

The Role of Training and Development in Performance Effectiveness in Nigeria

John Nkeobuna Nnah Ugoani*

College of Management and Social Sciences, Rhema University, Aba, Nigeria

Abstract

All training and development activities in organizations are geared toward competence building which enhances corporate performance reflected by efficiency and productivity. Effective training and development linked with technological sophistication in production is associated with positive GDP per capita growth among the fastest growing economies in the World. The strength of the role of training and development lies in its capacity to provide trainees with the competence to perform efficiently, and also prepare them to assume higher responsibilities. The exploratory research design was employed for the study, and it was found that the role of training and development is necessary for performance effectiveness in Nigeria. Consequent on the result, it was recommended that Nigeria needs to intensify training and development activities to help in driving quality economic growth.

Keywords

On-the-Job Training, Induction, Manpower Development, Economic Growth, Corporate Performance

Received: June 19, 2018 / Accepted: July 6, 2018 / Published online: August 31, 2018

@ 2018 The Authors. Published by American Institute of Science. This Open Access article is under the CC BY license.

<http://creativecommons.org/licenses/by/4.0/>

1. Introduction

Changes in the global competitive environment have altered the field of training and development very significantly in the past decades reflecting both its role and necessity for the attainment of higher organizational targets. According to [23] the field of training and development has become more important because employees need to learn new skills, advance their knowledge, and meet the challenges of technology, in achieving higher organizational performance. Employee training and development activities are among the most common and costly human resource management activities. These activities teach new skills, refine existing skills, and affect employee attitudes. For example, newly hired employees usually undergo orientation sessions soon after joining the organization. Orientation makes new employees integrate with the group. Development activities are a powerful means to enhance the efficiency of the organization. According to [30] employee training and

development ensure that the learning necessary to perform the job takes place. Change is one of the contemporary organizational problems because it involves changing the behavior of individual employees, and a good way to effect change in organizations is through training and development. Performance effectiveness of any organization is dependent upon the competence of its people, present and future. All training and development programs must be able to give out new knowledge, to enhance skill and be able to change attitudes. Training and development are used in the manpower development process to describe how employees upscale their skills to enhance their performance on their present jobs, and future engagements. They help employees to acquire those competencies, attitudes and values that would enable them to live a useful life and to contribute to the development of mankind. The rapid changes in science, education and technology have made the need for training and development very important to performance effectiveness. Training and development involve a systematic intentional process of altering the behavior of organizational

* Corresponding author
E-mail address: drjohnugoani@yahoo.com

members in a direction which contributes to organizational effectiveness. According to [2] no matter the pattern or form training and development may take, the aim of it all is to change organizational people for the interest of organizational goals. Organizational goals, organizational effectiveness or performance effectiveness reflects a situation where an organization is efficient, productive, profitable and has competitive advantage in the industry. When training and development are used as a single term, training specifically refers to the act of equipping employees with the necessary methods and techniques to enable them perform competently in their present or future jobs so as to increase the efficiency and output of the organization as well as obtaining self-satisfaction. In the same vein, development describes the activities that increase the competence and ability of employees to progress within the organization as it changes and grows. This means that training and development are necessary and important to both the individual to acquire new skills, become more competent, achieve self-satisfaction and ultimately allow the organization to effectively achieve its objectives. [2] insists that training and development result in long-term improvements in job performance as reflected in efficiency, lower costs, turnover, absenteeism, grievances, improved quantity and quality of performance. He emphasizes that management must appreciate that training and development of employees remain one of its primary responsibilities and that all such programmes should be so prepared, designed so as to become relevant to the recognized needs of the organization. Training and development role is increasingly recognized as a most important organizational activity. Rapid changes brought about by the internet require newer skills and knowledge in many areas. Despite this reality there are some people and organizations that believe that training and development have unnecessarily been given undue importance and that the experience on-the-job is good enough to develop necessary competencies for efficient performance on-the-job. However, this may be true to some extent, as it is generally believed that training and development cannot entirely substitute for experience. Training and development could be traced to the Stone Age when people started transferring knowledge through signs and deeds to others. This was followed by vocational training during the Industrial Revolution when apprentices were provided direct instruction in the operation of machines to ensure performance effectiveness. Education and training facilitate employee development for higher duties. According to [8] training is regarded as indicating and teaching skills, and thus the educational aspect associated with the skill could be assumed to be part of the training programme. Therefore, the scope of training and development activities as in most other important organizational activities depends on the policy, strategies and

