

IMPACT OF TRAINING AND DEVELOPMENT ON STAFF JOB PERFORMANCE IN ADAMAWA STATE LOCAL GOVERNMENT SERVICE COMMISSION, YOLA

BY

Dr. Lucky Benson

Department of Political Science Administration,
Adamawa State University, Mubi- Nigeria

Vincent Mary

Department of Political Science and Administration
Adamawa State University, Mubi- Nigeria
Email-maryvincent59@gmail.com

ABSTRACT

This paper seeks to investigate the impact of training and development on staff job performance. Specifically, the study explored the statistical difference between training and development as well as training and development methods on staff job performance in Adamawa State Local Government Service Commission, Yola. The study utilized descriptive research design while Census sampling technique was adopted due to the small staff strength of the Commission. For this purpose, structured questionnaires were used as instrument for data collection and were administered to 75 employees of the Commission which is the entire population of the study. Out of the 75 questionnaires, 68 were duly completed and returned making a response rate of 90.6%. A paired samples t-test was performed to examine the relationships and test the study hypotheses using SPSS. In general, the findings revealed that there exists positive significant relationship ($r=0.769$, $p=0.000$) between training and development. However, there exists negative and insignificant relationship ($r=-0.072$, $p=0.558$) between training methods and development methods. The statistical test of mean difference revealed a statistically reliable difference between the mean number of employees' training ($M = 22.0000$, $s = 4.32625$) and employees' development ($M = 19.8529$, $s = 5.37064$) that the employees have, $t(67) = 5.148$, $p = .000$, $\alpha = .05$. This implies that participants in employees' training performances are significantly more than participants in employees' development. Finally, on training methods and development methods the result revealed that, statistically there is significant difference between the mean number of training methods ($M = 23.3824$, $s = 4.98664$) and development methods ($M = 17.0735$, $s = 3.96747$) that the employees have, $t(67) = 7.891$, $p = .000$, $\alpha = .05$. This also means that respondents in training methods perform significantly more than respondents in development methods. Going by this result, conclusions were made that, i) training has higher impact on staff job performance than development, ii) training methods also impact more on staff job performance than development methods. Based on the conclusions, the following recommendations were made; i) The Commission should give more attention and focus their strategies towards regular training programs, 2). The Commission should adopt more of training methods in order to enhance staff job performance. Therefore, the major findings of this research were that; i) Training/training methods and development/development methods impact staff job

performance in dissimilar ways, ii) Training impact staff job performance more than development and, iii) Training methods enhances staff job performance more than development methods.

Key Words: Training, Training Methods, Development, Development Methods, Performance

1. INTRODUCTION

Organizations nowadays make every effort to survive in a highly competitive corporate environment and concurrently attempt to achieve its goals and objectives; hence, training and development have become an essence of organizational success. An employee who undergoes training proved to be more competent compared to those who did not. According to Zahiruddin (2012), a well-trained employee performed their task proficiently and deliberately, thus, Organizations always look forward to improve their performances, and this is hardly achievable if the workforce is not skilled-up. Tan and Khatijah (2017) reemphasized the reason why training becomes necessary regardless of new employee who just joined the organization or a seasoned employee, as training allows employees to stay ahead of modern technology and industry updates enable them to manage any situation. As a result of training, employee becomes more confident and motivated, more committed and less stressful while maintaining quality performance (Mohan & Gomathi, 2015; Khyzer, 2012).

One of the key success factors of any organization falls on its employees. Employees as part of the asset of the organization, managers or leaders must wisely invest in these assets in order to generate better returns. Therefore, training and development are seen as powerful tool worth of investment to increase employee performance and lead to better organizational performance and success (Khan, 2011). Thus, this study examined the impact of training and development on staff job performance and specifically, evaluates the mean statistical difference between training methods and development methods as its impact staff job performance in Adamawa State Local Government Service Commission, Yola.

2. STATEMENT OF THE PROBLEM

The problem of the study is related to the gap between the expected functions the Local Government Service Commission was established as a statutory body under the Local Government law of Nigeria to carry out, which includes personnel recruitment, training and development, promotion, discipline and Transfer of Local Government Employees on GL 01 to 17, except those delegated (Lagos State, 2017). However, the nature and caliber of employees who were recruited to serve in the Local Government Councils in Nigeria majority of whom were unskillful, inexperience, poorly educated and without clue about the objectives of setting up Local Government Council in Nigeria (Obayi, Innocent and Jeffry, 2012). Furthermore, considering the recent changes in the mode of public administration and general work environment where the world of work has now turned into global village and the work force needs to incline toward upgrading to contemporary demands, where information communication technology (ICT) and the use of computer tailor governance to global E-governance.

