



## **Staff Training and Productivity in Chukwuemeka Odumegwu Ojukwu University, Anambra State; 2017 – 2022**

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### **ABSTRACT**

Training primarily focuses on teaching organizational members how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers. Development focuses on building the knowledge and skills of organizational members, so that they will be prepared to take on new responsibilities and challenges. The main objective the study is to examine staff training and productivity in Chukwuemeka Odumegwu Ojukwu University, Anambra State. Specifically, the study ascertained the effect of staff training and development on employees' effectiveness in Chukwuemeka Odumegwu Ojukwu University Anambra state; examined the role of Knowledge, Skills and Aptitude (KSA) in employees' performance in Chukwuemeka Odumegwu Ojukwu University Anambra state and investigates the effect of performance appraisal on employee's commitment in Chukwuemeka Odumegwu Ojukwu University, Anambra state. The theoretical framework for analysis was the Simple 4-Step Model by Janet Dean (1996). Survey research design was used. The sample size of 328 was arrived at using Taro Yamene. The generated data were analyzed using descriptive statics and hypotheses were tested using Pearson Product Moment Correlation Coefficient using the Statistical Package for Social Science (SPSS). Findings from the study reveal, among others, that staff training and development has an effect on employees' effectiveness. On the basis of the findings from the study, it was recommended, among others, that organizations should place greater emphasis on staff training to ensure optimum performance as at when required. Selection of employees for participation in training programmes, either in-house trainings or training outside the organization should be strictly based on needs assessment, established cases of skill deficiencies or the desire of organizations to impart new skills on the employees that will enhance efficiency and effectiveness. Any form of subjective criteria for selection will be counterproductive, leading to waste of time, effort and resources.

**Keywords:** Staff Training, Productivity, Chukwuemeka Odumegwu Ojukwu University, Anambra State

### **INTRODUCTION**

Experts in organizational behavior and human resource practitioners are unanimous in their view that in every organization, the human component is the most important and most complicated (Bankole, 2003). Managing the human aspect of an organization's resources requires that just like machines tools and equipment that needs to be serviced, repaired and maintained to ensure optimum performance; human resources have to be motivated trained and developed to not only master the tasks, duties and responsibilities required of the employee from the organization, but to discharge those duties at the least possible cost to the organization.

Training is an effort initiated by an organization to foster learning among its workers in the performance of specific job assignment. Example of this is Information and Communication Technology (ICT) training, training on the use of some computer tools and software, among others. Development, on the other hand, is an effort that is oriented more towards broadening an individual's skills for the future higher responsibility. Examples are management development courses on negotiation, strategic management, career planning, counselling and development. Thus, the emphasis is on the acquisition of general skills for medium and long term purposes.

Training and development are important aspects of the core functions of the human resource department of any organization. In general terms, the human resource management in organizations focuses on objectives of an organization which is achieved through cooperative efforts and actions of people utilizing available resources. The ultimate goal of the human resource department of an organization is to work for the welfare of workers in the organization vis-à-vis attainment of the core mandate of the organization.

Training could be on the job or off the job. It could take place within the organization or outside the organization. In Nigeria and all around the world, tertiary institutions are regarded as citadels of learning, fountains of scholarly development and a breeding ground for leaders at all levels in the society, be it political, business, technical or administrative. For most organizations, especially those in the formal sector, certificate qualifications from tertiary institutions – especially universities - are required from applicants before employment.

This makes the university a very important institution for capacity building and human capital development. Globally, investment in university education particularly and tertiary education in general are critical components of national development efforts. Nations today depend increasingly on knowledge, ideas and skills which are produced through research conducted in the universities. By implication, university staff, who are often considered as custodians of knowledge and innovation needs to be abreast of current trends in their areas of discipline because it is impossible for one to give what he or she does not have. Training and capacity building for university staff is sacrosanct in view of the fact that they are the gatekeepers of knowledge and innovation.

