

**TALENT MANAGEMENT AND ORGANISATIONAL PERFORMANCE; A
CASE STUDY OF SELECTED HOSPITAL IN BENIN CITY**

BY

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DEPARTMENT OF PUBLIC ADMINISTRATION

FACULTY OF SOCIAL SCIENCES

UNIVERSITY OF BENIN

BENIN CITY

NOVEMBER, 2025

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF PUBLIC
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CERTIFICATION

This is to certify that this research work was carried out by **Okungbowa Nosayuwana Peter** with Matriculation Number: **SSC2008656** in partial fulfilment of the requirements for the award of Bachelor of Science (B.Sc) degree in Public Administration, faculty of social sciences, University of Benin, Benin City, Edo State.

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DEDICATION

This work is dedicated to God Almighty for His guidance and protection throughout my stay in school and to my lovely parents for their unwavering support .

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All gratitude to God Almighty, the one who has made it possible for me to complete this programme and this project work. May his name be praised forever.

My profound gratitude goes to my project supervisor Dr. Aigbe Endurance for his professional guidance, constructive criticism, and continuous motivation throughout this research. I sincerely thank my lovely parents Mr. and Mrs Okungbowa for their unwavering moral and financial support. without your love and prayers, this work would not have been possible

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ABSTRACT

This study examines the talent management and organisational performance; a case study of selected hospital in Benin city, with a focus on how leadership styles, administrative competence, and decision-making processes influence employee performance and organizational effectiveness. The research investigates the extent to which leadership practices such as communication, motivation, delegation of duties, and supervision contribute to the productivity levels within the local government system. Using a descriptive research design, data were collected through structured questionnaires administered to employees across various departments, and were analyzed using simple percentage and frequency distribution.

Findings from the study indicate that leadership significantly affects productivity, as effective leaders were observed to promote staff motivation, enhance collaboration, and facilitate timely execution of tasks. Conversely, poor leadership practices—such as inadequate communication, lack of transparency, and limited staff involvement in decision-making—were identified as major constraints to productivity in the local government. The study concludes that improving leadership capacity, encouraging participatory leadership approaches, and strengthening internal communication channels can greatly enhance productivity in Egor Local Government Area. It recommends continuous leadership training, performance-based evaluation, and a more inclusive administrative culture to foster sustainable organizational growth.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Talent management is an important aspect of human resource management that has been identified as a key driver of long-term organisational performance (Naim & Manasrah, 2017). Talent management is critical to the success of any organisation because it brings about an improvement and development of employees' skills, knowledge, and abilities that are necessary for innovation, productivity, growth, and when employees' talents are effectively managed, it can help promote a positive employee's commitment that brings about high performance (Najm, & Manasrah, 2017). Talent management encompasses putting the right employee in the right position (Devine, 2002). When employees are put in the right positions in the organisations their talents are maximised to optimum organisational success. Talent management is prioritized by most because it has been shown to have good results in attracting, retaining and developing employees (Baheshtiffar & Nekoie-Moghadam, 2011). Training is the sorted out path in which organizations give development and upgrade quality of new and existing employees. Training is seen as a systematic approach of learning and development that enhances individual, gathering and organization (Goldstein & Ford, 2002) in Khawaja & Nadeem (2013). It is thus, the policies of organization that prompts knowledge or

skills securing for developing purposes. Thereby contributing to the prosperity and performance of human capital, organization, and in addition the general public on the loose. As indicated by Manju & Suresh (2011), training fills in as a demonstrations of intercession to enhance organization's merchandise and enterprises quality in solid the opposition by upgrades in specialized skills of employees.

As indicated by Heathfield (2012), the correct worker training, development and instruction at the opportune time, gives enormous settlements to the organization in increment profitability, knowledge, unwaveringness and commitment. Training is accordingly, a critical piece of the human resource development (HRD) action of human resource management practice. For employees to complete their obligations effectively and efficiently they should have the important skills, knowledge, qualities, states of mind and abilities and well as comprehend their organization's way of life.

According to Ivancevich (2010), training and development is a procedure that endeavors to give employees data, skills and comprehension of the organization and its goals. Furthermore training and development helps a worker to keep on making the vital positive commitment to the success of utilizing organization as far as his/her great performance at work. To begin this entire procedure is introduction and socialization of employees into the organization.

1.2 Statement of the Problem

The success of any organisation relies on the quality of its human capital and, while it is perceived that training assumes a vital part, there are still worries as to which sorts of training and skills bring success Demerouti, (2006). Training is imparting a specific skill to do a particular job while development deals with general enhancement and growth of individual skill and abilities through conscious and unconscious learning. The main purpose of training and development is by improving the employee competencies so that organizations can maximize efficiency and effectiveness of their human assets. Armstrong (2009) clearly stated in his book that organizations could benefit from training and development through winning the “heart and minds of” their employees to get them to identify with the organization, to exert themselves more on its behalf and to remain with the organization.

The success of any organization in the long run depends very much on the quality of its human resources. This is because human resource is a strategic resource in which an organization can achieve its competitive advantage. Competitive advantage can be achieved by designing appropriate training and development programs that respond to the changing environment. In the service oriented organisations like University of Benin, improvement in service have to be continuously made to meet the rising expectation of the customers. Effective training and development program depends on knowing what results are required for the individual, the department and the organization as a whole. Absence of qualified

workforces affects the employees as well as the employers" quality of work in an organization.

To survive in this competitive, liberalized and globalized market, the organization need to focus on planning training, re training and development programs and evolve right approach for its implementation. Training and development activities have implications for attempts to motivate and involve the workforce with an aim of improving their performance.

Many studies argue that most of the training and development programs in developing countries like Nigeria have failed to achieve their expected results mainly due to their inability to design a training program that targets specific objectives (Ahmad and Mohamed, 2014). Healy (2001) states that various training programs were offered in government organizations in some developing countries, but they were very ineffective in the sense that they were very theoretical and too broad, and were not directed towards achieving any specific objectives. According to Healy (2001), the training programs were not responsive to the needs of the employees as their needs or weaknesses have not been identified, and there was also no coordination among the different stakeholders within these organizations.

The researcher observed that currently the University of Benin productivity and performance are decreasing, because of this, a preliminary gap assessment has been conducted by the researcher and certain gaps were revealed by comparing the

performance of non teaching staffs and the performance of teaching staffs. Thus, the preliminary research results based on interview of the students and management shows that the teaching staff's performance are better than the non teaching staff. The main reason for such performance gaps was the teaching staff were well trained by the institution and they developed basic skills through effective training and development program, whereas the junior employees are not well trained and as a result, their productivity become lower as compared to the previous ones. In addition, today's business environment is highly dynamic, more globalized and reflected by technological advancement and it requires the need for well-organized and efficient training and development program to improve employee's performance. Hence this study seek to evaluate the impact of training, re training and development on employees performance among non teaching staff of University of Benin.

1.3 Research Questions

The following research questions were proposed for this study.

- 1 Does training and development have an effect on the performance of employees for the achievement of organizational goals?
- 2 To what extent does on the job training influence employees performance among non teaching staff of the University of Benin?
- 3 Does induction training influence employee performance among non teaching staff of University of Benin?

- 4 To what extent does off the job training influence employee performance among non teaching staff of University of Benin?
- 5 To what extent does career development training influence employee performance among non teaching staff of University of Benin

1.4 Objectives of the study

The broad objective of this study is to determine the relationship between training and development on employee performance.

- 1 To determine if training and development affects employees performance for the achievement of organizational goal.
- 2 To establish the influence of on the job training and employees performance among non teaching staff of the University of Benin.
- 3 To access the influence of induction training among non teaching staff of University of Benin.
- 4 To establish the influence of off the job training and employees performance among non teaching staff of University of Benin
- 5 To determine to what extent career development training influences employees performance among non teaching staff of University of Benin.