vision of the organization. Basically, a formal training and development therefore is an effort by an employer to provide opportunity for employees to acquire job related skills both for personal improvement and organizational effectiveness. Even though there is currently a voluntarist approach to training and development in some countries, which means, that employers make their own choices about the extent to which they train, general management around the world believes that training and development activity is a strategic approach to business success. For example, in a survey,[22] found that organizations in Sweden were spending about 44 percent of their budgets on training and development, Denmark about 42 percent and UK about 38 percent to form the highest, while the lowest was France, 2 percent. Among the problems of training and development in some countries like Nigeria, includes no accurate accountor statistics of training expenditure by organizations, and no enforcement of legislation to push training and development activities in organizations. The matter of training and development role continues to receive attention because if an organization cannot employ a person capable to do the job it can train and develop the person in its employment to do the job. Each function in an organization has a continuous need to renew its character, its role in the organization and its effect on performance effectiveness. This cannot be achieved through the traditional job description which is a keystone standard for performance, but through training and development. Training and development role provides the links for establishing employees' congruency with the job and the organization by the development of guidelines for employees' that clearly state and explain management's expectations for each major work function in the organization. Management recognizes that there are many opportunities for guided experience that can be gained through the process of training and development and for effective organizational performance. Training and development role serves as the catalyst for economic and social development in an increasingly interconnected global system. It provides novel solution to social and economic problems that is more effective and efficient by creating value for society and bringing about major social innovations that contribute value to the communities, and therefore enhancing productivity through the creation of new and sustainable abilities and capabilities for performance effectiveness. For example, to achieve this in Nigeria, the Federal Government of Nigeria orders all universities in the country who are still operating from temporary sites to move to their permanent sites to put them in a better stead to provide quality education, training and development for the population in their institutions who will become the employers' and employees' of tomorrow [3]. [17] suggest that training and development role is an aspect of human

resource management practices that help in enhancing employees' skills, knowledge and competence capable of improving their ability to perform more efficiently. They posit that training and development activity plays a vital role in the effectiveness of an organization. They argue further that it is one of the most pervasive techniques for improving organizational competitiveness and performance effectiveness [43, 44].

1.1. Conceptual Framework of the Study

Training and development activity is part of a detailed manpower development system for the achievement of superior organizational goals. Manpower development in the broadest sense, aims at predicting the number of people who the organization will have to hire, train or promote in a given period. This involves matching the supply of people with varying skills to available jobs requiring those skills. It is also a strategy for final acquisition, utilization, improvement and preservation of organization human resources necessary for the achievement of organizational goals. [13] defines manpower planning or development as any rational approach for ensuring the recruitment of sufficient and suitable employees, their retention in the organization, the optimum utilization of employees, the improvement of performance and organizational effectiveness. Training and development activity as a strategic management function is critical to organizational success. According to [18] training can be a significant management tool in bringing about organizational change. According to him, as an effective change agent, the training and development function must be very systematic and orderly in providing assistance to solve organizational problems, and in achieving organizational goals. He posits that increased attention is being paid to training and development activities in long-range organizational planning, and shorter-range, detailed manpower projections, because new and disadvantaged manpower resources are brought into the workforce as hourly paid employees and as members of the management team. For performance effectiveness therefore, more formalized and less haphazard industrial training and development now receive priority attention by management. He believes that the trend now is to predict training and development need, and apply appropriate measures to reflect certain changes in organizational value systems in which human skills are improved for both their benefit and enhanced organizational performance [31, 40, 4, 26, 41, 14].

1.2. Statement of the Problem

The first challenge of training and development is that the term is often used interchangeably to mean the same thing thereby posing the confusion as to the one that takes

precedence over the other, although the purpose of training is to supplement the trainee's academic education, or to train him to undertake work in a higher level. However, [20] fears that it is almost impossible to decide where education ends and training begins. This confusion leaves most employers in fear and doubt of the actual budget to be devoted to training and development. To this extent, even as important as training and development role is to organizational effectiveness it is often neglected by many employers. Some of the challenges of training and development role hinges on ignorance of its relevance to enterprise success. For example, in Nigeria, even though micro, small and medium enterprises (MSMEs) account for over 90 percent of registered businesses, over 90 percent of such businesses do not usually; have a training and development budget. This neglect deprives them of talented and executive manpower that would help in steering them to growth and stability, and the result is high mortality rate of such enterprises. The matter is that organizational people must be trained and developed regardless of whether they stay in the particular establishment or leave to seek employment elsewhere. This is imperative because, with the exception of fresh school leavers or graduates, employers take advantage of another employers' training whenever an employee is engaged. Some employers worry about the cost implication of training without giving full thought to its benefits in terms of efficiency, effectiveness and growth. Some employers in Nigeria like First Bank of Nigeria Plc that has institutionalized robust training and development role over the last 100 years prides itself as one of the most efficient financial supermarkets in the country. Without training and development, there may not be effective succession planning. Even the policymakers in Nigeria are into a serious blunder by limiting the tertiary education trust fund to the benefit of only students of public institutions of learning leaving out more and more Nigerians in the private side of the tertiary education sector. Such a policy has a negative side effect of not encouraging the production of the requisite number of competent manpower to effectively lead the nation into the future. Even though the country has about 585 tertiary institutions comprised of about 143 universities: 67 private, 40 federal, and 36 states owned; there are polytechnics, monotronics, colleges of agriculture, colleges of education, and vocational educational institutions to serve a population of about 180 million, the problem of lack of access to higher education, training and development persists [7]. Education, training and development role remains critical to performance effectiveness, and according to [28] appropriate and proficient organizational policies like training and development function stimulates employee retention, and performance. They insist that human resource training and development function plays an important role in developing a

learning organization that exploits the full potential of its people at individual, team and organizational levels [5]. With less written in this area in Nigeria, this work has become urgent because of the need for competent manpower to meet the challenges of the ever changing work environment.

1.3. Objective of the Study

The study was designed to explore the role of training and development in performance effectiveness in Nigeria.