Performance indicators for tertiary institutions are not just varied and complex, they are also dynamic and changes with time, human and societal needs per time. Thus, to keep the organization abreast of recent trends and developments, constant training and development programmes are necessary. However, several organizations address their needs for training in an impromptu and indiscriminate way. Training in such organizations are unsystematic and this situation provides the motivation for this study to assess the impact of training on employees' productivity in Chukwuemeka Odumegwu Ojukwu University, Anambra state.

### **Statement of the Problem**

The primary concern of every employer of labour is to be able to get the right caliber of staff that would help the organization to achieve its core mandate, hence the concern for high productivity. Incidentally, there seems to be no doubt that the output or productivity of workers is a function of their knowledge, skill, expertise and a stimulating work environment. Serious organizations therefore spend a whole lot of resources trying to improve upon the skill and quality of their staff through training and development programmes in order to inspire effectiveness and productivity in their workforce. The type, relevance and quality of these efforts are important in determining the level of productivity in organizations. Despite this apparent link between training/development programmes and workers' productivity, some organizations, especially in the public sector in Nigeria still do not take these important human resource function seriously.

Generally, in many circumstances of poor performances, it is evident that managers give little or no attention to factors that lead to high productivity such as staff training and staff development. By standard human resource practices, training programmes are meant to address general and specific organizational concerns as it relates to workers' efficiency, effectiveness, adaptation to and use of technological equipment, knowledge, skills and abilities etc. At the end of any training exercise, the result is supposed to reflect in the forms of improved performance, staff commitment to duty and better service delivery.

The issue of staff development in higher institutions is paramount because the organization itself trains experts in almost all fields of endeavor. One of the variants of staff development, in this case, is further studies. There are funds and grants that staff members can assess to further in their education especially at the masters and doctorate levels. Funding avenues like the Tertiary Education Trust Fund (TETFund), the Petroleum Trust Fund (PTF) among others are hardly assessable in Chukwuemeka Odumegwu Ojukwu University, Anambra state unlike other higher institutions in other parts of the country, especially in the north. This is a huge impediment to staff development in the institution as most of the PhD holders that the researcher has casually interviewed claimed that they obtained their degrees through self-sponsorship. As a staff of Chukwuemeka Odumegwu Ojukwu University, Anambra state, the researcher is a witness to the fact that a good number of the administrative staff of the institution are either semi computer literate or are not computer literates at all in this age of information technology. This has resulted in the use of manual operations for many organizational activities that should have been computerized with its attendant implication on timeliness, speed, accuracy, efficiency and effectiveness of services rendered.

A mere emphasis on computerization of operations is gradually phasing out in this era of artificial intelligence occasioned by the fourth industrial revolution. Teaching and learning are aggressively being overtaken by information technology and it will soon become old fashioned to sit in the classroom to study some courses. With effective training and development, Chukwuemeka Odumegwu Ojukwu University, can conduct virtual activities like academic conferences, inaugural lectures, matriculation and convocation ceremonies, online teaching and even conduct of exams. A decade ago, these were not required but the circumstances of the present time has made it a necessity for which the researcher can say that the institution of study is not fully ready for.

The performance appraisal systems in Chukwuemeka Odumegwu Ojukwu University, as is the case in most public sector organizations seem not to provide the needed motivation for improved productivity on the part of the employees. One of the many goals of performance appraisals is to identify performance based skill deficiencies, from where appropriate training programmes will be identified and recommended to address them. However, it appears that the Annual Performance Evaluation Report (APER) is only meant to fulfill 'righteousness' especially as it relates to staff documentation and promotion and not necessarily having much to do with the nitty-gritty of employees' work behaviour.

Thus, within the scope of staff training and staff development this study examines the impact of training on employees' productivity in Chukwuemeka Odumegwu Ojukwu University, Anambra state.