1.5 Hypotheses

Based on the research questions and objective, the following hypothesis are hereby stated;

Hypothesis one

H0; there is no significant relationship between training and development of employees performance for the achievement of organizational goal.

H1; there is a significant relationship between training and development of employees performance for the achievement of organizational goal.

Hypothesis two

H0; there is no significant relationship between on the job training of employees performance among non teaching staff of the University of Benin.

H1; there is a significant relationship between on the job training of employees performance among non teaching staff of the University of Benin

Hypothesis three

H0: There is no significant relationship between induction training and employees performance among non teaching staff of the University of Benin

H1: There is a significant relationship between induction training and employees performance among non teaching staff of the University of Benin

Hypothesis four

H0: there is no significant relationship between off the job training and employees performance among non teaching staff of the University of Benin

H1: there is a significant relationship between off the job training and employees performance among non teaching staff of the University of Benin

Hypothesis five

H0: there is no significant relationship between career development training and employees performance among non teaching staff of University of Benin

H1: there is a significant relationship between career development training and employees performance among non teaching staff of University of Benin

1.6 Significance of The Study

To analyze a comparative study of employees training and development in achieving organizational objectives, we need to consider the role and attitude of employees to firms performance over the years and how does it benefit;

1. Organisation; it is expected that the findings of this research will be very useful to the organisation in managing and training their employees.
2. Investors; people who wish to invest in companies or firm may as well find this research work useful.
3. Future researchers; people who wish to carry out further research in this area will certainly find this work relevant.

4. It will also enable employs to know the value of training and development to organization

1.7 Scope of the Study

This research is designed to evaluate training and development of employees performance in Nigeria. The research work is thus restricted to Nigerian institutions specifically Benin City Edo State. The study covered the non teaching staffs of the University of Benin for a period of five years (2018-2023). It also uncover some of the problems associated with employee training and development. An appropriate recommendation was made were necessary.

1.8 Conceptual clarification

Training : acquisition of knowledge, skills, and competencies as a result of teaching.

Training means learning to do something. It includes practicing skills

Employee: an employee is a person who is hired to provide services to a company on a regular basis in exchange for compensation and who does not provide these services as part of an independent business.

Employee performance: *individual-level variable, or something a single person does*

On the job training : job training method takes place in a normal working situation, using the actual tools, equipment, documents or materials that trainees will use when fully trained. On-the-job training has a general reputation as most effective for vocational work

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Literature Review

Organisational performance is defined in a variety of ways in the literature; nonetheless each definition revolves around the concept's complexity and the multiple aspects that support performance in a modern Journal. One of the most important constructs in management research is performance. Reviewing previous research has revealed a multifaceted understanding of organisational success. Primarily concerned with stakeholders, diverse product market conditions, and the passage of time (Richardson, Devinney, Yip, Johnson & Manag, 2009) According to some authors, there is poor performance. Other than reaching the goals which it comprises organisational goals and objectives after effects of goals (Richardson & Roman (2019), views on organisational performance

2.2 Employee performance

As indicated by Armstrong (2010) Employee performance is regularly taken a gander at as far as results. Notwithstanding, it can likewise be taken a gander at as far as conduct. Training and Development have been characterized in a few routes by various authors. The fundamental thought that every last one of them featured in their investigations is the workforce ability improvement. Nadler and Nadler (1991, as referred to in Kumpikaite & Sakalas, 2011) distinguished Training and Development

as the parts of the human resource development (HRD) display. Similar authors Nadler and Nadler (1970, as referred to in Khan, Khan & Mahmood, 2012) have characterized HRD to be a framework or a variety of such exercises that empower organizations to add to the value of their workforce by bringing behavioral changes through training, development, and instruction inside a predetermined day and age. Along these lines, training and development help building and reinforcing the business related characteristics of the human resource (workers or employees) in any organization. Also, in training there is a master who conveys the comprehension about the ability required for improving the job capability keeping in both present and future job related aptitude necessities (Saleem, 2011). Subsequently, we may state that training and development is a more sensible and sorted out method for enhancing the skills, knowledge, and properties required by the workers to better satisfy their job undertakings

In spite of the fact that Training and Development have been taken as one for purpose of effortless in this investigation yet going into the profundity there are available sure recognizing highlights. These highlights, as given by Noe (2008), are: center, utilization of work encounters, objective, and investment. In training, the concentration is to get ready employees for the quick undertaking, work encounter isn't generally a necessary factor for employees to have, the objective is to get handy employees for the present job, and cooperation is mandatory if started. The

turnaround of all the expressed training highlights is relevant for development activities. Development is more self-guided and requires self inspiration to investigate and discover the routes for profession and individual headway. As indicated by Kahn (1990), there are three enthusiastic engagement conditions required for a laborer to be effectively drawn in: importance, wellbeing, and usability. It was discovered that engagement is the putting the reasonable individuals in right parts with right managers who drive worker engagement.

As substantiated by Draft (2008), it is the duty of the organization managers to guarantee that the organizations endeavor to and in this manner accomplish elite levels. This subsequently infers managers need to set the coveted levels of performance for any periods being referred to. This they can do by defining goals and gauges against which singular performance can be measured. Organizations guarantee that their employees are adding to delivering amazing items as well as services through the procedure of representative performance management. This management procedure urges employees to get associated with making arrangements for the organization, and in this way takes an interest by having a part in the whole procedure along these lines making inspiration for elite levels. Note that performance management incorporates exercises that guarantee that organizational goals are as a rule reliably met in an effective and efficient way.

Performance management can concentrate on performance of the employees, a division, procedures to construct an item or administration, and so forth. Prior research on efficiency of workers has demonstrated that employees who are happy with their job will have higher job performance, and subsequently incomparable job maintenance, than the individuals who are not content with their jobs (Landy, 1985). Additionally still, Kinicki & Kreitner (2006) record that representative performance is higher in upbeat and fulfilled workers and the management think that its simple to spur superior workers to accomplish firm targets. Well prepared employees are critical to a business' success. It has been demonstrated that the best and gainful employees are the individuals who have gotten broad training and development. These gatherings of employees can be portrayed as the "cream of the product that frequently has the most grounded stake in an organization's future.

According to Dessler (2013), notwithstanding when employees are precisely chosen, it doesn't even now ensure absolutely worthy performance from the employees. This is on the grounds that while the capability of a representative to perform is a certain something, performing is another and along these lines a worker with a high potential to perform may not at present play out his job on the off chance that he doesn't experience training and development. This is the reason training of recently utilized begins with organizational introduction. Cole (2014), hypothesizes that HR are the most unique of all the organization's resources and in this manner they

require extensive consideration from the organization's management, if the it human resource are to understand their maximum capacity in their work. Training and development exercises similarly as most different exercises in an organization relied upon the approaches and procedures of the organization. An organization with an efficient training would allude to it as "systematic training" which is the reason job portrayals are inescapable amid the enrollment and choice process. Facilitate more, in building up what training and development needs an organization has must begin with a job portrayal and later performance appraisal.

Workers' Performance essentially rely upon many elements like performance appraisals, worker inspiration, Employee fulfillment, pay, Training and development, job security, Organizational structure and other, however our zone of study is centered just around two fundamental elements: Employee Motivation and Organizational Structure, these two factors exceedingly impact the performance of employees Michlitsch, (2000).