1.4. Significance of the Study

The study will enable students, researchers, practitioners and sundry others to appreciate the relevance or otherwise of training and development in performance effectiveness in Nigeria.

1.5. Research Questions

Can training and development role contribute to performance effectiveness in Nigeria organizations?

- i. Is it true that private employers train employees to meet their internal needs?
- ii. Is it true that international organizations support training and development in developing countries?
- iii. Is it true that training and development budget is well-managed in the public sector?
- iv. Can training and development help in driving economic growth of a nation?

2. Literature Review

In a developing country like Nigeria where it is estimated that small enterprises (SEs) account for over 90 percent of registered businesses, training and development can play a critical role in bringing about social change and economic development. According to [29] good management is necessary for improved productivity and flexibility but it is not enough. They assert that equally important is the level of competence of the workers who occupy the middle of the workforce. For example, in the modern wage sector, such workers facilitate the adaptation and use of new technologies, enhance the efficiency and quality of production and maintenance, and supervise and train workers with lesser skills. In the rural and urban informal sectors, craft and production skills increase worker productivity in self employment and in SEs. According to them, workers use a wide range of general and specific skills, and training and development role is necessary to enhance the higher-order conceptual skills and theoretical knowledge of employees to enable them increase organizational productivity. Generally, the objectives of training differ according to the needs of

different employers and employees. However, according to [33] the basic objective of training is to establish a match between man and his job. Thus training is designed to improve knowledge, skills, and attitudes, and so, equip the individual to be more effective in his present job or prepare him for a future assignment. He suggests that individual's growth should not be taken as an end; rather it should be a means to organizational effectiveness. This is true because the primary concern of an organization is to exist and persist. Accordingly, the viability depends on the efficiency that an organization achieves in meeting its goals and retains its market share. Within his perspective also [27] suggests that intangible assets of the organization are increasing in proportion to the value of tangible assets. He recognizes that developing intellectual capital may be an *act of faith*, or one of budgetary allocation, and suggests that the most useful measures to track such investments are individual capability, individual motivation, the organizational climate and work-group effectiveness.

2.1. Training and Development Methods

[33] postulates that basic training and development methods can be generally classified into: On-the-job training; Off-the-job training, and Simulation training. These methods cover six broad training areas as: basic skills, team development, technical skills, product development, resources management, among two others. Covering these areas is necessary to update the knowledge, skill and attitude required for performance effectiveness [25, 9, 38]. Companies often use a combination of the three methods as no programme or training method is perfect for all training needs. Usually the type of training method chosen should reflect: the objective of training to be accomplished; the resources available to the organization and the peculiar nature and characteristics of the individuals to be trained. On-the-job training methods are by far the most widely used and the simplest method of training. Using these methods, employees are placed on a regular job, taught the skills necessary to get the job done properly. While in training, the trainee also contributes to the total output of the organization. On the other hand off-the-job training involves gaining experience outside of the organization. Most times, it becomes imperative for employees to seek for more theoretical knowledge to widen their job experiences outside their usual workplace. Basically, the objective of off-the-job training is to broaden the trainees' job knowledge and experience beyond what can be learnt within the specific job environment. Simulation methods are used mostly in the development of executive talents, through case studies, business games, wilderness exercises, among others. The method is imperative in attempts to improve executive performance. The simulation technique of training is related to what is also called the learning process. According to [8] learning is a continuous

process and people are influenced by their surroundings in all situations. Using the learning process, the whole job is explained, demonstrated and practiced by the trainee until the plateau is reached, progress is consolidated, performance is increased, and so until proficiency is reached. This method teaches the individual how to be more successful in his job and not necessarily improving performance at work. The purpose of the method is not to find one solution, but many dealing with the situation. The sequential application of these methods helps in wrapping up performance effectiveness [35, 36, 16, 11].

2.2. Employee Retraining

According to [8] employees learn at different rates, and so management should not expect identical results from trainees. He suggests that it is always necessary to encourage and avoid being critical. He also emphasizes that the unfortunate employee who suddenly finds out that he is unable to carry out his duties reasonably well needs sympathetic treatment and retraining for a more suitable job. According to him, this problem may happen to anyone at any time, and the best human approach is to help rather than to ridicule. The causes of incapability suddenly occurring are often a mental difficulty, a physical disability brought by for example, illness and technological changes in the job itself. It is therefore believed that the idea of developing a more versatile group of employees involves job rotation and retraining activities. Even though some old employees may resist retraining management must overcome any resistance to change. Most employees tend to form habits in jobs and these habits are often the real barriers that have to be removed before versatility is possible, because it is needed for comprehensive job knowledge, quality performance and organizational effectiveness. According to [29] effective retraining requires an understanding of the skills workers already possess, the skill needs of the economy, and the capacity of training institutions to meet these needs [39].

