attitudes required for employees to carry out their jobs accurately on a given assignment. It stands to reason that training is the overall procedure through which an individual behaviour is modified to conform to a pre-defined and specified outcome. Training mainly focuses on teaching employees the procedure to perform their present jobs and also acquire the knowledge and skills they need to become effective performers (Jones, George and Hill, 2000; Ndibe, 2014). These definitions did not consider the dynamic and changing nature of the environment in which organizations operate. Skills needed by employees are continuously changing. Besides, the ever changing enhancement in information technology makes knowledge and skills obsolete in a short while (Okanya, 2008). Hence, the Human Resources Department of every organization ought to consider the current and future requirements of the organization when planning for employee training (Beardwell & Holden, 2001).

# **EMPLOYEE DEVELOPMENT AND TRAINING: METHODS AND FRAMEWORK.**

## **Approaches to Manpower Training in Public Organisations**

There are various methods of manpower training that an organisation can adopt, and this largely depends on the objectives of the organisation. The specific approach chosen by an organisation would be determined by the cost of the training, available time and number of people to be trained. Approaches to manpower training can be generally classified under three major headings: (i) On- the-job training (ii) Off-the-job training and (iii) Simulation methods. However, organisations often use a combination of the three methods as no training programme is perfect for all training needs. The type of training chosen should reflect the objectives of training to be accomplished, the available resources and the needs of employees for training and development. Olaniyan & Ojo (2008) and Okeke (2011) identified the following approaches:

### **On- the-job training**

On-the-job training is a broadly used technique, where learning takes place in the work environment. This method operates in the context of work, at the same time, the actual work is being performed. Most organisations prefer on-the-job training for the acquisition of effective skills and abilities. With this method, employee's

development and skills advancement is achieved more rapidly and employees benefit from relating with co-workers (Okeke, 2011). The employee is in the real work situation and shown the job. He learns in the same environment where he will, in future, be working. Kulkarni (2013), confirms that one of the advantages of on-the-job training is that it reduces the difficulty in transferring knowledge associated with other approaches to training; it expedites the transfer of knowledge because the learner has instant opportunity to practice; it also reduces the cost of training as no additional training facilities are required. On-the-job training could take the following forms:

**Orientation/Induction Training:** This approach is precisely designed for new employees to enable them get acquainted with the overall requirement of the organisation such as norms, ethics, goals, rules and regulations. It is also geared towards getting the new employees acquainted with the organisation's goals, structure, culture, work standard and different conditions of employment. This familiarisation with the work environment protects them from making costly mistakes. Dialoke, et.al (2016), affirm that orientation or induction training is given to newly hired or appointed staff immediately they are employed, to get them familiarised with their new positions and to make them understand the overall objectives, scope, programmes, problems, policy and structure of the organisation. Induction courses are imperative for newly hired officials to enable them gain self-confidence and perform

up to expectation. The duration may range from few days to three weeks depending on the situation.

**Apprentice Training:** This approach to manpower training entails the acquisition of skill through extensive training for a period of time by the apprentice. Isiwu (2012:28), submit that the training medium could either be formal or informal. In the informal setting, the apprentice is attached to the trainer, and he/she is required to pay for an agreed period of apprenticeship. On the other hand, the formal environment requires an employee to be placed under apprenticeship within an organisation with pay. Ofobruku and Nwakoby (2015) observed that this strategy for training is attractive in the industries, for example, the metal exchanges, printing merchants and building development, which require a consistent stream of new employees who are relied upon to become versatile skilled craftsmen. Since this training is long and requires continual supervision, this method of training can be expensive.

**Vestibule Training:** This approach to manpower training requires the acquisition of skills and knowledge in a similar work environment (Nongo, 2005). The employee practices his skill with instruments or equipment that he uses at his normal work location. Some of the advantages are: workers are trained as if they were on the job, but it does not disrupt production, reduces costly mistakes that could affect the normal production. A good example of vestibule training is where a technical staff, especially those who deal with the tools and machinery, are given the job education/training in

the workplace other than the main production plant. Another example is the cashier training (Omodia, 2009). There are special trainers or specialists, who impart training on the technical staff, thereby reducing the burden on the line supervisor, who has to supervise the entire production process. Under this training approach, the emphasis is on learning rather than production. Other procedures under this method are: film show and exhibition, role-playing, educational television customised direction and others.

**Job Rotation:** Job rotation is a management approach where employees are shifted between two or more assignments or jobs at regular intervals in order to expose them to master what goes on, in other sections or departments in an organisation. Job rotation is an organised practice to reduce the boredom of doing same type of job every day in order to explore the hidden potentials of an employee. The essence of this programme is to widen the knowledge and capabilities of workers in different professions. The added knowledge may be needed for performing higher level tasks and taking up higher level responsibilities. Some advantages of job rotation are: to help management discover the talent of employees and determine what he or she is best at; it gives an employee a chance to explore his or her own interests and gain 5 experience in different fields or operations, to provide a general idea of organisational objectives; to encourage co-operation among departments and to promote organisational flexibility through dynamic human resource utilisation (Lawal, 2006:15).

**Coaching:** This is the most direct and effective manner for a person to influence the behaviour of another person. Coaching generally follows the format of individual guidance that is focused on job performance and aimed at one person per time. Usually, the person being coached is exposed to a chain of planned instructions to accelerate his development. He may be given a unique assignment, possibly as a member of a committee or task force, he can also stand-in for the boss or be delegated part of his obligation, his activity can be enlarged, or he can be systematically associated through a chain of jobs. Coaching is an effective training technique of a business enterprise. It takes place most often and naturally in the superior-subordinate relationship (Otti, 2011). The coach specifically advises the personnel on how to perform a particular task, they provide constructive feedback and delegate further similar tasks, setting goals or higher-level tasks for the individual to complete. One of benefits of coaching is that the employees improve their performance and skills by receiving one-on-one training to develop career prospects. Also, majority of coaching is generally delivered within the organisation by an immediate supervisor or manager. Though, some organisations may prefer to employ external professional coaches to provide these services.

