

**EFFECT OF TRAINING ON STAFF PERFORMANCE IN NASARAWA
STATE UNIVERSITY, KEFFI, 2010-2015.**

BY

**IBRAHIM ABDUL-RAHAMAN MUSA
NSU/ADM/M.SC/PAD/033/15/16**

**BEING A DISSERTATION SUBMITTED TO THE SCHOOL OF
POSTGRADUATE STUDIES, NASARAWA STATE UNIVERSITY,
KEFFI, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE AWARD OF MASTER OF SCIENCE DEGREE IN PUBLIC
ADMINISTRATION.**

**DEPARTMENT OF PUBLIC ADMINISTRATION,
FACULTY OF ADMINISTRATION,
NASARAWA STATE UNIVERSITY, KEFFI,
NIGERIA**

DECLARATION

I hereby declare that this dissertation “Effect of Training on Staff Performance in Nasarawa State University, Keffi” has been written by me and it is a report of my research work. It has not been presented in any previous application for degree. All quotations are indicated and sources of information specifically acknowledged by means of references.

Ibrahim Abdul-Rahaman Musa
NSU/ADM/M.SC/PAD/033/15/16

Date

CERTIFICATION

The dissertation titled “Effect of Training on Staff Performance in Nasarawa State University, Keffi, 2010 – 2015” meets the regulations governing the award of Masters of Science Degree (MSc) in Public Administration of the School of Postgraduate Studies of Nasarawa State University, Keffi, and is approved for its contribution to knowledge.

Prof. A. A. Akinsanya
Chairman, Supervisory committee

Date

Dr. Abdullahi Mohammed
Member, Supervisory committee

Date

Dr. Abdullahi Mohammed
Head of

Date

Prof. R. A. Akindele
Internal Examiner

Date

Dr. Hassan Ibrahim
Dean, Faculty of

Date

Dr. Mahmoud Umar

Date

Prof. S. A. S. Aruwa
Dean, School of Postgraduate

Date

DEDICATION

This dissertation is dedicated to Almighty Allah

ACKNOWLEDGEMENTS

I acknowledged the Almighty Allah for his guidance and protection throughout the work. And my supervisor Professor Adeoye, A. Akinsanya for taking his time to go through my research work and to make sure that I produce the best Sir, your effort will never be forgotten.

I equally write to recognise the effort of my Internal Examiner Professor R. A. Akindele for his tireless effort and my lecturers, Professor F. C. Okoli, Prof. Katuka Yaki, Prof. Maidoki Peter, Prof. E Ekhaitor, Prof. S Ogbu, Dr. Abdullahi Mohammed (HOD), Dr. Hussaini Hassan, Dr. M. S. Itodo, Dr. Charles Nwekeaku, Dr. J. Abimiku, Dr. E. Mahmud, Dr. O. Omadachi, Dr. I. Habu, Dr. Yusuf Abdullahi Ogwuzebe and Dr. D. Odonye for their moral support.

I wish to also acknowledge Dr. Muhammed Tanimu for his tireless effort in seeing that this work becomes successful.

In addition, I acknowledge the efforts of Mr. Ekoh Maxwell and Mr. Okafor Chukwuebuka for typesetting and necessary previewing of the work.

I also acknowledge my parents, wives, children, brothers, sisters, uncles, aunties and other family members for their support in various facets of needs, most especially their prayers, financial and moral support. Finally, I recognise the support of my friends and colleagues for their prayers and financial support.

ABDULRAHAMAN IBRAHIM MUSA

TABLE OF CONTENTS

Title	
page.....	i
Declaration.....	ii
Certification.....	ii
Dedication.....	v
Acknowledgments.....	v
Table of Contents.....	vi
List of Tables	ix
List of appendices	x
Abstract.....	
xi	

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	5
1.3 Research Questions.....	
8	
1.4 Objectives of the Study.....	8
1.5 Significance of the Study.....	9
1.6 Scope of the Study.....	9
1.7 Definition of Operational Terms.....	10

CHAPTER TWO

LITERATURE REVIEW

2.1 Conceptual framework.....	11
2.1.1 Concept of Training.....	11

2.1.2 Types of Training	15
2.1.3 Methods of Training.....	17
2.1.4 Background of TET fund Intervention	28
2.1.5 TET Fund Intervention for Assessing Funds for Staff Training.....	28
2.1.6 Identification of Training needs in an Organisation.....	34
2.1.7 Training Needs Assessment.....	35
2.1.8 Benefit of Training Needs Assessment.....	36
2.1.9 Understanding Training.....	36
2.1.10 Concept of Performance Measurement.....	38
2.1.11 Employees performance Appraisal.....	42
2.1.12 Implication of Training Delivery Style on Employees Performance.....	45
2.2. Empirical Review.....	45
2.2.1 Gunu, Oni and Tsado (2013).....	45
2.2.2 Githinji (2014).....	46
2.2.3 Muhibat and Tihamiyu (2016).....	49
2.2.4 Victor and Jonathan (2013).....	50
2.2.5 Shodeinde (2015).....	51
2.2.6 Osueke and Emeka-Opara (2014).....	52
2.3 Theoretical Framework.....	53
2.3.1 Relevance of the theory to this work	55
2.4 Summary.....	56

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Research Design.....	58
3.2 Population and Sampling Techniques.....	58
3.3 Method of Data Collection.....	59
3.5 Technique for Data Analysis and Model Specification.....	59
3.6 Justification of Methods.....	59

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Data Presentation.....	61
4.2 Data Analysis and Results.....	70
4.3 Discussion of Findings.....	75

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary.....	77
5.2 Conclusion.....	8
5.3 Recommendations.....	7
5.4 Limitations of the Study.....	80
5.4 Suggestions for Further Studies.....	80
References.....	8
1 Appendix	
I.....	86
Appendix	
II.....	87

LIST OF TABLES

2.1: An illustration of different types of conference.....	32
4.1.1 NO. of Staff Trained from 2010-2015 under TETFund Intervention in Nasarawa State University Keffi Management.....	61
4.1.2 Types of conference attended.....	62
4.1.3 Skills acquired at the conference attended.....	63
4.1.4 Level of satisfaction after conference attended.....	63
4.1.5 Performance after conference attended.....	64
4.1.6 University Management's assessment of staff performance after conference Attended.....	64
4.1.7 Types of Workshop attended.....	65
4.1.8 Skills acquired at the Workshop attended.....	65
4.1.9 Level of satisfaction after Workshop attended.....	66
4.1.10 Performance after Workshop attended.....	66
4.1.11 University Management's assessment of staff performance after Workshop Attended.....	66
7	
4.1.12 Type of in-service attended.....	68
4.1.13 Skills acquired at the in-service attended.....	68
4.1.14 Level of satisfaction after in-service attended.....	69
4.1.15 Performance after in-service attended.....	69
4.1.16 University Management's assessment of staff performance after in-service attended.....	70

List of Appendices

Appendix

I.....86

Appendix

II.....87

ABSTRACT

This study examines the assertion that training enhances performance. The objectives were to determine the extent of conference, workshop and in-service training on staff performance in Nasarawa State University Keffi and how it helps the organization to become more productive at long run. This study make used of survey and documentary research method, both academic and non-teaching staff were used in order to get answers to the research questions. The study used proportionate stratified random sampling method to obtain a sample to generate confidence that findings could be generalised to the whole. Findings revealed that training of employees actually has an effect on staff performance. It is important for organisations to continuously build the capacity of its human capital on which the huge responsibilities of achieving the organisational goals rest upon. It was, therefore, recommended that Nasarawa State University, Keffi, should embrace training as corporate and management strategy to continuously improve knowledge, skills and attitude required by employees to perform on a given task creditably and ultimately enhance the overall performances.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Regular training of employees is a pre-requisite obligation of any future oriented and goal seeking employer. A practice which entails impacting skills and knowledge on the employees in order to cope with the various phases and challenges of the organizational environment which determines the success and performance of an organization in meeting the employees demand, employers and opportunities that lies beyond their scope.

According to Oyadiran, (2008) training is defined as process of improving employees' skill, knowledge and attitude in a desired direction, assumption of additional responsibilities and attaining the position of importance in the organizational hierarchy.

To Atiomo, (2000) training is the process of acquiring knowledge, skills and attitudes for the sole purpose of executing a specific or present job more effectively and efficiently.

An employee has a great role in influencing the work outcomes of an organization and constant training of workers was a determining factor in the attainment of required skills for better job performance in organizations. Employers who have the intention to increase their performance must enrich their workers in terms of training opportunities to fulfil the employer's ambitions. If these employees see that the organization provides room for them

to realize their potentials, personal growth and career, they will be willing to remain and discharge their best performance otherwise, these employees will likely leave to fulfil their aspirations elsewhere.

In other words, employer needs to take to heart the issue of training their employees in every way necessary to make sure that turnovers of employees are reduced because employees who do not find satisfaction in the area of training would look elsewhere for opportunities available in the environment and where opportunities does not exist, such an employee will become less productive in the organization which would definitely affect the overall performance structure of the organization.

Employee performance is a function of ability, will and situational factors. An organization may have employees of ability and determination, with appropriate equipment and managerial support, yet performance falls below expected standards. The missing factor, in many cases, is the lack of adequate skills and knowledge which are acquired through training.

There are certain conditions that will serve as pointers for the need for training. These symptoms manifest themselves in a variety of way: lack of interest in one's job, negative attitude to work, low productivity, tiredness, excessive absenteeism rate, excessive complaints, high rejects or low performance, high incidence of accidents and insubordination (Nwachukwu, 2007).

When an organization starts experiencing some of these warning signs, it should consider training. An employee will not complain to management that

he requires training; instead he would hide his frustration and use money, for example as a scapegoat by demanding more wages; he may complain of lack of fringe benefits and use one or more isolated example to justify his complaint (Nwachukwu, 2007).

According to Oguntimehin, (2001) training aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organizational growth, also Ishaku, (2000) postulated that the process of training is a continuous one.

The importance of training on employees and organization's effectiveness cannot be over-emphasized. Hassan, (2010) opined that firms strongly desire to promote values such as trust, creativity and quality in their employees and for that proper training is necessary. While Bradley, (2011) observed that work force transfer of training is important concerns of any organization. Hence, human resource practices such as employee selection, appraisal, training and compensation are the key point in the performance of an organization since the uniformity of the set goals and the eventual outcome. Therefore, training should be given attention in all government establishments.

Training is, therefore, aimed at enhancing specific skills for specific job and is designed to provide new idea and concept that may be useful for present and future jobs, therefore the efficient and success of any organization be it private or public depend on many factors, some of which are how well the workers are trained? The extent to which training programmes are planned, greatly

determines their behaviour, efficiency, effectiveness, performance and objectives.

It is in recognition of the important role of training in an organisation that Nasarawa State University, Keffi being a research based institution, attaches great importance to regular training and retraining of its staff. To underscore this there is always a reasonable budget provision to implement the numerous training programmes available for staff. For smooth and effective implementation of the training programmes there exist a training unit with a training desk officer that oversees the activities of the unit. He is in charge of all employees training in the University. Training in Nasarawa State University, Keffi is organised to effectively and efficiently cover all levels of staff: Management staff, teaching and non-teaching staff whose skills and knowledge are required to ensure greater efficiency and better service delivery. The institution training plan is usually based on the feedback obtained from the recommendations forwarded to the training committee by the sectional heads of the respective staff who are due and qualified for training. The responses obtained help the training committee in no small way in identification of the training needs and planning processes.

Looking at the effect of training on staff performance in Nasarawa State University, Keffi a lot is expected from the institution on the training of its work force. It is for this reason that this study seeks to inquire into the existing staff quality and training programme of the University, in order to ascertain how suitable the institution is doing.

1.2 Statement of the Problem

Organizations are faced with problems on how to train their staff for effective and efficient performance, as a result, Nigerians are so depressed about report from our media every now and then about the problems of low performance of many workers both in the private and the public sectors of the economy. Today, cases abound to support the assertion that organizations are performing below the expectation of the society.

One of the major problems of organizations in Nigeria is the issue of trained and qualified personnel. No organization can increase its performance without a trained and qualified workforce capable of implementing its programmes. It is therefore no wonder that the government of Nigeria made it mandatory for organizations to embark on compulsory training programmes to enable employees and employers meet up with their set objectives.

To increase the performance, skills and productivity in Nasarawa State University, Keffi, the management of the University has embarked upon effective policy on training across the academic, service department and the entire university for better service delivery. Despite all the training strategies put in for the survival of organizational workforce, the issue of poor training has remained unresolved in Nasarawa State University, Keffi, since its inception in 2002.

The main objective for the establishment of Nasarawa State University, Keffi, is to provide academic services, using its human and financial resources. It is

obvious that these objectives cannot be achieved without skilled and trained staff to serve in the various departments of the University. Many scholars have written on aspects of training on various organizations, but there is no scholar known to me who wrote to enlighten that lack of essential training encourage corruption, particularly in Nasarawa State University, Keffi. Staff or personnel are well conscious of their right and entitlement if they are well trained, training broader their knowledge, foresight and right, this awareness through effective and efficient training minimize or even eradicate corruption in the organization.

