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PERSONNEL TRAINING OPPORTUNITIES AND INSTITUTIONS PRODUCTIVITY IN THE NEW NORMAL ERA

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Abstract

The study examined personnel training opportunities and institutions productivity in the new normal era. Human capital theory was the basic theoretical framework for this study. Two research questions and two hypotheses guided the study. A descriptive survey research design was used. The population of this study comprised non-teaching staff of Adekunle Ajasin University, Olabisi Onabanjo University, Lagos State University and Ekiti State University. A total of 500 non-teaching staff of selected Universities in South-West, Nigeria was the sample size. This was selected through the use of stratified sampling technique. Researcher developed instrument tagged: Personnel Training and Institution Productivity Questionnaire (PTIPQ) with 0.79 reliability coefficient was used for data collection. Frequency counts, percentage and bar-chart were used for analyzing and presenting demographic characteristics of the respondents. Mean and pie-chart were used for answering and presenting research questions while regression model/analysis was used for testing the hypotheses. The findings of the study revealed that conferences and workshops, job rotation and transfers, orientation and monitoring, off-the-job training and on-the-job-training were among the types of training opportunities available in public institutions. Poor funding, favoritism, resistance to change, delay in applying new skills, poor coordination, and inappropriate methodology for delivering training programmes were among the challenges facing personnel training opportunities in public institutions. There was significant composite contributions of the independent variables (conferences and workshops, job rotation and transfers, orientation and monitoring, off-the-job training and on-the-job-training) on the dependent variable (institutions productivity); R = 0.917, P< .05 and that about 85% of the variance in institutions productivity was accounted for by the linear combination of the independent variables. All the five variables of personnel training opportunities examined were found to be significant and strongly determine institutions productivity; conferences and workshops (β = .687, t = 7.35, P<.05), job rotation and transfers (β = .294, t = 4.57, P<.05), orientation and monitoring (β = .288, t = 6.58, P<.05), off-the-job training (β = .715, t = 6.71, P<.05), and on-the-job-training (β = .723, t = 7.60, P<.05) were all positive and significant enough to determine institutions productivity of the sampled universities in South-West, Nigeria. The study recommends among other things that institutions should conduct training needs assessment to ensure that the right training is given to personnel and ensure that their training programmes should be on a continuous basis.

Keywords: Personnel Training, Institutions Productivity, Conferences, Workshops, Job Rotation, Orientation.

Introduction

The growth of an organization to certain extent might depend on the level of productivity. Productivity is a measure of the performance of an employee and an essential determinant of cost efficiency. It can be used to measure efficiency and effectiveness of any activity conducted in an organisation, business, government or by individuals (Naveen & Ramesh, 2015). Organisation productivity is the driving force behind an organisation's success. Productivity is the link between output of goods/services and employees input. It is the measure of the input of human and non-human resources used in the production process. In other words, productivity is the ratio of output to input. The higher the numerical value of this ratio, the greater the productivity. This implies that when the employees are efficient, they accomplish more in a given time. Public sector such as tertiary institution productivity is one feature that determines how effectively public funds are utilized. Observations have shown several requests to improve productivity in the tertiary institution and this seems to have not been responded to (Adiele & Jide, 2017). This is due to the magnitude of the public, which requires large number of employees and receives funding from the government and internal sources. It is very imperative for the institution to get value for resources expended, hence the need for an effective and vibrant institution capable of qualitative service delivery to the students and the community in general.

Institution productivity is typically measured with regards to the output. It is much more difficult to measure where the service being provided has no monetary value or where services are provided generically to wide range of consumers. Every organization desire for improve and sustainable productivity through effectiveness of their personnel. Personnel or employee is an engine for work force and their development in knowledge, skills, exposure to new way of doing things could results in organization productivity. More reasons institution desire training and retraining for their personnel.