**Off-the-Job Training:** These are professional trainings aimed at exposing employees to new techniques adopted in modern work environments. They are usually performed on full-time basis in educational institutions like, universities, polytechnics, colleges

and so forth, lasting through a specific period (Malaolu & Ogbuabor, 2013). Off-the-job training occurs when employees are taken away from their place of work to be trained. The major disadvantage of this type of training is that employees after acquiring new skills/qualifications may leave for better jobs.

**Formal Training:** This type of training is done within or outside an organisation. It is also referred to as in-house or off-the-job training which takes place in universities, polytechnics, training institutes/centres. Off-the-job training may also be provided by members of the training department, external education and training establishment or training providers like training consultants or guest speakers. Many organisations prefer to use external training providers rather than sustaining their own training methods (Konings, 2010). Formal learning programmes are typically synonymous with full-scale learning systems, with courses and curricula planned in a very structured way. As a result, the content is generally created by a specified group of instructors, designers and trainers. The learning materials can be delivered in a classroom training model, with lecturers to impact the learning. It requires reading and scheduled testing.

**Guided Discussion:** This method is a leader-centred approach to training and problem solving. It permits the group leader greater opportunity to get reactions to an idea than does the lecture method. In the guided discussion method, the leader presents an idea to the group and encourages them to discuss it, but makes it clear to

the group that he reserves the right to make the ultimate or final decision (Otti, 2011). Guided discussion exposes employees to a variety of perspectives, helps them recognize and investigate their assumptions, improves listening and conversation skills, fosters connection to a topic, and affirms employees as co-creators of knowledge. As they participate in discussion, employees situate new knowledge within the context of their current understanding, thus facilitating a thorough understanding of the course material.

**Programmed Instruction:** This is a modern training method that uses coaching machines, programmed books or filmstrips. It differs from traditional forms of training in which the instructor guides the learner to acquire new techniques, because the materials to be used is presented in a manner which the learners can control. Programmed instruction is a method of presenting new subject to students in a graded sequence of controlled steps. Students work through the programmed material by themselves at their own speed and after each step, they are tested on comprehension by answering an examination question or filling in a diagram. They are then immediately shown the correct answer or given additional information. Computers and other types of teaching machines are often used to present the material, although books may also be used. Computer-assisted instructions, which both tests students' abilities and marks their progress, may supplement classroom activity or help students to develop ideas and skills independently (Kulkarni, 2013; Dialoke, et.al (2016). One

advantage of programmed instruction is that it can contribute to more efficient classroom procedure and supplement conventional teaching methods. Teaching machines enable students to work individually, calling for active participation of the learner. In the industries and the military, programmed instruction is often used to train personnel.

**Workshops, Seminars and Conferences:** There are various institutions that organise workshops/seminars aimed at inculcating specific skills on workers. Experts present papers and discussions centered on them in such conferences. New techniques and ideas are examined and members are encouraged to ask questions and express their views (Okereke and Igboke, 2011). A seminar is a type of scholastic guideline, either at a scholarly establishment or offered by a business or expert association. It has the capacity of uniting little gatherings who concentrate on some specific subjects where everybody present papers. While a workshop is a sort of intuitive preparation where members complete various exercises rather than listen to an address or presentation. Comprehensively, two types of workshops exist: a general workshop for a blended gathering of people, and a closed workshop that is customized towards meeting the preparation needs of a particular group.

## **OBJECTIVES, NEEDS AND CONTENTS OF MANPOWER TRAINING**

Training is a process that develops and improves skills related to performance. Training objectives or needs can be derived from the manpower situation. The

existing manpower situation determines the training objectives both as organizational and national level. To be able to identify training needs, therefore, will entail a comprehensive manpower survey which is usually an aspect of manpower planning (Ngu 1990) Caldwell identify four major training objectives, this includes the achievement of capable men and women prepared through training to perform the tasks that the national welfare requires, mobilizing for attack upon national problems thirdly a tool for enlarging human resources and productivity, fourthly, the designing for constructive channeling of human resources. These training objectives as identified by Caldwell are rather two broad with emphasis on national training policies and objectives with no emphases on organization. The objectives of manpower training and development can be summarized thus:

- i. Improve efficiency, and morale
- ii. Introduce new techniques
- iii. Provide for succession, enables qualified replacement to be available
- iv. Raise the standard of unskilled personnel, thus helping overcome Labour shortage.
- v. Develop supervisors and decrease the amount of supervision needed.

It is pertinent to note that most organization do not regard training as a professional activities, and in many cases training officers are not themselves trained. Many courses are held and employees sent on courses or educating unskilled though without any serious though being given to the real training needs of an organization. Effective training Programme, according to Blun and Naylor (1976), can result in increased productivity, reduces Labour turnover and greater employee satisfaction. They should include all employees from factory, workers to executives and apply not only to inexperience workers but also to experienced workers new to the enterprises. They also note that a training Programme should also include those that are promoted to higher level jobs and the periodic retraining of present employees by means of refresher course.

In this direction, MC Cornick and Tiffin (1977) categorizes training programmes in organizations into three forms, namely orientation training, on-the-job-training, off-the-job training. Closely related to the above, are the training needs of the staff in organization. MC Cornick and Tiffin believe that training needs differ from group. According to them, the training needs of people in organizations tend to fall into two groups which more or less blend into each other. First, there is the need to provide specific Job training, especially, for new employees and sometimes for present employees who are deficient in job performance.

Second, there is the need in most organizations to provide training of a personnel development nature that will contribute to the longer –range effectiveness of the individuals’ question. Although personnel development training programmes have generally been limited to executives and the managements class, the changing times emphasis the desirability, of such training for other groups in order to combat the occupational obsolescence of professional and scientific personnel.