The perception of staff on training has a greater effect on the success of any organisation. If the staff are satisfied with the training policies of the organisation, this will have a positive effect on the organisation's performance. The perception or attitude of staff is transformed into positive or negative behaviour. How does the staff see training policies of the organisation? How seriously does the management take training policy of its organisation? Some see training as a waste of time and resources that would have been employed in physical building and services that will yield profit to the organisation. Sometimes, the fear that staff could leave the organisation after training affects the staff training and sometimes makes it unplanned and unsystematic.

The method and process usually adopted by human resource department of Nasarawa State University, Keffi in the selection of those staff that require training are worrisome. Staffs sometimes goes for training for personal reasons

which include enriching themselves, preparing themselves for other positions in other organisations, power play/politics, because he/she knows the person in-charge of training and not necessarily because there is an identified skill gap which needs to be filled through training. Often times, the Human Resource Department of Nasarawa State University, Keffi does not conduct training needs assessment. Staff training selection criteria ought to be systematic and free from bias. It must follow a lay down method to ensure that the right personnel are sent for training for positive effect on performance.

Nasarawa State University, Keffi have come to realise and recognise that for it to achieve high level of productivity, it must function at reasonably optimum level of efficiency through the collective efforts of all employees. Sadly not every employee is devoted and committed to work at the level established by the standard of performance for the job. Hence, when there is a gap or difference between actual performance and the standard required, productivity suffers. Training has a significant role to play in reducing if not eliminating the gap by changing the behaviour of workers or individual; and inculcating in them whatever additional specific items of knowledge skills or altitude they need to perform up to that standard.

Quite often, the University, considered the role of training and operating in line with its staff training policy, do organise, conduct and send out staff on training, courses, seminars, conferences, workshops and in-service training on yearly basis, across all categories of its staff members. This is with a view to acquire skills and knowledge needed for sustaining, retaining and maintaining a

stable and productive workforce for efficient and effective service delivery to facilitate high level of staff performance.

To what extent does training affect staff performance in Nasarawa State University, Keffi constitute the statement of the problem in this study?

1.3 Research Questions

The study had attempted to answer the following questions:

- i. How has conference attendance affected the performance of staff in Nasarawa State University, Keffi?
- ii. To what extent has workshop attendance affected the performance of staff in Nasarawa State University, Keffi?
- iii. How does in-service training affected the performance of staff in Nasarawa State University Keffi?

1.4 Objectives of the Study

The main objective of this study was to therefore examine the effect of training on performance using Nasarawa State University, Keffi as a case study. The study will seek to:

- i. To determine the effect of conference attendance on performance of staff in Nasarawa State University, Keffi.
- ii. To examine the effect of workshop attendance on performance of staff in Nasarawa State University, Keffi.
- iii. To establish whether in-service training affects the performance of staff in Nasarawa State University Keffi.

1.5 Significance of the Study

Better performance cannot be achieved without effective and efficient training. Therefore, this study would be of great importance in many ramifications. It will assist policy makers in making more relevant and effective policy concerning personnel training.

Training can boost employee's morale and make them excel, and it gives them confidence and security within and outside their working environment. The outcome of this study will assist Nasarawa State University, Keffi to develop effective policy in training their personnel to enhance their achievement. And also will be significant to scholars, academicians and interested researchers.

1.6 Scope of the Study

The study restricts itself to Nasarawa State University, Keffi, with senior and junior staff as subjects. This study was also limited to examining the effect of training on staff performance in Nasarawa State University, Keffi. It will attempt to address how effective is the method of personnel training being implemented and its impact on the organization. It shall further enquire to know whether or not there was any significant relationship between training on performance in an organization. The scope was, therefore, limited to training on staff performance in Nasarawa State University, Keffi from 2010 to 2015. The work will not cover all universities in Nigeria.

1.7 Definition of Operational Terms and Acronyms

For the purpose of this study, some key words are explained according to how they were used in the text.

Delegation of responsibility: This is a situation when the superior gives part of his/her responsibility to the subordinate to carry out on his/her behalf, through this method enabling the subordinate to learn.

Distance learning: This is training programme undertaken by workers while still performing their responsibilities.

Job rotation: It is technique of training which necessitates a trainee to move from one department to another to enable him acquaint to the job.

Training: Is the acquisition of skills required for development.

Off-the job training: This is a method where training comes before the job.

On the job training: This is learning when performing the assignment.

Performance: The Action or process of fulfilling a task or function.

Role playing: This is training programme where the trainee plays the part of a certain character or acts in an event.

CHAPTER TWO

LITERATURE REVIEW

2.1 Conceptual Framework

Literature review is a systematic and organized analysis of works already done by experts and scholars on the topic under study. The review of other people's work would serve the purpose of identifying areas of emphasis of past research and the gap(s) to be filled by present and future researchers. Also, literature review provides robust background knowledge of the subject matter and places one's own research in its relevant context. As Sellitiz et al, (1963) argued, "One of the simplest ways of economizing effort is to review and build upon the works already done by others".

2.1.1 Concept of Training

Arnoff, (1971) observes that training fosters the initiative and creativity of employees and help to prevent manpower obsolescence, which may be due to age, attitude or the inability of a person to adapt him or herself to technological changes. According to Obisi, (2001) training is a process through which the skills, talent and knowledge of employees are enhanced and increased. He argues that training should take place only when the need and objectives for such training have been identified by Scott, Clothier and Spriegel, (1977) who agree that training is the corner-stone of sound management, for it makes employees more effective and productive. They argue that training is actively and intimately connected with all the personnel and managerial activities. It would be difficult for a new employee to grow on the job and become a manager without adequate training. According to Mamoria, (1995) training is a

practical and vital necessity because it enables employees to develop and rise within the organization and increase their market value, earning power and job security. Mamoria, (1995) explains that training helps to mould employees' attitudes and help them to contribute meaningfully to the organization. The organization benefits because of enhanced performance of employees. He further states that a well-trained employee would make a better and economic use of materials and equipment which would go a long way to minimize wastages.

According to Ohabunwa, (1999) if organizations train their employees very well, managers and superiors would have the confidence to delegate authority to their subordinates but when subordinates are not properly trained, it would be difficult for authority to be delegated to them by their superiors.

Training, according to British English Dictionary, is defined as the process of acquiring skills and knowledge to perform better on a job.

Abiodun, (1999) considered training as a critical function of maintaining and developing working capabilities on employees. It involves the process of teaching new and present employees the skills they need to perform jobs which consist of those activities that are designed to improve individuals performance in currently held job or one related to it, while Hassan, (2010) defines training as the process used to advance an employee to the desired level of performance.

Training can be formal or informal. Formal training is when the skill and knowledge acquisitions are structured and many have instructors or facilitators to carry out the training while informal training is not structured and can be at anytime and anywhere.

Training involves the application of formal process to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. This means that training involves the use of content model, which means deciding in advancing the knowledge and skills that need to be enhanced by training, planning the programme, deciding on training methods and presenting the content in a logical sequence through various forms of instruction. Development on the other hand, is the form of learning that prepares people to exercise wider or increased responsibilities (Michael, 2009).

Gary, (2005) perceived that training refers to the methods used to give new present employees the skills they need to perform their jobs. Training might mean showing a new web designer the intricacies of your site, a new sales person how to sell your firms product or a new supervisor how to fill out the firm's weekly payroll timesheets. Training is a hallmark of good management and task managers ignore at their peril. Having high-potential employees doesn't guarantee they will succeed. Instead, they must know what you want them to do and how you want them to do it. If they do not, they will do the jobs their way, not yours.

Griffin, (1978); Ajibade, (1993); Adeniyi, (1995) and Arikewuyo, (1999) have drawn the attention of the entire sundry to the inestimable value of training. It is an avenue to acquire more and new knowledge and develop further the skills and techniques to increase productivity function effectively. Scholars, experts, social scientists and school administrators now recognise the fact that training is obviously indispensable not only in the development of the individual but also facilitate the productive capacity of the works. Otobo, (2005) enlighten that training is not coaxing or persuading people to do what is wanted but rather a process of creating organisational conditions that will cause personnel to strive for better performance.

Asiodu, (1978); Douglas, (1960); Batty, (1982); Griffin, (1997) and Cole, (1997) noted that training is a process that tries to improve skills or add to the existing level of knowledge so that the employee is better equipped to do his present job or to mould him to be fit for a higher job involving higher responsibilities. It bridges the gap between what the employee has and what the job demands.

Omale, (2011) stated that training is a very important personnel function to which every organisation must pay attention. The contribution of individual workers depends on what knowledge of the work they have and the skills they possess to carry out the work. These contributions will increase/improve with new knowledge and skill obtainable in most cases from training.

Batty, (1982) also contended that after the employee has been recruited, selected and inducted, he must improve upon so many that they can cope with the demand of the work especially in the future, if is essential on the part of the employee to perform effectively because the success of any organisation depend largely upon their knowledge and skill.

Adewumi, (2007) and Odah, (1999) observed that training is the organised procedure by which people learn knowledge and or skills for a definite purpose. The objective of training is to achieve a change in the behaviour of those trained. In the industrial situation, this means that the trainees shall acquire new manipulative skills, technical knowledge, problem solving ability, or attitude. It is expected that the employees apply their newly acquired knowledge and skills on the job in such a way as to aid in the achievement of organisational goals.

2.1.2 Types of Training

There are two major types of training: on-the-job training and off-the-job training as identified by (Alo, 1999).

On the Job training

On-the-job training is normally handled by colleagues, supervisors, managers, mentors to help employees adjust to their work and to equip them with appropriate job related skills. Armstrong, (1995) argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at

the desk or at the bench. It may also consist of individual or group assignment and projects and the use of team leaders and managers.

According to Armstrong, (1995) on-the-job training is the only way to develop and practice the specific managerial, team leading, technical, selling, manual, and administrative skills needed by the organization and it has the advantages of actuality and immediacy as the individual works, learns and develops expertise at the same time.

Disadvantages of on-the-job training, according to Armstrong, (1995) are that the effectiveness of the learning is strongly influenced by the quality of the guidance and coaching provided on the job. Many managers and team leaders are unskilled at training and disinclined to carry it out or to encourage it.

Furthermore, relying on fellow employees in “sit by me” training has obvious disadvantages as instruction may be inadequate and the training may perpetuate bad habits. Again, the learner may be distracted by the same environment and find it difficult to acquire basic skills quickly.

To resolve these disadvantages, train the trainers programme should be regularly embarked upon to sharpen the skills of supervisors and in-house trainers.

Off-the-job Training

According to Ejiogu, (2000) off-the-job training would include lecture, vestibule training, role-playing, case study, discussion and simulation.

Armstrong, (1995) in his work listed group exercises, team building, distance learning, outdoor and workshops as part of off-the-job training. He further explains that off-the-job training may be provided by members of the training department, external education and training establishments, or training providers-training consultants or guest speakers. He encourages line managers to be closely involved to bring reality into the classroom, to ease the transfer of learning, and to make sure that those involved in off-the-job training are carefully selected, briefed and monitored so as to ensure that they make the right contribution.

2.1.3 Methods of Training

According to Oyadiran, (2008) the types of employee training best suited for a specific organisation depends upon a number of factors, such as skills called for in job to be filled, qualifications of candidates applying for jobs, and the kinds of operating problems confronted by the organisation. Although it is important that the training programmes be developed to meet specific needs, the personnel manager or training director should also be familiar with the whole range of training as practiced in other firms and organisations in order to be able to advice managers on training method best suited to their needs. To him the following are the main methods of training:

(i) **Lecture Type (or Classroom instruction):** Lectures are formal organised talks by the instructor on specific topics. The trainer and the trainees sit in a classroom. The lecture method can be for very large groups which are to

be trained within a short time, thus reducing the cost per trainee. Lectures are essential when it is a question of imparting technical or special information of a complex nature.

(ii) **The Conference Method:** It is a formal meeting, conducted in accordance with an organised plan, in which the leader seeks to develop knowledge and understanding by obtaining a considerable amount of the overall participation of the trainees. It lays emphasis on active participation of the members involved. Learning is facilitated by building up on the ideas contributed by the conferences. This technique gathers together the trainees from one or more departments into a meeting under the chairmanship of a senior officer. Discussion on various problems follows. The chairman gives the discussions. This method is very popular in the USA (workshop).

(iii) **Seminar or Team Discussion:** Under this method, papers are presented or read by the leader of the seminar, but mostly by the trainees. The problems that are contained in these papers are discussed by everyone so that solutions to arising problems can be found or formulated.

(iv) **Films, Slides and Tapes:** These methods are used in conjunction with other conventional teaching methods.

(v) **Programmed Instruction (or teaching by the Machine Method):** Training through this method is mainly imparted through computers. Feed the computer with the needs of the trainees so that it reproduces the steps to be

taken. A programmed instruction involves breaking information down into meaningful units and then arranging these in a paper way to form a logical and sequential learning programmes or package. Such programme may be carried out with a book, a manual or a teaching machine. This method is used mainly in advanced countries.

