

Evaluation of Employee Training Methods in Public Sector Organisation in Borno State, Nigeria

Sani Mustapha Kura¹

Research Scholar, School of Humanities and Social Sciences
Lovely Professional University., Phagwara-Punjab, India.

Email: sanimkura1973@gmail.com

Supreet Kaur²

Assistant Professor, School of Humanities and Social Sciences
Lovely Professional University, Phagwara-Punjab, India.

Email: supreetkaur999@gmail.com

Abstract

An effective training programme employs innovative methods and procedures to instruct staff. Every organisation and its management or leaders choose different training methods based on a variety of factors, including the organization's culture and structure, available resources for employee training, trainee characteristics such as individuals, groups, departmental training, general or technical training, and the identified needs that precipitate the training activity. In the present study a cross-sectional study was conducted and a sample of 97 questionnaires were distributed purposively to academic staff in college of Education Bui. However, only 77 filled questionnaires were returned and analysed. The outcome showed that the factor "Mentor-mentee relationship is encouraged in skills development" has the highest mean score whereas, the factor "The Company allows on the job training for its staff" showed the lowest mean score value. Likewise, there is a significant relationship and effects between dependent variable on training method as well as the independent variables.

Keywords: Training, Training Methods, Organisational Culture, Organisational Structure

Introduction

A viable training program utilizes progressed strategies and methods for preparing workers. Each association and its administration or pioneers select different preparation strategies in light of an assortment of variables, for example, the association's way of life and construction, accessible assets apportioned to representative preparation, student qualities like people, gatherings of people, departmental preparation, general or specialized preparing, and the distinguished requirements that hasten the preparation movement.

Tahir, Yousafzai, Jan, and Hashim (2014) explored the effect of preparing and advancement on representative execution and efficiency and reasoned that all human asset advancement exercises are expected to either work on individual execution on the present place of employment, train new abilities for a new position or new situation later on, and general development for the two people and

associations to meet the association's current and future targets. Associations can pick either two techniques for preparing and fostering the abilities of their workers. Hands on preparing is given to hierarchical representatives while leading standard work at similar working settings. Conversely, off-the-work preparing includes removing representatives from their

typical workplaces and guiding all focus toward the development. Hands on preparing can incorporate yet isn't restricted to work turns and moves, training, and coaching. Then again, off-the-work preparing models incorporate meetings, pretending, from there, the sky is the limit, as definite underneath. It is against this back drop that the evaluation of employee training methods in public sector organisation in Borno State, Nigeria have revealed that mentor-mentee relationship is encouraged in skills development and there is a significant relationship and effects between dependent variable on training method as well as the independent variables.

Material and Methods

A cross-sectional study was conducted and a sample of 97 questionnaires were distributed purposively academic staff of college of Education Waka Biu in Borno state, Nigeria. However, only 77 filled questionnaires were returned and analysed. The questionnaires were categorised into likert scales of 1-5, where 1 = strongly Agreed, 2 = Agreed, 3= Strongly Disagreed, 4= Disagreed, 5= Undecided.

The data obtained were analysed using descriptive statistics and logistic regression with JMP version 11 software (SAS Institute Inc., Cary, NC) and is considered significant at $p < 0.05$.

Results

ATM1= Org. Culture, ATM2= Org. Structure, ATM3= Available Resources, ATM4= Qualified Experts Conduct Training, ATM5= On the job Training, ATM6= Off the Job Training, ATM7= Experienced Employee Allocates Roles to Junior Staff, ATM8= Well qualified employees allocates roles to junior staff, ATM9= Experienced staff are responsible for work delegation to junior staff. ATM10= Mentor-Mentee is encourage for skill development, ATM11= Interdepartmental Transfer is allowed to enhance employee skills.

Table 1: Evaluation of ATM

Variables	Mean	Standard Error
ATM1	1.02	0.08
ATM2	1.04	0.08
ATM3	1.11	0.09
ATM4	1.14	0.09
ATM5	0.99	0.09
ATM6	1.34	0.12
ATM7	1.11	0.09
ATM8	1.19	0.09
ATM9	1.19	0.09
ATM10	1.24	0.11
ATM11	1.13	0.09

The mean of the factors responsible for training method of the academic staff in the present study ranged from 0.99 to 1.24 (mean = 0.99 ± 0.06 to 1.24 ± 0.11). The factor "Mentor-

mentee relationship is encouraged in skills development” has the highest mean score whereas, the factor “The Company allows on the job training for its staff” showed the lowest mean score value. The training method in College of Education, Waka, Biu, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between ATM2 (dependent variable on training method with ATM1, ATM9 and ATM3. Similarly, there is a significant effect of ATM2 on ATM1, ATM9 and ATM3.