2.3 Training and development

DeCenzo& Robbins (2010), clarify training as a "learning knowledge, in that, it looks for a generally perpetual change in a person that will enhance his capacity to perform at work". This implies training must be composed such that, it will include either the changing or upgrading of skills, knowledge, mentalities, and social conduct. This change or improvement of skills, knowledge, dispositions, and social conduct

could include what the representative knows, how he works, his relations and collaborations with collaborators and directors. Monappa & Saiyadain (2008), characterize training as "the educating or learning exercises carried on for the main role of helping individuals from an organization to get and apply the knowledge, skills, capacities and states of mind required by that organization. It is the demonstration of expanding the knowledge and aptitude of a worker for making a specific showing with regards to".

Training along these lines should be seen by managements of each organization as a long haul interest in its human resource. Dessler (2008), sees training further, as the methods for giving new or current employees the skills they have to perform at their different jobs. Proceeding with, he considers training to be the corridor characteristic of good management and in this manner when managers overlook training; they are doing as such to the immense inconvenience of the organizations they are managing. This is on the grounds that having high potential employees don't in any case ensure they will perform at work. This is the reason each worker must recognize what management needs him to do and how he should do it. Training subsequently has had a genuinely great record of affecting organizational effectiveness.

Cole (2014), contended that, HR are the most powerful resource of the every one of the resources at the transfer of the organization and therefore, the human

resource should be given extensive consideration from managements to empower this resource understand their maximum capacity in their work. Thus managements must address inspiration, authority, correspondence, work rebuilding, installment frameworks and training and development.

He additionally gave a few definitions that are significant:

At last Ivancevich (2010), says "training is an endeavor to enhance present or future performance of a worker and it is essential for both new and current employees" He cites Clifton and Fink (2005), as takes after:

"training is a systematic procedure of adjusting the conduct of employees toward a path that will accomplish organization goals. Training is identified with show job skills and capacities. It has a present introduction and enables employees to ace particular skills and capacities".

2.3.1 Defining Training and Development

Training and Development have been characterized in a few routes by various authors. The primary thought that every last one of them featured in their examinations is the workforce ability upgrade. Nadler and Nadler (Kumpikaite & Sakalas, 2011) distinguished Training and Development as the parts of the human resource development (HRD) show. Similar authors Nadler and Nadler (1970, as referred to in Khan, Khan, & Mahmood, 2012) have characterized HRD to be a framework or a combination of such exercises that empower organizations to add to

the value of their workforce by bringing behavioral changes through training, development, and instruction inside a predetermined era. Consequently, training and development help building and fortifying the work related qualities of the human resource (workers or employees) in any organization. In addition, in training there is a master who conveys the comprehension about the mastery required for improving the job capability keeping in see both present and future job related ability prerequisites (Saleem, Greeve & Albers, 2011). Consequently, we may state that Training and Development is a more coherent and composed method for enhancing the skills, knowledge, and traits required by the workers to better satisfy their job assignments

In spite of the fact that Training and Development have been taken as one for purpose of effortlessness in this examination yet going into the profundity, there are sure recognizing highlights. These highlights, as given by Noe (2008), are: center, utilization of work encounters, objective, and support. In training the concentration is present, utilization of work encounters is low, objective is to pick up skills for the present job, and cooperation is required if started while the other way around is appropriate for development activities. Development is more self-guided and requires self inspiration to investigate and discover the routes for profession and individual progression.

So also, Armstrong (2009) has separated training from development by articulating his idea that development is intended to secure new knowledge and skills

that assistance to advance into some future job prerequisites while training helps in picking up those abilities that enable the employees to better perform in their present jobs. Similarly, we observe training to be limited just on upgrade of skills relating to a specific job while development has its extension extended over the development and self-improvement of the employees (Obisi, 1996 as referred to in Obisi, 2011). Also, Cambell (1971) has given his perspectives as training enhances the aptitude level of specialized staff amid a brief timeframe for a particular target while development enables the managers to learn and develop amid a long haul learning period having colossal goal. Consequently, the two training and development might be utilized as one yet there is a qualification in light of the premise of broadness of extension, center of the endeavors, and time traverse as specified previously.

2.3.2 Organization's Need for Training (Performance)

All around prepared and developed employees when completely used by the utilizing organization benefits it too the employees themselves. In this manner for an organization to develop and get by in the present globally competitive and quick changing environment particularly in the innovation, for quite a while, there would be the requirement for organizations to think of frameworks and projects that would bring out of their need endeavors, consideration, inventiveness and general advancements as individual employees and as gatherings or groups of network, Asare-Bediako (2008). Thus organizations look to adjust to new structures, new

cultures and new effective strategies for performance management and representative motivation to have the capacity to adapt to quick change and rivalry in the business environment.

Imaginative changes or alterations wind up noticeably successful when individuals procure new point of view or understandings, qualities, knowledge and skills. For an illustration, the acquaintance of effective and up-with date method in performance management would require that the employees (supervisors and management) who regulate this framework must (I) comprehend the requirement for it and (ii) have the knowledge and skills to actualize it. This understanding, Knowledge and skills would originate from sorting out workshops or training programs that will give these implementers the applicable viewpoints, skills and knowledge for successful usage. A definitive human resource management result in this way is performance and thus all different results, for example, skills, resolve of employees, mentalities and motivation are determinants of performance. Performance of employees as said somewhere else along these lines is in regards to representative yield which is twofold; initially, the effective utilization of inputs or resources and second, the interpretation of productivity into quality services in an organization like Accra Polytechnic which has been conceded accreditation for the running of courses in unhitched male of innovation, (Ibid).

Human resource training, instruction and development exercises consequently go for the outfitting of employees with the essential capabilities that they require for their effective performance on their job. It along these lines genuinely right and imperative to contend that, without the correct sort of capabilities, no measure of motivation either in real money or kind will have the capacity to inspire employees to perform respectably or absolutely adequate.

Training and development mediations in this manner must go for giving employees the required specialized, administrative and identity capabilities for them to accomplish and support an abnormal state of performance. Selection of this position in an organization like Accra Polytechnic would be the route for it to be extremely competitive in the globally plan of this. This does not however imply that training is the answer for all performance issues in an organization. In this way Asare-Bediako (2008) gives a performance (mathematical) model that must be considered:

$$\text{Performance} = (\text{capacity}) \times (\text{motivation})$$

From the above mathematical model, performance is the product of capacity and motivation. While capacity is the "can" factor in the equation, "motivation is the "need to" factor. In this manner if the representative has the capacity (can factor) and at the same is given the required motivation (wan to factor), at that point performance would be ensured from the consolidated impact of capacity and motivation. It along these lines takes after that while the capacity may exist in the worker, the

nonattendance of motivation e. g. ergonomics of the environment, prizes and initiative (just to specify a couple) must achieve non-performance. In this example, no measure of training would take care of the issue.

In any case, training can affect both of these factors (capacity x motivation); it can uplift the skills and capacity of the employees and their motivation by expanding their feeling of duty and urging them to create and utilize new skills. Training is in this manner an effective device that can majorly affect the two employees' productivity and assurance if appropriately utilized. Thompson (2012), cites from an overview did in the UK in 1996 which demonstrated that the youthful representative of today esteems training and development openings over pay and livens. According to her the study additionally demonstrated that seventy three percent (73%) of those overview said they would remain with an organization that put time and vitality in their development instead of move to an opponent organization that paid more cash yet less interest in helping them to advance. Moreover since the mid – 1980s, it has been broadly perceived that the training and development of staff ought to be a noteworthy thing on any organization's plan. This implies each chief or administrator must have duty regarding his own self development and after that the development of the employees he oversees. In this manner the supervisor must try endeavors to recognize, characterize and evaluate the competitiveness of individual representative's skills and make a route for these people to build up the skills required. In any case, for a boss to

have the capacity to evaluate the competitiveness of the capabilities of employees and in this way set goals for the vital change of these abilities through training and development, he should first set up some sort of a representative appraisal framework. A director has responsibility for the performance of his employees and accordingly a chief's success would be dependent on the capacities of the employees. A superior or extremely very much prepared representative should build effectiveness and even productivity by lessening weariness and wastage. Thompson (2012) goes ahead to express that every worker could be categorized as one of three classifications in connection to skill to perform present place of employment. These are:

1. Skilled to perform present place of employment
2. Not yet equipped to perform present place of employment
3. Superior to skillful at perform present place of employment

Boxall and Purcell say that the chance to utilize training intensely emerges when organizations have put all the more thoroughly in enlistment and has therefore fabricated a work pool with more prominent long – run potential and thus more prominent yearnings. According to Robbins and Judge (2007), skilled employees don't stay capable until the end of time. Skills weaken and wind up noticeably old and along these lines new skills should be educated. They refer to a report from the USA

where companies with at least 100 employees spent more than \$51 billion dollar on formal training in one year.