## **REVIEW OF RELATED LITERATURE**

### **Conceptual Review**

#### **Training and Development**

Some authors use the terms "training" and "development" as synonyms. However, some view the two concepts as being different. Jones, George and Hill, (2000) believe that training primarily focuses on teaching organizational members how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers. Development on the other focuses on building the knowledge and skills of organizational members, so that they will be prepared to take on new responsibilities and challenges. In the view of Adamolekun (1983), staff development involves the training, education and career development of staff members. The purpose of training and development has been identified to include: creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization; enhancing the company's ability to adopt and use advances in technology because of a sufficiently knowledgeable staff; building a more efficient, effective and highly motivated team, which enhances the company's competitive position and improves employee morale; and ensuring adequate human resources for expansion into new programs.

Training is seen as a process of learning. It involves the application of acquired knowledge aiming at better performance of the employees on their jobs. As a way of summary, the purpose of training is to improve knowledge and skills and to change attitude (Mullins, 1999). Mullins argues further that training is capable of producing the following benefits:

- *Increase the confidence, motivation and commitment of staff;*
- *Provide recognition, enhanced responsibility, and the possibility of increased pay and promotion;*
- *Give feeling of personal satisfaction and achievement, and broaden opportunities for career progression; and*
- *Help to improve the availability and quality of staff.*

In the views of White (2010), training is seen as a process of learning. It involves the application of acquired knowledge aiming at better performance of the employees, Training can also be defined as a process of assisting employees to acquire or develop knowledge, skills, techniques and attitudes and experiences which enable them to make most effective contributions to their combined efforts, to meet organizational objectives. Randall Schuler (2000) refers to training as the act of improving competencies needed today or in the future while development refers to improving competencies over the long term. Also management training is considered to be a process of enhancing an employee's capacity to handle greater responsibilities successfully (Singh and Vinnicombe, (2014).

### **Employees Productivity**

The concept of employee performance or productivity cannot be pinned down to a universally acceptable definition. This is because it has fallen into semantic predicament to the extent that the literature on it is replete with so many definitions of the term by various scholars and authors with subtype. However, we shall comb the conceptual terrain of the term with a view to finding the middle ground for its heuristic investigation.

Employee productivity simply is the extent to which an individual, unit or department carryout task assigned to him or it. It is also a means by which an organization evaluate an individual employee input and out level especially in the area of attaining set goals or task assigned to him or her. In the view of Byars and Rue (2010) employee performance is the degree to which an employee accomplished the tasks that made his or her job while Putterill and Rohrer (2005) define employee performance as it focuses directly on employee productivity by assessing the number of units of acceptable quality produced by an employee in a manufacturing environment, within a specific time period. However, the researcher's working definition for purpose of this study is achievement of targets of the tasks assigned to employees within particular period of time. It involves the execution of duties and responsibilities assigned by constituted authorities which one have promised to do, so as to achieve set goals.

The success of any business depends on employees' performance. One of the most effective ways to increase organizational performance and profit is to increase the employees' performance, from the lowest levels of the organization to senior management. Performance improvement is not only a result of well-functioning system but also depends on effective human resource strategies that succeed in recruiting and maintaining a committed and motivated workforce (Al-Ahmadi, 2009).

Productivity is an important aspect of organizational behaviour because its level at any given time in an organization is co-extensive with effectiveness or efficiency or otherwise. The conceptual reference for the effective performance of an organization in its statutory functions is productivity as defined above. For example, Central Bank of Nigeria (CBN) is effective when it successfully controls commercial banks according to the terms of its statutory duty. It is efficient when it can do so at a low cost for example, carrying out a measure of control function such as auditing or inspecting the returns made by commercial banks using reduced number of staff (personnel) or days (time) (Akhakpe, Fatile and Igbokwe-Ibeto, 2012).

### **Empirical Review**

Saba, Fezze and Hina (2015) examined the impact of training and development on employees' performance and productivity in Pakistan. The researchers employed the quantitative approach for research. The population for this research is the employees of Bahria town of Pakistan. Researcher uses the improbability and random sampling techniques. Sample size is 33 employees of Bahria town of Pakistan. Researchers collected the primary data for the study through the use of structured questionnaire and the data was analysed using regression model. The findings from the study show that there is a strong relationship between training and development of employees and their performance and productivity.