2.3. Triangular Training and Development Effectiveness Model

Training is very costly and it should be purposefully designed to help in rectifying poor performance [2]. According to [23] training has traditionally been defined as the process by which individuals change their skills, knowledge, attitudes, and or behavior. In this context, he suggests that training involves designing and supporting learning activities that result in a desired level of performance. In contrast, development typically refers to long-term growth and learning, arrangements directing attention more on what an individual may need to know or do at some future date. While training focuses more on current job duties or responsibilities, development points to future job

responsibilities. To be effective, therefore, training and development must meet a number of goals. With the field becoming more systematic, models describing the process and activities required to achieve success are now being employed more frequently to explain how these should be designed, adopted and evaluated. In his model for creating training effectiveness, [23] recognizes three steps: pre-training, training, and post-training, as critical, and must be evaluated, to determine effectiveness and help to guide change and performance improvement. This model clearly indicates that effective training and development activity runs in three stages. The Triangular Training and Development Effectiveness Model of this study support this understanding and at the same time bring fresh contribution to the debate of what actually constitutes Training and Development Effectiveness. The model also supports the theory of [20] that training and development activities should run in three dimensions, from induction, through supervisory, training to management development. The Triangular Training and Development Effectiveness Model emphasize that to be effective; training and development activities must run sequentially through the three stages to avoid over training. Over-training may occur where the trainee lacks the competence to follow the learning process or where the training course content is not needed by the trainee. Since training is expensive, such mistakes must be avoided in the first place. [20] states that the kinds of training course provided must be suited to the types of work and goals for which the trainees are to be deployed. He advocates therefore, that each organization must provide courses to meet both the needs of the trainees and those of the super ordinate organization. [12] describes a model as a simplified representation of the real world. This suggests that it takes the form of a diagrammatic representation, like a chart or figure, or may be conceptual, so that words, statements, or phrases are used to describe the overall operation of the research at hand. He opines that irrespective of whether the model may be a diagram or be conceptual, the purpose of any model is to simplify and clarify thinking, to identify important aspects, to suggest explanations, and to predict possible consequences. Also, according to [15] models are widely employed in management theory to clarify relationships and processes, including McGregor's (1960) theory 'X' and theory 'Y' model, Blake & Mouton's (1964) nine part grid diagram, and conceptual models developed by Maslow (1954) and Herzberg (1974) [15] believes that these studies confirm that models assist the researcher to understand the real world and to provide a useful touchstone between the real world and the reality of the researcher. Again, [24] acknowledges that models are very popular in educational research and help to make explicit, issues that would otherwise be hidden in an excess of words [42].

3. Methodology

3.1. Research Design

The qualitative technique of exploratory research design was used for the study. The exploratory design is historical in nature, and does not usually require a large sample or a structured questionnaire. The strength of qualitative technique lies in its capacity to provide deep insights and descriptions of the matter under investigation [6, 37, 10].

3.2. Sources of Data

Data were collected through secondary and primary sources. Secondary data are information that has been previously collected for some other purpose other than the research project at hand whereas primary data are information gathered and assembled specifically for the research objectives at hand [1].

3.3. Sample Frame

The sample frame comprised of individuals interested in training and development and performance effectiveness in Nigeria.

3.4. Sample Technique

Purposive sampling technique was used to select the sample and there were 105 respondents composed of 45 females and 60 males ranging in age between 21 and 70. The purposive sampling involves the selection of units based on factors other than random chance [6].

3.5. Sample Size

For the purpose of the study, 105 respondents were selected.

3.6. Area of Study

The study was conducted in South-east Nigeria, comprised of 5 states out of the 36 states in Nigeria. The area has a high concentration of both private and public organizations interested in training and development and performance effectiveness.

3.7. Decision Rule

The decision rule for the mean cut-off point for the analysis of responses was at 70 percent ‘yes’. According to [32] this method is appropriate to answer research questions in research.

3.8. Data Analysis

Data analysis was done by descriptive statistics and result presented in tables.

4. Presentation of Result

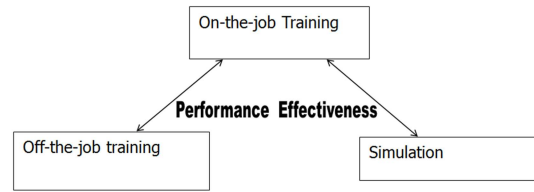


Figure 1. Triangular Training and Development Effectiveness Model.

Source: Author (2017) conceptual framework

As a conceptual framework, this model in figure 1 suggests that training and development activities should of necessity run sequentially in a triangular fashion, to reduce the incidence of overtraining and under training and ultimately lead to performance effectiveness. [21] also used a triangular model to illustrate team management effectiveness in organizations.

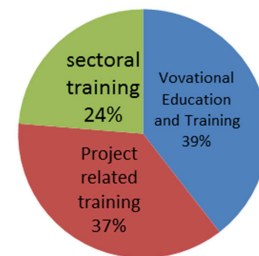


Figure 2. Distribution of World Bank Lending for Training and Development.

Source: Author Fieldwork (2017) adapted from [29]

As shown in figure 2, and to drive organizational effectiveness in developing countries, the World Bank has been providing financial assistance through training and development to upgrade the skills and efficiency of employees in both the informal and formal sectors. [29] opine that international agencies are well placed to help research institutions in developing countries address training issues and enhance building human resource development; in the belief that skill acquisition is an important way to enhance performance effectiveness and economic growth.

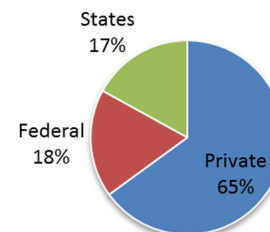


Figure 3. Composition of Nigerian University System by Ownership (%).