2.3.3 Aims and Objectives of Training and Development

Argyris (1971) fights that an organization's effectiveness is reliant on its capacity to finish the following goals:

1. To accomplish goals
2. To maintain itself internationally
3. To adjust to its environment

Further to this dispute, Bass (1969) recognized three other factors which could require training action as cited by Monappa & Saiyadain:

1. To keep pace with cutting edge industrialization for the organization's survival
2. To train and retrain from the shop floor to the best official (development) in light of extension in quantities of employees and layers of various leveled levels and assortment of complex organization structures and control components.
3. Training inhuman relations has turned out to be vital for tackling human issues for tranquil industrial relations.

These two essayists give an unmistakable indication human resource development (HRD) faculty what the points and destinations of training and development by organizations should be; i. e. to state for training and development by organization not to be waste of resources by the organizations, it must try to accomplish the previously mentioned five (5) destinations and presumably some all the more depending on the environmental and business circumstance of the organization concerned. Abiodun (1999) presented that: Training is a systematic development of the knowledge, skills and states of mind required by employees to perform satisfactorily on a given undertaking or job. It can happen in various routes, at work or off the job; in the organization or outside organization. Adeniyi (1995) watched that staff training and development is a work action that can make an exceptionally critical commitment to the general effectiveness and profitability of an organization. He in this manner gives a systematic way to deal with training which encases the main components of training.

The effectiveness and success of an organization accordingly lies on the general population who shape and work within the organization. It takes after in this way that the employees in an organization to have the capacity to play out their obligations and influence meaningful commitments to the success of the organizational goals to need to secure the important skills and knowledge. In energy about this reality, organization like instructive institution, direct final training and development programs for the distinctive levels of their labor. For the most part, before training or

development programs are sorted out endeavors are being made through individuals and organizational appraisals to recognize the training needs. After the training and development programs, an assessment is done to ascertain the effectiveness of the program in line with the need, which had been recognized. It is deserving of say that organization development takes after the development of individual who shape the organization. It takes after that no organization ends up plainly effective and efficient until the point when the individual have and apply the required skills and knowledge. Training has been seen as a major aspect of human development. Human development is a procedure of enlarging individuals' decisions. In principle, these decisions can be infinite and change after some time. Be that as it may, at all levels of development, the three basic ones are for individuals to carry on with a long and solid life, to get knowledge through training, and to approach resources required for an OK standard of living. In the event that these basic decisions are not accessible numerous other open doors remain inaccessible Armstrong (2004). According to the idea of human development income is unmistakably just a single alternative that individuals might want to have, though a vital one. Development should in this way be something beyond the extension of income and riches. (HDR 1990) since administering involves the creation and maintenance of an environment for performance, working nearly or in disengagement towards the achievement of shared objectives, clearly

administrators can't be successful without very much gifted and all around trained individuals.

The requirement for enhanced productivity in organization has turned out to be generally acknowledged and that it relies upon efficient and effective training. It has additionally turned out to be vital in perspective of progression in present day world to invest in training. Along these lines, the pretended by staff training and development can never again be over-accentuated. In any case, the requirement for organizations to set out on staff development program for employees has turned out to be self-evident. Nonappearance of these programs regularly show tripartite issues of incompetence, inefficiency and ineffectiveness. Orihbabor (2000) presented that training and development go for developing abilities, for example, specialized, human, applied and administrative for the encouragement of individual and organization development, likewise Isyaku (2000) hypothesized that the way toward training and development is a continuous one.

Man is dynamic in nature should be present and pertinent in all circles of human undertaking's make staff development a need, to keep track with current occasion and methods. Griffin, (1978) Ajibade, (1993) Adeniyi, (1995) and Arikewuyo (1999) have drawn the consideration of the whole sundry to the inestimable benefit of training and development. It is a road to obtain increasingly and

new knowledge and grow assist the skills and strategies to work effectively. Researchers, specialists, social researcher and school administrators now perceive the way that training is obviously indispensable in the development of the individuals as well as encourage the productive limit of the workers. Training isn't coaxing or persuading individuals to do what is needed yet rather a procedure of creating organizational conditions that will make work force take a stab at better performance.

Among other schools that featured the value of training are Akintayo (1996), Oguntimehin (2001) and Graig (1976). They recognized the elements of training as take after: increase productivity, enhances the quality of work; enhances skills, knowledge, understanding and state of mind; improve the utilization of devices and machine; reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs, eliminates obsolescence in skills, technologies, methods, products, capital management and so on. It brings incumbents to that level of performance which needs the performance forth job; upgrade the execution of new approaches and controls; plans individuals for accomplishment, enhances labor development and guarantees the survival and development of the venture.

Pitfield (1982) is of the opinion that the goals of training are to: give the skills, knowledge and aptitudes important to attempt required job efficiently build up the workers so that in the event that he has the possibilities, he may advance, increase effectiveness by reducing spoilt work, abuse of machines and lessening physical

dangers. Akinpeju (1999) hypothesized that the way toward training and development is a continuous one. The need to play out one's job efficiently and the need to know how to lead others are adequate explanations behind training and development and the want to meet organizations destinations of higher productivity, makes it totally necessary.

2.3.4 Objectives of Training and Development

The main targets of staff training and development are to enhance the characteristics of the trainee, definition of goals for various necessities and methods for achieving it. The training objective is essential since it determines the outlined and substance of the training programs. Substance of the training remains the same regardless of the kind of training involved. It is to increase work force productivity, proficient development, smooth and more effective organization's operations.

2.3.5 Methods of Training and Development

1. **At work training/coaching:** This identifies with formal training at work. A worker winds up plainly experienced at work after some time because of alteration of job practices at the point of training or securing of skills. On-the-job training (OJT) is the most regularly utilized training technique in industry. This OJT is generally unstructured. While off-job training ought to get ready for or supplement OJT, coordination amongst OJT and off the job training is

frequently poor. Preferences of OJT include its minimal effort, practical nature, and motivating power. Be that as it may, it is normally impromptu and must assume an optional position to production.

2. **Off the job training:** this identifies with a training led in an area particularly assigned for training. It might be close to the workplace or far from work, at an uncommon training focus or a resort. Conducting the training far from the workplace minimize diversions and enables trainees to dedicate their complete consideration to the material being instructed. It frequently uses addresses, contextual investigations, pretending, reproduction, and so on.
3. **Induction/introduction:** This is done for new participants at work to make them acquainted with the aggregate corporate prerequisites like standards, morals, qualities, tenets and directions.
4. **Apprenticeship:** A technique for training where an untalented individual understudies a gifted individual.
5. **Exhibit:** Teaching by illustration, whereby the gifted worker plays out the job and the incompetent intently watches in order to understand the job.
6. **Vestibule:** This is done through industrial connection with the end goal of skills and innovation exchange. It is hence accomplished through situation of an individual within another zone of pertinent work or organization. The impact is the obtaining of pragmatic and specific skills.