Chris (2013), evaluated the effects of training on employee performance, using the telecommunication industry in Uganda as case study. The study was based on three case-study of the biggest telecommunication companies operating in Uganda. A qualitative research approach of the data collection was adopted using a questionnaire comprising of 18 questions distributed to 120 respondents. Based on this sample the results obtained indicate that training have a clear effect on the performance of employees. The findings can prove useful to Human resource managers, Human resource policy decision makers, as well as government and academic institutions.

Kiweewa and Asiimwe (2014) examined the implications of training on employee performance in regulatory organizations in Uganda. Using a sample of 80 respondents out of the expected 108 (response rate of 81%), the paper demonstrated a significant relationship between training and employee performance in UCC which formed the case study.

Abeba, Mesele, and Lemessa (2015) conducted a study on the impact of training and development on employee performance and effectiveness: a case study of district five administration offices, Bole Sub-City, Addis Ababa, Ethiopia. The study was a survey type in the form of cross sectional study in which data were collected once across a population through random sampling technique. The sample size was 100, which was allocated to each profession and specialties using probability proportional to size. Study participants were selected using simple random sampling techniques. Data were analysed using descriptive statistics and multiple regression analysis. The findings show that training and development have a positive correlation on the outputs of employee's performance and effectiveness.

Tahir, Yousafzai, Jan and Khan (2014), investigated the impact of training and development on employees' performance and productivity. Data for the paper have been collected through primary source that are from questionnaires surveys. The result showed there was significant relationship between the variables, thus implying that training programme has significant impact on employee service delivery.

Khan, (2011), focused on the impact of training and development on organizational performance. The study used secondary data and tested four hypotheses are developed to evaluate to see the Impact of all the independent variables on the overall organizational performance. Results show that training and development, via On the Job Training, Training Design and Delivery style have significant effect on organizational performance.

Nassazi (2013) evaluated the effects of training on employee performance, using the telecommunication industry in Uganda as case study. The study was based on three case studies of the biggest telecommunication companies operating in Uganda. A qualitative research approach of the data collection was adopted using a questionnaire comprising of 18 questions distributed to 120 respondents. Based on this sample the results obtained indicate that training have a clear effect on the performance of employees. The findings can prove useful to Human resource managers, Human resource policy decision makers, as well as government and academic institutions.

Chirchir (2013) investigated the influence of training and development of employees on service delivery in the Department of Registration of Persons' offices in Uasin Gishu County. The study adopted a survey and descriptive study research design which that were therefore deemed appropriate for this study. The sample of the study consisted of 115 customers and 62 officers. The respondents were selected through simple random sampling technique. The main data collection instrument was questionnaire which was distributed to the respondents besides document analysis. The researcher conducted a pilot study on the instruments by distributing twenty (20) questionnaires to the respondents in the Uasin Gishu County, against which data obtained was analysed and interpreted to ascertain questionnaire validity and reliability status. Data was analysed using descriptive statistics both qualitatively and quantitatively. Cross tabulation was used in tabulating frequencies and occurrences of some variables when analysing qualitative data. The major findings of the study were that the registration of a person's offices were mainly engaged in registration of persons and issuance of Kenya National Identity Cards; that the level of trust in registration of a person's office was low; that training was effective in enhancing customer satisfaction; that the most popular method of training employees was on the job training; major challenges facing the registration of persons' offices was inadequate training of staff and poor funding.