Table 2
Relationships between ATM2 on other variables in the model of training needs assessment in College of Education, Waka, Biu, Borno state, Nigeria

Variables	Estimate	Standard Error	t-Ratio	p-value
ATM1	0.36	0.08	4.40	<.0001
ATM9	0.30	0.08	3.89	0.0002
ATM3	0.16	0.07	2.32	0.0215

Effects of ATM2 on other variables in the model of training needs assessment in College of Education, Waka, Biu, Borno state, Nigeria

Variables	df	Sum of Squares	F-ratio	p-value
ATM1	1	5.99	19.36	<.0001
ATM3	1	1.67	5.39	0.0215
ATM9	1	4.68	15.11	0.0002

Discussions

Table 1 shows that the item with the statement "Mentor-mentee relationship is encouraged in skill development" has the highest mean score in the current study. At the same time, the factor "The Company allows on-the-job training for its employees" has the lowest mean score. Simultaneously, the variable "The Organization permits hands on preparing for its workers" has the least mean score. This is on the grounds that the result in the principal proclamation shows an efficient custom of tutoring its workers. As indicated by Githinji (2014), some technique took on for preparing and representative execution sharing ought to be attainable, reasonable, and accordingly assessed in its practicability and cost-adequacy. Moreover, the mentors ought to be skilled and have numerous long periods of down to earth preparing experience to share the substance such that the learners can undoubtedly process. Likewise, Wenzel (2014) underlines the significance of cautiously clarifying the organization's objectives and values for those decided to lead the preparation, whether outside or in-house coaches.

The second factor, "the Company allows on-the-job training for its employees," had the lowest mean score value. This could be because of the organization's unfortunate preparation technique or approach, or it very well may be because of the preparation unit's absence of consistency. Whenever the authoritative initiative is arranging preparing exercises for its workers, it is basic to consider the students' degree of mastery. This can be achieved by

surveying their implicit information and deciding techniques for extending their insight base. Procedures like apprenticeship, where a specialist or more experienced representative offers work obligations and doles out new undertakings to less gifted fresher representatives to prepare them. As per Rusinovci (2015), associations can pick either two wide and unmistakable strategies for preparing and fostering their workers' abilities. There are two sorts of preparing: hands on preparing and off-the-work preparing. Hands on preparing is given to hierarchical representatives while performing sporadic work at the specific working areas. Conversely, off-the-work preparing includes removing representatives from their standard workplaces, permitting them to give their undivided focus to the development.

Nonetheless, Table 6 in the present study revealed that the training method in College of Education Waka, Biu, Borno state, Nigeria indicates that there is a significant ($P < 0.05$) relationship between ATM2 (dependent variable on training method with ATM1, ATM9 and ATM3. Similarly, there is a significant effect of ATM2 on ATM1, ATM9 and ATM3. Similarly, ATM2 significantly affects ATM1, ATM9, and ATM3.

Conclusion

Successful firms prioritise training and development by evaluating employee training needs by comparing acquired skill sets to job requirements. The company then develops a training programme that takes into account the approach that will be used to improve employees' knowledge and information, whether on-the-job or off-the-job, in a classroom setting or through practical experiments. According to Hafeez and Akbar (2015), the scope and content of training is a measure of how successful a firm will be, as well as the use of useful development programmes such as mentorship programmes. More experienced personnel mentor, teach, and train new employees on how to handle office duties. Having all of these components in place raises the likelihood of a successful training and development programme that improves employee performance.

In conclusion, in the present study, academic staff of college of Education, Waka, Biu, Nigeria were exposed to many types of training method and the outcome showed that the factor "Mentor-mentee relationship is encouraged in skills development" has the highest mean score whereas, the factor "The Company allows on the job training for its staff" showed the lowest mean score value. Likewise, there is a significant relationship and effects between dependent variable on training method as well as the independent variables.

References

- [1] Tahir, N., Yousafzai, I. K., Jan, S., & Hashim, M. (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.
- [2] Githinji, A. (2014). Effects of training on employee performance: a case study of United Nations Support Office for the African Union Mission in Somalia (Doctoral dissertation, United States International University-Africa).
- [3] Wenzel, R. (2014). Training-related Motivation and Transfer Outcomes: The Role of Proactive Transfer Behaviour and Positive Psychological States (Doctoral dissertation, University of Western Australia).

- [4] Rusinovci, X. (2015). The Effects of Persistent Training and Development on Personnel Performance and Productivity. *International Journal*, 4(4).
- [5] Hafeez, U., & Akbar, W. (2015). "Impact of Training on Employees Performance" (Evidence from Pharmaceutical Companies in Karachi, Pakistan). *Business Management and Strategy*, 6(1), 49-64
- [6] Jackkonja O. (2018). 'Effect of training and Development on Employee Performance at Safaricon Limited (Doctoral dissertation at Kca University).