7. **Formal Training:** A useful and hypothetical teaching process which should be possible within or outside an organization. When training is completed inside an organization, it is called an in-house training. Off-house training is completed in professionalized training regions like: Universities, Polytechnics and Professional Institutes.
8. **Vocation Development:** This is a formal, composed, arranged push to accomplish a harmony between individual profession needs and organizational workforce prerequisites (Bernardin, 2010).

2.3.6 Method of Development

1. **Under-contemplate:-** This is useful for succession planning. This takes into account smooth change of work when one officer leaves a timetable or organization.
2. **Job-turn:** - It is essential for all workers to move from one timetable to the other within a similar organization, to take into consideration ability on all circles of work.
3. **Self-development/Self-appraisal:-** Self development implies an individual want to enhance through an individual's endeavor to set out on ponder and reasonable hazardous that are independent of an organization's part and commitment. Self-evaluation individual recognizable proof of qualities, openings, shortcomings and challenges and an endeavor to enhance and

expand on current endeavors for an all the more fulfilling corporate development.

2.3.7 Approaches to Training

The contemplations for training differ in organizations. Some of these contemplations are not really in light of need. The different influences of training are summed up as takes after:

1. **Administrative approach:** - This depends on foundation of Budget and strategies. Officers are in this way sent for training in light of the accessibility of assets.
2. **Welfare approach:** - This depends on incidental contemplations. A few organizations send staff on training to another country with a view to improving their financial prosperity or their skills to empower them secure work somewhere else.
3. **Political approach:** - Within the positions of organization are weight gatherings, supporter and top picks of managers, who utilize their special positions to secure training openings well beyond their associates who in many cases justify the training programs accessible.
4. **Organizational development approach:** - This approach utilizes departmental training needs as thought for determination.

5. **Systematic or require – based training:** - This choice procedure here depends on Identification of training needs. It is utilized by organizations for development and development.

2.3.8 Problems Training and Development can solve in Organization

Training can take care of an assortment of labor issues which militate against ideal productivity. Included are operating issues having a labor segment. These issues can rise within any gatherings: aside from non-aside from, line and staff, incompetent, gifted, paraprofessional, expert and lower, center and upper management. These issues according to Kayode (2001) vary in natures and yet all have a shared factor, the arrangement expected individual to their thankful foundations particular identifiable things of extra knowledge expertise or understanding. Expansive, these issues include requirements to

1. Increase productivity
2. Improve the quality of work and raise confidence
3. Develop new skills, knowledge, understanding and dispositions.
4. Use effectively new devices, machines, procedures, methods or changes thereof.
5. Reduce waste, accidents, turnover, lateness, absenteeism, and other overhead costs.

6. Implement new or changed approaches or controls.
7. Fight obsolescence in skills, technologies, methods, products, markets, capital management and so on.
8. Bring incumbents to that level of performance which meets [100 percent of the time] the standard of performance for the job.
9. Develop substitutions, get ready individuals for headway, enhance labor arrangement and guarantee continuity of administration.
10. Ensure the survival and development of the organization.

2.4 Organization Defined

Monday (1990) defined an organization as "at least two individuals working together in a coordinated way to accomplish group result". Organization is additionally defined in Encyclopedia Britannica (1986) as a course of action of individuals or gatherings into a rational entire, with complex of capacity interrelationships and an arrangement of general administration. According to Daft (1983) organization "are social elements that are objective coordinated, purposely structured movement frameworks with an identifiable limit".

2.5 What is Organizational Effectiveness?

Organizational effectiveness was succinctly defined by Daft (1983) as "how much an organization understood its goals". As Daft appropriately contended organizations seek after different goals, and such goals must be accomplished

notwithstanding rivalry constrained resources, and difference among interest gatherings. Oguntimehin (2001) presented that organizational effectiveness is the capacity to deliver what comes about.

2.6 Staff Training and Development Versus Organizational Effectiveness

This final part of the paper will examine how staff training and development would improve organizational effectiveness. The goals of training and development are the same. Both improve the individual's ability to contribute ideally to the development of the organization. Nonetheless, staff training and development meets organizational extension because of environmental changes and mechanical innovations. Open doors for framing are utilized as reactions to organizational extension and change. In any case, keeping in mind the end goal to remain competitive and to guarantee great staff are pulled in to and remain within the organization, organizations need to guarantee that the training and development of all employees is an issue which is considered important. By investing in the development of the general population who are the substance of the business, organizations can stretch out beyond the opposition and exceed expectations in what they do.

This requires an abnormal state of co-ordination between worker training and development and the scope of other faculty capacities, for example, enrollment and determination, performance appraisal, compensate frameworks and representative relations Richman, (2008). ID of an organization's training needs, designing an

important training design, selecting and implementing the resulting training program and evaluating its success are hence integral components of the general Human Resource process.

In any case, for any of these capacities to be effective, the Training designs and arrangements must be in line with the organization's vital destinations. The Training capacity is increasingly thought to be a key player in helping the organization to accomplish its goals through its kin as it is becoming all the more for the most part acknowledged that there is a solid relationship between organizational success and investment in training and development. There is presently a growing attention to the significance of an arranged way to deal with training and development as an apparatus for competitive preferred standpoint, staff enrollment, determination, maintenance and motivation Oguntimehin (2001).

The entire Training and Development work has increasingly procured status as the instrument for breaking new ground and bringing about change through its developmental exercises. Training managers must give master guidance to top level management, more often than not about the incentive to the organization of a specific kind of training. Moreover, they should have the way to influence management as to a systematic way to deal with training outlining for instance, the degree to which changes in structure and strategies will be important to help training. The training

must occur within a framework of association between the trainer, manager and representative (Robbins, 2010).

This relationship must be described by trust between all partners with the goal that training does not just mirror the perspectives of the business. This shared trait of interest must be distinguished and worked towards. Training and development is tied in with making a distinction to the primary concern, both as far as how individuals feel about their jobs and also in the zone of performance and productivity. Eventually, it is tied in with adding genuine incentive to the organization and the individuals who contain it Isyaku (2000).

2.7 Organizational Environment

Organizational environment alludes to the powers that can have an effect. Powers made up circumstances and dangers. An organization does not exist in separation. It works with the general environment. Researchers have separated these environmental factors into two main parts;

- 1.) Internal Environment

- 2.) External Environment, it is additionally isolated into particular and general environment (Robbins, 2008).

Organizational environment determines the way and degree to which parts, power, and obligations are appointed, controlled, and coordinated, and how information flows between levels of management. This structure depends totally on the

organization's targets and the methodology accomplished them. According to Lusthaus, Anderson and Murphy: Environment is comprised of the administrative, innovative, political, financial, socio-cultural, and partner factors. According to Nabli and Nugent (2007) that every organization is set in a specific environment to which it is inextricably linked. This environment gives numerous settings that influence the organization and its performance, what it produces, and how it works.

2.8 Findings on Training and Development and Employee Performance

From reviewing of literature, there has been heaps of research focusing on the effect of training and development on representative performance. An examination by Raja and Furquan (2011), effect of training and development on organizational performance. They discovered that training and development have a significant and positive relationship with representative performance taking into thought different measurement. They additionally presumed that training and development influences decidedly representative performance for the accomplishment of organizational goals. Rashid and Nawaz (2013) in their research, the effect of Employees Training at work Performance in Education Sector of Pakistan. They discovered that at work training have a positive and significant relationship with representative performance.