Tobias (1967) view the following as a balanced manpower programme; Recruitment, Development, motivation, Education, training, utilization and stabilization. To him, training programmes prepare the worker for efficient Labour force participation with respect to giving occupation. He concludes that training is endless so long as a man works, he learns and teaches others at all levels Regarding management development, Ubeku (1975) observes that the plan of management development should aim at

- i. Systematically transferring general management knowledge, policies and procedures for managing the company to all managers.
- ii. Appraising and maintaining all inventory of all candidates moved as qualified for replacements for manager positions.
- iii. Improving the present performance of all managers on-the-job development methods directed at individual needs

iv. Broadening managers for higher responsibilities through outside and on-the-job programmes activities and courses.

In general, Nigro and Nigro (1977) feel that the objective of an executive development programme is to improve the executive and understanding of such areas as planning, coordination, communication, decision-making, delegation, headquarters, field relations, legislative relations, and public relations. Writing on the training and development of the executives in developing countries, Mutahaba (1986) opines, that it is no longer in dispute that training and development of public administrators contribute to improve performance. This increasing acceptance of the importance and significance of training in public administration is according to Stone and Stone (1978) and Goshin (1979), indicated by the attention giving to it in many countries of the world.

According to Muta (1986), there is recognition that training and development in developed countries should include all categories of public service personal from the most senior to the most junior and middle level public service personal. Senior and top executives have generally been left out. ed. A study focusing on administrative training in Nigeria, Ghana and Sierra Leone by Mutahaba (1983) confirms the above observations. It shows that although the mandates of the institute of public administration and management in the three countries provided for the holding of training programmes for all levels of personnel, including top executives,

attendance by top executives appears to be a rare phenomenon. For Nigeria, this is in spite of the fact that the administrative staff college of Nigeria (ASCON) has a huge, infrastructures intended for training, and provides development opportunities for most top personnel in the service. Similar observations could be made with respect to situations obtainable in many other African countries as Schaffer (1978) remarked. Available evidence would therefore tend to support, this observation that top executives in African public services attend executives development courses. Without attributing the poor state of public administration to that factor alone, there might be some validity in Tyagi's (1975) observation that the poor countries its performance of public administration in third world countries in a great measures, a function of the neglect of training and development of personnel. In the same view Carmichael (1986) writing on civil services training in Zambia concludes that improving the performance of civil servants though training is important if the public sector is to play an effective role in achieving national development in African. According to him, this is not uniquely African concern, but Civil Service training in African countries has a reputation for poor organization and management. This need for improvement in this area was recognized in the logos plan of action for creating self-reliant economic and school development in Africa (1980).

Most scholars of the subject matter have come out with the conclusions that the need for training and development cannot be overemphasized, yet public

organizations place it at bottom of their priorities. Ubeku (1975) notes that employees who have not received adequate training before being assigned responsibilities lack the necessary confidence with which to carry out their jobs. He then suggested that an employee should be helped to grow into more responsibility by systematic training and development so that he will be confidence enough to carry out the responsibility of the job. This, according to him, is because training increases the employee's belief that he knows what is expected of him regarding the job, the knowledge of which enables him to originated ideas as to how best to carry out this task of the job. Conversely, those not trained tend to cling to methods they were shown the first time they took over the job and are frightened at doing the job in a different way because something might go wrong and they cannot afford to take the risk. Ubeku regrets that the training and development of staff in the public sector focuses essentially on the officer cadre to the neglect of any discernible systematic training programs for clerks and other grades of workers, while in the case of unskilled staff, the civil service seems to rely entirely on the trade certificate presented by the applicant with little or no effort made thereafter to ensure further development on the skills which the new employee brought to the job.

## **MANPOWER DEVELOPMENT AND EMPLOYEE MOTIVATION.**

French (1988) describes the dynamism of motivating people through training programme in the following words: In order to change behavior in the direction of

greater contribution to the attainment of organizational goals, the individual must perceive the new expected behavior serving to fulfill needs at least, and not leading to deprivation of fulfillment. Supplementing goals and needs that are within reasonable reach of employees is very important in providing motivation as it relates to training and development. In other words, the environment must be conducive to change in behavior.

The implication of the training motivation correlation for organizations sponsoring their employees on training programmes-is perhaps more critical for the public service, particularly in developing countries where government is the largest employer of Labour and the problems of motivating the workforce is rather daunting. The task of the public services as an organization seeking to improve the performance of its workforce through training is to guarantee an environment conducive for the trainee to return to or else beneficiaries of employee –sponsored training programmes would not see training received as a motivator for greater job performance. The point is all the more important given, the facts that the need for an organization training its employees in the first place is to equip them with knowledge that would enable them to contribute their quota to organizational growth and development. Since the final learning in whatever sphere of organizational activities takes place on the job, it is crucial that all external training is planned to help the trainees or employee meet the on-the job demands. Thus, as soon as possible after the acquisition of the necessary or

new knowledge, the employee should have the opportunity to put the acquired knowledge to practical use. In the words of French, to be effective, training and development must be perceived as leading the attainment of need satisfying goals as well as to the avoidance of ego-damaging events”.

Gibson (1972) has given an elaborate definition of the desired goals sought by training as productivity maintenance and productivity enhancement. In terms of productivity maintenance, he further asserted that, and I quote: “Much of human resource training is a form of maintenance expense. New people are constantly being lured and must be indoctrinated and trained. Experience productive employees leave the company for many reasons, such as retirement and are replaced by those who need training and experience.

In term of productivity enhancement, he opined that some training and development may be, or can be strategic in nature, that is designed to obtain fuller utilization of human resources and thereby increase rather than merely maintaining productivity.

In his process system model of organization, French viewed the training and development functions of organizations as a process which is a complex amalgamation of many sub-processes aimed at increasing the capability of individuals to contribute to organizational goal attainments. Thus, so far, all the literature review point of anything that’s is the importance of manpower training and development to

an organization cannot be overlooked or jeopardized. The last area of the concepts of manpower training and to be discussed is training needs.