(vi) **Controlled or Selective Reading:** On this method, a trainee has many papers to read through. After thoroughly going through those papers, he is deemed to have acquired the required course.

(vii) **Role-Playing:** This method was developed by Noreno, a venation psychiatrist. In role playing, trainees act out a given role as they would in a stage. Two or more trainees are assigned parts to before the rest of the class. These parts do not involve any memorisation of lines or any rehearsals. For example, a junior officer may be asked to play the role of a senior officer and take decisions arising there from, through this, he understands the problems of other levels.

(viii) **Group Method or Sensitivity Training:** This is a way by which trainees know individuals problems or each other's problems. Participant's interest is brought up in an informal manner and through discussions on various problems and exchange of thought and techniques on how to solve the emanating problems. It is called sensitivity training because participants are required to stay out of office, stay 4 hours each day so as to interact in an informal manner.

(ix) **Case Study Method (learning by doing):** It was developed at Harvard School of Business over a century ago. On this, a particular case is studied and its problems and factors leading to it, solutions and methods to avoid it in future are followed. It can be a case of strike action.

(x) **Business and Management Game:** During these games, trainees are presented with information about a business enterprise. The information may relate to any arm of the business-administration, management, production or finance. They are divided into groups and then given different roles to perform, for example, marketing, financial, etc, in line with the information given to them. Thereafter, each group is given the organisation to manage. They take decisions and actions, and the result of these are calculated in form of profitability or losses, or by the use of any of the accounting ratios. They are meant to teach specific skills for example, decision making, problem solving, planning, production control, leadership, human relations etc.

(xi) **In-Tray or In-Basket Exercises:** This can be used as a business game or can be given to individuals. The trainee is given series of papers and/or files similar to those he would have received in his morning mails. He will also be presented with a situation where he has little or no time to perform these tasks, delegate to others or to decide need to delegate them. He then takes decision as he thinks appropriate. The result can be marked and if used as a business game, the score by individuals can then be compared. Thereafter, guided discussions follow to emphasise the principle and methods which would have best been

followed. It is good for training decision making skills, analytical-thinking and effective time-management.

(xii) **The Decision Simulation Game:** By this technique trainees are divided into groups, with each group standing for different business enterprises competing with one another to simulate, but in as much as possible realistic business. Sufficient and related business information is given to the trainees whom they are to use in decision-making for the running of the businesses. It is a good training method that will help the trainees in the skills of applying management principles and techniques, decision-making and the development of their sense of judgment.

(xiii) **Job Instruction:** This method is good for teaching trainees a job either in or in parts. This method consists of three parts which could be taken together as a session or as three separate sessions. These parts are: the talk during which the trainee is told how to do the job; the demonstration, during which the trainee is shown how to do the job; and the practice during which the trainee does the job under the strict supervision of his instructor. This method is particularly good for training operatives and apprentices.

(xiv) **Syndicate:** The syndicate is an extension of the group study or group discussion. Like in group discussions, a task is allocated to the syndicate, and at the end of their discussions and analysis, a report of the conclusions of such deliberations is presented.

(xv) **Management Grid Method:** This method was developed by Blake and Mouton (Industrial psychologist). In this, two groups are involved, one for and the other, against the activity. Through this, trainees learn better from the approach.

(xvi) **Training by Experience:** It includes transfer of an employee from one branch to another at intervals in order to broaden his experience. Visits to other organisations, and doing similar or allied works are also included in this method.

(xvii) **Formal Training:** This consists of lectures delivered by Senior Officers of the department or outsiders. Weekly discussion groups or regular instruction at a suitably equipped school or college. In fact, it covers planned instructions of all descriptions, from the formal lecture to the comprehensive course arranged by the department and carried out there internally or with the aid of outside agencies.

(xviii) **Training by Communication:** It includes all those means by which an organisation informs its staff, by circular, booklet or otherwise. This method is in general use in civil service today.

(xix) **Vestibule Training Method:** This is a training device that trains the employee off his regular work area, but in an environment closely resembling his work place. He practices his skill with identical equipment that he uses at his regular work place. One of the advantages is that costly mistakes are

avoided and the problem of transfer of training is enhanced as the trainee practices with identical equipment and tools.

(xx) **Training by Supervisor:** Supervisors are asked to inform new entrants how a particular thing is done for example, how to minute on a file.

(xxi) **Rotation Method:** One official is rotated on different seat for a particular period of time. Through this, He imparts the required knowledge.

(xxii) **Assistant to or Understanding Method:** Every top level executive is expected to have an assistant who can take over from him in his absence. To this method, a junior official sees and watches how the senior person does the work so that in the absence of the later he mans the position.

(xxiii) **Delegation of Authority:** Authority can be delegated to junior official so that in the absence of senior ones, they officiate.

(xxiv) **Appointment to Committees:** Every organisation has committees or ad-hoc bodies, these committees discuss on various things, and members of these bodies learn through this:

(xxv) **Multiple Managements:** It takes two forms: (a) junior workers are called as observers to the B.O.D.'s meetings for them to watch the proceedings so they learn through the discussions. (b) At the three levels of organisation, include policy making persons. Let all levels of organisation take part in the organisation's policy making.

(xxvi) **Subordinates and Superiors:** This is just aimed at introducing an employee to the basic concept of his job, new work environment, organisation and its goals.

(xxvii) **In-Service Training:** After orientation, the individual undergoes an initial training immediately after joining the organisation. Briefly speaking, this type of training stimulates the employees to make best efforts and to improve their performance. It boosts their morale and makes them attain to the new tasks of various natures.

(xxviii) **Informal Training (On the Job Training):** Here the employee, while performing his duties, knows more and more techniques associated with his job. There are two types of informal training:

a. **Static:** Employee stays on the same job and learns his duties. The person becomes an expert after sometime.

b. **Circular:** On this, there is movement from one seat to another and from one job to another. Here the person is more or less a generalist after some time.

In static training, employee gains more specialities and becomes an expert, while the circular type is ideal for large scale organisations.

Flippo, (1984) on the other hand, identified four basic methods of training which are: (i) apprenticeship (ii) special course (iii) vestibule school (iv) on-the-job training.

(i) **Apprenticeship Programmes:** The apprenticeship programmes, is designed for a higher level of skill. Apprenticeship programmes tend toward more education than on-the-job training or vestibule schools, in that knowledge in doing a craft or a series of related jobs is involved. The usual apprenticeship programmes combines on-the job training and experience with classroom instruction particular subjects.

The basic federal establishing apprenticeship policy is the National Apprenticeship Act of 1937, which is administered by the Bureau of Apprenticeship and training of the department of labour. In addition, some 30 states in Nigeria have their own apprenticeship laws.

Apprenticeship programmes are available in a number of crafts such as mechanists, electricians, pipefitters, welders, timers, carpenters and mill wrights. The mechanical passes a period of 4 years. Four hours per week must be spent in classroom training for which instructors are provided by the company. Progress reports are given every 3 months for the first year and every 6 months thereafter. The apprenticeship has the same status as other employee with respect to insurance, vacations and bonuses.

(ii) **Special Courses:** The special course as operative training may be classified by some as education rather than training. Yet special course, such as shop math or blueprint reading cannot be labelled as general education and can be directly related to a person's particular job.

The teaching machine, a device has become a popular technique in the past two decades. Programmed learning been used in a number of ways as in a textbook, for example, but its adoption to machine has stimulated more widespread use: advantages to the trainee are that can select a personal pace of learning, go back over material when desired, and use machine when it is convenient. A slow learner will be forced to go through every portion in the programme while correct responses by fast learners will permit more rapid completion concerning the relative effectiveness of programmed learning as compared with other more conventional methods, attention can be allocated to three factors: savings in learning, time amount of immediate learning, and long term retention.

A survey of over 250 students reveals that programmed instruction is clearly superior in only the first factor, learning time. On the average, the time saved was approximately one-third of that normally taken by competitive methods. Time saved issue largely from individual flexibility establishing one's own pace. In a survey of 290 firms, 30 per cent used some form of programmed instructions,

(iii) **Vestibule Schools:** They are adapted to the same general type of training problem that is faced by on-the-job training. A vestibule school is operated as a specialised endeavour by the personnel department. It usually trains for the same type of job as on-the-job training, that is, work of the semi-skilled machine operator or tender. Why then, have a vestibule school? The

reason lies in the law of functional growth. When the amount of training that has to be done exceeds the capacity of the line supervisor, a portion of this training is evolved from the line and assigned to staff through a vestibule school.

The advantages of using the vestibule school system are the advantages of specialisation. The instructor, a specialist should be more skilled at teaching. The student avoids the confusion and pressure of the work situation and this is able to concentrate on learning. One can also often attain a given level of skill more quickly in the specialised learning situation. We have more assurance that adequate time and attention will be given to training and that it will not be slighted in favour of other problems. More individualised instruction can be given, and training activities do not interfere with the regular process of production. Among the disadvantages are the aforementioned organisational problems, artificiality of the training situation and the necessary for additional investment in training equipment.

(iv) **On-the-Job Training:** Almost all jobs in the industry can be learned in a relatively short period of time, this method is the most widely used. It has the advantages of strongly motivating the trainee to learn since it is not located in the artificial situation of a classroom.

The fact that the success of the system depends almost entirely upon the immediate supervisor, the trainer, means that the personal unit has a major responsibility for making a good, effective teacher out of every supervisor. The

supervisor typically follows a set procedure in training an employee to perform a particular task. The suggestion accompanying each stage is generally guides evolved from both experience and research.

Flippo, (1984) finalised that there is no best system of operative training. In any one firm, it would not be un-usual to find all four systems in use simultaneously. As stated earlier, the on-the-job system is by far the most commonly used. With the advent of automation and the consequent upgrading of skill level, it may be that special courses and classroom instruction will receive a much greater degree of emphasis in the future.

2.1.4 Background of TETFund Intervention

The Tertiary Education Trust Fund (TETFUND) was established by an Act of the National Assembly in June 2011. The Act replaced the Education Tax Fund Act Cap. E4 Laws of the Federation of Nigeria 2004 and Education Tax Fund (Amendment) Act No 17, 2003. The Fund was set up to administer and disburse education tax collections to the Public tertiary educational institutions in Nigeria defined under the Act as universities, polytechnics and colleges of education. The main source of income available to the Fund is the 2% education tax paid from the assessable profit of companies registered in Nigeria. The tax is collected by the Federal Inland Revenue Service (FIRS).

2.1.5 TETFund Intervention for Accessing Funds for Staff Training Programmes; Conference, Workshop and In-Service Attendance

According to TETFund, (2014) the following guidelines should be adhered to by all beneficiary institutions as well as prospective TETFund scholars:

A. Programmes supported under the ASTD.

- i. Beneficiary institutions should only recommend scholars for sponsorship to study for a Master degree (MA, MEd, MSc etc.) or doctorate degree (PhD, DSc, DLitt. etc) at home or abroad;
- ii. Beneficiary Institutions may recommend for sponsorship, a scholar pursuing a doctorate degree in Nigeria, to travel abroad for bench work for a period not exceeding twelve (12) months and not less than three (3) months provided the programme is science-based;
- iii. On no account should beneficiary Institutions make recommendations for online or part-time Masters and PhD degree programmes.

B. Choice of Universities under the ASTD.

- i. All applicants seeking for sponsorship to study at home (in Nigeria) must note that:
 - a. Only Universities with National Universities Commission (NUC) approved graduate courses would be accepted in Nigeria;
 - b. Scholars would not be sponsored if they are to study at the University where they also work. Inbreeding will not be supported;
- ii. All applicants seeking for sponsorship to study abroad must note that:
 - a. Public fund would only be expended to train Nigerian scholars in the top ranking Universities around the world;
 - b. Choice of country of study must be guided by the World University Ranking of Times Higher Education. Scholars should seek for admission in countries

that have Universities ahead of the best university in Nigeria (based on the ranking of that year);

Conference

Conference according to Iccord and Eferson, (2004) is defined as a prearranged meeting for consultation or exchange of information or discussion (especially one with a formal agenda). Torrington, (1991) viewed conference as a league that is an association of sports teams that organizes matches for its members. Similarly Wey, (1992) stated that conference as a discussion among participants who have agreed (serious) topic.

According to Retchen, (2000) some examples of conferences include:

- i. An athletic conference: That is a collection of sports teams, playing competitively against each other at the college or high school level. In many cases conferences are subdivided into smaller and smaller divisions, with best teams competing at successively higher levels.
- ii. A multilateral diplomatic negotiation: A formalized event where scientists present their research results in speeches, workshops, posters or by other means. Participatory meeting designed for discussion, fact finding, problem-solving and consultation. As compared with a congress, a conference is normally smaller in scale and more select in character features.

The conferences elect the party and committee leaders as well as rank-and-file committee members from their party. The conferences meet periodically to

discuss political strategy and review party positions on pending legislative business.

Conferences therefore greatly enhance staff job performances hence, it add in no small measure to their knowledge and skills acquisition needed for effective performance of roles in an organization.