Source: Author Fieldwork (2017)

Nigeria with about 143 universities has embraced the Open courseware Policy on the framework of the National Policy on

Open Education Resources (OER) so as to expand access to education, training and development in the country. As in figure 3, despite the high percentage of private universities, the problem of students in excess of the carrying capacities by the existing higher institutions remains a recurring decimal. It is expected that the policy on OER will ameliorate the situation and possibly lead to improved capacity building in Nigeria needed for performance effectiveness.



Figure 4. Areas of Training and Development.

Source: Author Fieldwork (2017) adapted from [25]

As in figure 4, according to [25] the National Statistical Office (NSO) of Malawi suggests that these six training areas should be covered by training and development function to enhance performance effectiveness in organizations.

Table 1. Training and Development Methods.

On-the-job methods	Off-the-job methods	Simulation methods
Job rotation	Classroom lectures	Case studies
Internship	Film shows and demonstrations	Business games
Apprenticeship	Vestibule training	Critical incident analysis
Coaching	Action learning	Role playing
Committee assignment	Educational television	In basket games
Task force assignment	Programmed instructions	Brain storming
Mentoring	Secondment	Syndication exercises
Observation	Conference / seminars	Wilderness exercises

Source: Author Fieldwork (2017)

As in table 1, upon employment and after necessary induction, employees are taken through a voyage of training and development courses, to upscale their skills and also prepare them for higher responsibilities. The running of these activities in a systematic manner helps to produce quality manpower needed for performance effectiveness in organizations. Through the simulation techniques case studies, role playing and others are combined to ensure maximum performance. The major aim is to facilitate the transfer of what has been learnt off-the-job to on-the-job effectiveness [5].

Table 2. Selected Registered Private Training and Development Institutions in Nigeria.

S/N	Descriptions	Activities
1	Private Tertiary Institution	Provide various training & development courses
2	Bratim Training Nigeria	Offers training programs for executives, etc.
3	Dotecon Nigeria Limited	Offers courses in safety & health, etc.
4	Oil Train	Offers training in oil & gas, etc.
5	Prodeco Limited	Offers training & dev. Services for companies
6	Phillips Consulting Limited	Offers training & dev. Courses nationally and internationally
7	Nigerian Seminars and Trainings	Provides e-learning, coaching etc
8	FBN Plc Learning Centre	Offers sectoral training for employees
9	Financial Institutions Training Centre (FITC)	Provides sectoral training
10	Afrihub Computers	Provides, computer training for students in tertiary institutions.

Source: Author Fieldwork (2017)

The institutions listed in table 2 are among those providing training and development activities in Nigeria. Their activities have contributed in producing competent manpower required for performance effectiveness and development of the economy. Higher education by tertiary institutions is necessary for economic growth. According to

[34] economic development should be the goal and practical purpose of higher education. It should aim to train people to perform well in the role of manager or entrepreneur, in the public and private sectors, so that the Nigerian graduate can lead in the continuous development of the country.

Table 3. Selected Public Training and Development Institutions in Nigeria.

S/N	Description	Activities
1	Public Tertiary Institutions	Provides various training & development courses.
2	Industrial Training Fund (ITF)	Provides various levels of trainings & dev. courses
3	Administrative Staff College of Nigeria (ASCON)	Provides various levels of training & dev. courses
4	Centre for Management Development (CMD)	Provides various levels of training & dev. courses
5	Nigerian Institute of Training and Development (NITAD)	Provides different types of trainings & dev. courses.

S/N	Description	Activities
6	Academic Staff Training & Development	Run by TET Fund for academic staff development
7	National Institute for Policy and Strategic Studies (NIPSS)	Offers executive manpower training & dev. courses.
8	Petroleum Technology Development Fund (PTDF)	Provides training for academic staff and students
9	National War College	Offers executive military training
10	Scientific Equipment Development Institute (SEDI)	Offers practical training for young engineers.

Source: Author Fieldwork (2017)

As shown in table 3, public tertiary institutions composed of the universities, polytechnics, colleges of education, research centres, are in the forefront of providing training and development activities in Nigeria. Their activities are complemented by those of ITF, ASCON, NIPSS, NITAD, among others. With a huge population, training and developing competent manpower remain a critical point in Nigeria’s sustainable development agenda.

Table 4. Profile of Respondents (n = 105).

S/N	Descriptions	Category	Total	Percentage
1	Sex	a) Female	45	42.86
		b) Male	60	57.14
2	Education	a) Above FSLC	35	33.33
		b) Diplomas/degrees	50	47.62
		c) Higher degrees	20	19.05
3	Age	a) 18 to 30	25	23.81
		b) 31 to 45	45	42.86
		c) 46 to 70	35	33.33
4	Experience	a) Less than 5 years	27	25.72
		b) More than 10 years	55	52.38
		c) Over 20 years	23	21.90
5	Income	a) Low	15	14.29
		b) Middle	30	28.57
		c) Average	40	38.09
		d) High	20	19.05
6	Employment	a) Private	31	29.52
		b) Public	57	54.29
		c) Self-Employed	17	16.19

Source: Author Fieldwork (2017)

The sample in table 4 was selected from people with different backgrounds to enhance the quality of the study.

Table 5. The Role of Training and Development in Performance Effectiveness in Nigeria (Analysis of Responses).