Training needs are basically any short fall in employee performance or potential performance which can be remedied by appropriate training (Cole, 2002). There are many ways of overcoming deficiencies in human performance at work, and training is only one of them. It is important to recognize this fact, since sometimes trainee staff are asked to meet needs which ought to be dealt with in some other ways, such as improving or replacing machinery or simplifying procedures.

As lack of training is dysfunction to organizational performance, adequate care should be taken to recognize when training is needed. According to Nwachukwu (1988) occasions that employees in any organization require training include the following: lack of interests in one's job, negative attitude to work, low productivity, Tardiness, excessive absenteeism rate, excessive complaints, highly rejects or low quality output, high incidence of accidents and insubordination. Whenever these conditions are experienced among staff, Nwachukwu contends that the organization should consider organizing training. As those situations are frequent occurrences in organizations, the implication is that training has to be regular. Put precisely, training should be a continuous exercise in every well-run establishment. Every time you get someone to do work the way you want it done, you are training, every time you give instructions or discuss a procedure, you are training.

According to Beach (1975) a rational way of identifying the area of training need is to analyze the entire organization (people, Job, technology etc). Thus, troubled spots where training may help could be. The analysis involves the following practical steps.

i. Identify organizational and production problems i.e. low productivity, high cost, poor material control, poor quality and excessive scrap and waste, excessive Labour management strife, excessive grievance, excessive violation of rules of conduct and poor

discipline, high employee turnover, excessive absenteeism, and delayed production.

ii. Analyze Jobs and employees: Job analysis, employee appraisal and testing.

iii. Collect employee and managerial opinions through interviews and questionnaires to obtain views regarding perceived problem areas and deficiencies which would indicate desirable training programmes.

iv. Anticipate impending and future problems and expansion of business, new products, new services, new designs, and new plants.

## **THEORETICAL FRAMEWORK**

### **Human Capital Theory**

The theoretical framework considered applicable to this study is the Human Capital Theory. The first use of human capital as a term in modern economic literature was by Theodore Schultz (1961), who classified expenditures on human capital as investment rather than consumption. However, the first application of the theory in Economics accrues to Gary Becker (1964) who developed a model of individual investment in human capital which he likened to “physical means of production,” and refers to “all activities that influence future real income through the embedding of resources in people” (Becker cited in Fleischhauer, 2007). Further contributions and refinements to the theory are traceable to these scholars: Mincer (1962); Denison (1962); Bowman (1969); Blaug (1976); Psacharopoulos and Woodhull (1985); Romer (1986, 1987, 1990); Becker, Murphy and Tamura (1990); Cohn and Geske (1990); Becker (1993); Bontis (1996); David and Lopez (2001) cited in Nafukho, Hairston and Brooks (2004).

The Human Capital theory developed as a rebuttal to the naïve conception of some earlier economists that labour is constant or given, and its performance cannot be increased. The illuminating analysis of celebrated scholars like Adam Smith; Milton Friedman and Alfred Marshall on investments in education and training as positive correlates of productivity were not integrated into discussions on this theme

(Krasniqi and Topxhiu, 2016). This situation pervaded until early 1960s when the growth of US economy became inexplicable by the traditional (four) factors of production. The lacuna created by this development is known as the „residual factor“ which was identified as „human capital“ (Schultz, 1961 cited in Nafukho et al, 2000).

To be sure, human capital refers to knowledge, skills, attitudes, aptitudes and other traits that contribute to production (Goode in Fleischhauer 2007). This latter author, building on other scholars identified two main complimentary components of human capital as early ability (acquired or innate); and skills acquired through formal education or training on the job. It is particularly noteworthy that this is a restatement of the original treatise by Schultz (1961) who conceptualized human capital as “the knowledge and skills that people acquire through education and training being a form of capital...(which) is a product of deliberate investment that yields returns” (cited in Nafukho et al, 2004). Corroborating this, Olaniyan and Okemakinde (2008) affirm that human capital represents the investment that people make in themselves which enhance their economic productivity. Krasniqi and Topxhiu (2016) invigorated by the writings of Kenneth Arrow posit that these investments in training and education must inform the perfection of work through better use of available technology which ultimately increases productivity.

Albrecht (1976:2) infers from the works of Becker, Mincer and Porath that the Human Capital theory (HCT) is pivoted on these (three) basic assumptions:

1. Labour skills are durable and malleable.
2. Current productivity contributes to current earnings and affects future productivity.
3. There is a positive association between amounts of schooling and individual earnings.

Olaniyan and Okemakinde (2008) summarized the above tenets or assumptions of HCT based on the submissions of the human capital theorists as follows:..human capital theory rests on the assumption that formal education is highly instrumental and even necessary to improve the production capacity of a population. Human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability which is a product of innate abilities and investment in human beings.

A thorough scrutiny and understanding of the above averments reveal that there is a manifest convergence on this theme by Nafukho et al (2004); Fleischhauer (2007); Krasniqi and Topxhiu (2016). The common denominator is that education and training should facilitate workers' productivity through appropriate skill acquisition. It is pertinent to note that human capital accumulation can be achieved through formal schooling; on-the-job training; and off-the-job training (Becker in Fleischhauer, 2007). These three approaches underscore the theme and focus of this paper. Becker (1964)

made a distinction between general and specific human capital. General human capital are skills, knowledge, aptitudes and traits that are useful and applicable beyond the current employment, while specific human capital increases employees' productivity on his current job only.

## **CHAPTER THREE**

### **METHODOLOGY**

This section of the proposal deal with research design, population of study, sampling method, sources of data collection, techniques of data analysis and presentation.

#### **3.1 Research design**

This research work shall adopt the survey research design which will make the study explorative as well as descriptive in nature.

#### **3.2 Population of the Study**

According to the Academic Planning Division of the University of Benin, (2021), the population of the non - academic staff of the University of Benin as at 2021 stands at 5432.