The current work environment has since changed such that multi-tasking is in vogue, most jobs are giving way to knowledge of computer and the internal file treatments have turned e-mail libraries are now online, payment of salaries are through e-payments big date computation can be done within a short space of time through a strike on the computer keyboard. Therefore, from the foregoing, the Adamawa State Local Government Service Commission is one of such organization established in order to make Local Government administration effective and efficient in terms of staff recruitment and posting, training and development and general supervision, monitoring and evaluation. To achieve these goals, training and development of its staff is germane. It is to this end that this study intended to examine the impact of staff training and development on job performance within the Adamawa State Local Government Service Commission.

1. OBJECTIVES OF THE STUDY

- i. Explore statistical difference between training and development and staff job performance in Adamawa State Local Government Service Commission Yola
- ii. Establish the statistical difference between training methods and development methods and staff job performance in Adamawa State Local Government Service Commission Yola

2. HYPOTHESES OF THE STUDY

- H04: There is no significant difference between employees' training and development in Adamawa State Local Government Service Commission Yola
- H05: There is no significant difference between methods of training and development in Adamawa State Local Government Service Commission Yola

3. LITERATURE REVIEW

5.1 CONCEPT OF STAFF TRAINING

In the words of Mozael, (2015) training is an on-going and continuous process which aimed to achieve better employee performance through improving employee attitudes and the way employees behaved at work. It is said to be an action of upgrading employee skills for a specific task (Nischithaa & Rao, 2014). Uma (2013) is of the view that step taken to improve knowledge, skills and capability of an employee is known as training. It is essential for training to take place in any organization to ensure employee's skills are always up to par with the market standard especially in today's era of fast changing environment and technology, and to constantly uphold the quality of work (Imran et al, 2014; Zahra, Iram & Naeem, 2014; Otuko, Kimani, Chege & Douglass 2013). Researchers like Khan, Osama, Waseem and Ayaz, 2016; Shafini, Syamimi, Amalina, Rapidah, & Sakina (2016) postulated that with training, employees would be able to adapt to the ever-changing situation and manages daily work operation while maintaining or even improving their job performance, as training prepares employees to be ready for any huddles and also reduces employee resistance to change.

According to Aragón-Sánchez, Barba-Aragón, Sanz-Valle, (2003), training not only promotes new knowledge, skills and ability but also cultivate a learning behavior and preparing employees for any uncertainty that might occur. While Holton (1996), noted that, not only the need of

training is important yet the essence of training such as type, content, method and resources are equally significant because only when employees are able to implement the learning to practical daily operations the organization then would be able to rise to the peak. Hence, training become inevitable and indispensable in order to have a capable and well-prepared workforce attaining high quality of work and maintaining an optimal level of performance toward achieving organization objectives and goals (Falola et al, 2014).

Subscribing to the above, Obiajulu and Obi Emeka (2004) contend that after the selection process has been completed, the new employees need some form of training for them to adapt to the organizational methods. Rohan and Madhumita (2012) also supported that investing in training employees on decision making, teamwork, problem-solving and interpersonal relations has beneficial impact on the organizations' level of growth, as well as impacting on employees' performance. (Laing, 2009), defines training as an indicator to enhance superior skills, knowledge, capabilities and outlook of the employees that results in effective performance of the workers.

While (Bhat, 2013) postulated that, training impact employee's job performance positively. Hence, training is a motivational factor which enhances the knowledge of the employee towards the job by which he become proficient in his jobs thereby leading to better results. Accordingly, (Armstrong, 2010) contends that trained employees often work better as teams because everyone is aware of the expectations and can achieve them together smoothly. In addition, employees who receive regular training are more likely to accept change and come up with new ideas. It is therefore harmless to advance that, training plays a vital role in improving employees' performance, and eventually putting an organization in the best position to face competition and stay at the top

5.2 Methods of training

Methods for staff training in organizations differs, and it is largely determined by the objectives of organizations, the idiosyncrasy of management staff or the chief executive, the organizational policy, as well as the organizational environment. Therefore, a training method is a strategy or tactic that a trainer uses to deliver the content so that the trainees achieve the objective (Wentling, 1992) Thus, it is a common feature to see methods for staff varying from one organization to the other, just as a given organization can be tailored at adopting different methods at different times or a combination of techniques at the same time. According to Koontz (1980) orientation as a method of staff training is quite indispensable because it helps in boosting the productivity of workers which is needed for competing in the global market of the 21st century.