Neelam, Israr, Shahid, and Muhammad (2014) studied the impact of training and development on employees' performance and productivity: a case study of United Bank Limited Peshawar City, Pakistan. The study used quantitative approach. Questionnaires were used as the survey instrument. The population was spread over the whole region of Peshawar; therefore, eight banks were selected for the research study. To achieve the objectives of the research 80 copies of the structured questionnaire of the Likert scale types distributed among the employees of these eight branches of UBL i.e. ten copies of the questionnaire at each of the banks in region Peshawar. In response 76 questionnaires were returned. Descriptive statistics such as mean, standard deviation and tables were used to present and discuss data. Data analysis and test of analysis were accomplished through the use of multiple regression analysis. Findings of the study indicated that employees working in UBL in region Peshawar considered the training and development as a main factor of employees' performance and Productivity and were in favor of it. Indeed, an F ratio of 0.47 was significant at 1% level of significance, indicating that all the variables depicting training and development were important determinants of employee performance. The study therefore recommends that organizations should embrace training and development as a major factor of employees' performance and productivity enhancement.

Ahmad, Iqbal, Mir, Haider, Hamad (2014), sought to find out the impact of employee training and development on employee's performance. The statistical population of the study was Banking Sector of Northern Punjab which covered 100 employees of 11 banks and data was collected through a questionnaire. Regression model was adopted in the analysis of data. The results show that significant positive relationship exists between employee training and development and the employee performance. Results show positive relationship between on the job training and employee performance.

### **Theoretical Framework**

The theoretical framework for this study is A Simple 4- Step Model. Janet Dean (1996) developed A Simple 4- Step Model, pointing out that, it is important for human resource managers to be "in the loop" about the latest techniques, data and trends on the job. This ensures that trainers keep up to date, and pass it along to other staff members, thus ensuring that the organization is not lagging behind its competitors. A Simple 4- Step Model has the following steps:

**Step1 - Goal Setting:** Once employees' training needs are identified, it becomes imperative for the HR department to first of all, set goals that the training and development programme should achieve, be it in the short, medium and long term. The goals set should be SMART (Specific, Measurable, Achievable, Realistic and Time bound) and some evaluation criteria should be set to monitor the results.

**Step2 – Identify the Trainer:** The next step is to identify who will provide the training. For a tertiary institution, further studies as a long term development programme needs to be tailored to the needs of the organisation and not just the staff's desire to acquire higher degrees. Thus, the organisation should approve only courses, areas of specialization and institutions that are rated highly in the desired fields or discipline.

**Step3 - Identifying the 5 W's:** Now you must finish identifying the 5 W's. You should have already determined who will provide the training and what it will cover. Now decide where and when it will take place and how it will be done (Will all your employees be trained at once, or will you split them into groups? Will it be a seminar or a workshop?).

**Step4 – Evaluation and Feedback:** Finally, you must evaluate the training. Yes, you must evaluate how the learning was transferred to your employees, but it is essential that you also ask them for their opinions. Do this through a survey that allows anonymity, but also in a group setting that allows discussion. And, make sure you keep all the evaluations and reviews for future use.

### **Relevance and Application of the Theory to the Study**

The main tenets of this theory help to analyze the effectiveness of training and development, showing that it should be a systematic process and not just done haphazardly. Predetermined goals should be set after which the programme should undergo scrutiny by way of evaluation while the feedback obtained from this process should be incorporated into future programmes.

**METHODOLOGY**

**Research Design**

The researcher employed the descriptive survey method. The study was conducted at Chukwuemeka Odumegwu Ojukwu University, popularly referred to as COOU. Chukwuemeka Odumegwu Ojukwu University is one of the higher institutions of learning in Anambra State. The University was formally known as the Anambra State University before it was later re-christened to COOU (In memory of the late Chukwuemeka Odumegwu Ojukwu).

The university is located in two different campuses within the state, whereas one is located at Uli (Anambra State), the other is located at Igbariam (Anambra State). Also important to mention is that the university has a teaching hospital known as Anambra State University teaching hospital located at Awka, the state capital. The university has both academic and non-academic staff employed by the university authorities to see that the goals and objectives of establishing the university are achieved using the available financial, material and information resources within the reach of the university cum state government. The study relied mainly on primary and secondary sources of data. Materials sourced from academic literature on the subject matter constitute the secondary sources, while structured questionnaire instrument and interview was relied upon to generate primary data for the study. The population of this study constitute the academic and nonacademic staff of the Chukwuemeka Odumegwu Ojukwu University. The total staff strength of the university is one thousand, eight hundred and forty-six (1846). This figure is according to the personnel unit of the institution. Out of this number however, four hundred and eighty-one (481) are academic staff, while one thousand, three hundred and sixty-five (1365) re non-academic staff. Given the population figure, the study adopts the Taro Yamene’s (1967) formula to determine the sample size. According to Taro Yamane (1967), the formula for determining a sample from the population is as follows;