Conferences can include a variety of events such as roundtables, workshops, lectures, etc. Depending on what you want to achieve with your conference, you might find it useful to familiarize yourself with the different types of conferences:

Table 2.1: An illustration of different types of conference

Types	Definition	Examples
Conference	The most general term to indicate a meeting for discussion - most commonly adopted by associations and organizations for their regular meetings. It is usually associated with the most traditional type of presentation, that is, papers followed by questions.	Annual Conference
Symposium	This describes a meeting to discuss a particular subject, but its original meaning defines it as a drinking party devoted to conversation and following a banquet. A symposium thus has a slightly more informal character than a conference.	Biennial Conference Postgraduate Symposium
Seminar	The first meaning of this term refers to a group of students studying under a professor with each doing research and all exchanging results through reports and discussions. Its second definition: 'debating special issues' preserves the conversational character of the term 'seminar'.	From Textual to Visual Departmental Research Seminar
Colloquium	This term indicates both a traditional conference and a conversational seminar. Colloquia tend to privilege the aspect of debate.	Colloquium for Police History
Workshop	Taken from the language of manufacturing, the term workshop indicates a brief intensive educational program for a small group of people that focuses on techniques and skills in a particular field. In academia, it is adopted to describe meetings reserved for small groups of specialists who come together for concerted activities or discussion.	Mutual Perceptions in Travel Literature
Roundtable	The roundness of the table clearly symbolizes the equality of all participants. Each of them will have the same right to take the floor. Roundtables commonly bring together academics who usually are invited as key-note speakers. Discussion nevertheless plays the leading role in this kind of meeting	Berkeley Germanic Linguistics Roundtable Urban Environmental History

Source; Academia Conference Proceedings <http://www.academiapublishing.org> ©2013 Academia Publishing

Workshop

Knowles, (1997) defined workshop as series of educational and work sessions.

He further stated that, workshop is a small group of people that meet together over a short period of time to concentrate on a define area of concern.

The purpose of a workshop may vary, it could aim at impacting a knowledge, problem-solving or training (aimed at building workers career). Typically, a workshop has two components namely, Technical and Applied. For example, presenting theories in lectures and readings and doing project producing product, or writing a paper (Lingual inks Library version 4.0, published on CD-ROM by SIL international, 1999).

Workshops, according to Umar, (1992) tends to be smaller and more intense than seminars. Workshops always involve student's participation in their new skills during the events under the watchful eyes on an instructor. The same is said of workers or staff involved in workshop. They usually carry out exercises under the watchful eyes of instructors who act as guide in their skills acquisition process.

To Okorie, (2004) workshop typically involves participants doing work on a particular issue during a program. The promise is that when they leave, they will have at least a rough plan or tools in place to address the challenge. A workshop is therefore a skill acquisition enterprises aimed at enriching the performance of roles in their chosen careers.

In-Service Training Program

In-Service Training: Lawal, (2006) viewed it that, this method involves training outside the organization or workplace in higher institute of learning or vocational centres under the sponsorship of the organization or on terms that may be agreed upon between the organization and the worker.

An In-Service Training Program is a professional training or staff development effort, where professionals are trained and discuss their work with others in their peer group.

It is a key component of continuing medical education for physicians, pharmacists, and other medical professionals. It is also common among public servants including educators and public safety officials.

In-service program also refers to some programs offered to enlisted members of the military while they are in service.

In-service programs also refer to educators, where they discuss methods and cases and workloads.

2.1.6 Identification of Training Needs in an Organisation

The popular saying that '*a problem identified is half solved*' suggests the need to enumerate the different ways of identifying employee training needs in an organization. Nielson, (2010) opines that an overall organizational training needs assessment is a thorough examination of what is currently being trained, what knowledge, skill and abilities should be added presently and in future. Depending on the matter, assessment methods could vary (Nielson, 2010).

Nielson, (2010) further notes that training needs could be identified in the following ways:

- (i) A felt or perceived need: This is an overall desire for improvement in a certain subject area.

- (ii) Comparative needs: These are needs that are identified by comparing the training audience to a set of criteria.
- (iii) Response to a failure of some type. This could be as a result of the organisation's inability to meet a set goal for a particular period.
- (iv) Critical Incident needs: This need could occur because of a catastrophic failure such as a factory explosion.
- (v) The final needs: This is an anticipated need that will occur base on organizational changes, such as new products, new services etc.
- (vi) If current training is not meeting its objective, there becomes a need to retrain.
- (vii) When there is a gap in the job. This occurs when performance is below specification or standard.

2.1.7 Training Needs Assessment

Training needs assessment methods differ from one organization to another. Depending on the goals, the timeline for the intervention, staffing and budget, but the most common needs assessment tool is a survey (written or online) Nielson, (2010). Job analysis is another method of identifying training needs and this has to do with the comparison of job being performed with job descriptions or manager's description, or even expected output. Other tools as enumerated by Nielson, (2010) are: Competency identification; and Operational measurements.

2.1.8 Benefits of Training Needs Assessment

CommLab, (2013) highlighted the following as the importance of training needs assessment to organizations:

- (i) It explores ways in which the competency, capability and potential of organization can be enriched;
- (ii) It enables organizations obtain better outcomes with optimum utilization of resources;
- (iii) It establishes relevance of training for employees as data obtained from the assessment reveals training requirements;
- (iv) It aligns organizational goals with training;
- (v) It enlists standards that need to be followed for ideal competency levels;
- (vi) It helps to work on areas in which employees need skills development; and
- (vii) It identifies the list of skills or knowledge that employees need in order to achieve organizational goals.

2.1.9 Understanding Training

It is estimated that the organisations that desire to keep the place with changes need to provide their employees with 2% of total annual fund of working hours for training and education (Matt, 2009). Thus, it is necessary to accept the model of permanent, continues learning. That truth has been known for more than two centuries. Diderot, a French philosopher and literate of the age of enlighten, wrote the following: “Education shouldn’t be finished when an individual leaves school, it should encompass all the ages of life... to provide

people in every moment of their life with a possibility to maintain their knowledge or to obtain new knowledge cited in (Kayode, 2001).

It is not about knowledge for the sake of knowledge, but rather knowledge according to the needs, applicable knowledge, knowledge to create innovation and competitive advantage (Matt, 2009). Obtaining knowledge, learning education, all could have a real effect on the quality of labour only if they are harmonised with the needs of a particular organisation, its goals and the goals of its employees. The further choice of educational contents and educational methods and the efficiency of educational effectiveness control depend on clearly defined educational goals and needs, answers to the questions of which knowledge is necessary to realise the strategy and the survival of the organisation in general, which employees need to possess this knowledge and with this knowledge solve certain problems.

Employee training does not imply only obtaining new knowledge, abilities and skills, but also the possibility to promote entrepreneurship, introduce employees to changes, encourage the changes of their attitude, introduce the employees to important business, decisions and involve them actively in the process of decision making (Michael, 2009). To precisely define expectations and attract skilled workforce, more and more employment advertisements offer a certain number of annual hours or days for education.

According to Jelena, (2007) the most wanted resources are the people with particular knowledge, skills and abilities. Managers must learn to manage them,

and the organisations to employ and retain them. Knowledge based organisations must preserve their competitive advantage by retraining skilled workforce, workers of knowledge, strengthening their motivation and improving the reward and compensation systems according to the workers performance.

Within the context of learning organisation, it is not sufficient for the worker only to add value to the organisation based on his knowledge, but he also has to receive knowledge. He gives as much knowledge as he receives. For the present day employees the wage by itself is not a sufficient incentive, but they also need investment into themselves in a sense of investing in their knowledge. Employees are no longer working for money alone, nor can they be influenced by traditional attractive financial packages (Jelena, 2007).

2.1.10 Concept of Performance Measurement

Performance measurement, according to Behn, (2003) is an on-going process of ascertaining how well, or how poorly, a government programme is being provided. He opines that it involves the continuous collection of data on progress made towards achieving the programme pre-established objectives. As a result, he submitted that performance indicators, or measures are developed as standards for assessing the extent to which these objectives are achieved.

It is essential to distinguish performance measurement from several related concepts. The terms ‘performance measurement’ and ‘performance management’ are often used interchangeably. However, performance

management is a broader term that includes not only performance measurement but also the determination of the appropriate level of performance, the reporting of performance information, and the use of that information to assess the actual level of performance against the desired level (Carrol & David, 2002).

Performance measurement Carrol and David, (2002), argued, is often confused with programme evaluation, which is an in-depth study conducted on a periodic, rather than an on-going, basis to determine, in the light of current conditions, whether the objectives of a programme are still appropriate, whether they are properly designed, and whether are achieving adequate results. Performance measures, therefore, are a valuable input into a programme evaluation.

Carrol and David, (2002) finally, contended that performance measurement is sometimes mistaken for performance evaluation or performance appraisal, which, according to him, is a concept associated with human resource management that refers to the systematic collection and analysis of data on the performance of an employee over time.

According to Kouzmin, (1999), public agencies are today taking the initiative to publish compilations of their own performance measurements. A major trend among the nations that comprise the Organization for Economic Co-operation and Development (OECD), concludes Kouzmin, (1999), is the development of measure systems which enable comparison of similar activities

across a number of areas, and which help to establish a performance-based culture in the public sector. As a result of the above, Blodgett, (1999), argued that performance measurement is arguably the hottest topic in government today.

Behn, (2003) in his research which focused on Governance, Leadership and Performance Measurement, asked: For what purposes does people measure the performance of public agencies, public programmes, non-profit and for –profit contractors, or the collaborative of public, non-profit, and for profit organizations that deliver public services?

We measure performance because measuring performance is good. But how do we know it is good? Because business firms all measure their performance, and everyone knows that the private sector is managed better than the public sector.

Unfortunately, the kinds of financial ratios the business world uses to measure a firm's performance are not appropriate for the public sector. So what should public agencies measure? Performance of course, but what kind of performance should they measure, how should they measure it, and what should they do with these measurements (Behn, 2003)?

In response to the above questions by Behn, (2003) a variety of scholars attempted different explanations with respect to the purposes for which performance is measured. According to Wholey and Newcomer, (1997) the current focus on performance measurement at all levels of government and in non-profit organizations reflects citizen demands for evidence of programme

effectiveness that have been made around the world. He further stressed that performance measurement may be done annually to improve public accountability and policy decision making, or done more frequently to improve management and programme effectiveness.

On their part, Kopczynski and Lombardo, (1999) note that municipalities can use comparative performance data in five ways:

- (i) To recognize good performance and to identify areas for improvement;
- (ii) Use indicator values for higher- performing jurisdictions as improvement targets by jurisdictions that fall short of the top marks;
- (iii) To compare performance among a subset of jurisdictions believed to be similar in some way (for example, in size, service delivery practice, geography, etc);
- (iv) To perform stakeholders outside of the local government sector (such as citizens or business groups; and
- (v) To solicit joint co-operation in improving future outcomes in respective communities.

Performance measurement, writes Osborne and Plastrik, (2000) in their work, The Re-inventor's Field-book enables officials to hold organizations accountable and to introduce consequences for performance. It helps citizens and customers judge the value that government creates for them. And it provides managers with data they need to improve performance.

The current focus on performance measurement in the public sector has been significantly influenced by the New Public Management (NPM) movement, which, following private sector practice, places heavy emphasis on managing for results (Halachmi & Geert, 1997). The NPM in general and, since the late 1980s, performance measurement, in particular, according to Halachmi, (2005) has been offered as approaches to help governments reduce their annual budgetary deficits, lower their accumulated debt and improve service delivery. Ideally, performance measures support a wide range of financial and human resource practices that are designed to improve the development, implementation and evaluation of government programmes. Behn, (2003) noted that public managers, as part of their general management strategy, can use performance measurement to evaluate, control, budget, motivate, promote, celebrate, learn and improve.

The above perspectives by different scholars indicate that performance measurement can be used for multiple purposes. Legislators have different purposes than journalists. Stakeholders have different purposes than public managers. The centrality or focus of performance measurement in the bureaucracy in particular is to bring substantial benefits to governments in the form of greater efficiency, effectiveness and accountability.

2.1.11 Employees Performance Appraisal

The competence of an organisation, workforce has become increasingly important to its performance, competitiveness and innovation (Lawler, Mohrman and Ledford, 1998).

It is based on this view organisation consider investment in human resource in order to achieve the organisational goals. However, training and its development is often criticised for being too expensive and not improving the bottom line.

In view of some perceived shortcoming of training, strategic approach to Human Resource (HR) shifts attention to Human Resource Development which is defined as a set of formal organisational and individual practices that are designed to enhance the potential contribution of human resources to the organisation (Holton, 2000).

In addition, it is claimed that the dynamic external environments in which many organisation currently operate within requires that they develop a capacity to learn more effectively and faster than competitors and to find methods and skills to solve complex problems (Ogunyami, Shardare and Chidi, 2011). However according to Joins, (1996) the HR department skill controls the “core curriculum” of training; organisation awareness programmes supervisory skills, term building, First Line Manager (FMMs) have responsibility for the more technical specialist training. The management and strategy literature claims that organisational competitiveness in the longterm depends on the effective learning at both individual and organisational levels. Most organizations do not want to train these days but rather ‘buy’ the type of employees they require through external recruitment and pay them ranges and salary or reward.