Amir and Imran (2013) in their investigation, the impact of Training on Employee Performance, discovered that induction training influences representative performance emphatically and significantly and inferred that induction training is a

solid determinant of worker performance. In another investigation by Rashid and Nawaz (2013), the effect of Employees Training at work Performance in Education Sector of Pakistan, it was inferred that off the job training have a positive and significant relationship with representative performance. Aiman (2015) found in his work, the effect of Training and development on employees performance in Banks of Pakistan, that vocation development training is a solid determinant of representative performance as the relationship between them was observed to be certain and significant.

2.4 Theoretical Framework

Theory of Social Learning

Social theory presents a new view of learning i.e. social. According to the presenter of this theory, Albert Bandura, direct reinforcement cannot address all types of learning. Here by direct enforcement means the training and development programs that is organized to enhance the skills. According to this theory such programs are not address all learning types as there are some social elements which cannot be taught. Those elements are learned by the leaner from his/her surroundings. Such type of learning is called observational learning and this learning is associated with the understanding of different human behaviors. The first type of learning defined in this theory is through observation. In an organization the environment and the surroundings plays a very important role. The environment should be very

professional and the surroundings should be in such a way that the people (employees) learn from them. This theory also suggests that it is not necessary that the behavior is changed after learning something. It is expected that a person's behavior changes after learning something, but it is not in all cases. Furthermore the theory also explains about the mental states which play a vital role in learning process. If the mental status of the person is negative regarding any learning activity then he will not take part in that learning process and even if he is forced to do so, he will not gain any positivity from that process. In organizational training programs the mental state can be made positive regarding the training and development programs by associating the rewards and benefits with such programs which will motivate the employees and help to build a positive mental state. The case company also follow this theory as it allows the employees to learn from the surrounding and provides an environment where they can learn from their supervisors/managers and co-workers

CHAPTER THREE

METHODOLOGY

This chapter explains the methodology relevant to this study. It contains the research design, the population and sampling techniques, the operationalization and measurement of variables, the research instrument, sources of data collection and method of data analysis.

3.1 Research Design

A research design is a grand plan of approach to a research topic (Greener,2018). It is the framework that has been created to seek answers to the research questions.

A survey research design was used for the study. The survey design provide a quantitative or numeric description of trends, attitudes or opinions of a population by studying a sample of that population (Creswell, 2019). The purpose of using the survey research design is to generalize from the sample to the population, so that inferences can be made about some characteristics, attitude or behavior of this population.

3.3 Population and Sampling Technique

The population consist of non teaching staff of the University of Benin, Benin City, Edo State. It include five (5) faculties. Therefore, a total number of 326 staff which include 53 from faculty of Agricultural Sciences, 114 from faculty of Engineering, 43 from faculty of Social Sciences, 44 from faculty of Physical Sciences and 72 from faculty of Arts. The sample size was obtained using Taro Yamene (1967) formula.

$$n = \frac{N}{1 + Ne^2}$$

Where n = Sample size

N = Population (326)

e = Level of significance (5% i.e 0.05)

$$n = \frac{326 \dots \dots \dots}{1 + 326(0.05)^2}$$

$$n = \frac{326 \dots \dots}{1 + 0.815}$$

$$n = 180$$

Hence, the sample is 180. Respondents making up the sample size were conveniently selected from the population.

3.4 Operationalization and measurement of variables

The study focuses on training and development on employee performance. Training and development being the independent variable which includes

(achievement of organizational goal, on the job training, induction training, off the job training and career development training) while Employee Performance is the dependent variable. This study was adopted the most used likert type questions. In addition, table 3.1 shows how these variables were operationalized.

Table 3.1 :Operationalization of variables

S/N	Variable	Operationalization and measuring scale	Question number
1	Gender	2 point scale	Question 1
2	Marital Status	3 point scale	Question 2
3	Age	4 point scale	Question 3
4	Educational qualification	6 point scale	Question 4
5	the number of years spent in the institution	4 point scale	Question 5
	Independent Variables		
6	Achievement of organizational goals	It has to do with meeting the set goals by the organisation	Question 6-8
7	On the Job training	This relates to formal training on the job	Question 9-11
8	Induction training	This is carried out for new entrants on the job to make them familiar with the total corporate requirements like norms, ethics, values, rules and regulations	Question 12-14
9	Off the Job training	This relates to a training conducted in a location specifically designated for training	Question 15-17
11	Career development training	This is a formal, organized, planned effort to achieve a balance between individual career needs and organizational workforce requirements	Question 18-19
	Dependent variable		
12	Employee performance	It has to do with the meeting of set	Question 20-22

		standards by employees in an organization	
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3.5 The Research Instrument

The research instrument used for the study was self-administered questionnaire. It consists of two sections. Section A focused on respondents personal Bio-data such as gender, marital status, Age, highest educational qualification, and number of years spent in the institution. Section B requested respondents to complete questions related to the study variable of Training and development and employee performance.

3.6 Sources of Data

The data necessitated the use of primary source of data through questionnaire. The data for this research were collected through the administration of questionnaire to employees in the institution.

3.7 Method of Data Analysis

The demographic profile of respondents were analyzed using frequency distribution tables and simple percentages. The descriptive statistics for the various variables were analyzed with the use of means and grand mean. All the hypotheses stated in this research was tested using ANOVA, which were carried out using the

Statistical Package for Social Sciences (Version 22.0). The use of ANOVA shows the degree of relationship that exists between the dependent variable and the independent variables.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Data presentation

The study examined the impact of training and development on employees performance among the non academic staff of the University of Benin. This study uses qualitative research instrument through the administration of questionnaires to one hundred and eighty (180) members of the non academic staff of the University of Benin. The responses from the questionnaires administered were analyzed using descriptive statistics, cronbach Alpha test and ANOVA, through the statistical package for social sciences (SPSS, 22.0.)

4.2 Descriptive Statistics

This section describes the sample in terms of demography (gender, age, marital status, highest level of educational qualification and the number of years spent in the institution). This is presented in Table 2 below.

Table 4.1: Response Rate

Options	Frequency	Percentage (%)
Returned	158	87.8
Unreturned	22	12.2
Total	180	100

Source: Field Survey, 2024

Table 4.1 shows that during the process of carrying out this research, 180 questionnaires were distributed to respondents and 158 questionnaires were duly completed and returned and usable. This represents 87.8% response rate subsequently analyzed. The personal Bio-Data profile of the respondents is presented in the Table 2 below.

Table 4.2: Bio-Data profile of respondents

Variables	Measurement	Frequency	Valid percentage %
GENDER	Male	86	54.4
	Female	72	45.6
	Total	158	100
MARITAL STATUS	Single	81	51.3
	Married	66	41.8
	Divorced	11	7.0
	Total	158	100
AGE	20-30	65	41.1
	31-36	49	31.0
	37-42	28	17.7
	42-Above	16	10.1
	Total	158	100
EDUCATIONAL QUALIFICATION	SSCE	11	7.0
	OND	10	6.3
	NCE	12	7.6
	HND	19	12.0

	B.Sc	77	48.7
	Post Graduate	29	18.4
	Total	158	100
NUMBER OF YEARS IN THE INSTITUTION	0-10	96	60.8
	11-20	44	27.8
	21-30	10	6.3
	31 And Above	8	5.1
	Total	158	100

Source: Field survey, 2024

From Table 4.2 above, it is evident that with respect to gender, 54.4% (86) of the respondents were male while 45.6% (72) of the respondents were female. This implies that more of the respondents from the sample were males.

From the age category, 41.1% (65) of the respondents were between the age of 20-30years, 31.0% (49) of the respondents were between the ages of 31-36, 17.7% (28) of the respondents were between the age of 37-42years, 10.1% (16) of the respondents were above 42years. This means that more of the respondents (41.1% of the total sample) were between the age of 20-30years.

With respect to marital status, Table 4.2 shows that 51.3% (81) of the respondents were single, 41.8% (66) of the respondents were married and 7.0% (11) of the respondents were Divorced. This means that most of the respondents (51.3% of the total sample) were single.