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

- Where n = sample size
- N= Population of the study
- e= Sampling error (in this case 5 percent)
- 1 = Constant

The sample size is therefore computed as follows:

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

$$n = \frac{1846}{1+1846 (0.05)^2}$$

$$n = \frac{1846}{1+(1846 \times 0.0025)}$$

$$n = \frac{1846}{1+4.615}$$

$$n = \frac{1846}{5.615}$$

**n=328.** Therefore, the sample size for the study is 328.

With a sample size of 328, the sample was apportioned to the two segments of our study population (academic and nonacademic staff) using the Rangan Kamaisan proportional allocation or distribution method. The formula is as follows

$$ns = \frac{Np \times n}{N}$$

ns = Sample size allocated to each unit

Np = Population size of each unit

n = Total sample size

N = Total population size

Therefore, the sample allocation to each segments of the study population (academic and nonacademic staff) is determined as follows:

$$\begin{aligned} \text{Academic Staff} &= 481 \times \frac{328}{1846} = 85 \\ \text{Nonacademic Staff} &= 1365 \times \frac{328}{1846} = 243 \\ \text{Total} &= 328 \end{aligned}$$

**DATA ANALYSIS**

A Pearson Correlation Analysis was used to determine the coefficient of correlation between the generated two streams of responses. The coefficient of the reliability was determined by applying the Pearson’s Product Moment Correlation Coefficient which yielded 0.83, indicating very strong reliability

**Table 1: Correlations to test reliability of the instrument**

		Test	Re-test
Test	Pearson Correlation	1	.831
	Sig. (2-tailed)		.0311
	N	50	50
Re-test	Pearson Correlation	.831	1
	Sig. (2-tailed)	.0311	
	N	50	50

**Data Analysis Techniques**

Data generated from primary sources were analyzed using descriptive statistics such as tables and simple percentages. The questionnaire instrument, which was structured using the Likert five-point response scale, was ranked as follows;

- SA – Strongly Agreed = 5
- A – Agreed = 4
- D – Disagree = 3
- SD – Strongly Disagreed = 2
- U – Undecided = 1

**Decision Rule:** A mean score of less than 3.0 is considered disagreed, while a mean score of 3.0 and above is considered agreed.

Consequently, in order to test the hypotheses and establish the degree of dependence or independence of the variables under consideration, the correlation coefficient statistical tool was used for this study. Correlation Coefficient test is a very versatile statistical technique which is of wide applicability. Correlation coefficient test is an inferential statistic and a non-parametric technique used as a tool for establishing the degree of association between two variables. The results of the returned questionnaires were captured on Microsoft Excel and then exported to Statistical Packages for Social Science (SPSS) for analysis and interpretation.

**Test of Hypotheses**

The test of hypotheses for this study were conducted using the Pearson Product Moment Correlation Coefficient. Data utilized for the test were obtained from the responses of respondents to the various



questions in the questionnaire item that relate to the various hypotheses. A 0.05 level of significance was adopted for the study.

**Hypotheses One**

H<sub>0</sub>: Staff training and development have no effect on employees’ effectiveness in Chukwuemeka Odumegwu Ojukwu University, Anambra state.

H<sub>1</sub>: Staff training and development have an effect on employees’ effectiveness in Chukwuemeka Odumegwu Ojukwu University, Anambra state.

**Correlations**

		Staff training	Employees’ effectiveness
Staff training	Pearson Correlation	1	.235**
	Sig. (2-tailed)		.003
	N	256	256
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Employees’ effectiveness	Pearson Correlation	.235**	1
	Sig. (2-tailed)	.003	
	N	256	256

\*\* . Correlation is significant at 0.05 level (2-tailed).