On the job method of Staff training is a processes through which knowledge and experience are acquired over a period of time either formally or informally and its involves the following process: Coaching: this is a method of on the job staff training and in which a young employee is attached to a senior employee with the purpose of acquiring knowledge and experience needed for the performance of tasks. (Yalokwu 2000), Job Rotation: this method either involves the movement of an employee from one official assignment or department to the other, in order for the employee to be acquainted with the different aspects of the work process or through job

enlargement. That is given additional responsibility to an employee who has been uplifted as a result of the acquisition of additional skill or knowledge (Yalokwu 2000, Lawal 2006).

The in-house training involves a formal method of on the job staff training in which skills and knowledge are acquired by employees through internally organized seminars and workshops geared toward updating the workers with new techniques or skills associated with the performance of their jobs. In Service training according to Lawal, (2006) involves staff training outside the organization or workplace in higher institution of learning or vocational centers under the sponsorship of the organization or on terms that may be agreed upon between the organization and the worker. Other methods as advanced by Nongo (2005) include committee/work group method, vestibule staff training method and apprenticeship method.

5.3 CONCEPT OF STAFF DEVELOPMENT

Staff development refers to activities leading to the acquisition of new knowledge or skills for purposes of growing. Organizations provide employees with development programmes in order to enhance their capabilities. Employee development is gaining an increasingly critical and strategic imperative in organizations in the current business environment (Sheri-Lynne, 2007) in Abdul Hameed, (2011). Thus, organizations need to invest in continuous employee development in order to maintain employees as well as the organization success (Khawaja & Nadeem, 2013).

Development programs are worth investing so much into, as most successful organizations consider the progress of workforce and therefore invest in their training. Development seems to reduce the turnover rate of employees (Deckop et al. 2006). Thus, advancement opportunities do not only reduce absenteeism, but it increases employee's commitment and satisfaction that helps reduce turnover (Atif et al. 2010).

Employee development is, in addition to training as reviewed above, the major factor in the creation of employee human capital, which determines the long-term productivity of an employee's behaviour (Nel, Van Dyk, Hassbroek, Schultz, Sono, & Werner 2004). While training is concerned with the employee's current job, development prepares the employee for future job requirements. Effective development programmes allow management to maintain a workforce that can adequately replace employees who may leave the organization or who are moved to other areas. It also allows for employees to cope with newly developed technology, and ensures that adequate human resources are available for expansion into new areas.

5.4 METHODS OF DEVELOPMENT

Noe, Hollanbeck, Gerhart and Wright, (2003) compiled a list of different approaches for employee development. Their approaches fall into four categories: formal education, assessment, job experience, and interpersonal relationships. Formal education programmes include short courses offered by consultants, executive MBA programmes, and university courses. These involve lectures by experts, business games and simulations, adventure learning, and meetings with customers. Assessment is the collection of information and the provision of feedback to the employees about their behaviour, communication styles and skills. Job experience includes job rotation, promotion, transfer, temporary assignments and downward moves.

6 CONCEPT OF STAFF JOB PERFORMANCE

Employee performance simply refers to behaviors of an individual (employee) that can make a significant difference to the organizational goal accomplishment (Motowidlo, 2003). This point out that employee performance is the expected value of what people do in organizations which are relevant towards enhancing organizational effectiveness. Employees' Performance refers to performance criteria that set standards for employee behaviour at work (Moore, 2007). This criterion contains much more than how an employee does the work. Employees are rated on how well they do their jobs compared with a set of standards fixed up by the employers. Employees' performance is basically related to performance appraisal system to compare standard set and individual goal achievement (Moore, 2007).

Kroll (2006) defined employee performance as a measure of efficiency and effectiveness of employee relative to their job. Efficiency refers to getting the most output from the least amount of inputs. Efficiency is focused on doing things right, that is, not wasting resources. On the other hand, effectiveness refers to doing the right thing. It is primary concerned with performing activities to promote organization's goals (Robbins and Coulter, 2013). Effectiveness focuses on goal attainment and high attainment. While to Nmadu (2013), employees' performance is a degree of accomplishment of task(s) that make up an employee's job. This definition was in line with the definition given by business dictionary (2010), that employees performance is the accomplishment of a given task measured against pre-set standards of accuracy, completeness, cost and speed.