Training of personnel in any organization is regarded as the engine of employees' productivity. This is because training helps to improve worker's skills, knowledge, and abilities. These reasons contributed to why in the past two decades or more, government at various levels in this country, initiated and established different training programmes such as the Nigeria Institutes of Management (NIM), the Centre for Management and Development (CMD) , the Industrial Training Fund (ITF) and a host of others to help in the development and motivation of the workers. However, any organization that neglect training as an indispensable factor in improving the efficiency and dedication of staff on the job may find it difficult to increase its productivity. This is because absence of training, whether formal or informal, makes employees to produce at higher cost per unit thereby resulting to low productivity (Usman, Agenyi & Matthew, 2015). Sometimes, many personnel fail in an organization because their training needs are not identified and provided for as an indispensable part of management function. This is because training is the only way of developing organizations' intellectual property which in turn can be used to build employees competencies. Emphatically, personnel training in an organization are regarded as the pivot of employee utilization, productivity, commitment, motivation and growth. Many scholars argue that any organization that train its' employees constantly have better outcomes in terms of productivity than those who do not (Naveen & Ramesh, 2015 and Adiele & Jide, 2017).

Training in any organization can be categorized into two sections such as informal and formal training. Informal training include On-the-job-training, Off-the-job training, Job rotation and transfers, Orientation, Coaching and monitoring, Conferences and workshops while in formal training employees are released from their work environment to the place of training which usually may be or may not be in their work places. In formal training programme, courses for the training are designed, defined and known and all the contents of training, durations and details about the training are clear to both the organization and the personnel to be trained. Unlike informal trainings and programmes, formal training is planned earlier and is used for evaluation. Employees may undertake these courses and programmes off the work environment for certain duration of time or alternatively on a part-time basis while at work (Harvey, 2019). Training seems to give personnel high morale, lower cost of production to the organization, management of changes, provide recognition among others.

Training might probably helps in the coordination of men and material and during the training programme, employees are taught company expectations and objectives. They are shown the ladder through which they can attain their own objectives. This gives rise to goal congruence and consequently, everyone pulls in the same direction thereby making coordination easy. Other purposes of training and development according to Malaolu and Ogbuabor (2013) are for safety considerations, the handling of equipment, facility and materials from the less risky to the very hazardous and the prevention of the cost of accidents and idle resources. With training and development, errors are reduced and efficiency is increased because employees are already well-equipped with the ways of the work. However, even though there is an avalanche of empirical studies on the effect of training on organization productivity, the existing evidence suggests that research in this area is promising. Most of the studies reviewed were carried outside the shores of South-West, Nigeria, while others were mostly done in the financial sector. The few studies conducted on the educational sector did not seem to focus on training. Unlike educational sector, some Nigerian sectors still could not survive the recent global pandemic crisis. Meanwhile, most of the challenges that had threatened the foundations of the educational sector in Nigeria had been squarely blamed on the lack of personnel training in the sector. This study is therefore motivated by the need to fill these gaps.

Statement of the Problem

Over time, organizations have been embarking on training and capacity building for their employees so as to enhance productivity and overall performance of the organizations. This is due to the recognition of the important role of training in attainment of organizational goals. Despite the importance of training in institution productivity, observations and opinions have shown that training programs are not sufficiently supported by public institutions in Nigeria. These organizations consider the money they will spend on their training programs as waste rather than investment. They fail to foresee the desirability of continuous training of their personnel in order to promote the efficiency and effectiveness of their organizations. Those that attempt to conduct trainings for their employees do so in an ad- hoc and haphazard manner, and as such, training in those organizations is more or less unplanned and unsystematic. These ugly circumstances prompted this researcher to examine personnel training opportunities and institutions productivity in the new normal era.

Purpose of the Study

The main purpose of the study was to examine personnel training opportunities and institutions productivity in the new normal era. Specifically, the study sought to:

1. Identify the types of training opportunities available in public institutions.
2. Determine the composite contribution of personnel training opportunities available on institutions productivity.
3. Investigate the relative influence of personnel training opportunities available on institutions productivity.
4. Examine the challenges facing personnel training opportunities in public institutions.

Research Questions

1. What are the types of training opportunities available in public institutions in South-West, Nigeria?
2. What are the challenges facing personnel training opportunities in public institutions in South-West, Nigeria?

Hypotheses

$H0_1$: There is no significant composite contribution of personnel training opportunities available on institutions productivity in South-West, Nigeria.

$H0_2$: There is no significant relative influence of personnel training opportunities available on institutions productivity in South-West, Nigeria.