Changes in employment and ‘wages’ and ‘salary’ administrations, policy of most organizations which place greater emphasis on short-term cost-saving at the expense of long-term investment will inevitably result in a decline number of employees on their pay roll (Ogunyemi, Shadare and Chindi, 2011). Management of this reward is a issues of concerned according to Armstrong, (2001) the formulation and implement of strategies and policies that aim to reward people fairly, equitably and consisting in accordance with their value to the three major objectives:

- a. To attract skilled manpower to the organization
- b. To motivate and maintain employees to higher performance
- c. To retain skilled employees

The employees reward has three major components, namely basic pay, benefits and incentives. To gain a competitive advantages, organizations shifted attention from mere wages salary administration to strategic reward management on how its reward policies and purposes should be developed to meet organizational requirements (Ogunyemi, Shadare and Chidi, 2011).

Employee performance appraisal is done centrally and annually after the immediate supervisor and the outcome is then determined by personnel office. With the strategic HRM in focus, appraisal is now the sole responsibility of First Line Managers (FLMs), getting support when requested from the HR department (Jones, 1996).

HRM links four, major people management activities resourcing, appraisal, development and reward. There is also the emergence of upward appraisal and

the 360 degrees appraisal system as against the conventional superior-subordinate appraisal which in most cases are not open but confidential.

2.1.12 Implication of Training Delivery Style on Employees Performance

Training delivery style is a very important part of training (Carlos, 1995). Employees are very conscious about the delivery style (Armstrong, 1995). Thus, if someone is not delivering the training in an impressive style and not capturing the attention of the audience, it means the trainer is wasting the time (Mark and Andrew, 2000). Therefore, it becomes imperative for a trainer to engage its audience during the training session (Phillip and Eves, 2005). Delivery style means so much in the training because it is what goes into making the change expected in the trainee. The HR Department must ensure that no matter the type of method used, it must be able to catch the trainees' interests.

Once training has been designed, then the actual delivery of training can begin. The general recommendation is that training be pilot-tested or conducted on a trial basis in order to ensure that the training meets the needs identified and that the design is appropriate (Mathis and Jackson, 2004).

2.2 Empirical Review

The researcher carried-out an empirical review of some relevant works in the problem area and presented below:

2.2.1 Gunu, Oni and Tsado (2013), in their study on “Training as a Tool for Organizational Performance, Case Study of Selected Banks in Nigeria”: opined that most banks in Nigeria, in recent years are facing the challenges of labour turnover due to lack of job security of their employees. More so, most banks keep downsizing their employees and recruiting new ones as a result of changes in their services and work processes driven by technological trends and competitive environment. Therefore, it is logical for employees to keep changing their methodologies, thus giving room for continuous training and development. The objective of this study was to examine whether employees’ training enhances work efficiency in the banking industry. Primary data were used for the study, which were generated through the use of questionnaires. The study took a sample of 395 respondents from a population of 35,386 from the five banks used as case study. Simple random technique was used to select the respondents. Data collected were analysed using descriptive statistics, and Pearson’s moment correlation. Multiple regressions were employed to test the hypothesis. Major findings indicated that there is a positive correlation among all the variables. Result of model summary shows that the independent variables account for 39.1% of the variation in organizational performance. The result in the coefficient table however, indicated that only three variables were significant: organizational commitment to Training frequency of Training and Development and reward for best performance. The study therefore concluded that for training to have significant impact on organizational performance, employees need to be motivated during training programs. It was recommended

that banks should introduce reward system for outstanding performance so as to motivate employees to always put in their best during each training session.

2.2.2 Githinji (2014), in her study on “Effects of Training on Employee Performance: A Case Study of United Nations Support Office for the African Union Mission in Somalia”: explored the effects of training on employee performance among the international civil servants. The study was guided by the following research questions; what is the role of training on employee engagement? What is the role of training on employee motivation? What is the role of training on employee job satisfaction? A survey research design was used for this study. The survey design was appropriate for this study because it allowed investigation of possible relationships between variables as well as data collection from broader category and comparisons between variables. The study population was 144 staff of the United Nations Support Office for the African Mission in Somalia. A sample of 45 was drawn using random stratified sampling approach from a list of sample frame provided by the employee register at UNSOA. The data was collected by use of a questionnaire. The data analysis involved frequencies, means, percentages, analysis of variance and vicariate analysis in form of cross tabulations. The summary of findings was as follows;

The top level management and non-management management staff were more likely to be induced in taking new tasks after undergoing training compared to those in the middle level management. Similarly training most likely motivates the top level to be committed to taking initiatives in helping other employees.

Secondly the study also showed that training enhances employee engagement in innovation. Thirdly, the study showed that training enhances better performance among employee and lastly the study showed that training enhances employee enthusiasm to work. On the role of training on employee motivation the study showed that training enhances employee motivation as it allows for employee recognition within the organization. Likewise training aligns employees to the organizational goals at UNSOA. On the other hand training enhances positive leadership traits in the organization's leaders. Lastly training facilitates motivation for work performance.

On the role of training on job satisfaction the study showed that training enhances staff/supervisor/customer relationships at work. Though the level of conviction that training improves relationships with supervisor declines from the top level management, followed by middle level management and finally for the non-management staff. Further the study showed that training enhances the scope of the respondents' ability to use their own initiatives and skills at work. Despite the findings the study has also shown that there is declining trend in the level of conviction that training enhances employee performance by influencing job satisfaction from the top level management to the non-management staff members. Lastly the study revealed that training imparts positively on the work activities.

The study concludes that training influences employee performance by positively influence employee engagement to change process; innovation;

better performance and enhance enthusiasm to work. It further concludes that training enhances employee performance by positively influencing employee motivation level through employee recognition; alignment to organizational goals; positive leadership traits; and motivation for work performance. Finally training enhances employee performance by influencing positively job satisfaction by enhancing staff/supervisor/customer relationships at work; the employee's ability to use their own initiatives and skills at work; opportunities for pay and promotion; and by influencing the work activities.

The study recommends that training should be conducted time to time to ensure that employees have the necessary engagement to change processes, innovation; better performance and job enthusiasm for enhanced employee and organizational performance. It also recommends that the management of UNSOA needs to ensure training strategies are not only aligned to productivity but also to enhancing employee motivation for superior performance. Further UNSOA management needs to evaluate its training strategies with respect to job satisfaction to ensure that the effects are uniformly attained across the organization. Finally the study only focused on the international civil servants at UNSOA. Other studies on different populations and at different time zones would be welcome to ensure strong empirical conclusions on how training impacts on employee training.

2.2.3 Muhibat and Tihamiyu (2016), in their study on “Evaluation of Effect of Training on Organizational Performance of Islamic Financial Institutions in Nigeria”: to evaluate the effect of training and staff development on the

financial and non financial performance of the two Islamic financial institutions in Nigeria. The study employed quantitative approach making use of questionnaire. One hundred and fifty (150) questionnaires were administered; one hundred (100) copies were duly completed and returned. Descriptive statistics, correlation, regression and ANOVA were used to evaluate the perception of respondents. The findings indicate that there is a positive relationship between training/staff development and financial performance of Islamic financial institutions. Also, it reveals that significant relationship exist between training/staff development and non financial performance of Islamic financial institutions. Financial and non financial performance of the Islamic financial institutions have been improved through training and staff development most especially on the key products of the organizations. The findings of this research work will help the management of the selected organizations to evaluate and determine the areas where improvements through training can be done and planning for the development and implementation of effective training and staff development needs that will lead to increased performance of the organizations. It will also serve as a source of references for the future researchers and a guide to the authorities in the banking industry

2.2.4 Victor and Jonathan (2013), in their study: “Effect of Training on Employee’s Productivity and Organisational Performance in Nigeria” opined that, over time, organisations have been embarking on training and capacity building for their employee’s so as to enhance their productivity and overall performances of the organisations. This is due to the recognition of the

important role of training in attainment of organisational goals. Consequently, their study investigated the effects of training on employees' productivity and organisational performance in Nigeria, using First Bank of Nigeria Plc as a case study. The study applied structured questionnaires to a sample size of 75 drawn by simple random sampling. The data generated was analysed using descriptive statistics. The findings of the study revealed that majority (70%) of the respondents agreed that training has enhanced their efficiency and job productivity. Secondly, majority (80%) of the respondents overwhelmingly agreed that training enhanced organisational performance. The study recommends that organisations should conduct training needs assessment to ensure that the right training is given; ensure that their training programmes should be on a continuous basis; and motivate staff who performed exceptionally well during training sessions so that other staff will in turn aspire to excel.

2.2.5 Shodeinde, (2015) in his study: "Effect of Personnel Training on Organisational Performance" used employees of MTN Corporate Head Office in Lagos State as the study population. The study adopted a qualitative approach using questionnaire as main instrument of primary data collection. A total of 110 questionnaires were administered to 217 employees of MTN Nigeria. Using bar charts to illustrate the degree of response; the result of the findings shows that respondents agreed that there is a significant impact of training and development on employee commitment, employee morale and motivation, employee corporate behaviour and organisational performance. An

organisation with an effective policy and workable strategy on training would retain employees, enlarge market share and increase customers. Based on the findings, the study recommended that MTN Nigeria should engage always in training of her employees, in order to correct professional errors, enhance employee commitment and corporate behaviour and ensure organisational performance.

2.2.6 Osueke and Emeka-Opara, (2014), in their study; “Effect of Training on Electrical Power Supply to Owerri for Higher Productivity” investigated the performance of electrical power supply to Owerri, Imo State Capital. The Enugu Electrical Distribution Company (EEDC), Owerri was the case study and sample of 10 respondents representing each unit were used. Structured questionnaire and observations techniques were administered during the research. The data presentation tools were tables and charts. It was found out that the major hindrances to customer satisfaction in power supply were: inadequate megawatts of power availability, obsolete network and equipment that require upgrade, overload networks, poor funding, lack of routine maintenance culture, inadequately trained manpower, logistics (vehicle, personal and material problems), psychological and physiological problems. Although the privatisation policy is believed to be a progressive step to these challenges, based on the aforementioned, it was therefore recommended that management’s pro-activeness to manage faults and equipment upgrade, government and private sectors should actively involve positive and effective management, as well as smart metering to ensure consumers meet up with

charges, Standard Organisation of Nigeria (SON) play major to ensure substandard materials and products are not delivered, form rural cooperative society to create awareness on how to use light and serve as interface between the company and community.

It has been investigated and found that previous researchers have concentrated on the importance and benefits of training and no study has been carried out on the challenge faced by the Human Resource Department of Nasarawa State University, Keffi on the effectiveness of training on performance. In order to fill this gap, the researcher is compelled to conduct a study on the effect of conference attendance, workshop attendance and in-service training in Nasarawa State University, Keffi.

2.3 Theoretical Framework

The theoretical framework for this study is based on the process system approach as postulated by Wendell, (1978). This theory is considered to be the most appropriate and relevant in explaining the dynamics and the inter-relationship of organisation components or sub-systems.

The approach looks at a system at the major levels viz- the organisational, personnel management and training.

Training is sub-system of the organisation because it can be disaggregated into production, finance, personnel, marketing and sales, human resource etc, depends on training for it, to survive. Training is a transforming process that requires some input and in turn it produces output in the form of knowledge,

skills and attitude. A system is a combination of things and parts that must work together to perform a particular function. An organisation is a system and training constitutes a sub-system of an organisation. The system approach can be used to examine the broad issues like objectives, functions and aims. It establishes a logical relationship between the sequential steps in the process of training and development need analysis formulating, delivering and evaluating.

There are four (4) necessary inputs, that is technology, man, time and material required in every system to produce product or services and every system must have some output from these in order to survive. The output can be tangible depending upon the organisation's requirement. This approach uses stages by stages procedures to solve the problems. Under system approach, training is undertaken on a planned basis.

Considering in mind that Nasarawa State University, Keffi has the above mentioned functional structure, the system theory as modified by the process – system approach would be useful in assessing the effect of manpower training on performance. Wendell, (1978) seems to have widened the scope of system approach to include “process” and also the relationship between “system” and “process”. Against this background, he states that, “any organisation is essentially person directed and a multiple goal oriented network of interacting administrative and operational process and corresponding facilitating system that are immersed in a boarder network of processes and systems which it interacts.

The process system approach is premised on the belief that the system is a complex combination of sub-process such as the administrative, the organisational and the operational, all of which aim at enhancing the capacity of individual employees in the organisation to contribute towards the attainment of organisational goals. This however, implies that organisation efficiency, effectiveness, productivity and performance are functions of staff. Therefore, it is right to say that organisational objectives determine the nature of human resource training towards effective performance.

In administering or applying the process system to Nasarawa State University, Keffi one would see the interdependence and interrelationships amongst the various sub-systems such as finance, planning and physical unit, human resources, personnel or administrative, security, works and maintenance etc. and how they influence one another. Wendell, (1978) stressed the linkages between components and the event and activities that take place within the components.