7. EMPIRICAL REVIEW

Malaolu and Ogbuabor (2013) carried out a study to investigate the effects of training and manpower development on employee's productivity and organizational performance in Nigeria, Using First Bank of Nigeria. The study applied structured questionnaires to a sample size of seventy-five (75) drawn by simple random sampling. The data generated was analyzed using descriptive statistics. The findings of the study show that majority (70%) of the respondents agreed that training and manpower development has enhanced their efficiency and job productivity and (80%) of the respondents overwhelming agreed that training and manpower development enhanced organizational performance.

Mahadevan and Yap, (2019) Conducted a study to examine impact of training methods on employee performance in a direct selling organization in Malaysia. The result shows both on-the-job and off-the-job training achieve a standardized coefficients beta value of 0.370 and 0.546 respectively with significant value of 0.000 which concludes the outcome of the research that on-the-job and off-the-job training have a positive significant impact on employee performance.

Despite the increase in the research papers investigating the impact of training and development on the performance of employees, no studies have tackled the issue of examining the statistical mean differences between training and development and training and development methods at the Adamawa State Local Government Service Commission, which is a special organization in the State, so this study aimed at investigating the statistical mean differences between training and development and training and development methods impact on employees performance.

7 THEORETICAL FRAMEWORK

The study is anchored on Human Capital Theory. According to Luo (2000), the human capital approach regards training as investment in human capital. Human capital theory suggests that individual and society derive economic benefits from investments in people. The investment feature of this suggestion significantly differentiates human capital expenditure from consumptive expenditures – those providing few benefits beyond immediate gratification (Vaizey, 1962)

There have been two main theoretical approaches towards employee training, namely, the human capital approach and the technology-based approach. The human capital approach regards training as investment in human capital. Training is provided only when the benefit from productivity gains is greater than the cost of training. The technology-based approach regards training as a skill formation process. According to this approach, the expanded training in the contemporary period is driven by the rapidly changing technologies and work reorganization (All Answers Ltd , 2018).

Thus, training is provided because it satisfies the functional needs of an organization and equally contributes to human capital accumulation or skill formation. These approaches however, to a large extent overlooked the content of staff training, which could be a resultant effect of training design and training delivery style. The knowledge and skills of workers acquired through training have become important in the face of the increasingly rapid changes in technology, products, and systems (Thang, Quang and Buyens, 2010). Most organizations invest in training because they believe that higher performance will bring result.

8 RESEARCH METHODOLOGY

The study adopted descriptive research design. Adederan (2004) opine that descriptive research design enables the researcher to seek the opinion of the sampled population upon which conclusion and generalization would be made. The choice of this design is informed by the fact that this study is interested in gathering data to determine the impact of training and development on staff job performance in Adamawa State Local Government Services Commission Yola.

9.1 POPULATION OF THE STUDY

The population of interest consists of all 75 employees of Adamawa State Local Government Service Commission Yola. The target population comprises of all the full-time employees of the organization that are in good position to respond to all the questions in the research questionnaire.

9.2 SAMPLING TECHNIQUE AND SAMPLE SIZE

Census sampling technique was adopted. [Census](#) method is the method of statistical enumeration where **all members of the population** are studied. Choice of census sampling technique was due to the small staff strength. According to Calmorin and Calmorin (2000), the use of total population is advisable for a population of a hundred or less. Since the total employees are 75 as provided by the Commission, the entire employees were used as sample size for the study in order to achieve accuracy.

9.3 INSTRUMENTS FOR DATA COLLECTION

The research instrument was designed comprising four sections, the first section presents the letter to the respondents, the second section covered the demographic profile of the respondents while the third section consist of 18 structured questions in a 5-point Likert scale questionnaire bothering on variables staff training, Development and methods of training and development. Five-point scales ranging from 1 to 5 with 1 indicating strongly disagree and 5 indicating strongly agree was used.

10.4 RELIABILITY AND VALIDITY OF RESEARCH INSTRUMENT

Reliability of the research instrument was determined through the use of Cronbach Alpha, and the reliability coefficient value were (0.746) for methods of training, (0.805) for methods of staff development and (0.742) for employees' performance. According to Pallant (2013) a Cronbach's alpha higher than 0.7 indicates internal consistency of the instrument. Therefore, all the variables have Cronbach's alpha value above the accepted value of 0.7, hence are considered acceptable values for the purposes of the study. The validity of the research instrument, the questionnaire was submitted to peer reviewers for scrutiny, whereas, corrections and or suggestions proffered were adhered to, this is to ensure that all the questions in the questionnaire were in line with the study's overall research questions as well as its objectives.