Theoretical Framework

The theoretical framework considered applicable to this study is the Human Capital Theory. The first use of human capital as a term in modern economic literature was by Theodore Schultz (1961), who classified expenditures on human capital as investment rather than consumption. However, the first application of the theory in Economics accrues to Gary Becker (1964) who developed a model of individual investment in human capital which he likened to physical means of production, and refers to all activities that influence future real income through the embedding of resources in people (Becker cited in Fleischhauer, 2007).

The Human Capital theory developed as a rebuttal to the naïve conception of some earlier economists that labour is constant or given and its performance cannot be increased. The illuminating analysis of celebrated scholars like Adam Smith; Milton Friedman and Alfred Marshall on investments in education and training as positive correlates of productivity was not integrated into discussions on this theme (Krasniqi & Topxhiu, 2016). This situation pervaded until early 1960s when the growth of US economy became inexplainable by the traditional (four) factors of production. The lacuna created by this development is known as the residual factor which was identified as human capital. To be sure, human capital refers to knowledge, skills, attitudes, aptitudes and other traits that contribute to production (Fleischhauer 2007). This latter author, building on other scholars identified two main complimentary components of human capital as early ability (acquired or innate); and skills acquired through formal education or training on the job. It is particularly noteworthy that this is a restatement of the original treatise by Schultz (1961) who conceptualized human capital as the knowledge and skills that people acquire through education and training being a form of capita (which) is a product of deliberate investment that yields returns. Corroborating this, Olaniyan and Okemakinde (2008) affirm that human capital represents

the investment that people make in themselves which enhance their economic productivity. Krasniqi and Topxhiu (2016) invigorated by the writings of Kenneth Arrow posit that these investments in training and education must inform the perfection of work through better use of available technology which ultimately increases productivity. Albrecht (1976) infers from the works of Becker, Mincer and Porath that the Human Capital theory (HCT) is pivoted on these (three) basic assumptions: Labour skills are durable and malleable, current productivity contributes to current earnings and affects future productivity and there is a positive association between amounts of schooling and individual earnings.

Olaniyan and Okemakinde (2008) summarized the above tenets or assumptions of Human Capital theory (HCT) based on the submissions of the human capital theorists as follows: human capital theory rests on the assumption that formal education is highly instrumental and even necessary to improve the production capacity of a population. Human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability which is a product of innate abilities and investment in human beings. A thorough scrutiny and understanding of the above averments revealed that there is a manifest convergence on this theme by Fleischhauer (2007); Krasniqi and Topxhiu (2016).

The implication of this theory to the current study was that the common denominator is that education and training should facilitate workers' productivity through appropriate skill acquisition. It is pertinent to note that human capital accumulation can be achieved through formal schooling; on-the-job training; and off-the-job training. These three approaches underscore the theme and focus of this paper.

Usman, Agenyi and Matthew (2015) on their study discusses the types of employees training in Nigeria, the benefit of training, the causes of low productivity, the benefits of high productivity and they revealed that on-the-job-training, off-the-job training, job rotation and transfers, orientation, coaching and monitoring and conferences and workshops were the trainings available for organization employment towards improve productivity. Malaolu and Ogbuabor (2013) investigated the effects of training and manpower development on employees' productivity and organizational performance in Nigeria. The findings of the study show that majority of the respondents agreed that training and manpower development has enhanced their efficiency and job productivity. Fejoh and Faniran (2016) investigated the impact of in-service training and staff development on workers' job performance and optimal productivity in public secondary schools in Osun State, Nigeria. They revealed that in-service training and staff development had significant combined effects but significant relative effects on workers' optimal job productivity. Adiele and Jide (2017) examined the impact of manpower training on productivity in the Nigerian public sector. Findings revealed that funding inadequacies, poor coordination of training activities, faulty training needs assessment and inappropriate methodology for delivering training programmes are major impediments to public sector productivity. Peretomode and Chukwuma (2015) examined the relationship between manpower development and lecturers' productivity in tertiary institutions in the Delta State of Nigeria. The results led to the conclusion that manpower development enhances lecturers' productivity irrespective of gender, faculty and type of institution, although these predictor variables could explain only eight percent of lecturers' productivity in institutions of higher learning in Delta State of Nigeria.