S/N	Statements	Yes		No		Total	Decision @ 70% yes
		No	%	No	%		
1	Training and development programmes by private organizations are better than those by public organizations.	11	10.48	94	89.52	105	Rejected
2	The World Bank provides more assistance for private sector training in developing countries	21	20	84	80	105	Rejected
3	Private organizations train their employees so as to meet their internal needs	91	86.67	14	13.33	105	Accepted
4	Training and development programmes by external sources seem to provide trainees with wider exposure	86	81.90	19	18.10	105	Accepted
5	The commonest type of training by private employers in Nigeria is On-the-job training	90	85.71	15	14.29	105	Accepted
6	Training and development budget is judiciously used in the public sector	15	14.29	90	85.71	105	Rejected
7	Training and development are critical for economic growth of a country	75	71.43	30	28.57	105	Accepted
8	Quality training and development enhance performance effectiveness in organizations	85	80.95	20	19.05	105	Accepted
9	Retraining is not necessary to unleash the full potentials of employees	45	42.86	60	57.14	105	Rejected
10	Training and development programmes by tertiary institutions provide general knowledge needed for performance effectiveness.	77	73.33	28	26.67	105	Accepted

Sources: Author Fieldwork (2017)

The responses in table 5 provide answers to the critical research questions and ultimately confirm that the role of training and development is crucial for performance effectiveness in Nigeria. This result supports the work of [17]

that employees’ training and development ensure that the learning necessary to perform the job effectively takes place. This is the objective of the study.

4.1. Discussion

In human resource management arrangements, after the necessary offer of employment the next step is training and development which involves putting employees through the process to enable them acquire the basic skills they require for the effective performance of the job. In addition to training, development deals with the activities undertaken to upgrade employees' capacity in an effort to perform additional responsibilities and also to assume higher level duties in the future. In Nigeria, training and development activities are provided by both the private and public sectors and often supported by international agencies such as the World Bank. However, it is believed that training opportunities by public organizations provide wider range of opportunities for competence building because about 70 percent of informal sector employers in Nigeria, in modern occupations had previous wage employment in the formal or public sector. All training and development activities in organizations are geared toward competence building and employee satisfaction. Competent and satisfied employees treat customers well leading to customer satisfaction and greater patronage which enhances corporate performance. Corporate performance reflects in improved efficiency, effectiveness, profitability, good image, stability as well as stakeholder satisfaction. [29] report that because of the importance of training and development, the World Bank provides assistance in support of organizations efforts around the world but pays more attention to public sector organizations as indicated in figure 2. Figure 1 as conceived in this study suggests that training and development activities should follow three basic steps to ensure skill building necessary for performance effectiveness. The training and development methods in table 1 are the generally accepted ways of providing employees with learning needed to improve their skills and also equip them for higher responsibilities. Tables 2 and 3 provided necessary evidence that government, public and private employers in Nigeria attach great importance to training and development capable of enhancing performance effectiveness. As shown in table 4, the sample was selected from people knowledgeable enough to provide useful responses to the research questions so as to improve the quality of the study. The responses in table 5 (3) answers the research question to affirm that private organizations train employees to meet their own internal needs. This supports the finding of [29] that training by private employers is often criticized because they do not provide training on a scale adequate to meet society's needs for skills, and also that private companies only provide very narrow training courses specific to their own short term productivity goals. In contrast, as provided in table 5 (4) it was agreed that training by external sources provides workers with wider exposure to perform better on the job. However, according to

[29] although the extent of employer training has been documented in some studies the issue of quality, with regard to the provision of general skill, has not been directly studied, but often data indicate whether training is provided: on-the-job, formally organized, or obtained from external sources. According to them, lacking other measures, it is reasonable to assume that the latter two kinds of training are more likely than on-the-job training to provide broader, general skills. As in table 5 (5) the commonest type of training by private organizations in Nigeria is on-the-job training, after induction. [19] suggest that induction is primarily concerned with preparing new employees to work as effectively as possible and as soon as is possible in their new jobs. It plays an important role in helping new employees to adjust emotionally, psychologically and socially to the new work place. According to them, there is no right length of time for an induction programme. In some cases it can be accomplished effectively in a few days, for others there may be a need for some form of input over a number of weeks. However, what is important is that individuals are properly introduced both to the organization and to their particular role within it. As indicated in table 5 (6) training and development budget is often abused in the public sector making employees to be less committed and to leave midway, in most cases, to pursue private entrepreneurial activities. [29] report that significant numbers of entrepreneurs in the informal sector acquired their basic skills informal public employment. At about 71.43 percent 'yes' as in table 5 (7) the research question was answered to the extent that training and development role is critical to economic growth. For example, according [29] training and development help in driving productivity and economic growth as reported among the fastest growing countries in the World. For example, according to them, Korea's economic plan was integrated with manpower planning to meet their human capital needs. This strategy linked increasing technical sophistication in production with expanded levels of education, training and development that brought about high quality growth with positive impact on GDP per capita growth. The positive response as in table 5 (8) supports earlier reports that training and development enhance corporate performance. Retraining helps slow learners to upgrade their skills and contribute to organizational growth and also helps in realizing their full potentials. Tertiary institutions provide the broadest types of training and development activities in Nigeria that enhance general knowledge needed for effective performance at all levels. Based on relevant secondary data and critical analysis, it was found that training and development role is important in performance effectiveness in Nigeria.