From the computation in the table above, it shows that the probability value (0.003) is less than the alpha value (0.05), as a result, the researcher rejects the null hypothesis and concludes that staff training and development have an effect on employees’ effectiveness in Chukwuemeka Odumegwu Ojukwu University, Anambra state.

**Hypotheses Two**

H<sub>0</sub>: Knowledge, Skills and Aptitude (KSA) play no role in employees’ performance in Chukwuemeka Odumegwu Ojukwu University, Anambra state.

H<sub>1</sub>: Knowledge, Skills and Aptitude (KSA) play a role in employees’ performance in Chukwuemeka Odumegwu Ojukwu University, Anambra state.

**Correlations**

		KSA	Employee Performance
KSA	Pearson Correlation	1	.199*
	Sig. (2-tailed)		.041
	N	256	256
Employee Performance	Pearson Correlation	.199*	1
	Sig. (2-tailed)	.041	
	N	256	256

\*. Correlation is significant at 0.05 level (2-tailed).

From the computation in the table above, it shows that the probability value (0.041) is less than the alpha value (0.05), as a result, the researcher rejects the null hypothesis and concludes that Knowledge, Skills and Aptitude (KSA) play a role in employees’ performance in Chukwuemeka Odumegwu Ojukwu University, Anambra state.

**Hypotheses Three**

H<sub>0</sub>: Performance appraisal has no effect on employees’ commitment in Chukwuemeka Odumegwu Ojukwu University, Anambra state.

H<sub>1</sub>: Performance appraisal has an effect on employees’ commitment in Chukwuemeka Odumegwu Ojukwu University, Anambra state.

**Correlations**

		Performance Appraisal	Employee commitment
Performance Appraisal	Pearson Correlation	1	.222**
	Sig. (2-tailed)		.035
	N	256	256
Employee commitment	Pearson Correlation	.222**	1
	Sig. (2-tailed)	.035	
	N	256	256

\*\* . Correlation is significant at 0.05 level (2-tailed).

From the computation in the table above, it shows that the probability value (0.035) is less than the alpha value (0.05), as a result, the researcher rejects the null hypothesis and concludes that performance appraisal has an effect on employees' commitment in Chukwuemeka Odumegwu Ojukwu University, Anambra state.

**CONCLUSION**

The researcher concludes this rigorous academic exercise by reiterating that the human resources of any organization is its most vital asset and thus, the survival and growth of the organization is to a large extent, dependent on it. Organizations are facing increased competition due to globalization, changes in technology, political and economic environments, therefore prompting these organizations to train their employees as one of the ways to prepare them to adjust to the challenges and thus enhance their performance.

Staff training, staff development and fair wages for employees are the best means of getting the best of organizational employees for the success of the organization. Therefore, the development of the human resources in an organization is a sure path to organizational growth owing to the fact that organizational performance is an accumulation of the performances of individual employees. Employees' performance, on the other hand, is a function of ability, competence and motivation. To this end, the researcher recommends the following;

**RECOMMENDATIONS**

Based on the findings, the researcher recommended the following;

1. Organizations should place greater emphasis on staff training to ensure optimum performance as at when required. Selection of employees for participation in training programmes, either in-house trainings or training outside the organization should be strictly based on needs assessment, established cases of skill deficiencies or the desire of organizations to impart new skills on the employees that will enhance efficiency and effectiveness. Any form of subjective criteria for selection will be counterproductive, leading to waste of time, effort and resources.
2. Funding for staff development in the forms of research grants, scholarship for further studies, sponsorship for local and international conferences and workshops, etc. should be made more available and accessible for staff to enhance their effectiveness, innovation and quality of output in administration, teaching, research and community service.
3. Compensation and reward systems in organizations should be performance based; a form of carrot and stick approach that would be geared towards encouraging highfliers in the organization and challenging the underperformers to do better. In all, the organization will be better for it.

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