Methodology

A descriptive survey research design was used. The population of this study comprised non-teaching staff of Adekunle Ajasin University, Olabisi Onabanjo University, Lagos State University and Ekiti State University. A total of 500 non-teaching staff of selected Universities in South-West, Nigeria was the sample size. This was selected through the use of stratified sampling technique. The stratification was based on university denominations. Researcher developed instrument tagged: Personnel Training and Institution Productivity Questionnaire (PTIPQ) was used for data collection. The instrument (PTIPQ) requested responses on a four (4) – point scale format which was a modification of 5-point Likert scale. The responses rating scales are as follows: Highly Extent (HE), Extent (E), Low Extent (LE) and No Extent (NE). The questionnaire has two sections of A and B. Section A focused on demographic characteristics of the respondents, while section B examined items on the types of training opportunities available in public institutions, contribution of personnel training opportunities institutions productivity and challenges facing personnel training opportunities. The initial draft of the questionnaire was subjected to face and contents validity by the experts in Business Education and Test and Measurement Departments at the University level. A test-retest study was carried out among 25 non-teaching staff in Tai Solarin University of Education, Ijagun, Ogun State who are not part of the study sample. Pearson Product Moment Correlation (PPMC) was used for testing the reliability coefficient with the view to ascertain whether the instrument is reliable or not. The reliability coefficient of the instrument (PTIPQ) yielded 0.79. Frequency counts, percentage and bar-chart were used for analyzing and presenting demographic characteristics of the respondents. Mean and pie-chart were used for answering and presenting research questions while regression model/analysis was used for testing the hypotheses at .05 significance level. Any mean score of 2.5 and above regarded as agreed while any one below 2.5 regarded as disagreed. For the hypotheses, when the p-value was less than the alpha significance of .05, the null hypothesis is rejected but if the p-value was greater than the alpha significance the null hypothesis is accepted.

Results and Discussion

A total of 500 questionnaires were administered and only 439 were returned. The mortality rate was 87.8%. The total numbers of returned questionnaires were used for the analysis, answering of research questions and testing of hypotheses.

Table 1: Universities denominations of the respondents

Universities Denominations	Frequency	Percentage
Adekunle Ajasin University	111	25.28
Olabisi Onabanjo University	119	27.12
Lagos State University	121	27.56
Ekiti State University	88	20.05
Total	439	100

Source: Field Survey, 2022

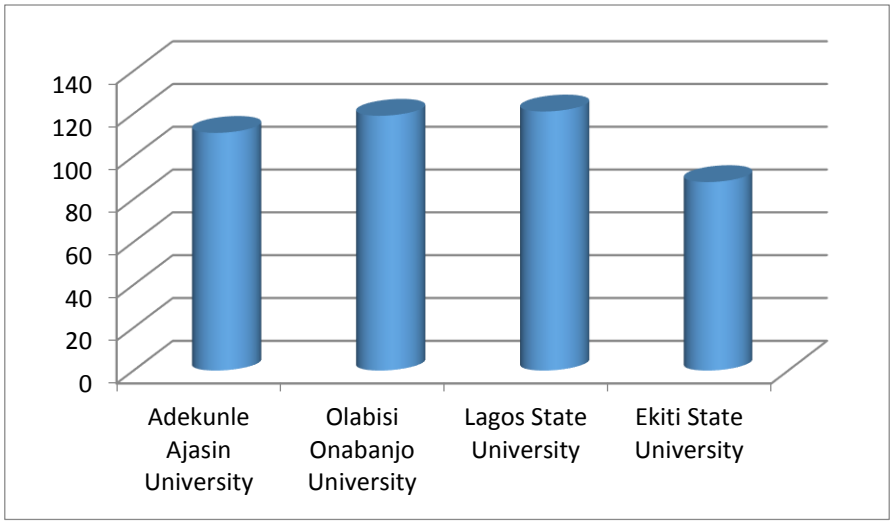


Figure 1: Bar-chart representing universities denominations of the respondents

Table 1 revealed that 111 respondents representing 25.28% of the sample size were from Adekunle Ajasin University, 27.12% from Olabisi Onabanjo University, 27.56% from Lagos State University and 20.05% from Ekiti State University.