4.2. Scope for Further Study

Further study should examine the relationship between private sector training and development activities with a view

to ascertaining their impact on employee performance in Nigeria.

4.3. Recommendations

- i. Effective training and development activities should follow the triangular cycle to ensure that trainees fully grasp the rudiments of skills required for effective performance.
- ii. Private sector employers should enlarge their training and development package to cover broader areas that will benefit the economy more.
- iii. Public sector training and development budget must be judiciously utilized to ensure that qualified employees benefit to enhance their competence and ability to assume higher responsibilities.
- iv. Economic and development planners need to integrate training and development requirements with policy framework as a way of driving quality productivity and economic growth.
- v. Nigeria as a developing country needs to intensify training and development activities at all levels. This is important because the rate of economic growth and the prevailing patterns of investment provide incentives for investment in worker skills as the fundamental drivers for both the quality and productivity of employees.

5. Conclusion

The triangular cycle of training and development activities ensures that trainees understand the skills they need to perform effectively. Training and development activities in Nigeria are basically provided by both private and public employers, although private employers train specifically, to meet their needs. On the other hand, training and development imperatives by public employers and public institutions provide broader general skills that help in economic growth. Retraining is important to unleash the full potentials of all workers. Effective retraining requires an understanding of the skills workers already possess, the skill needs of the economy and the capacity of training institutions to meet these needs. Because of the relevance of training and development to quality growth, the World Bank supports related activities in developing countries. Through critical analysis this study found that the role of training and development is important for performance effectiveness in Nigeria. This result supports the findings of [29] that training and development lead to corporate performance reflected by improved worker efficiency, effectiveness, image, stability, as well as organizational productivity and economic growth. It also supports the findings of [28] that appropriate and

proficient training and development stimulate employee retention and performance. Furthermore, the result lends credence to finding of [17] that training and development role an indispensable strategic tool for effective individual and organizational performance. Also, that its serves as a means to transfer to the employees' relevant skills, knowledge and competence to improve employees' performance on current jobs and future assignments. This is the objective of the study.

References

- [1] Aaker, D. A, Day, G. S, and Kumar, V. (2004) *Marketing Research*. 8th edition. Hoboken, N. J. Wiley.
- [2] Agbato, J. O (1988) *The Nature of Management (Revised Edition)*. Lagos. Abiola Bookshop Press Ltd.
- [3] Alli, Y. (2018) Fed Govt orders varsities to move to permanent sites. *The Nation*, vol. 12, No. 4351, pp: 6.
- [4] Antonacopoulou, E. (2000) Employee development through self-development in three retail banks. *Personnel Review*, vol. 29, No. 24.
- [5] Armstrong, M. (2010) *A Handbook of Human Resource Management Practice*. 10th edition. Kogan Page Limited, India.
- [6] Asika, N. (2004) *Research Methodology: A Practical Approach*. Lagos, Mukugamu& Brothers Enterprises.
- [7] Belo-Osagie, K. (2017) Nigeria gets Open Courseware Policy. *The Nation*, vol. 12, No. 4074, pp: 29.
- [8] Betts, P. W. (1976) *Office Management*. 2nd Impression. Great Britain. Richard Clay Ltd.
- [9] Blanchard, K, and Johnson, S. (2003) *The One Minute Manager*, New York, Harper-Collins Publishers Inc.
- [10] Brannen, J. (2005) *Mixing Methods: The Entry of Qualitative and Quantitative Approaches in to the Research Process*. *International Journal of Social Research Methodology*, 8 (3), 173-184.
- [11] Briks, S. Fluitman, F. Oudin, X, Salome, B. and Sinclair, C. (1992) *Skill Acquisition and Work in Micro Enterprises: Recent Evidence from West Africa*. World Bank Africa Technical Department, Washington, D. C.
- [12] Cleary, R. (1992) Models as effective research tools. In D. M. Cavanash and G. M. Rodwell (eds.) *Dialogues in educational research*. Darwin, NT: William Michael Press.
- [13] Cole, G. A (1988) *Personnel Management: Theory & Practice*. ELBS DP Publication.
- [14] Dangote, A. (2017) Dangote: Africa will become global food basked. *The Nation*, vol. 12, No. 4074, pp: 11.
- [15] Dye, R. (1992) *Understanding Public Policy* Englewood Cliff N. J Prentice Hall.
- [16] Ebhohimen, P. E (1991) *The Problems of Manpower Development in the Nigerian Banking Industry*. *Quarterly Journal*, vol. 1, No. 3.