Wendell's approach sees an organisation as a complete system, as an open system that can be influenced by its external factors or environment. The way the organisation responds to its external factors goes a long way in determining its productivity and performance. Important to note is the fact that if the functional interdependence of the sub-systems and the processes breakdown, the whole system will be incomplete and is bound to perform below expectation or poorly. Consequently, the other component such as training, a sub system will be negatively affected or touched.

2.3.1 Relevance of the theory to this work

The process system approach as postulated by Wendell has been a veritable approach in the understanding of social reality. It provides a holistic perspective that looks at social reality in a comprehensive manner. The approach also provides good insight into understanding the dynamic character of social reality and relation. The approach further assumes the relatedness of the different and complex elements of society.

The process system approach has provided an integrated approach in the study of social reality. It treats all issues in their perspectives and interconnections that give an integrated and comprehensive knowledge of social phenomenon. Despite the criticisms of this approach, it is useful for this study.

2.4 Summary

Manpower training is essentially required in every organisation for the sole purpose or reason of improving the knowledge, skills, mental and attitude of the trainees so as to enhance performance. The quantity and the quality of training carried out vary from one organization to the other, depending on the nature, goals, size, operation, objective and the aspiration of the entire company or the organisation.

Regularly, organisations conduct training for their staff or manpower on a continuous basis, but with little or no intention to institutionalise a system for obtaining feedback on the effect the learning experience has on the trainee or the organisation.

This activity is made more painful when realised that the cost of maintaining employees often run to as much as 30% of organisation expenses yearly. Organisations are therefore encouraged to train their employees to the fullest advantage in order to enhance employee's efficiency and effectiveness. Undoubtedly, as training reduces the work of the administrator in terms of close supervision, it also improves the initiative, drive and quality of work of the staff, thus assist them to be more committed to achieving the target, goals and objectives of the organisation and this has the tendency of enhancing efficiency and effectiveness among workers in the organisation.

Training effect on assessment or evaluation is crucial to building confidence into the learning experience, they belief that the learning is achievable. It follows, therefore, that tests and assessment should designed and managed and the results presented back to trainees in a way as to boost morale, rather than deplete their confidence.

Success of any organisation depends on the training of employees or staff members in the form of in-service, workshop, conference, seminars and paper presentations. It designed and should not in any way be compromised rather it should not only be for the organisation alone but cut across these communities or citizen that will benefit, consume, participate in the service of such organisation in the most effective and efficient manner.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

This study will make use of a survey and documentary research methods. The survey and documentary research methods were chosen to be used in studying the effect of training on staff performance in Nasarawa State University, Keffi for the period 2010 - 2015. The structured questionnaire was used in order to get answers to the research questions.

The main respondents to our questionnaire comprised both academic and non-teaching trained staff of Nasarawa State University, Keffi. The researcher used descriptive statistics, in particular, percentages in a tabular form, to assign weight and to process results.

3.2 Population, Sample and Sampling Technique

The population for this study includes all the academic and non-teaching staff of Nasarawa State University, Keffi that have benefited from training. This research work is within the period of 2010 – 2015. Therefore, the total population of the trained staff was 360. (Academic, 200; Non-Teaching, 160). NSUK Official Bulletin, cited. September - December, 2016.

The study used proportionate stratified random sampling method to obtain a sample to generate confidence that findings could be generalized to the whole.

The sample size for the study was 240 respondents which represents approximately sixty seven per cent (67%) of the total population. NSUK Official Bulletin, cited. September –December, 2016.

3.3 Method of Data Collection

Data for this study are both primary and secondary. Primary data were obtained, using questionnaires to elicit information from the respondents.

The secondary sources were gathered from library research, published and unpublished materials, gazette, bulletins and pamphlets obtained from the Registry Department (Human Resource Division) of Nasarawa State University, Keffi, including relevant books, journals, magazines and internet facilities were used.

3.4 Technique for Data Analysis

The data collected from the respondents are presented in a tabular form and analysed in percentages. The table shows respondents views based on the questionnaire administered.

3.5 Justification of Methods

The use of percentages is defensible on the grounds that assessment studies depend on percentages to determine extent or level of performance (Onalo, 2014). The tabular method of presentation was adopted because it was more easily understood by the readers. It further eases or enhances comparison either within table or between tables. It also makes easy handling of totals, analysis

and interpretation of results. The choice was not only relevant in establishing the strength of the relationship between training and performance but also serve as complementary tools for substantiating the outcome of the relationship, more so, they are most appropriate for the research objectives.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Data Presentation

One of the major steps in a research exercise of this nature is proper presentation, analysis and interpretation of data collected. Therefore, in this chapter statistical techniques were employed to analyze these data to enable informed decisions to be taken in the area of study. To ease the comprehension of data collection, the data are tabulated, showing the responses to the questions and its corresponding percentages. In addition, the data were fully explained.

In all, a total of two hundred and forty (240) questionnaires were administered, out of which two hundred and ten (210) representing 87.5 per cent were returned. This form the basis of our analysis.

4.1.1 Descriptive Analysis

The analysis and results of data collated are presented below:

Table: 4.1.1. Number of Staff Trained from 2010-2015 for both TETFund Intervention and Nasarawa State University, Keffi Management

Training Types	2010	2011	2012	2013	2014	2015	Total
Conference	15	20	25	30	33	40	163
Workshop	14	15	20	21	25	25	120
In-service	11	15	10	09	12	20	77
Total	40	50	55	60	70	85	360

Source: Human Resource Unit Nasarawa State University, Keffi. December 2015.

From table 4.1.1 above, a total of 163 staff of the University had benefited from conference attendance from either TETFund Training Intervention or

Nasarawa State University, Keffi Management training programme between 2010 and 2015. While workshop attendance between 2010 and 2015 was 120 and in-service attendance was 77 within the period under review.

Between the mentioned periods, a total of 360 staff of the University had benefited from one form of training or the other as shown on the table above our sample was drawn from the above trained population.

1. Research Question One:

How has conference attendance affected the performance of staff in Nasarawa State University, keffi?

i. What type of conference attended?

Table: 4.1.2 Type of conference attended

Responses	Respondents	Percentage (%)
Academic conference	90	42.86
Professional conference	80	38.10
Capacity building conference	40	19.05
Total	210	100

Source: Field Survey, 2015.

From table 4.1.2 above, 90 of the respondents, which represent 42.86% of the total number of staff attended academic conference while 80 of the respondents, which represent 38.10% of the total number of staff attended professional conference and 40 of the respondents, which represent 19.05% of the total number of staff attended capacity building conference.

ii. **What skills did you acquire at the conference attended?**

Table: 4.1.3 Skills acquired at the conference attended

Responses	Respondents	Percentage (%)
Academic Skills	80	38.10
Professional Skills	70	33.33
Capacity building Skills	60	28.57
Total	210	100

Source: Field Survey, 2015.

From table 4.1.3 above, 80 of the respondents, which represent 38.10% of the total number of staff acquired academic skills while 70 of the respondents, which represent 33.33% of the total number of staff acquired professional skills and 60 of the respondents, which represent 28.57% of the total number of staff acquired capacity building skills.

Are you satisfied with the skills acquired after conference attended?

Table: 4.1.4 Level of satisfaction after conference attended

Responses	Respondents	Percentage (%)
Satisfied	110	52.38
Partially satisfied	80	38,10
Not satisfied	20	09,52
Total	210	100

Source: Field Survey, 2015.

From table 4.1.4 above, 110 of the respondents, which represent 52.38% of the total number of staff, are satisfied with the skills acquired after conference attended while 80 of the respondents, which represent 38.10% of the total number of staff are partially satisfied with the skills acquired after conference attended and 20 of the respondents, which represent 09.52% of the total number of staff are not satisfied with the skills acquired after conference attended.

What is your performance after conference attended?

Table: 4.1.5 Performance after conference attended

Responses	Respondents	Percentage (%)
Satisfied	110	52.38
Partially satisfied	80	38,10
Not satisfied	20	09,52
Total	210	100

Source: Field Survey, 2015.

From table 4.1.5 above, 110 of the respondents, which represent 52.38% of the total number of staff, are satisfied with the performance after conference attended while 80 of the respondents, which represent 38.10% of the total number of staff are partially satisfied with the performance after conference attended and 20 of the respondents, which represent 09.52% of the total number of staff are not satisfied with the performance after conference attended.

Has the University Management assessed the performance of staff after conference attended?

Table: 4.1.6 University Management's assessment of staff performance after conference attended

Responses	Respondents	Percentage (%)
Agreed	100	47.62
Partially agreed	90	42.86
Disagreed	20	09.52
Total	210	100

Source: Field Survey, 2015.

From table 4.1.6 above, 100 of the respondents, which represent 47.62% of the total number of staff, agreed that University management assessed their performance after conference attended, while 90 of the respondents, which represent 42.86% of the total number of staff partially agreed that University

management accessed their performance after conference attended and 20 of the respondents, which represent 09.52% of the total number of staff disagreed that the university management did not access the performance after conference attended.

2. Research Question Two:

To what extent has workshop attendance affected the performance of staff in Nasarawa State University, keffi?

What type of Workshop attended?

Table: 4.1.7 Type of Workshop attended

Responses	Respondents	Percentage (%)
Academic workshop	70	33.33
Professional workshop	90	42.86
Capacity building workshop	50	23.81
Total	210	100

Source: Field Survey, 2015.

From table 4.1.7 above, 70 of the respondents, which represent 33.33% of the total number of staff attended academic workshop while 90 of the respondents, which represent 42.86% of the total number of staff attended professional workshop and 50 of the respondents, which represent 23.81% of the total number of staff attended capacity building workshop.

What skills did you acquire at the Workshop attended?

Table: 4.1.8 Skills acquired at the Workshop attended

Responses	Respondents	Percentage (%)
Academic Skills	90	42.86
Professional Skills	60	28.57
Capacity building Skills	60	28.57
Total	210	100

Source: Field Survey, 2015.

From table 4.1.8 above, 90 of the respondents, which represent 42.86% of the total number of staff acquired academic skills while 60 of the respondents, which represent 28.57% of the total number of staff acquired professional skills and 60 of the respondents, which represent 28.57% of the total number of staff acquired capacity building skills.

Are you satisfied with the skills acquired after Workshop attended?

Table: 4.1.9 Level of satisfaction after Workshop attended

Responses	Respondents	Percentage (%)
Satisfied	120	57.14
Partially satisfied	80	38.10
Not satisfied	10	04.76
Total	210	100

Source: Field Survey, 2015.

From table 4.1.9 above, 120 of the respondents, which represent 57.14% of the total number of staff, are satisfied with the skills acquired after workshop attended while 80 of the respondents, which represent 38.10% of the total number of staff are partially satisfied with the skills acquired after workshop attended and 10 of the respondents, which represent 04.76% of the total number of staff are not satisfied with the skills acquired after workshop attended.

What is your performance after Workshop attended?

Table: 4.1.10 Performance after Workshop attended

Responses	Respondents	Percentage (%)
Satisfied	110	52.38
Partially satisfied	90	42.86
Not satisfied	10	04.76
Total	210	100

Source: Field Survey, 2015.

From table 4.1.10 above, 110 of the respondents, which represent 52.38% of the total number of staff, are satisfied with the performance after workshop

attended while 90 of the respondents, which represent 42.86% of the total number of staff are partially satisfied with the performance after workshop attended and 10 of the respondents, which represent 04.76% of the total number of staff are not satisfied with the performance after workshop attended.

Has the University Management assessed the performance of staff after Workshop attended?

Table: 4.1.11 University Management’s assessment of staff performance after Workshop attended

Responses	Respondents	Percentage (%)
Agreed	120	57.14
Partially agreed	70	33.33
Disagreed	20	09.52
Total	210	100

Source: Field Survey, 2015.

From table 4.1.11 above, 120 of the respondents, which represent 57.14% of the total number of staff, agreed that University management accessed their performance after workshop attended, while 70 of the respondents, which represent 33.33% of the total number of staff partially agreed that University management accessed their performance after workshop attended and 20 of the respondents, which represent 09.52% of the total number of staff disagreed that the university management did not access the performance after workshop attended.

3. Research Question 3:

How does in-service attendance affected the performance of staff at Nasarawa State University, keffi?

What type of in-service attended?

Table: 4.1.12 Type of in-service attended

Responses	Respondents	Percentage (%)
Academic in-service	80	38.10
Professional in-service	90	42.86
Capacity building in-service	40	19.05
Total	210	100

Source: Field Survey, 2015.

From table 4.1.12 above, 80 of the respondents, which represent 38.10% of the total number of staff attended academic in-service, while 90 of the respondents, which represent 42.86% of the total number of staff attended professional in-service and 40 of the respondents, which represent 19.05% of the total number of staff attended capacity building in-service.

What skills did you acquire at the in-service attended?