#### **3.3 Sampling Technique and Sampling Size**

A sample refers to a part of a whole group or population about which observation are made. Similarly, Ammes et al (1984) on their part defined sample as a group of units selected from larger collection of units or universe for the purpose of drawing conclusion about the universe. The sampling method used in this research work was stratified random sampling and simple random sampling (probability sampling technique). This implies that the population is chosen at random and has a

known non-zero chance of selection. Thus homogenous groups/class of staff were grouped together to form a stratum, and the elements in each stratum were sampled at random. Hence, giving the entire element an equal chance of being selected. Based on the aforementioned, the study selected four departments from the non-academic side of the University of Benin. These departments include Bursary, Exams and Records, Registry and Library of which 30 respondents were sampled from each department.

The table below gives further explanation;

<b>Institution</b>	<b>Sampled Department</b>	<b>Sample Size</b>
University of Benin, Benin City	Bursary	30
	Exams and Records	30
	Registry	30
	Library	30
		<b>120</b>

Source: Academic Planning Division of the University of Benin, (2023)

### **3.4 Instrument of Data Collection: Questionnaire**

The standardized questionnaire shall be deployed to elicit information from respondents. The questionnaire will be divided into two sections. Section A will consist of the respondents' bio data, while section B will relate to the impact of bureaucracy in organizational structure in modern administration in Nigeria within the context of the academic staff of the faculty of social sciences, University of Benin.

### **3.5 Techniques of Data Analysis**

The method of data analysis to be used for the purpose of this study is the simple percentage (%) and Chi Square. The simple percentage would be used to analyze the data collected through the questionnaire, while the Chi Square was used to analyzed the research hypotheses via the SPSS 21.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

This chapter deals the analysis of data from the study's field survey that focused on the study of the impact of staff training on non-academic staff performance in the University of Benin (UNIBEN) within the period of 2010 - 2022. 120 copies of questionnaires were distributed but 98 were retrieved, making the percentage of the copies retrieved 81.7%. Statistical Package for Social Sciences, SPSS 21.0 was used for the analysis.

#### 4.1 Frequency Table

**Table 1**

##### **Gender Distribution**

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	42	42.9	42.9	42.9
Valid Female	56	57.1	57.1	100.0
Total	98	100.0	100.0	

Table 1 above shows that 42 respondents which is 42.9% of the total respondents were male while 56 respondents covering 57.1 were female respondents. This result shows us that more female respondents from the sampled population participated in this study.

**Table 2 Age Distribution**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-35years	37	37.6	37.6	32.6
36-53years	40	40.8	40.8	81.3
54 and above	21	21.4	21.4	100.0
Total	98	100.0	100.0	

Table 2 above reveals the age distribution of the sampled respondents. It shows that 37 respondents covering 37.6% of the study's sampled respondents are 18 – 35 years of age, 40.8% which is 40 of the respondents are 36 – 53 years of age and 21 sampled respondents which make up 21.4% are 54 years and above. This shows that respondents between 36 - 53 years of age participated more in this research study than any other age category.

**Table 3**

**Marital Status**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Single	33	33.7	33.7	33.7
Married	45	45.9	45.9	79.6
Divorced	20	20.4	20.4	100.0
Total	98	100.0	100.0	

Table 3 above reveals the marital status of the sampled respondents in this study. 33.7% of the respondents representing 33 respondents are single, 45 of the respondents covering 45.9% of sampled respondents are married, while the remaining 20.4% representing 20 sampled respondents are divorced. This shows that, more married respondents participated in this study.

**Table 4**

**Educational Qualification.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Secondary	15	15.3	15.3	15.3
HND	21	21.4	21.4	36.7
First degree	31	31.6	31.6	68.3
Masters	19	19.4	19.4	87.7
Others	12	12.2	12.2	100.0
<b>Total</b>	<b>98</b>	<b>100</b>	<b>100.0</b>	

Table 4 reveals that 15.3% respondents are secondary school certificate holders, 21.4% are HND certificate holders, 31.6% have a first degree, 19.4% are master’s degree holders and 12.2% are in the “others” category. This analysis shows that a higher percentage of respondents in this study are first degree holders.

**Table 5**

**Grade Level**

	Frequency	Percent	Valid Percent	Cumulative Percent
Senior Staff	39	39.8	39.8	39.8
Junior Staff	59	60.2	60.2	100.0
Total	98	100.0	100.0	

Table 5 reveals the grade level of the respondents. 39 respondents making 39.8 % are senior staff, while 59 respondents representing 60.2% respondents are junior staff. Hence, signifying that, respondents that are junior staff participated more in this study.

**SECTION B**

In this section, the responses gotten from the field survey via the instrument of questionnaire was descriptively analyzed.

**Table 6:** Training has an impact on non-academic staff performance in Uniben.

### Question One

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	23	23.4	23.4	23.4
Agree	32	32.6	32.6	56.0
Undecided	15	15.3	15.3	71.7
Disagree	17	17.3	17.3	88.6
Strongly Disagree	11	11.2	11.2	100.0
Total	98	100.0	100.0	

The table above analyses respondent's response to if training has an impact on non-academic staff performance in Uniben. The analysis shows 23.4% of the respondents strongly agree that training has an impact on non-academic staff performance in Uniben, 32.6% agreed, 15.3% were undecided, 17.3% disagreed and 11.2% of the respondents strongly disagreed that training has an impact on non-academic staff performance in Uniben. The analysis thus reveals that majority of the sampled respondents agreed that training has an impact on non-academic staff performance in Uniben.