9.5 METHOD OF DATA ANALYSIS

The descriptive statistics such as percentages, frequency distribution and mean were used to analyze the demographic profile of the participants. The scale measurement was used to perform the reliability test. While Paired Samples T-Test was used to test study hypotheses. The analysis was done with the aid of Statistical Package for Social Sciences (SPSS) version 23.

10. RESULTS AND FINDINGS

10.1 RESPONDENTS' RESPONSE RATE

The researcher sampled 75 employees which is the entire employees of the Commission. Questionnaire used for data collection were hand delivered to the sampled employees and was after some days retrieved. Even though, out of the 75 questionnaires administered, 68 questionnaires were fully completed and returned making a response rate of 90.6% as shown on table 1 below.

Table 1 Respondents Response Rate

	Questionnaire Administered	Questionnaire returned	Questionnaire not returned
Respondents	75	68	7

Source: Researcher's Analysis, (2020)

The response rate of 90.6% was considered by the researcher as adequate to proceed to other analysis in alignment with Cooper and Schindler's (2007) study which states that a study response rate of above 75% is sufficient to significantly explain the parameters in the study just as it is in a complete response rate.

10.2 Demographic Analysis

Demographic analysis is a technique used to measure age, sex, and racial facts and how it changed overtime through basic demographic process of fertility (births), mortality (deaths) and migration (territorial movements) (Lucas, 2002). The demographic characteristics of this research were measured by gender, age, marital status, education background and length of service.

**Table 2 Demographic Profile
Gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	44	64.7	64.7	64.7
	Female	24	35.3	35.3	100.0
	Total	68	100.0	100.0	

Table 3 Age

41-50	26	38.2	38.2	91.2
51 and above	6	8.8	8.8	100.0
Total	68	100.0	100.0	

Table 4 Marital Status

Single	24	35.3	35.3	35.3
Married	41	60.3	60.3	95.6
Divorced	3	4.4	4.4	100.0
Total	68	100.0	100.0	

Table 5 Educational background

NCE/DIPLOMA	29	42.6	42.6	42.6
HND/BSC	33	48.5	48.5	91.2
MSC/MPA	6	8.8	8.8	100.0
Total	68	100.0	100.0	

Table 6 Length of service

1-5	3	4.4	4.4	4.4
6-10	29	42.6	42.6	47.1
11-15	30	44.1	44.1	91.2
16 and above years	6	8.8	8.8	100.0
Total	68	100.0	100.0	

Source: *Researcher's Analysis, (2020)*

2. Findings from table 2 above shows that out of 68 respondents 44(64.7%) were male and the remaining 24(35.3%) respondents were female, from the finding, the male female ratio was not balanced this may be due to the fact that the samples were randomly selected and it could be concluded that the Commission employed more male compared to females.

3. Table 3 shows that 6(8.8%) were between 18-30 years, 30(44.1%) in the age between 31-40 years, 26(38.2%) with the age between 41 - 50years. And 6(8.8%) were in the age group 50 years and above.

4. Table 4 gives details about the marital status of the respondents. According to the outcome of the analysis, 24(35.3) respondents are single, 41(60.3%) respondents are married, while 3(4.4%) of the respondents are divorced.

5. Table 5 above indicates that employees are well educated as 33 (48.5%) respondents reached to Polytechnic and university level, 29 (42.6%) respondents had knowledge and skills from different colleges and 6(8.8%) respondents had second degrees. Based on the finding no employee with secondary education in the Commission as the study excluded cleaners, securities and messengers.

6. Table 6 shows that only 3(4.4%) respondents worked between 0-5years, 29(42.6%) respondents worked between 6-10years, 30(44.1%) respondents worked between 11-15 and 6(8.8%) worked for above 16years and above. The result reveals that employees were retained as most of respondents worked between 11-15 years. This could be due to the employees' satisfaction on work or loyalty. The implication regarding respondents' length of service in the Commission is that the majority of employees had enough experience that could help to provide valid information about employees' training and development within the organization which indicates that the data were collected from respondents with enough working experience.