Table 2: Highest qualifications of the respondents

Highest Qualifications	Frequency	Percentage
O-level	13	2.961
OND/NCE	87	19.82
HND/BSc	209	47.61
MSc/MA/MEd	113	25.74
Others	17	3.872
Total	439	100

Source: Field Survey, 2022

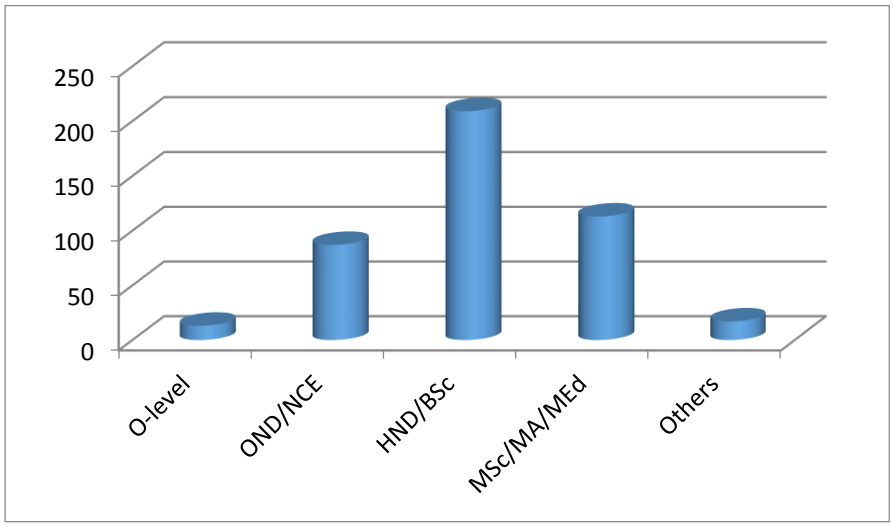


Figure 2: Bar-chart representing highest qualifications of the respondents

Table 2 revealed that 13 respondents representing 2.961% were O-level holders, 19.82% were OND/NCE holders, 47.61% were HND/BSc holders, 25.74% were Master holders while 3.872% were those with other qualifications.

Research Question 1: What are the types of training opportunities available in public institutions in South-West, Nigeria?

Table 3: Mean responses on the types of training opportunities available in public institutions in South-West, Nigeria

Items	Mean	Remarks
Conferences and workshops	2.55	Agreed
Week-long training course	2.46	Disagreed
Job rotation and transfers	3.09	Agreed
Orientation and monitoring	2.73	Agreed
Off-the-job training	2.88	Agreed
On-the-job-training	2.69	Agreed

Source: Field Survey, 2022

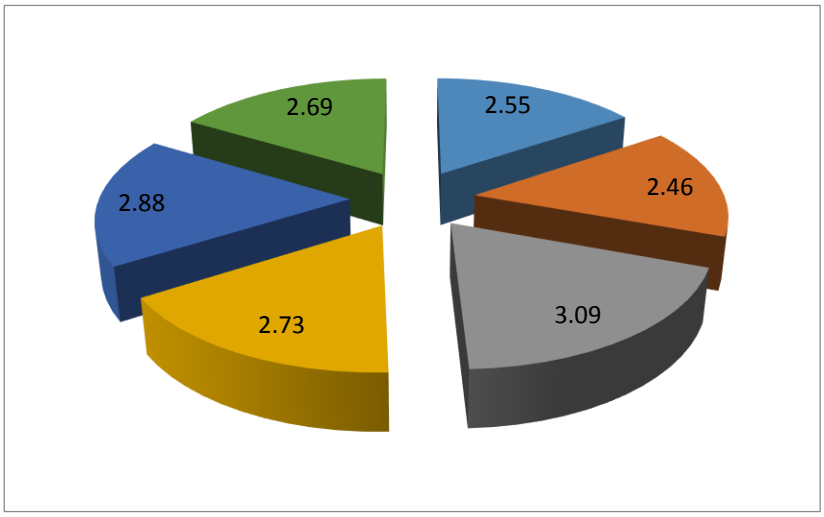


Figure 3: Pie-chart representing types of training opportunities available in public institutions in South-West, Nigeria

Table 3 revealed that conferences and workshops, job rotation and transfers, orientation and monitoring, off-the-job training and on-the-job-training were among the types of training opportunities available in public institutions in South-West, Nigeria.