Table: 4.1.13 Skills acquired at the in-service attended

Responses	Respondents	Percentage (%)
Academic Skills	100	47.62
Professional Skills	80	38.10
Capacity building Skills	30	14.29
Total	210	100

Source: Field Survey, 2015.

From table 4.1.13 above, 100 of the respondents, which represent 47.62% of the total number of staff acquired academic skills while 80 of the respondents, which represent 38.10% of the total number of staff acquired professional skills and 30 of the respondents, which represent 14.29% of the total number of staff acquired capacity building skills.

Are you satisfied with the skills acquired after in-service attended?

Table: 4.1.14Level of satisfaction after in-service attended

Responses	Respondents	Percentage (%)
Satisfied	110	52.38
Partially satisfied	90	42.86
Not satisfied	10	04.76
Total	210	100

Source: Field Survey, 2015.

From table 4.1.14 above, 110 of the respondents, which represent 52.38% of the total number of staff, are satisfied with the skills acquired after in-service attended while 90 of the respondents, which represent 42.86% of the total number of staff are partially satisfied with the skills acquired after in-service attended and 10 of the respondents, which represent 04.76% of the total number of staff are not satisfied with the skills acquired after in-service attended.

What is your performance after in-service attended?

Table: 4.1.15Performance after in-service attended

Responses	Respondents	Percentage (%)
Satisfied	100	47.62
Partially satisfied	90	42.86
Not satisfied	20	09.52
Total	210	100

Source: Field Survey, 2015.

From table 4.1.15 above, 100 of the respondents, which represent 47.62% of the total number of staff, are satisfied with the performance after in-service attended while 90 of the respondents, which represent 42.86% of the total number of staff are partially satisfied with the performance after in-service attended and 20 of the respondents, which represent 09.52% of the total number of staff are not satisfied with the performance after in-service attended.

Has the University Management assessed the performance of staff after in-service attended?

Table: 4.1.16 University Management's assessment of staff performance after in-service attended

Responses	Respondents	Percentage (%)
Agreed	130	61.90
Partially Agreed	60	28.57
Disagreed	20	09.52
Total	210	100

Source: Field Survey, 2015.

From table 4.1.16 above, 130 of the respondents, which represent 61.90% of the total number of staff, agreed that University management accessed their performance after in-service attended, while 60 of the respondents, which represent 28.57% of the total number of staff partially agreed that University Management accessed their performance after in-service attended and 20 of the respondents, which represent 09.52% of the total number of staff disagreed that the University Management did not access the performance after in-service attended.

4.2 Data Analysis and Results

4.2.1 To what extent has conference attendance affected the performance of staff at Nasarawa State University, keffi?

Table 4.2.2 revealed that, 90 of the respondents, which represent 42.86% of the total number of staff attended academic conference while 80 of the respondents, which represent 38.10% of the total number of staff attended professional conference and 40 of the respondents, which represent 19.05% of the total number of staff attended capacity building conference.

Table 4.2.3 revealed that, 80 of the respondents, which represent 38.10% of the total number of staff acquired academic skills while 70 of the respondents, which represent 33.33% of the total number of staff acquired professional skills and 60 of the respondents, which represent 28.57% of the total number of staff acquired capacity building skills.

Table 4.2.4 revealed that, 110 of the respondents, which represent 52.38% of the total number of staff are satisfied with the skills acquired after conference attended while 80 of the respondents, which represent 38.10% of the total number of staff are partially satisfied with the skills acquired after conference attended and 20 of the respondents, which represent 09.52% of the total number of staff are not satisfied with the skills acquired after conference attended.

Table 4.2.5 revealed that, 110 of the respondents, which represent 52.38% of the total number of staff are satisfied with the performance after conference attended while 80 of the respondents, which represent 38.10% of the total number of staff are partially satisfied with the performance after conference attended and 20 of the respondents, which represent 09.52% of the total number of staff are not satisfied with the performance after conference attended.

Table 4.2.6 revealed that, 100 of the respondents, which represent 47.62% of the total number of staff agreed that University management accessed their performance after conference attended, while 90 of the respondents, which

represent 42.86% of the total number of staff partially agreed that University Management accessed their performance after conference attended and 20 of the respondents, which represent 09.52% of the total number of staff disagreed that the university management did not access the performance after conference attended.

4.2.2 To what extent has workshop attendance affected the performance of staff at Nasarawa State University, keffi?

Table 4.2.7 showed that, 70 of the respondents, which represent 33.33% of the total number of staff attended academic workshop while 90 of the respondents, which represent 42.86% of the total number of staff attended professional workshop and 50 of the respondents, which represent 23.81% of the total number of staff attended capacity building workshop.

Table 4.2.8 showed that, 90 of the respondents, which represent 42.86% of the total number of staff acquired academic skills while 60 of the respondents, which represent 28.57% of the total number of staff acquired professional skills and 60 of the respondents, which represent 28.57% of the total number of staff acquired capacity building skills.

Table 4.2.9 showed that, 120 of the respondents, which represent 57.14% of the total number of staff number of staff, are satisfied with the skills acquired after workshop attended while 80 of the respondents, which represent 38.10% of the total number of staff are partially satisfied with the skills acquired after workshop attended and 10 of the respondents, which represent 04.76% of the

total number of staff are not satisfied with the skills acquired after workshop attended.

Table 4.2.10 showed that, 110 of the respondents, which represent 52.38% of the total number of staff, are satisfied with the performance after workshop attended while 90 of the respondents, which represent 42.86% of the total number of staff are partially satisfied with the performance after workshop attended and 10 of the respondents, which represent 04.76% of the total number of staff are not satisfied with the performance after workshop attended.

Table 4.2.11 showed that, 120 of the respondents, which represent 57.14% of the total number of staff, agreed that University management accessed their performance after workshop attended, while 70 of the respondents, which represent 33.33% of the total number of staff partially agreed that University management accessed their performance after workshop attended and 20 of the respondents, which represent 09.52% of the total number of staff disagreed that the university management did not access the performance after workshop attended.

4.2.3 To what extent has in-service attendance affected the performance of staff at Nasarawa State University, keffi?

Table 4.2.12 revealed that, 80 of the respondents, which represent 38.10% of the total number of staff attended academic in-service, while 90 of the respondents, which represent 42.86% of the total number of staff attended

professional in-service and 40 of the respondents, which represent 19.05% of the total number of staff attended capacity building in-service.

Table 4.2.13 revealed that, 100 of the respondents, which represent 47.62% of the total number of staff acquired academic skills while 80 of the respondents, which represent 38.10% of the total number of staff acquired professional skills and 30 of the respondents, which represent 14.29% of the total number of staff acquired capacity building skills.

Table 4.2.14 revealed that, 110 of the respondents, which represent 52.38% of the total number of staff, are satisfied with the skills acquired after in-service attended while 90 of the respondents, which represent 42.86% of the total number of staff are partially satisfied with the skills acquired after in-service attended and 10 of the respondents, which represent 04.76% of the total number of staff are not satisfied with the skills acquired after in-service attended.

Table 4.2.15 revealed that, 100 of the respondents, which represent 47.62% of the total number of staff, are satisfied with the performance after in-service attended while 90 of the respondents, which represent 42.86% of the total number of staff are partially satisfied with the performance after in-service attended and 20 of the respondents, which represent 09.52% of the total number of staff are not satisfied with the performance after in-service attended.

Table 4.2.16 revealed that, 130 of the respondents, which represent 61.90% of the total number of staff, agreed that University Management accessed their performance after in-service attended, while 60 of the respondents, which represent 28.57% of the total number of staff partially agreed that University Management accessed their performance after in-service attended and 20 of the respondents, which represent 09.52% of the total number of staff disagreed that the University Management did not access the performance after in-service attended.

4.3 Discussion of Findings

Haven analysed data and results, the following findings were drawn.

1. The study revealed that the staff that attended academic conference, were satisfied with the skills acquired after conference attended, were also satisfied with their performance and submitted themselves to the University Management for assessment of performance.

This implies that the University Management have been paying attention to training of their staff most especially, conference attendance and this will boost the morale and confidence of staff thereby making them put in their best in achieving organisational goals and objectives.

2. The study revealed that the staff that attended academic workshop, were satisfied with the skills acquired after workshop attended, were also satisfied with their performance and submitted themselves to the University Management for assessment of performance.

This also implies that the University Management considered regular staff training, workshop attendance as priority in order to expose the staff on current development in their respective areas of endeavour.

3. The study further revealed that the staff that attended professional in-service, were satisfied with the skills acquired after professional in-service attended, were also satisfied with their performance and submitted themselves to the University Management for assessment of performance.

This implies that the Management of the University sent their staff on training regularly, so that, the skills of the staff will be improved, their security will be protected inside and outside the University.

Therefore, the study reveals that training has effect on staff performance towards efficiency and effectiveness; trained employees are better dedicated to the achievement of the organizations gain, objectives and goals. Training leads to greater performance. The study also reveals that staff is assessed after training through effective and efficient use of Annual Performance Evaluation Report (APER) by the personnel Management Department or the personnel or Administration department of Nasarawa State University, Keffi. The evaluation or assessment serves as a source of promotion for the trained staff.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

Training of staff is one of the most vital functions of personnel administration. It is vital that Nasarawa State University Keffi does organize effective and efficient training programmes for the overall success of the organization. The only means of achieving success is through proper and continued training of staff for onward progress and development.

This study examines effect of training on staff performance in Nasarawa State University, Keffi (2010 – 2015). Data were sourced through the administration of questionnaires. Survey research and documentary methods were adopted while the population and sample were drawn for the staff trained (both academic and non-teaching) during the period of this research by the University Management. Data were analysed and tables were deployed to present in a summarized form from the data collated.

The findings of this study have clearly shown that conference, workshop and in-service attendance are work activities that can make a very significant contribution to the overall effectiveness and efficiency of staff of Nasarawa State University, Keffi. The study also reveals that conference, workshop and in-service attendance should be vigorously pursued and be given more attention.

5.2 Conclusion

From the findings of this study, the following conclusions were drawn:

First, conference attendance affected the performance of staff in Nasarawa State University, Keffi. This implies that the training and performance of staff of Nasarawa State University Keffi is a function of their personnel process. The process ensure that a number of staff are satisfied with the skills acquired after conference attended, are satisfied with their performance after conference attended and agreed that University Management assessed their performance after conference attended helps to or has provided a good platform for effective and efficient training of workers by the management of the Nasarawa State University, Keffi.

Second, workshop attendance affected the performance of staff in Nasarawa State University, Keffi. This implies that the regular and continuous training of staff by Management of Nasarawa State University Keffi is the duties and responsibilities of the staff performance development unit, this unit ensure that a number of staff attended academic workshop, acquired academic skills, are satisfied with their performance after workshop attended and agreed that University Management assessed their performance after workshop attended. However, from the study it is crystal clear that workshop attendance is prominent and important for the achievement of goals and objectives of Nasarawa State University, Keffi.

Third, In-service attendance affected the performance of staff in Nasarawa State University, Keffi. This implies that effective and efficient training programmes by the University management for staff development ensured that a number of staff attended professional in-service, academic skills, are satisfied with the skills acquired after in-service attended, are satisfied with the performance after in service attended and agreed that University Management assessed their performance after in-service training. This study concluded that there was significant relationship between training and staff performance at Nasarawa State University, Keffi.

5.3 Recommendations

Sequel to the findings of this study, it is recommended as follows:

First, the management of Nasarawa State University, Keffi should ensure the continuous and regular staff development programme by sending staff for academic conference in order to acquire academic skills, so that they will satisfied with the skills acquired after conference attended, also, be satisfied with their performance after conference attended and assessed their performance after conference attended.

Second, the management of Nasarawa State University, Keffi should consider the effective and efficient use of staff development programmes by nominating staff for academic workshop, in order to acquire academic skills, to be satisfied with the skills acquired after workshop attended, also be satisfied with their

performance after workshop attended and finally assessed their performance after workshop attended.

Third, the management of Nasarawa State University, Keffi should ensure proper coordination of staff development programmes by selecting staff for professional in-service in order to acquire academic skills, to be satisfied with the skills acquired after in-service attended, also be satisfied with their performance after in-service attended and that University management assessed their performance after in-service attended.

5.4 Limitations of the Study

The study was limited to the areas of coverage i.e. 2010 to 2015. Time and bureaucracy in access to official documents also serves as limitations to the study. However, they were overcome, hence the production of the report.

5.5 Suggestions for Further Studies

Having critically examined the Effect of Training on Staff Performance, the researcher makes the following suggestions for further studies.

Study may be carried out on how staff are selected for training programmes. A general and comparative study should be undertaken on relative effect of the various human resource training theories as it affects the performance of the workers in organizations.