- [17] Falola, H. O. Osibanjo, A. O. and Ojo, S. I. (2014) Effectiveness of Training and Development on Employees' Performance and Organization Competitiveness in the Nigerian Banking Industry. *Bulletin of the Transilvania University of Brasov, Series V: Economic Sciences*, vol. 7 (56): 162-170.
- [18] Goodman, L. S (1972) *The Training Organization*: In J. J Famularo (ed.) *Handbook of Modern Personnel Administration*. New York, McGraw-Hill, Inc. Pp: 18-3 – 18 – 11.
- [19] Gregg, P. and Wadsworth, J. (1999) Job tenure, 1975-98, In P. Gregg, and J. Wadsworth (eds.) *The State of Working Britain*. Manchester. Manchester University Press.
- [20] Hall, L. (1977) *Business Administration*. 2nd edition, Great Britain. Macdonald and Evans Ltd.
- [21] Hirschhorn, L. (1991) *Managing in the New Team Environment*. Upper Saddle River, N. J. Prentice-Hall, 521A.
- [22] Holden, L. and Livian, Y. (1992) Does strategic training policy exist? Some evidence from ten European countries. *Personnel Review*, vol. 21, No. 1, pp: 12-23
- [23] Kaliski, B. S. (2001) Training and Development. In B. S Kaliski, (ed) *Encyclopedia of Business and Finance*, vol. 2, USA, Macmillan Reference, pp: 858 – 861.
- [24] Keeves, J. P (1997) *Models and Model Building*. In J. P Keeves (ed.) *Educational Research University of Western Sydney*.
- [25] Klugman, J. (2002) Case Study E5: An Example of Training Needs and Human Resource Management Assessment. The case of Malawi. In J. Klugman (ed.) *A Source book for Poverty Reduction Strategies*, vol. 1, Core Techniques and Cross-Cutting Issues. Pp: 492-494. The World Bank Washington, D. C.
- [26] Longenecker, C. and Ariss, S. (2002) Creating competitive advantage through effective management education. *Personnel Review*, vol. 21, No. 9, pp: 640 - 54
- [27] Mayo, A. (2000) The role of development in the growth of intellectual capital. *Personnel Review*, vol. 29, No. 4.
- [28] Memon, S. B, Panwar, A. I, and Rohra, L. C (2010) Investigating the Mediating Role of Human Resource Policies in Employee Retention. *Australian Journal of Basic and Applied Sciences* 4 (8), 4046-4057.
- [29] Middleton, J. Ziderman, A, and Adams, A. V. (1996) *Skills for Productivity: Vocational Education and Training in Developing Countries*. World Bank, Oxford University Press.
- [30] Milkovich, G. T and Boudreau, J. W (1997) *Human Resource Management*. 8th edition, Chicago, IRWIN.
- [31] Miller, P. (1991) A strategic look at management development. *Personnel Management*, August, pp: 47.
- [32] Nwankwo, O. C (2011) *A Practical Guide To Research Writing for Students of Research Enterprise (Revised Forth Edition)* Port Harcourt. Pam Unique Publishers Co. Ltd.
- [33] Odozi, V. (2003) *Strategic Human Resources Management*. Unpublished MSc Lecture Notes. ESUT Business School, Enugu.
- [34] Odunsi, S. A. (2017) Failure of Higher Education is cause of Nigeria Underdevelopment. *The Nation*, vol. 11, No. 4093, pp: 36 & 41.
- [35] Ojo, A. A (2003) *Human Resources Training and Development*. Unpublished MSc Lecture Notes. ESUT Business School, Enugu.
- [36] Otisi, K. (2011) PTDF Innovative Programme at Enhancing Teaching and Research in Nigerian Universities. *The Guardian*, vol. 28, No. 11850, pp: 68.
- [37] Patton, M. Q (2002) *Qualitative Research and Evaluation Methods*. 3rd edition. Thousand Oaks, CA, Sage Publications.
- [38] Rahman, M. H. M. H, and Rahman, M. A (2013) Employee Perception towards Effective Training Programme: A study of some selected private commercial banks.. *European Journal of Business and Management*, vol. 5, No. 12, pp: 62-74.
- [39] Stansfield, L. (1997) Employee-develop yourself. Experiences of self-directed learners. *Career Development International*, vol. 2, No. 6.
- [40] Torrington, D. Hall, L. and Taylor, S. (2005) *Human Resource Management*. 6th edition, UK, Prentice Hall.
- [41] Ugoani, J. N. N (2004) *Manpower Development and Economic Growth in Nigeria: A case study of First Bank of Nigeria Plc*. Unpublished MSc dissertation, ESUT, Enugu, Nigeria.
- [42] Ugoani, J. N. N. (2015) Emotional Intelligence and Transformation of Management Education for Organizational Profitability. *Independence Journal of Management Production*, v. 6, n. 4, pp: 1047-1069.
- [43] Ugoani, J. N. N (2016) Emotional Intelligence and Organizational Competitiveness: Management Model Approach. *Independent Journal of Management & Production*. v. 7, n. 3, pp: 786-806.
- [44] Ugoani, J. N. N. (2016) Employee Turnover and Productivity among Small Business Entities in Nigeria. *Independent Journal of Management & Production*, v. 7, n. 4, pp: 1063-1082.

Biography



John Nkeobuna Nnah Ugoani is Associate Professor of Management at Rhema University, Nigeria. His research interest focuses on business, management, bank management, organizational behavior, emotional intelligence, entrepreneurship, and family business among others. John is

recognized for presenting the first best PhD Thesis in Management at the Faculty of Business Administration, Imo State University, Owerri, Nigeria. He has many scholarly publications with full paper readership downloads and abstract views of over 5000 and 15000 respectively and listed among Top Ten Authors by SSRN. Before entering academia, he was a senior manager at First Bank of Nigeria Plc in 2009.