Research Question 2: What are the challenges facing personnel training opportunities in public institutions in South-West, Nigeria?

Table 4: Mean responses on the challenges facing personnel training opportunities in public institutions in South-West, Nigeria

Items	Mean	Remarks
Poor funding	3.22	Agreed
Favoritism	3.43	Agreed
Resistance to change	2.61	Agreed
Delay in applying new skills	2.50	Agreed
Inadequate institutional capacities	2.37	Disagreed
Poor coordination	2.59	Agreed
Faulty training needs assessment	2.34	Disagreed
Inappropriate methodology for delivering training programmes	2.67	Agreed

Source: Field Survey, 2022

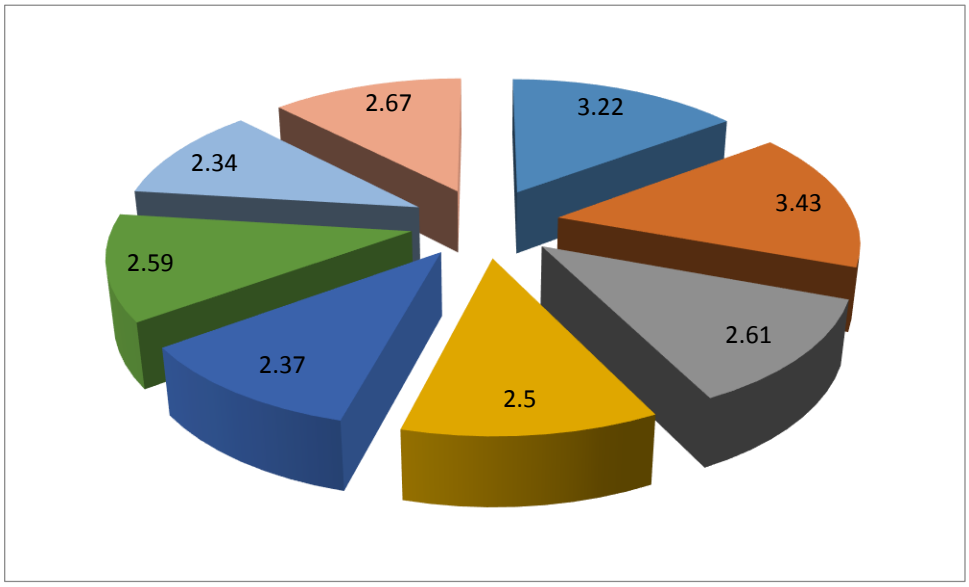


Figure 4: Pie-chart representing challenges facing personnel training opportunities in public institutions in South-West, Nigeria

Table 4 revealed that poor funding, favoritism, resistance to change, delay in applying new skills, poor coordination, and inappropriate methodology for delivering training programmes were among the challenges facing personnel training opportunities in public institutions in South-West, Nigeria.

$H0_1$: There is no significant composite contribution of personnel training opportunities available on institutions productivity in South-West, Nigeria.

Table 5: Composite contribution of personnel training opportunities available on institutions productivity in South-West, Nigeria

R = .917 R^2 = .841 Adj R^2 = .840 Std. Error = 1.90797					
ANOVA					
Source of Variation	SS	df	MS	F-ratio	P
Regression	9571.166	2	4785.583	114.593	0.008
Residual	1809.256	497	3.640		
Total	11380.422	499			

Source: Field Survey, 2022

Table 5 indicated that there was significant composite contributions of the independent variables (conferences and workshops, job rotation and transfers, orientation and monitoring, off-the-job training and on-the-job-training) on the dependent variable (institutions productivity); R = 0.917, P< .05. The table further revealed {84.0% (Adj. R^2 = 0.841)} that about 85% of the variance in institutions productivity was accounted for by the linear combination of the independent variables. The ANOVA results from the regression analysis shows that there was significant of the independent variables on the dependent variables; F (2, 497) = 114.593, P<.05.

$H0_2$: There is no significant relative influence of personnel training opportunities available on institutions productivity in South-West, Nigeria.