11. HYPOTHESIS TESTING

11.1 PAIRED SAMPLES T-TEST

The research hypotheses were tested using paired samples t-test. In paired samples t-test there are three tables: **Paired Samples Statistics** gives univariate descriptive statistics (mean, sample size, standard deviation, and standard error) for each variable entered. **Paired Samples Correlations** shows the bivariate Pearson correlation coefficient (with a two-tailed test of significance) for each pair of variables entered. While **Paired Samples Test** gives the hypothesis test results. The research hypotheses were tested using Paired Samples t-test at 95% confidence level (or 5% level of significance) and the probability value (PV). The decision rule is that, if the PV is less than 0.05, we reject the null hypothesis. However, if the PV is found to be greater than 0.05, we accept the null hypothesis.

Paired Samples t-test result for significant difference between employees' training and development is shown below.

Table 4.5 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair	ETR	22.0000	68	4.32625	.52463
1	EDV	19.8529	68	5.37064	.65129

Source: *Researcher's Analysis, (2020)*

In the Paired Samples Statistics table 4.5, the mean for employees' training (ETR) is 22.0000. The mean for employees' development (EDV) is 19.8529. The standard deviation for employees' training is 4.32625 and for employees' development, also 5.37064. The number of respondents in each (N) is 68.

Table 4.6 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	ETR & EDV	68	.769	.000

The Paired Samples Correlation table adds the information that employees' training and employees' development scores are significantly positively correlated ($r = 0.769$). The Correlation coefficient shows that there exist a positive and strong relationship between employees' training and development.

Table 4.7 Paired Samples Test

		Paired Differences					Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	T	Df		
Pair 1	ETR – EDV	2.14706	3.43930	.41708	5.148	67	.000	

Source: *Researcher's Analysis, (2020)*

The paired differences table results indicate whether the mean of employees' training is statistically significantly different from the mean of employees' development. The result in table 4.7 shows that a paired samples t-test empirically revealed a statistically reliable difference between the mean number of employees' training ($M = 22.0000$, $s = 4.32625$) and employees' development ($M = 19.8529$, $s = 5.37064$) that the employees have, $t(67) = 5.148$, $p = .000$, $\alpha = .05$.

From table 4.7 the Sig. (2-Tailed) value is 0.000. This value is less than 0.05 at 5% level of significance. Because of this, we can conclude that there is a statistically significant difference between the mean of employees' training and employees' development. Since the Paired Samples Statistics table revealed that the mean number of employees' training is greater than the mean for employees' development, we can conclude that participants in employees' training were able to performance significantly more than participants in employees' development. Based on the (PV) the fourth null hypotheses is then rejected, and conclude that there is a significant difference between the use of training and development and its subsequent impact on staff job performance.

A paired Samples t-test Result for significant difference between methods of training and development and staff job performance

Table 4.8 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	TM	23.3824	68	4.98664	.60472
	DM	17.0735	68	3.96747	.48113

Source: *Researcher's Analysis, (2020)*

In the Paired Samples Statistics table 4.8, the mean for training methods (TM) is 23.3824. The mean for employees' development methods (DM) is 17.0735. The standard deviation for training methods is 4.98664 and for development methods, also 3.96747. The number of respondents in each (N) is 68.

Table 4.9 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	TM & DM	68	-.072	.558

The Paired Samples Correlation table 4.9 revealed that training methods and development methods scores are negatively correlated ($r = -0.072$). The Correlation coefficient shows that there exists a weak and negative relationship between training methods and development methods.

Table 4.10 Paired Samples Test

1		Paired Differences						Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	T	df			
Pair 1	TM – DM	6.30882	6.59321	.79954	7.891	67	.000		

Source: *Researcher's Analysis, (2020)*

The Paired Differences table 4.10 results indicate whether the mean of training methods is statistically significantly different from the mean of development methods. The result in table 4.10.9 shows that a paired samples t-test empirically revealed a statistically significant difference between the mean number of training methods ($M = 23.3824$, $s = 4.98664$) and development methods ($M = 17.0735$, $s = 3.96747$) that the employees have, $t(67) = 7.891$, $p = .000$, $\alpha = .05$.

The Sig. (2-Tailed) value in table 4.10.9 is 0.000. This value is less than 0.05 at 5% level of significance. Thus, it can be said that, statistically there is significant difference between the mean of training methods and development methods. Since the Paired Samples Statistics table revealed that the mean number of training methods was greater than the mean for development methods, it can be concluded that respondents in training methods were able to performance significantly more than respondents in development methods. Subsequently, based on the (PV) the research null hypotheses five is then rejected, and conclude that there is a significant difference between the use of training methods and development methods.