From the category of highest level of educational qualification, 7.0% (11) of the respondents were SSCE holders, 6.3% (10) of the respondents were OND holders, 7.6% (12) of the respondents were NCE holders, 12.0% (19) of the respondents were HND holders, 48.7% (77) of the respondents were B.Sc holders and 18.4% (29) of the respondents were Post Graduates. This means that most of the respondents (48.7%) of the total sample were B.Sc holders.

From the category of number of years in the institution, 60.8% (96) of the respondents have spent between 0-10years in the institution, 27.8% (44) of the respondents have spent 11-20years in the institution, 6.3% (10) of the respondents have spent 21-30years in the institution and 5.1% (8) of the respondents have spent above 31 years in the institution. This implies that most of the respondents (60.8% of the total sample) have spent 0-10years in the institution.

4.3 Data Presentation and Reliability Analysis

Table 4.3: Achievement of organizational goals

S/N	VARIABLE	SA	A	N	D	SD	Mean
6	Lack of employee training and development affects employee understanding of why the institution is going in the current direction	95 60.1%	54 34.2%	6 3.8%	2 1.3%	1 0.6%	4.52
7	The skills and capabilities of employees can not be fully utilizes without such employee	67 42.4%	74 46.8%	13 8.2%	4 2.5%	0	4.29

	being trained						
8	Lack of employee training and development is as a result of lack of competent people in management in the institution	60 38.0%	72 45.6%	20 12.7%	5 3.2%	1 0.6%	4.17
	Grand mean						4.32

Source: Field survey, 2024

Decision rule: there is a unanimous agreement when the mean values of respondents are above 3, unanimous disagreement when it is below 3, and also respondents are neutral when the mean value is equal to 3.

Table 4.3 above shows that there is a unanimous agreement to the statements provided, indicating that achievement of organisational goals affects employee performance. This is evident in the mean value of 4.32. All three questions received positive responses ranging from 4.17 – 4.52.

Table 4.4:

Reliability Statistics	
Cronbach's Alpha	N of Items
.702	3

From Table 4.4 above, the questions are reliable with a cronbach's alpha value of 0.702 which is greater than 0.70.

Table 4.5: On the job training

S/N	VARIABLE	SA	A	N	D	SD	Mean
9	On the job training enables employees have the appropriate amount of information to make correct decisions about their work	68 42.8%	75 47.2%	8 5.0%	4 2.5%	2 1.3%	4.29
10	On the job training enables employees to have freedom, self governance and ability to make choice about their training	85 53.4%	56 35.2%	17 10.7%	1 0.6%	0	4.41
11	On the job training contributes to wage increment for the employees	53 33.3%	79 49.7%	16 10.1%	6 3.8%	4 2.5%	4.08
	Grand mean						4.26

Source: Field survey, 2024

Table 4.5 above shows that there is a unanimous agreement to the statements provided, indicating that on the job training affects employee performance. This is evident in the mean value of 4.26. All three questions received positive responses ranging from 4.08 – 4.41.

Table 4.6:

Reliability Statistics	
Cronbach's Alpha	N of Items
.711	3

From Table 4.6 above, the questions are reliable with a cronbach's alpha value of 0.711 which is greater than 0.70.

Table 4.7: Induction training

S/N	VARIABLE	SA	A	N	D	SD	Mean
12	Proper induction reduces employee turnover	43 27.2%	84 53.2%	19 12.0%	9 5.7%	2 1.3%	4.00
13	Employees induction has a positive effect on employee attitude	45 28.5%	87 55.1%	22 13.9%	4 2.5%	0	4.09
14	Induction training results in cost reduction in the work processes	50 36.1%	83 52.5%	20 12.7%	5 3.2%	0	4.13
	Grand mean						4.07

Source: Field survey, 2024

Table 4.7 above shows that there is a unanimous agreement to the statements provided, indicating that induction training affects employees performance. This is evident in the mean value of 4.07. All three questions received positive responses ranging from 4.00 – 4.13.

Table 4.8:

Reliability Statistics	
Cronbach's Alpha	N of Items
.810	3

From Table 4.8 above, the questions are reliable with a cronbach's alpha value of 0.810 which is greater than 0.70.

Table 4.9: Off the job training

S/N	VARIABLE	SA	A	N	D	SD	Mean
15	Off the job training has played a significant role in improving the quality of my work	52 32.9%	75 47.5%	18 11.4%	10 6.3%	3 1.9%	4.03
16	Off the job training has improved my skills to work with others at work	50 31.6%	71 44.9%	23 14.6%	12 7.6%	2 1.3%	3.98
17	Off the job training contributes to employee retention	54 34.2%	74 46.8%	15 9.5%	9 5.7%	4 2.5%	4.07
	Grand mean						4.02

Source: Field survey, 2024

Table 4.9 above shows that there is a unanimous agreement to the statements provided, indicating that off the job training affects employee performance. This is evident in the mean value of 4.02. All three questions received positive responses ranging from 3.98 – 4.07.

Table 4.10:

Reliability Statistics	
Cronbach's Alpha	N of Items
.808	3

From Table 4.10 above, the questions are reliable with a cronbach's alpha value of 0.808 which is greater than 0.70.

Table 4.11: Career development training

S/N	VARIABLE	SA	A	N	D	SD	Mean
18	Career development training results in enhanced responsibilities to the employee	73 46.2%	68 43.0%	12 7.6%	2 1.3%	3 1.9%	4.30
19	Career development training enhances employees working skills	76 48.1%	69 43.7%	11 7.0%	2 1.3%	0	4.39
	Grand mean						4.35

Source: Field survey, 2024

Table 4.11 above shows that there is a unanimous agreement to the statements provided, indicating that career development training affect employee performance. This is evident in the mean value of 4.35. All two questions received positive responses ranging from 4.30 – 4.39.

Table 4.12:

Reliability Statistics	
Cronbach's Alpha	N of Items
.709	2

From Table 4.12 above, the questions are reliable with a cronbach's alpha value of 0.709 which is greater than 0.70.

Table 4.13: Dependent variable (employee performance)

S/N	VARIABLE	SA	A	N	D	SD	Mean
20	I am encouraged by my level of performance	75 49.5%	73 46.2%	8 5.1%	1 0.6%	1 0.6%	4.39
21	Do you think that employees performance is the primary function of management	55 34.8%	79 50.0%	14 8.9%	7 4.4%	1 0.6%	4.80

22	Do you think that people of questionable integrity are result oriented	65 41.1%	59 37.3%	20 12.7%	7 4.4%	1 0.6%	4.06
	Grand mean						4.42

Source: Field survey, 2024

Table 4.13 above shows that there is a unanimous agreement to the statements provided, indicating the respondents perform well on the job. This is evident in the mean value of 4.42. All four questions received positive responses ranging from 4.06 – 4.80.

Table 4.14:

Reliability Statistics	
Cronbach's Alpha	N of Items
.807	3

From Table 4.14 above, the questions are reliable with a cronbach's alpha value of 0.807 which is greater than 0.70.

