THE RELATIONSHIP BETWEEN TRAINING AND PERFORMANCE AMONG THE ACADEMIC STAFF OF KANO STATE POLYTECHNIC

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Abstract
The study examines the relationship of training to the performance of the academic staff of Kano State Polytechnic. Across sectional survey design was adopted. A total of 450 academic staff constitutes the population, while 230 serve as the sample. A structure questionnaire was used as the instrument of data collection. The means and standard deviation indicated employed performance as moderate (m=12.97, SD = 3.09). While training is higher with (m= 22.23, SD = 4.78). This result shows that increase in staff training is the main feature of academic staff performance. Multiple regressions reveal a significance relationship between training and performance. The multiple correlation coefficient between the predicator and the criterion variable was 0.428. The predicators accounted for 18.3% of various in the academic staff performance. Based on the finding of this study, it is recommended that

motivation and conducive learning environment, teaching aids and advanced equipment that will facilitate the teaching and learning process should be provided to update knowledge for improved performance and efficiency in delivery.
KEYWORDS: **Training, Performance, Academic Staff, Kano Polytechnic**

Introduction

Employee training can be seen as the most important function of any competent management. Training for capacity building is central in sustaining organizations because human capital is the greatest asset of any organization (Taylor, 2010). Training is a learning process that involves the acquisitions of skills or activities to enhance the performance of employees. It is the act of increasing the knowledge and skills of an employee for doing a particular job. It is a brief education process that utilizes systematic and organized educational activities which employees learn technical knowledge and skills for distinct purpose. Adesina (2012) asserts that staff training is a means by which staff performance needs are recognized and the extent to which leaders ensure that those needs are met through programmes that will improve staff performance. Training benefits individual employees through helping them to make better decisions and effective problem solving, assisting in encouraging and achieving self-development and self-confidence, helping an employee to handle stress, tension, frustration and conflict and increase job satisfaction and recognition and moving the

person toward personal goals while improving interaction skills (Sims, 1990). Furthermore, Holton (2012) posits that employees who are committed to learning showed a higher level of job satisfaction that has a positive effect on their performance. The Federal Government of Nigeria recognizes the importance of workers training to the development of the Nation (NPE, 2013).

Training is an organizational effort aimed at helping an employee to acquire the basic skills required for the sufficient execution of the functions for which he or she is appointed (Nwachukwu, 2010). Training generates expertise or the skills needed to perform a particular job or a series of jobs. Obikoya (2011) is of the opinion that training is a systematic process of altering the behavior, knowledge and motivation of employees in a direction to increase effectiveness and organizational goal achievement. Training involves a wide range of professional activities for workers. which contribute to their enhancement of work. It can be visualized as the acquisitions of techniques, skills, knowledge and experience, which enable the individual to make effective contribution to the combined efforts of a team in a performance process. According to Nickets (2005), employee performance can often encourage growth within the workers and the organization itself. Training employees in an organization could be done in two ways: short-term training programmes, which includes seminars, conferences and workshops, and long term training, which is between the period of two to three years to obtain M.Sc and PhD degrees. This research

reviews in-service training which some lecturers undergo to acquire skill, knowledge and competence, which yield to performance.

The objective of the study is to assess the relationship between training and job performance of the academic staff of Kano State Polytechnic. The specific objectives are to determine the relationship between training academic staff and service quality delivery and conducive learning environment of Kano State Polytechnic. The study will help Kano State Polytechnic to ascertain the challenges and prospects of staff training. It also assists in motivating academic staff who contributes to the attainment of the goals and objectives of the institution. This study will assist lecturers who undergone training to be focused, dynamic and technological and use their abilities for the achievement of organizational goals and the fulfilment of individual job satisfaction.

Hypotheses

H01 There is no significant relationship between training and Academic performance in Kano state polytechnic.

H02There is no significant relationship between training and service quantity delivery in Kano State Polytechnic.

H03 There is no significant relationship between training and conducive learning environment in Kano State Polytechnic.

Methodology

Survey research design was adopted for the study. It involves obtaining data from lecturers in form of views and opinion on the training and performance of the academic staff of polytechnic. Under survey research, there is no control over the independent (Predicting) variable in determining its effect on the dependent (criterion) variable (Adeniji, 2002; Babaita, 2010; Coakes and Steed, 2011; Atiomo, 2014).

The population of the study was 450 academics staff of Kano State Polytechnic. The sample size was 230 academic staff and the instrument used for collection of data was a questionnaire. Reliability measures possess a high reliability standard, ranging from .818 to .881. This is in the accordance with the standard that an instrument with coefficient 0.060 is regard to have an average reliability.

The population of the study is made up of 450 academic staff and the sampling technique used to get the sample size was stratified random sampling from five unit schools.

The sample size for this study was determined using Slovins (1960) formula (Hairs, Andeson and Tathan, 2010)

$n = N/\{1+N(e)2\}$

N = population of the study

e = level of precision = 5%

Using this formula, the recommended sample size for the present study is 209 was a total of 209 academic staff comprising 174 Male and 15 Female, were selected to serve as sample of the study. Insert – table 1 Questionnaires distribution finding school.