12. DISCUSSION OF FINDINGS

The focus of this study has been to assess the impact of training and development on staff job performance in Adamawa State Local Government Service Commission, Yola. To ascertain the impact and relationship between the variables, the analysis of questionnaire response was carried out using simple percentage, in order to determine the impact of individual independent variables on the dependent variable and to test the research hypothesis, paired samples t-test was performed and the result is reported base on the research objectives.

To explore statistical mean difference between the use of training and development and staff job performance in Adamawa State Local Government Service Commission Yola, that is, the researchers wanted to find out if training is the same with development. Result in table 4.5 to 4.7 shows that the paired samples t-test empirically revealed a statistically reliable difference between

the mean number of employees' training ($M = 22.0000$, $s = 4.32625$) and employees' development ($M = 19.8529$, $s = 5.37064$) that the employees have, $t(67) = 5.148$, $p = .000$, $\alpha = .05$. Going by the rule, the (PV) is less than significant level, hence, the null hypothesis is then rejected, and concludes that there is a significant difference between the use of training and development and its subsequent impact on staff job performance.

In order to determine the statistical mean difference between the use of training method and development methods, on staff job performance in Adamawa State Local Government Service Commission Yola, the result in table 4.8 to 4.10 shows that a paired samples t-test empirically revealed a statistically significant difference between the mean number of training methods ($M = 23.3824$, $s = 4.98664$) and development methods ($M = 17.0735$, $s = 3.96747$) that the employees have, $t(67) = 7.891$, $p = .000$, $\alpha = .05$. Subsequently, based on the (PV) the research null hypothesis is then rejected, and concluded that there is a significant difference between the use of training methods and development methods in the Commission.

The study is narrowed to only training and development as factors affecting staff job performance it does not include other factors like motivation, work environment, leadership styles, salary and it is limited to only Adamawa State Local Government Service Commission Yola. The study however adds to the existing body of knowledge by statistically showing that training and development performed distinct functions in enhancing staff job performance. The study also empirically demonstrated that methods of training and development are distinct in their impact on staff job performance. The researcher therefore suggested that future studies should include mediating variables in order to establish other indirect factors that influence staff job performance. It is also suggested that more empirical studies be carried out on methods of training and development to enhance an in depth understanding of their distinctive functions and benefits to the employees and different organizations. Finally, the demographic profiles of the respondents were not considered under this study, hence future studies should examine the influence of gender, age etc. on the effectiveness of training and development.

13. CONCLUSION

The aim of this research work was to assess the impact of training and development on staff job performance. The variables adopted in this research are training and development, training methods and development methods. The descriptive analysis led the researcher to conclude that majority of staff are male making up 64.7%. Age wise, majority of the workforce are within the age range of 30 to 50. Also, majority of staff are married 60.3%. Educational background, the least qualification is NCE meaning that majority of staff are well educated. The researchers also concluded that most of the staff retained their employment in the Commission for a long period of time.

Examining the paired samples t-test outputs, the researchers concluded that training has a higher impact on staff job performance compared to development as demonstrated by the mean differences and significant value in table 4.11.4 to table 4.11.6. Finally, on the methods of training and development, the study also concluded based on the paired samples t-test that training methods cannot be substituted by development methods. The result revealed that statistically

training methods impact staff job performance more than development methods as shown in table 4.11.7 to table 4.11.9. These findings imply that staff training plays distinct functions from staff development and so also the methods, thus, organizations should not limit their staff to only training and development or training and development methods.

14. RECOMMENDATIONS

Since training and development significantly impact staff job performance in distinct ways, the researchers recommend that:

- i) The Commission should not rely or *limit staff to only* training and neglect development. It should be a combination of the two as need arises.
- ii) However, more attention and strategies should be geared towards regular training programs,
- iii) Maximum priority should be giving to training and training methods i.e. arrange all-out number of training sessions and programs for staff.
- iv) The Commission should invest more and more in training and training methods.