Table 6: Relative influence of personnel training opportunities available on institutions productivity in South-West, Nigeria

Variables	B	Std. Error	Beta	t-ratio	P
Conferences and workshops	.678	.092	.662	7.351	<0.5
Job rotation and transfers	.294	.064	.261	4.571	<0.5
Orientation and monitoring	.288	.044	.236	6.580	<0.5
Off-the-job training	.715	.107	.610	6.705	<0.5
On-the-job-training	.723	.095	.531	7.598	<0.5

Source: Field Survey, 2022

Table 6 showed that the sign of the coefficients independent variables (conferences and workshops, job rotation and transfers, orientation and monitoring, off-the-job training and on-the-job-training) were positive which implied that an increase or improvement in any of these will increase institutions productivity of the sampled universities. All the five variables of personnel training opportunities examined were found to be significant and strongly determine institutions productivity with their P-value less than 0.05. Sign of conferences and workshops (β = .687, t = 7.35, P<.05), job rotation and transfers (β = .294, t = 4.57, P<.05), orientation and monitoring (β = .288, t = 6.58, P<.05), off-the-job training (β = .715, t = 6.71, P<.05), and on-the-job-training (β = .723, t = 7.60, P<.05) were all positive and significant enough to determine institutions productivity of the sampled universities in South-West, Nigeria.

Discussion of Findings

The findings of the study revealed that poor funding, favoritism, resistance to change, delay in applying new skills, poor coordination, and inappropriate methodology for delivering training programmes were among the challenges facing personnel training opportunities in public institutions in South-West, Nigeria. These findings correlate with Adiele and Jide (2017) who revealed that funding inadequacies, poor coordination of training activities, faulty training needs assessment and inappropriate methodology for delivering training programmes are major impediments to public sector productivity.

The findings also revealed that there was a significant composite contribution of the independent variables (conferences and workshops, job rotation and transfers, orientation and monitoring, off-the-job training and on-the-job-training) on the dependent variable (institutions productivity). About 85% of the variance in institutions productivity was accounted for by the linear combination of the independent variables. These findings corroborate with Usman, Agenyi and Matthew (2015) revealed that on-the-job-training, off-the-job training, job rotation and transfers, orientation, coaching and monitoring and conferences and workshops were the trainings available for organization employment towards improve productivity. Malaolu and Ogbuabor (2013) showed that majority of the respondents agreed that training and manpower development has enhanced their efficiency and job productivity. Fejoh and Faniran (2016) revealed that in-service training and staff development had significant combined effects but significant relative effects on workers' optimal job productivity. Peretomode and Chukwuma (2015) training enhances lecturers' productivity irrespective of gender, faculty and type of institution.

Conclusion and Recommendations

The achievement of institutions goals and objectives could not be possible with resourceful human capital. Every organizations desire for growth and sustainable development, more reasons training of its personnel must received attention from the management. However, this study has examined the extent to which personnel training opportunities could influence institutions productivity in the new normal era. On that note, the following conclusions were drawn based on the findings that conferences and workshops, job rotation and transfers, orientation and monitoring, off-the-job training and on-the-job-training were among the types of training opportunities available in public institutions. Poor funding, favoritism, resistance to change, delay in applying new skills, poor coordination, and inappropriate methodology for delivering training programmes were among the challenges facing personnel training opportunities in public institutions. There was a significant composite contribution of the independent variables (conferences and workshops, job rotation and transfers, orientation and monitoring, off-the-job training and on-the-job-training) on the dependent variable (institutions productivity) that about 85% of the variance in institutions productivity was accounted for by the linear combination of the independent variables.

Recommendations

Based on the findings of the study, the following recommendations are provided:

1. Institutions should conduct training needs assessment to ensure that the right training is given to personnel and ensure that their training programmes should be on a continuous basis.

2. There is also the need to motivate staff who performed exceptionally well during training sessions because a staff that is rewarded for his or her outstanding performance will spur other staff into action and may certainly nurture an inbuilt desire to excel, which will ultimately impact positively on the general performance of the personnel of the institution.

3. There is need for further research in this field. In fact, the lack of secondary data on the manner of trainings conducted and their impact on the general productivity of the institutions increases the demand for further research studies in this area.

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