**Table 7:** Staff training of non-academic staff is taken seriously at Uniben

### Question Two

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	15	15.3	15.3	15.3
Agree	23	23.5	23.5	38.8
Undecided	35	35.7	35.7	74.5
Disagree	14	14.3	14.3	88.5
Strongly Disagree	11	11.2	11.2	100.0
Total	98	100.0	100.0	

Table 7 presents the analyses of respondents to the question if staff training of non-academic staff is taken seriously at Uniben. 15.3% of the respondents strongly agreed that staff training of non-academic staff is taken seriously at Uniben, 23.5% agreed, 35.7% were undecided, 14.3% disagreed, while 11.2% strongly disagreed that staff training of non-academic staff is taken seriously at Uniben. This therefore reveals that majority of the sampled respondents were undecided if manpower development is a consciousness at NTA

**Table 8:** Lack of manpower development affects non-academic staff performance at Uniben

**Question Three**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	25	25.1	25.1	25.1
Agree	35	35.7	35.7	60.7
Undecided	15	15.3	15.3	76.1
Disagree	12	12.2	12.2	88.3
Strongly Disagree	11	11.2	11.2	100.0
Total	98	100.0	100.0	

Table 8 above shows the response to lack of manpower development affects non-academic staff performance at Uniben. 25.1% of the respondents strongly agreed that lack of manpower development affects non-academic staff performance at Uniben, 35.7% agreed, 15.3% were undecided, 12.2% disagreed, while 11.2% strongly disagreed that lack of manpower development affects non-academic staff performance at Uniben. This therefore reveals that majority of the sampled respondents agree that lack of manpower development affects non-academic staff performance at Uniben.

**Table 9:** Manpower development is a strategy for improved job efficiency and employee performance in Uniben.

**Question Four**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	15	15.3	15.3	15.3
Agree	19	19.9	19.9	34.7
Undecided	33	33.7	33.7	68.4
Disagree	17	17.3	17.3	85.7
Strongly Disagree	14	14.3	14.3	100.0
Total	98	100.0	100.0	

Table 9 shows that 20.6% of the respondents strongly agree that manpower development is a strategy for improved job efficiency and employee performance in Uniben, 19.9% agreed, 33.7% were undecided, 17.3% disagreed; the remaining 14.3% strongly disagreed that manpower development is a strategy for improved job efficiency and employee performance in Uniben. The above analyses clearly shows that manpower development is a strategy for improved job efficiency and employee performance in Uniben.

**Table 10:** On the job training is mostly used as training method in Uniben.

**Question Five**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	17	17.3	17.3	17.3
Agree	39	39.8	39.8	57.1
Undecided	19	19.4	19.4	76.5
Disagree	13	13.3	13.3	89.8
Strongly Disagree	10	10.2	10.2	100.0
Total	98	100.0	100.0	

Table 10 above reveals that 17.3% of the respondents strongly agree that on the job training is mostly used as training method in Uniben. 39.8% agreed, 19.4% were undecided, 13.3% disagreed, while 10.2% of sampled respondents strongly disagree that on the job training is mostly used as training method in Uniben. It therefore shows from the above analyses that majority of the sampled respondents agreed that on the job training is mostly used as training method in Uniben.

**Table 11:** Training programmes for non-academic of Uniben are updated regularly.

**Question Six**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	21	21.4	21.4	21.4
Agree	33	33.7	33.7	55.1
Undecided	15	15.3	15.3	70.4
Disagree	17	17.3	17.3	89.8
Strongly Disagree	13	13.3	13.3	100.0
Total	98	100.0	100.0	

Table 11 reveals that, 21.4% of the respondents strongly agreed that training programmes for non-academic of Uniben are updated regularly, 33.7% of the respondents agreed, 15.3% were undecided, 17.3% of the respondents disagreed, while 13.3% of the respondents strongly disagreed that training programmes for non-academic of Uniben are updated regularly. The above analysis shows that respondents agree that training programmes for non-academic of Uniben are updated regularly.

**Table 12:** Training needs of non-academic staff are identified by management of Uniben

**Question Seven**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	24	24.5	24.5	24.5
Agree	31	31.6	31.6	56.1
Undecided	17	17.3	17.3	73.4
Disagree	16	16.3	16.3	89.4
Strongly Disagree	10	10.2	10.2	100.0
Total	98	100.0	100.0	

Table 12, shows that, 24.5% of the respondents strongly agree that training needs of non-academic staff are identified by management of Uniben, 31.6% agreed, 17.3% were undecided, 16.3% disagreed, and 10.2% of sampled respondents strongly disagree that training needs of non-academic staff are identified by management of Uniben. It therefore shows from the above analyses that, majority of the sampled respondents agreed that training needs of non-academic staff are identified by management of Uniben.

**Table 13:** Training manuals are provided for selected non-academic staff involved in the training programme.

**Question Eight**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	25	25.1	25.1	25.1
Agree	30	30.6	30.6	55.7
Undecided	19	19.4	19.4	75.1
Disagree	14	14.3	14.3	89.4
Strongly Disagree	10	10.2	10.2	100.0
Total	98	100.0	100.0	

Table 13 clearly display the responses of respondents that 25.1% of the sampled respondent in this study strongly agreed that training manuals are provided for selected non-academic staff involved in the training programme, 30.6% respondents agreed, 19.4% were undecided, 14.3% disagreed, while 10.2% strongly disagree that training manuals are provided for selected non-academic staff involved in the training programme. The above analyses reveal that majority of the respondent agreed that training manuals are provided for selected non-academic staff involved in the training programme.

**Table 14:** Absence of regular training routine affects non-academic staff performance in Uniben.

**Question Nine**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	25	25.1	25.1	25.1
Agree	31	31.6	31.6	56.7
Undecided	18	18.4	18.4	75.1
Disagree	16	16.3	16.3	91.4
Strongly Disagree	8	8.2	8.2	100.0
Total	98	100.0	100.0	

Table 14 shows that 25.1% of the respondent strongly agree that absence of regular training routine affects non-academic staff performance in Uniben, 31.6% respondents agreed, 18.4% were undecided that absence of regular training routine affects non-academic staff performance in Uniben, 16.3% disagreed and 8.2% of sampled respondents strongly disagree that absence of regular training routine affects non-academic staff performance in Uniben. The above analysis displays that majority of the respondent agree that absence of regular training routine affects non-academic staff performance in Uniben.