15. REFERENCE

- Abawi, K. (2013). Data Collection Instruments (Questionnaire & Interview). Training in Sexual and Reproductive Health Research Geneva 2013.
- Adiele, N. G. (2017). A study of manpower training and productivity in Ado-Odo Ota Local Government, Ogun State. Thesis.
- All Answers Ltd . (2018, 11). The Development of Soft Skill Training in the Workplace. Retrieved from ukdiss.com: All Answers Ltd. (November 2018). The Development of Soft Skill Train <https://ukdiss.com/examples/training-and-developement.php?vref=1>
- Armstrong, M. (2010). A Handbook of Performance Management (4 ed.). New Delhi: Kogan Page.
- Bhat, Z. H. (2013). Impact of Training on Employee Performance: A Study of Retail Banking Sector in India. INDIAN JOURNAL OF APPLIED RESEARCH, 3(6).
- Ghani, I. M. M., & Ahmad, S. (2011). Comparison Methods of Multiple Linear Regressions in Fish Landing. Australian Journal of Basic and Applied Sciences, 5(1), 25-30.
- Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). Multivariate Data Analysis (5 ed.). New Jersey: Prentice-Hall.
- Hair, J. F., Bush, R. P., & Ortinau, D. J. (2000). Marketing research: A practical approach for the new millennium. Singapore: McGraw-Hill.
- Harrison, R. (2000). Employee Development. Silver Lakes, Pretoria: Beekman Publishing.
- Joseph, S. B. (2016). The effect of manpower training and development in Adamawa State Board of Internal Revenue, Adamawa State. Msc Thesis.
- Kothari, C. R. (1990). Research Methododlogy Methods & techniques (Second ed.). New Delhi: New Age International (P) Publishers.
- Lagos State. (2017). Responsibilities : Local Government Service Commission. Retrieved 11 WEDnesday, 2020, from <https://lgsc.lagosstate.gov.ng/responsibilities-2/>: <https://lgsc.lagosstate.gov.ng/responsibilities-2/>
- Laing, I. F. (2009). The impact of training and development on work performance and productivity in public sectors organizations: A case study of Ghana ports and Garbous

- authority. A thesis submitted to Institute of Distance Learning, Kwame Nkrumah University of Science, and Technology.
- Lucas, D. (2002). The scope of demography. s.l.:s.n.
- Mahadevan, A. and Yap, M.H. (2019). Impact of Training Methods on Employee Performance in a Direct Selling Organization, Malaysia. *Journal of Business and Management*, 21(10), 07-14.
- Malhotra, N. K. (2004). *Marketing research: An applied orientation* (4 ed.). Upper Saddle River, NJ: Prentice Hall.
- Marshall, M. N. (1996). Sampling for qualitative research. *Family Practice*, 13 (6), 522-526.
- Motowidlo, S. J. (2003). Job performance. In I. B. Weiner (Ed.), *Handbook of psychology* (Vol. 12). New Jersey: John Wiley & Sons Inc., Hoboken.
- Nassazi, A. (2013). *Effects of Training on Employee Performance: Evidence from Uganda*. Thesis, University of Applied Sciences.
- Neelam Tahir and Others. (2014). The Impact of Training and Development on Employees Performance and Productivity: :A case study of United Bank Limited Peshawar City, KPK, Pakistan. *International Journal of Academic Research in Business and Social Sciences*, 4(4), 86-98.
- Obayi, O.A. Innocent, O. and Jeffry, I.E. (2012). Problems Of Personnel Management In Nigeria: The Nigerian Local Government System Experience. *Arabian Journal of Business and Management Review (OMAN Chapter)*, 1(6).
- Parasuraman, A., Grewal, D., & Krishnan, R. (2004). *Marketing research*. Boston: Houghton Mifflin.
- Salah, R. A. (2016). The Impact of Training and Development on Employees Performance and Productivity "A case Study of Jordanian Private Sector transportation companies located in the Southern region of Jordan. A particular reference is made to the Govern ate of Maan". *International Journal of Management Sciences and Business Research*, 5(7), 2226-8235.
- Sall, J., Lehman, A., Stephens, M. & Creighton, L. (2005). *A Guide to Statistics and Data Analysis Using JMP* (5th Ed), JMP Start Statistics.
- Swart, J. Mann, C., Brown, S. and Price, A. (2005). *Human Resource Development: Strategy andTatics*. Oxford: Elsevier Butterworth- Heinemann Publications.
- Uyimadu, S. (2005). *Research Methods and Procedures*. Benin City: Otaghughu Int.
- Vaizey, J. (1962). *The economics of education*. LONDON: Faber and Faber.
- Wentling, T. L. (1992). Wentling, T. L *Planning for effective training: A guide to curriculum development*. Rome: FAO.
- Wright, P. and Geroy, D. G. (2001). Changing the Mindset: The Training Myth and the Need for World-Class Performance. *World-Class Performance*. *International Journal of Human Resource Management*, 12(4), 586–600.
- Zahid, B. H. (2013). Impact of Training on Employee Performance: A Study of Retail Banking Sector in India. *Indian Journal of Applied Research*, 3(6).