Table 1: Questionnaire distributed to five unit schools

School	Questionnaire	
	istributed	Received
School of Management Studies	75	69
School of Technology	95	90
School of General Studies	20	18
School of Environmental Gwarzo	20	17
School of Rural and Entrepreneurship Dev. Rano	20	15

Source: field survey, 2016

A structured questionnaire consisting of close ended multiple choice questions was used in the survey. A five-point Likerts scale was used for scoring the questionnaire items.

The questionnaire used in the survey has three sections. Section A, consists of four questions regarding to the respondent's background and experience. Section B consists of eleven questions relevant to the independent variable, which is training. Section C has six questions regarding one of the dependent variable which is performance. The reliability measure possesses the performance show high reliability standard, ranging from .818 to .881.

Table 2: Test of Reliabilities of the data

Consequents	Number of	Gronbeachisacpha

	Items	
Performance	4	.818
Training	6	.881

Sources: field Survey, 2016.

The above Table shows how each respondent (lecturers/academic staff) assessed his/her own performance. This reveals the study on the perception of the relationship between Training and Performance among academic staff. The survey was conducted through the self-administration of the questionnaire. 230 questionnaires were distributed and response was 209. Descriptive Statistic techniques comprising the mean and standard deviation multiple regression analysis techniques were used to analysis the data. Multiple Regressions is used to assess the construction of a number of predication variable (the independent variable) to the predictor of a criterion (dependent) variable that is training and academic performance service quality delivery, conducive learning environment and increase in student performance.

Results

Descriptive statistics provides data on the demographic variable like gender, education, age and years of service of the respondents.

Table 3 profile of Respondents

Demographic	Categories	Frequency
	Male	74
Gender	Female	15
	21 – 30 years	23
	31 – 40 years	63
Age	41 – 50 years	13
	51 – 60 years	20
	Above 60 years	1
	HND /Degree	92
Education	Master's Degree	113
	Ph.D.	.4
	Below 5years	54
Year of service	5 -10years	43
	11 – 15years	38
	16 – 20years	33
	21 – 25years	41

Sources: field survey, 2016.

Table 4 Mean and Standard Deviation of the study variables

Items	Descriptive	Mean	Standard Deviation
1.	Performance	12.97	3.09
2.	Training	22.23	4.76

Sources: field survey, 2016.

The mean and Standard Deviation indicated in Table 4.4 show two items representing employed performance and training. Performance is recorded moderate (M= 12.97, SD = 3.09) while training is higher with (M= 22.23, SD = 4.78), respectively. This result shows an increase in staff performance of Kano State Polytechnic.

Hypotheses 1: There is no significant relationship between academic staff training and their performance in Kano State Polytechnic.

Table 5 Multiple Regression Result of Training

Model	Beta	T-value	P-value	Decision
Training	.428	0.312	.000	Supported

R^2= .183
Adj R^2 = .173
R^2 change = .183
F – change= 39.843
Sources: field survey, 2016

Multiple regressions were conducted in determining the relationship between training and performance. The results as indicated in Table 4.5, with predictor that is significant. R = .428, R^2 = 183, Adj. R^2 = .178, F-change = 39.843. The predicator accounted for 18.3%. The general ability of this model in the population was 178. The significant of F-test shows that the relationship (39.843, P<0.001) is significant overall, a significant prediction of the independent variable to the dependent variable.

Discussion

This study has examined the relationship between training and employees performance among academic staff in Kano State Polytechnic. Trained employees perform well as compared to untrained employee (Adenji, 2002, Enuku, 2003, Hashin, 2012a, 2012b). Training and performance increase the overall performance of the organization (Scott *et, al.*2012). Although it is costly to give training to the employees, in the long run it gives back more than it took (Farouq and Aslam, 2011, Hotton, 2012, Kim, (2002). These results prove (HO1) that there is a significant relationship between staff training and staff performance.

Training plays a vital role in building competence of new as well as current employees to perform the job in an effective way. Babalola (2013) asserted that training programmed have led to effective academic service that complements the teaching and learning in Polytechnic.

Aliyu and Mahmud (2014) find out that there were no defined criteria for measuring performance after training in Nigeria Polytechnics. And therefore the extent of application cannot be measured from the findings of this study.

Conclusion

The first hypothesis of the study is there is no significant relationship between training and academic performance in Kano State Polytechnic. Also, there is no significant relationship between training and service quality delivery in Kano State Polytechnic. The aim of this study

is to assess whether training can be a good predictor of academic staff performance in Kano State Polytechnic. Multiple linear aggressions were conducted to test this hypothesis. The result indicated to that the predicting variable was able to explain 178% of the model (R^2 = .178, Female 39.843, P - .601). Multiple regression results show that the predicting variable, Staff training, predicts academic staff performance with the following values: (B = .428, I = 6.853, P< .001). This result shows that staff training is a predictor of the performance of academic staff in polytechnic.

Recommendations

1. The Management of Kano State Polytechnic should improve or increase Staff motivation and provide conducive learning environment to guarantee the realization of the fundamental goals in polytechnic education.
2. The provision of seminars, conferences and workshops should be organized to enable staff from time to time to update their knowledge and understanding of vital concepts in their teaching area.
3. New technology equipment and machinery should be provided to the academic staff, so that learning can obtain in online lectures and create e-learning studies as in other developed countries.
4. There is the need for more fund and effort in training academic staff within and outside the country to acquire M.Sc and PhD degrees.

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