**Table 15:** Inadequate funds hinder non-academic staff regular training routine

**Question Ten**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	26	26.5	26.5	26.5
Agree	29	29.6	29.6	56.1
Undecided	21	21.4	21.4	77.5
Disagree	15	15.3	15.3	92.8
Strongly Disagree	7	8.2	8.2	100.0
Total	98	100.0	100.0	

Table 15 reveals that 26.5% of the respondent strongly agreed that inadequate funds hinder non-academic staff regular training routine, 29.6% respondents agreed, 21.4% were undecided, 15.3% disagreed, the remaining 8.2% of sampled respondents strongly disagree that inadequate funds hinder non-academic staff regular training routine. The above analysis shows that majority of the respondent agree that inadequate funds hinder non-academic staff regular training routine.

**Table 16:** Lack of mentorship and coaching affects non-academic staff performance in Uniben.

**Question Eleven**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	22	22.4	22.4	22.4
Agree	34	34.7	34.7	57.1
Undecided	18	18.4	18.4	75.5
Disagree	16	16.3	16.3	91.8
Strongly Disagree	8	8.2	8.2	100.0
Total	98	100.0	100.0	

Table 16 reveals that 22.4% of the respondent strongly agree that lack of mentorship and coaching affects non-academic staff performance in Uniben, 34.7% respondents agreed, 18.4% were undecided, 16.3% disagreed, while the remaining 8.2% of the sampled respondents strongly disagreed that lack of mentorship and coaching affects non-academic staff performance in Uniben. The above analysis shows that majority of the respondents agreed that lack of mentorship and coaching affects non-academic staff performance in Uniben.

**Table 17:** Lack of fairness and equity in the training selection process affects employee performance in Uniben.

**Question Twelve**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	25	25.1	25.1	25.1
Agree	34	34.7	34.7	59.8
Undecided	18	18.4	18.4	78.2
Disagree	11	11.2	11.2	89.2
Strongly Disagree	10	10.2	10.2	100.0
Total	98	100.0	100.0	

Table 17 shows the response of respondents that 25.1% strongly agreed that lack of fairness and equity in the training selection process affects employee performance in Uniben, 34.7% of the respondents agreed, 18.4% were undecided, 11.2% of the respondents disagreed, while 10.2% of the respondents strongly disagreed that lack of fairness and equity in the training selection process affects employee performance in Uniben. The above analysis shows that respondents agree that lack of fairness and equity in the training selection process affects employee performance in Uniben.

## 4.2 Hypotheses Testing

### Hypothesis One

H<sub>0</sub>: There is no significant relationship between staff training and staff performance in UNIBEN.

#### Question One \* Grade Level Cross tabulation

Count

		Grade Level		Total
		Senior Staff	Junior Staff	
Question One	Strongly Agree	9	14	23
	Agree	12	20	32
	Undecided	6	9	15
	Disagree	7	10	17
	Strongly Disagree	5	6	11
Total		39	59	98

#### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	32.76 <sup>a</sup>	4	.000
Likelihood Ratio	13.03	4	.000
Linear-by-Linear Association	25.38	1	.000
N of Valid Cases	98		

With the chi square test of 32.76 and an error level of .000 at degree of freedom 4, hypothesis one shows that data is statistically significant. Thus, the study

tends reject Ho (There is no significant relationship between staff training and staff performance in UNIBEN) and accepts Hr (There is a significant relationship between staff training and staff performance in UNIBEN).

## Hypotheses Two

Ho: There is no significant relationship between training programmes and employee performance in UNIBEN.

### Question Six \* Grade Level Cross tabulation

Count

		Grade Level		Total
		Senior Staff	Junior Staff	
Question Six	Strongly Agree	7	14	21
	Agree	12	21	33
	Undecided	6	9	15
	Disagree	7	10	17
	Strongly Disagree	8	5	13
Total		39	59	98

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	46.30 <sup>a</sup>	4	.000
Likelihood Ratio	17.42	4	.000
Linear-by-Linear Association	25.34	1	.000
N of Valid Cases	98		

Hypothesis two shows a chi square test of 46.30 with an error level of .000 at degree of freedom 4. The above analysis reveals that data is statistically significant.

Thus, the study accepts  $H_1$  which states that there is no significant relationship between training programmes and employee performance in UNIBEN and reject  $H_0$ , which state that, there is no significant relationship between training programmes and employee performance in UNIBEN.

### Hypotheses Three

$H_0$ : There is no significant relationship between factors militating against staff training and employee performance in UNIBEN.

#### Question Ten \* Grade Level Cross tabulation

Count

		Grade Level		Total
		Senior Staff	Junior Staff	
Question Ten	Strongly Agree	11	15	26
	Agree	13	16	29
	Undecided	9	12	21
	Disagree	6	9	15
	Strongly Disagree	0	7	7
Total		39	59	98

#### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	37.89 <sup>a</sup>	4	.000
Likelihood Ratio	13.74	4	.000
Linear-by-Linear Association	28.68	1	.000
N of Valid Cases	98		

With the chi square test of 37.89 and an error level of .000 at degree of freedom 4, hypothesis three shows that data is statistically significant. Therefore, the

study accepts  $H_1$  which states that, there is no significant relationship between factors militating against staff training and employee performance in UNIBEN and reject  $H_0$ , which states that, there is no significant relationship between factors militating against staff training and employee performance in UNIBEN.

### **4.3 Discussion of Findings**

The study examined staff training on non-academic staff performance in the University of Benin (UNIBEN) within the period of 2010 - 2022. The main aim of this study was to ascertain the impact staff training on non-academic staff performance. Having subjected the data collected from the respondents to statistical package for social science (SPSS), the outcome of the research revealed the following findings which include.

Firstly, this study examined relationship between relationship between staff training and staff performance. The study established that a relationship exists between these variables. The study revealed that manpower development has an impact on employee motivation. According to Blun and Naylor (1976), staff development can result in increased productivity, reduces Labour turnover and greater employee satisfaction. The respondents however were in agreement that staff training of non-academic staff is taken seriously at Uniben and also were unanimous in their

agreement that staff training is a strategy for improved job efficiency and employee performance in Uniben.