REFERENCES

- Abiodun, E. J. A. (1999). *Human Resources Management, an Overview*. Concept Publication, Shomolu. Lagos.
- Academia Conference Proceedings <http://www.academiapublishing.org> ©2013 Academia Publishing
- Adeniyi, O. I. (1995). *Staff Training and Development* in Ejiogu, A; Acbumba, I. Asika (eds). *Reading in Organisation Behaviour in Nigeria*, Lagos: Malt House Press Ltd.
- Adewumi, (2007). *The Behaviour of Organisation*. Image Printer, Abuja.
- Ajibade, E. S. (1993) Staff Development and In-Service for Teachers in Ajibade (ed). *Emia Nigeria Educational Issues Policies and Practice in the Equities and Beyond* Grace Publication Lagos.
- Alo, O. (1999) *Human Resource Management in Nigeria*, Business Science Books, Lagos.
- Arikewuyo, M. O. (1999). *Improving Teacher's Productivity in Nigeria*, In Adesomaso, P. O. (ed) *Basic of Education*, Lagos Triumph Book Publishers.
- Arnoff, J. (1971) *Achievement Motivations Training and Executives Advancement*, *Journal of Applied Science New York* Vol. 7(1)
- Armstrong Michael (1995) *A handbook of personnel Management Practices*, Kogan Page Limited London.
- Armstrong, M.(2001), *A Handbook of Human Resource Management Practice*, (8th ed.) London: Kogan page.
- Asiodu, P. (1978). *A' Level Government*, (2nd Edition). Longman Publisher.Lagos.
- Atiomo,A.C. (2000) *Human Resource Management*, Malthouse Management science Book, Lagos.
- Batty, in Omale I. (2010) "Impediments to Social Science Research in Nigeria and suggested Remedies" – a monograph series No. 1, Department of Public Administration, Nasarawa State University, Keffi, AMD Design and Communication.
- Behn, R. D. (2003) *Why measure performance? Different purposes require different measures*. *Public Administration Review*, Vol. 63, No. 5.
- Blodgett, T. & Gerald, N. (1999) *Performance measurement: (Arguably) The hottest topic in government today*. *Public Management Journal*, 6.
- Bradley, T. B. (2011). *Training and Development, Duties, Benefits and Expenses*. British English Dictionary, Second Edition.

- Carlos F. U.(1995)., Employees' Training and Performance Relationship in Hospitality Sector A Case of Pearl Continental Hotel, Karachi, Pakistan. *International Review of Business Research Papers*, 7(3).
- Carrol, B. W., & David I. D., (2002) "Performance Management: Panacea or Fools' Gold", in Christopher, D., (ed). *The Handbook of Canadian Public Administration*. Toronto: Oxford University Press.
- Cole, G. A. (1997). Keynote Address. In: Ogbuagu SC (Ed.): *Strategy for National Development in Nigeria*. Calabar: University of Calabar Press
- Douglas, M. G. (1960). *The Side of Enterprises*. New York.
- EjioguA.(2000), *Human Resource Management towards Greater Productivity*, Generation Press Ltd Lagos.
- Flippo, E. B. (1984). *Personnel Management (Sixth Edition)*, McGraw-Hill, Book Company, New York.
- Gary, D. (2005). *Human Resources Management (10th Edition)* Prentice Hall of India New Delhi, Rajkamal Electric Press.
- Githinji (2014), in her study on "Effects of Training on Employee Performance: A Case Study of United Nations Support Office for the African Union Mission in Somalia":
- Griffin, F. J. (1978) *Training the Organisation*, New York: MC-Graw Hill.
- Gunu, Oni and Tsado (2013), in their study on "Training as a Tool for Organizational Performance, Case Study of Selected Banks in Nigeria":
- Halachmi, A. & Geert, B. (eds) (1997) *Organizational Performance and Measurement in the Public Sector*. Westford, Connecticut: Quorum Books.
- Halachmi, A., (2005) "Performance Measurement: Test the water before you dive in". *International Review of Administrative Sciences*, Vol. 71.
- Hassan, R. (2010). Impact of Training and Development on Employees Performance. *Journal of Business Management*.
- Holton, E.F (2000), Clarifying and defining the performance Paradigm of HRD. In *Proceedings of the Academic of Human Resource Development*.
- Iccord, W. & Efferson, C. (1998), "Employee Development and Its Effect on Employee Performance A Conceptual Framework", *International Journal of Business and Social Science*, Vol. 2 No. 13.
- Ishaku I. A. (2000). *Training and Retraining of Teachers through Distance Education*. Being a paper presented at the National Workshop on Distance Education Held at Abuja, Nigeria.
- Jelena, V. (2007). *Employee Training and Development and the Learning Organisation*. Series: Economics and Organisation Vol. 4, No. 2, 2007.

- Jones, O. (1996), Strategic HRML: the implications for Pharmaceutical R and D. Technovation, Vol. 16 No.1.
- Kayode, T. (2001).The Role of Training in Change Management. Journal of the Institute of Personnel Management of Nigeria.
- Lawal, M. M. (2006), Understanding the People and Performance Link: Unlocking the Black-Box. Research Report, CIPD, London.
- Knowles I. (1997) in Adeyinka, O. P. “*Performance Appraisal*” in Babayo, M & Ekhaton, V. E. (eds) *Public Personnel Administration: Concepts and Applications*. Kaduna: Joyce Publishers.
- Kopczynski, M. & Lombardo, M. (1999) Comparative performance measurement: Insights and lessons learned from a consortium effort. Public Administration Review, 59 (2).
- Kouzes, A., Elmer, L., Helmer, K., & Nadler, K., (1999) Bench Marking and Performance Measurement in Public Sectors. Internal Journal of public sector management, 12 (2).
- Lawler, E.E, Mohrman, S.A. and Ledford, G.E (1998), Strategies for High Performan Organization – the CEO Report. San Francisco: Jossey-Bass Publishers.
- Mamoria, C.B (1995), Personnel Management, Himalaya Publishing House New Delhi.
- Mark, A.G., Andrew, N. (2000): Perceptions of Safety at Work: A Framework for LinkinSafety Climate to Safety Performance, Knowledge, and Motivation. In: Journal of Occupational Health Psychology, 2000, Vol. 5(3).
- Mathis and Jackson (2004). Psychology Applied to Work. USA: Wadsworth/Thomson Learning.
- Matt, M. S. (2009) Coach, Mentor: is there a difference?
- Michael, A. (2009). Armstrong’s Handbook on Human Resource Management (11th Edition) Replica Press Pvt. Ltd.
- Muhibat and Tihamiyu (2016), in their study on “Evaluation of Effect of Training on Organizational Performance of Islamic Financial Institutions in Nigeria”:
NSUK Official Bulletin, cited. September - December, 2016.
- Nwachukwu, C.C. (2007). Management Theory and Practice. (Revised Edition) Book House Trust, 1 Africans First Drive, Onitsha Nigeria.
- Obisi Chris (2001), Employee development, Issues and dimensions, Unical Journal of Public Administrator Sept Vol. 1
- Oguntimehin, A. (2001). Teacher Effectiveness. Some Practical Strategies for Successful Implementation of Universal Basic Education in Nigeria. African Journal of Educational Management Vol. 9.

- Ohabunwa Sam (1999) Nigeria Business Environment in the New Millennium-paper presented for HRDB UNILAG on Renovating our corporate management practices for the New Millennium, Wednesday 19th May. British English Dictionary
- Okorie, J. U. (2004), Personnel Management, Freman Publications Ibadan.
- Omale, I (2011) *Research methods for the Administrative and Social Sciences in Nigeria: A Corrective Perspective*. Abuja: MRN publishers.
- Osborne, D. &Plastrik, P. (2000) *The Re-inventor's FieldBook:Tools for transforming your government*. San Francisco, CA: Jossey-Bass Press.
- Osueke and Emeka-Opara, (2014), in their study; "Effect of Training on Electrical Power Supply to Owerri for Higher Productivity"
- Otobo, J. S (2005), *Beyond Becker: training in imperfect labour markets*. The Economic Journal, 109.
- Oyadiran, P. A. (2008). *Human Resource Management: A Diagnostic Approach*. Printed and Published by: Chartered Graphic Press, Gwagwalada, Abuja.
- Phillip and Eves 2005). *Management Trainers Development, Participants Training Manual C.M.D. Lagos*.
- Scott. Clothier & Spriegel (1977) *Personnel Management: Principles, practices and point of View*. Tata McGraw-Hill Publishing Company Ltd. New Delhi, Sixth Edition.
- Sellitiz, C. et al. (1963): *Research Methods in Social Relations*, 2nd ed. Revised. New York: Henry Holt and Co.
- Shodeinde (2015), in his study: "Effect of Personnel Training on Organisational Performance"
- TETFund (2014), 'Guidelines for Accessing TETFund Interventions Fund'
- Torrington (1991) in Adamolekun L, Olowu D, Laleyo M. *Local Government in West Africa since Independence*.Lagos: University of Lagos Press.
- Umar, A. (1992), *Employee Training and Development*.Fifth Edition. The Ohio State University.Me.Graw.Hill.McGraw-Hill. Irwin
- Victor and Jonathan (2013), in their study: "Effect of Training on Employee's Productivity and Organisational Performance in Nigeria"
- Wendell, R. A. (1978) *Management Development: A Practical Application Integrating Systems Theory and Organization Development*, Cecil H. Bell.
- Wey, S. O. (1992) *Evaluation and Control of Training*, McGraw-Hill Maidenhead

Wholey, J. S & Newcomer, K. E. (1997) “Clarifying goals, reporting results” in Newcomer, K. E. (ed). Using performance measurement to improve public and non-profit programmes, new directions for evaluation. San Francisco, CA: Jossey Bass press.

APPENDIX I

School of Postgraduate Studies,
Faculty of Administration,
Department of Public Administration,
MSc Public Administration,
Nasarawa State University, Keffi
20th October, 2017.

Dear Respondent,

LETTER OF INTRODUCTION/SURVEY QUESTIONNAIRE

In pursuance of the requirement for the award of Masters of Science (MSc) Degree in Public Administration, I am conducting a research on the “Effect of Training on Staff Performance in Nasarawa State University, Keffi (2010 – 2015).

The study is purely an academic exercise and information given would be treated with utmost confidentiality. I solicit for your cooperation to give objective and candid answers to the questions so as to ensure the accuracy of the research findings.

Thank you for your anticipated cooperation.

Yours Faithfully,
ABDUL-RAHAMAN IBRAHIM MUSA
MSc Public Administration
NSU/ADM/M.SC/PAD/033/15/16
(Research Student)

APPENDIX II

QUESTIONNAIRE

EFFECT OF TRAINING ON STAFF PERFORMANCE IN NASARAWA STATE UNIVERSITY, KEFFI (2010 – 2015)

SECTION A

Instruction: Please, tick where appropriate in the box provided against each option.

1. HOW HAS CONFERENCE ATTENDANCE AFFECTED THE PERFORMANCE OF STAFF IN NASARAWA STATE UNIVERSITY, KEFFI?

i. What type of conference attended?

- a. Academic conference []
- b. Professional conference []
- c. Capacity building conference []

ii. What skills did you acquire at the conference attended?

- a. Academic skills []
- b. Professional skills []
- c. Capacity building skills []

iii. Are you satisfied with the skills acquired after conference attended?

- a. Satisfied []
- b. Partially satisfied []
- c. Not satisfied []

iv. What is your performance after conference attended?

- a. Satisfied []
- b. Partially satisfied []
- c. Not satisfied []

v. Has the University Management assessed the performance of staff after **conference attended?**

- a. Agreed []
- b. Partially agreed []
- c. Disagreed []

2/ Research Question Two:

TO WHAT EXTENT HAS WORKSHOP ATTENDANCE AFFECTED THE PERFORMANCE OF STAFF IN NASARAWA STATE UNIVERSITY, KEFFI?

- i. What type of Workshop attended?
 - a. Academic workshop []
 - b. Professional workshop []
 - c. Capacity building workshop []

- ii. What skills did you acquire at the Workshop attended?
 - a. Academic skills []
 - b. Professional skills []
 - c. Capacity building skills []

- iii. Are you satisfied with the skills acquired after Workshop attended?
 - a. Satisfied []
 - b. Partially satisfied []
 - c. Not satisfied []

- iv. What is your performance after Workshop attended?
 - a. Satisfied []
 - b. Partially satisfied []
 - c. Not satisfied []

- v. Has the University Management assessed the performance of staff after Workshop attended?
 - a. Agreed []
 - b. Partially agreed []
 - c. Disagreed []

**3. Research Question Three:
 HOW DOES IN-SERVICE ATTENDANCE AFFECTED THE
 PERFORMANCE OF STAFF IN NASARAWA STATE UNIVERSITY,
 KEFFI?**

- i. What type of in-service attended?
 - a. Academic in-service []
 - b. Professional in-service []
 - c. Capacity building in-service []

- ii. What skills did you acquire at the in-service attended?
 - a. Academic skills []
 - b. Professional skills []
 - c. Capacity building skills []

- iii. Are you satisfied with the skills acquired after in-service attended?
 - a. Satisfied []
 - b. Partially satisfied []
 - c. Not satisfied []

iv. What is your performance after in-service attended?

- a. Satisfied []
- b. Partially satisfied []
- c. Not satisfied []

v. Has the University Management assessed the performance of staff after in-service attended?

- a. Agreed []
- b. Partially agreed []
- c. Disagreed []