4.4 Testing Hypotheses

In this section, the hypotheses are tested using regressions analysis. Table 15 shows the regression output

Table 4.15: Regression output

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.539 ^a	.290	.251	1.95688

a. Predictors: (Constant), CAREER DEVELOPMENT TRAINING, OFF THE JOB TRAINING, ACHIEVEMENT OF ORGANISATIONAL GOALS, INDUCTION TRAINING, ON THE JOB TRAINING

Table 4.16

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.808	5	3.362	7.434	.000 ^b
	Residual	582.067	152	3.829		
	Total	598.875	157			

a. Dependent Variable: EMPLOYEE PERFORMANCE

b. Predictors: (Constant), CAREER DEVELOPMENT TRAINING, OFF THE JOB TRAINING, ACHIEVEMENT OF ORGANISATIONAL GOALS, INDUCTION TRAINING, ON THE JOB TRAINING

Table 4.17

Coefficients^a

Model	Unstandardized Coefficients	Standardized Coefficients	T	Sig.
-------	-----------------------------	---------------------------	---	------

		B	Std. Error	Beta		
1	(Constant)	3.021	1.957		1.543	.082
	ACHIEVEMENT OF ORGANISATIONAL GOALS	.339	.147	.209	2.305	.023
	ON THE JOB TRAINING	.632	.333	.180	4.954	.000
	INDUCTION TRAINING	-.037	.330	-.010	-.111	.912
	OFF THE JOB TRAINING	.102	.204	.042	2.498	.018
	CAREER DEVELOPMENT TRAINING	-.078	.277	-.024	-3.655	.009

a. Dependent Variable: EMPLOYEES PERFORMANCE

Hypothesis 1

H₁: there is a significant relationship between training and development and employees performance for the achievement of organizational goal.

Table 4.17 above shows that there is positive and significant relationship between achievement of organisational goals and employee performance. This is

confirmed by the t-Statistic value of 2.305 and at a p-value of 0.023 which is lesser than our 0.05 level of significance. Based on the result, we therefore fail to reject the alternative hypothesis that states there is a significant relationship between training and development and employee performance for the achievement of organizational goal

Hypothesis 2

H₂: there is a significant relationship between on the job training and employees performance among non academic staff of the University of Benin.

Table 4.17 above shows that there is positive and significant relationship between on the job training and employee performance. This is confirmed by the t-Statistic value of 4.954 and at a p-value of 0.000 which is lesser than our 0.05 level of significance. Based on the result, we therefore fail to reject the alternative hypothesis that states that there is a significant relationship between on the job training and employees performance among non academic staff of the University of Benin.

Hypothesis 3

H₃: There is a significant relationship between induction training and employees performance among Non Academic staff of the University of Benin.

Table 4.17 above shows that there is negative and insignificant relationship between induction training and employees performance. This is confirmed by the t-Statistic value of -0.111 and at a p-value of 0.912 which is greater than our 0.05 level of significance. Based on the result, we therefore reject the alternative hypothesis that states that there is a significant relationship between induction training and employees performance among non academic staff of the University of Benin.

Hypothesis 4

H₄: there is a significant relationship between off the job training and employees performance among non academic staff of University of Benin.

Table 4.17 above shows that there is positive and significant relationship between off the job training and employees performance. This is confirmed by the t-Statistic value of 2.498 and at a p-value of 0.018 which is lesser than our 0.05 level of significance. Based on the result, we therefore fail to reject the alternate hypothesis that states that there is a significant relationship between off the job training and employees performance among non academic staff of University of Benin.

Hypothesis 5

H₅: there is a significant relationship between career development training and employees performance among non academic staff of University of Benin

Table 4.17 above shows that there is negative and significant relationship between career development training and employees performance. This is confirmed by the t-Statistic value of -3.655 and at a p-value of 0.009 which is greater than our 0.05 level of significance. Based on the result, we therefore fail to reject the alternate hypothesis that states that there is a significant relationship between career development training and employee performance among non academic staff of University of Benin.

From the ANOVA table, it is evident that training and development have positive and significant relationship with employee performance with a P value of 0.000.

It is evident from the value of adjusted R^2 which is 0.251 indicating that the independent variables that make up training and development explain 25.1% of the systematic variation in the dependent variable (employee performance).

4.5: Discussion of findings

The major objective of this study is to find out if there is a significant relationship between training and development and employees performance of non-

academic staff in the University of Benin. In course of this study, 5 dimensions of training and development (achievement of organisational goals, on the job training, induction training, off the job training and career development training) were used as independent variables to ascertain if there is a significant relationship between these dimensions and employee performance.

In this research, it was discovered that there is a significant relationship between training and development and employee performance for achieving organisational goals. This means that training and development has a significant influence on employees performance for achieving organisational goals. This is in line with the findings by Raja and Furquan (2011) where it was concluded that training and development have a positive and significant relationship with employee performance for achieving organizational goals.

It was also revealed in this study that there is a significant relationship between on the job training and employees performance. This indicates that on the job training significantly influence employee performance. It can also be said from the findings of this research that on the job training is a strong determinant of employees performance. This is in line with the findings by Rashid and Nawaz (2013) where it was discovered that on the job training is a strong determinant of employee

performance and that on the job training creates good benefits as it relates to employee performance.

It was also revealed in this study that there is no significant relationship between induction training and employee performance. It can also be said from the findings of this research that induction training is not a strong determinant of employee performance. This is in contrast to the findings by Amir and Imran (2013) where it was concluded that induction training affects employee performance positively and significantly

It was further revealed that there is a significant relationship between off the job training and employee performance. This implies that employee performance is significantly influenced by off the job training. This in essence means that off the job training is a strong determinant of employee performance. This is line with the findings by Rashid and Nawaz (2013) where it was concluded that off the job training positively as well as significantly affects employee's performance.

It was also revealed in this study that there is a significant relationship between career development training and employee performance. It can also be said from the findings of this research that career development training is a strong determinant of employee performance. This is in line with the findings by Aiman

(2015) where he stated that career development training has a positive and significant relationship with employee performance.

Finally, it was evident in this study that training and development taking all the dimensions into consideration has a significant relationship with employee performance. This indicates that employee performance is greatly affected by training and development. It can be deduced from the findings of this research that training and development is a strong determinant of employee performance.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter is to summarize the findings, draw conclusions reached in the study. It consists of four (4) sections which includes; Summary of findings, Conclusions, recommendations and suggestion for further studies.

5.2 SUMMARY OF FINDINGS

Based on the findings from the results of this study, the following summaries have been made;

1. There is a significant relationship between training and development and employee performance for the achievement of organizational goals among non academic staff in the University of Benin.
2. There is a significant relationship between on the job training and employee performance among non academic staff in the University of Benin.
3. There is no significant relationship between induction training and employee performance among non academic staff in the University of Benin.
4. There is a significant relationship between off the job training and employee performance among non academic staff in the University of Benin.
5. There is a significant relationship between career development training and employee performance among non academic staff in the University of Benin.

5.3: Conclusions

In light of the findings as clear it the consequences of this research, the following conclusions are made as for the targets of the examination. It can be reasoned that at work training is a solid determinant of worker performance among non scholarly staff in the University of Benin since the relationship that exist between them is certain and significant. It is additionally reasoned that worker performance among non scholastic staff in the University of Benin is enormously influenced by off the job training since the relationship between them is likewise significant. It is additionally presumed that vocation development training have a significant relationship with worker performance among non scholarly staff in the University of Benin. In the interim, there is an insignificant relationship between induction training and representative performance among non scholarly staff in the University of Benin.

5.4: Recommendations

1. The University of Benin should ensure that they advance at work training.
2. The University of Benin should demonstrate high respects for off the job training as they help employees to perform well at work.
3. Organisations should be worried about career development training as it incredibly influences employee's performance.
4. Organisations ought not to be excessively worried about induction training as it isn't a solid determinant of employee's performance based on the findings

5.5 Suggestion for further studies

This examination isn't faultless as it had a few restrictions which can fill in as a reason for additionally research. A portion of the zones where additionally studies can enhance are;

1. The study only examined the relationship amongst training and development and employee's performance among non academic staff of the University of Benin. Additionally studies can enhance that by examining some other populace in other sectors.
2. They could also improve on the sample size of their research as the sample size of this examination was only 180 respondents.

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