The study also revealed that lack of trainings affects employee performance at Uniben. Ubeku (1975) notes that employees who have not received adequate training before being assigned responsibilities lack the necessary confidence with which to carry out their jobs and to Nwachukwu (1988), lack of training is dysfunction to organizational performance and adequate care should be taken to recognize when training is needed. Occasions that employees in any organization require training include the following: lack of interests in one's job negative attitude to work, low productivity, Tardiness, excessive absenteeism rate, excessive complaints, highly rejects or low quality output, high incidence of accidents and insubordination

The study revealed that lack of fairness and equity in the training selection process affects employee performance in Uniben, so also did absence of regular training routine affects non-academic staff performance in Uniben. Also, it was discovered that lack of mentorship and coaching affects non-academic staff performance in Uniben.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter contains the summary of findings, conclusion and recommendations for the study. The summary of findings involves the scope of the research, its methodological process and relevant findings discovered in the study. The study conclusion examined the findings for the study from a broader perspective, while some recommendations were given as it relates to the findings of the study.

#### **5.1 Summary**

The study examined the impact of staff training on non-academic staff performance in the University of Benin (UNIBEN) within the period of 2010 – 2022. The objectives of the study include the following: to examine the extent to which staff training impact on non – academic staff of the University of Benin, to investigate if training programmes motivate non – academic staff for optimal performance in UNIBEN, to identify the challenges facing non – academic staff training towards increased performance in UNIBEN, and to proffer solutions to the challenges facing non – academic staff training towards increased performance in UNIBEN. In a bid to establish the extent of relationship existing between staff training and organizational performance the following research hypotheses became necessary which are stated in the null form; there is no significant relationship between staff training and staff performance in UNIBEN, there is no significant relationship between training

programmes and employee performance in UNIBEN, and there is no significant relationship between factors militating against staff training and employee performance in UNIBEN.

The study adopted survey research design. According to the Academic Planning Division of the University of Benin, (2021), the population of the non-academic staff of the University of Benin as at 2021 stands at 5432. The study selected four departments from the non-academic side of the University of Benin. These departments include Bursary, Exams and Records, Registry and Library of which 30 respondents were sampled from each department. The instrument used for the collection of data was the questionnaire which was administered to the study sampled respondents. The data collected was analyzed using simple percentage and chi square analytical method to test the hypotheses generated for the study.

The study established some findings, and they are expressed as follows. Training has an impact on non-academic staff performance in Uniben. Lack of manpower development affects non-academic staff performance at Uniben. Training manuals are provided for selected non-academic staff involved in the training programme. Absence of regular training routine affects non-academic staff performance in Uniben.

## **5.2 Conclusion.**

From the data collected and analyzed from the field, the study concludes amongst others that, there exist a relationship between relationship between relationship between staff training and staff performance in UNIBEN. The study also highlights the relationship between training programmes and employee performance in UNIBEN. The study also established that there exist a significant relationship between factors militating against staff training and employee performance in UNIBEN.

## **5.3 Recommendations**

The findings of the study have provided useful information about staff training and staff performance in UNIBEN. It is based on the findings of this study that the following recommendations were made:

1. Non-academic staff training should be given top priority in UNIBEN, Benin city.
2. Effective trainings should be organized regularly and undertaken.
3. A system for mentorship and coaching should be built up in UNIBEN, Benin city.
4. The training selection process should be fair and equitable.

5. Employees performance should be promoted through adequate recognition of employee job efficiency by promotions, recommendations, and appropriate rewards.

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## Appendix

Department of Public  
Administration  
Faculty of Social Science,  
University of Benin,  
Benin City.

Dear Sir/ Madam,

### REQUEST FOR YOUR COOPERATION IN COMPLETING THIS QUESTIONNAIRE

I am an undergraduate Student of the above-mentioned Department and University. As part of the programme, I am presently conducting a research on the topic “The impact of staff training on non-academic staff performance in the University of Benin (UNIBEN) within the period of 2010 - 2022”. This questionnaire is therefore designed to collect the relevant data for the study. Your response to the questions will not be used for any other purpose other than the one stated above.

Furthermore, you are kindly requested to respond as sincerely as possible to all questions as stated in the questionnaire. Please, tick (✓) in the space provided in the most appropriate column on each of the item.

Thank you for your cooperation.

#### SECTION A: BIODATA

Please, kindly tick the box that best fit the information given below:

1. Gender: Male  Female
2. Age: 18 – 35 years  36 – 53  54 and above

3. Marital Status: Single  Married  Divorced
4. Educational qualification: Primary  Secondary  OND  HND   
 First Degree  Masters Degree  Others
5. Grade Level: Senior Staff  Junior Staff

## SECTION B

Where: SD – Strongly Agree; A – Agree; UN – Undecided; DA – Disagreed; SD – Strongly Disagreed

Please tick the space that best fit your view.

S/N	STATEMENT	SA	A	UN	D	SD
	<b>Relationship between staff training and non-academic staff performance in UNIBEN</b>					
1	Training has an impact on non-academic staff performance in Uniben.					
2	Staff training of non-academic staff is taken seriously at Uniben.					
3	Lack of manpower development affects non-academic staff performance at Uniben.					
4	Manpower development is a strategy for improved job efficiency and employee performance in Uniben.					
	<b>Relationship between training programmes and employee performance in UNIBEN.</b>					
5	On the job training is mostly used as training method in Uniben					
6	Training programmes for non-academic of Uniben are updated regularly.					
7	Training needs of non-academic staff are identified by management of Uniben.					
8	Training manuals are provided for selected non-academic staff involved in the training programme.					
	<b>Relationship between absence of regular</b>					

	<b>training routine and employee morale in NTA.</b>					
9	Absence of regular training routine affects non-academic staff performance in Uniben.					
10	Inadequate funds hinder non-academic staff regular training routine.					
11	Lack of mentorship and coaching affects non-academic staff performance in Uniben.					
12	Lack of fairness and equity in the training selection process affects employee performance in Uniben.					