

EFFECT OF TRAINING AND DEVELOPMENT ON EMPLOYEE'S PRODUCTIVITY AMONG ACADEMIC STAFF OF KANO STATE POLYTECHNIC, NIGERIA

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Abstract: *Training and development play a crucial role in organizations in this era of competition due to the fact that organizations need to survive, excel, develop and diversify. This can be achieved by investing on employee's training and development. Human capital differentiates between successful organization and unsuccessful organization, and organization that invest on training and development for human resource achieves both short and long run advantages. Thus, for organization to realize effective return from their investment there is need for organization to manage training and development programme with high degree of importance for the employee's productivity to be actualized. This study is aimed to investigate the perceived effect of training and development on employee's productivity among academic staff of Kano State Polytechnic, Nigeria. This study is quantitative in nature and causal research design was used in the study. Sample size of two hundred and thirty three (233) respondents was randomly selected out of five hundred and ninety (590) academic staffs that serve as the population of the study. Close - ended questionnaire with Likert Scale option were used as the method of data collection while multiple regression analysis were used to test the hypothesis under study through Statistical Package for Social Science (SPSS) software version 21. This study hypothesized that there is a positive and significant effect of training and development on employee's productivity. The result of the study revealed that training method, training design and training delivering style has significant and positive effect on employee's productivity among academic staffs of Kano State Polytechnic, Nigeria. This paper ends by offering useful suggestions to the management involved in the operations of the institution. Therefore, the contribution of this study is that it provokes insight amongst owners, managers, policy makers and scholars on how organization training and development practices could be enhanced in order to improve organizational effectiveness and retain human capital. This study recommends that management should not relent in their quest to train their staffs to develop new ideas that will keep improving and retaining the employee's productivity, and the Tertiary Education Trust Fund (TETFUND) should improve on its training policy in its entire ramification because in recent times academics are being face with new innovations and technological development in order to meet the changing trends and development or circumstances.*

Keywords: *Training, Human Resources, Development, Employee's and Productivity.*

Introduction

Today every organization's top priority is to manage the human resources. The level of the productivity and the efficiency of employees should be increased to take maximum output (Gamage & Imbulana, 2013). The survival of any organization in the competitive society lies in its ability to train its human resource to be creative, innovative, inventive who will invariably enhance performance and increase competitive advantage (Edralin, 2004; Lynton & Pareek, 2000; Vemic, 2007). Training and development is an aspect of human resource

practices that help in enhancing employees' skills, knowledge, and competence capable of improving employees' ability to perform more efficiently (Palo & Padhi, 2003). Training and development play a vital role in the effectiveness of an organization (Goldein & Ford, 2002). It is one of the most pervasive techniques for improving employees' performance and enhancing organization's productivity (Gupta & Bostrom, 2006). Human resource is very important and the backbone of every organization and it is also the main resource of the organization (Anam, Rashi, Rad & Mizana, 2013). So organizations invest huge amount on the human resource capital because the performance of human resource will ultimately increase the performance of the employee and the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Raja, Furgual & Mohammed, 2011; Gambo, 2015).

Jagero, Komba, and Mlingi (2012) narrates that one significant function of Human Resource Management is training and development. Almost everyone recognizes the significance of training on the success and growth of organizations. Employees are however a very crucial and expensive resource to every organization. There are significant changes today in terms of the value of the employee. Along with these changing values trends at the workplace that have significant impact on employees' knowledge and skills. Training is therefore necessary to enhance the knowledge, skills and attitude of employees. It will also make it easier for employees to acquire further knowledge based on the foundation gained from the training and further effect changes in other co-workers.

Training and development has significant role for the development of employee's performance. It is an attempt to improve their current and future performance (Anam et al., 2013). Elements of training and development in this research include training method, training design and delivery style (Naveed et al., 2014). Accordingly, this research is aimed to examine the effect of training and development on employee's performance with particular emphasis on academic staff of Kano State Polytechnic, Nigeria.

Research problem

This study begins from the realization of the need to effectively administer the effect of training on employee performance. Training is a systematic process to enhance employee's skill, knowledge and competency, necessary to perform effectively on job. Overall, training impacts organizational competitiveness, revenue and performance.

Unfortunately, the majority of government, private organization and international organizations are not recognizing the importance of training in order to increase their

employee's productivity and when the economy slows or when profits decline, many organizations first seek cuts in their training budgets. This will lead to high job turnover then increase the cost to hire new employees which low down the organizational profitability. Past researches proved a positive link between training and employee performance, as training brings benefits for the employee along with for the firm by positively impacting employee performance through the enhancement of employee's competencies and behaviour. Firms that focuses on shareholders and customer satisfaction realized the importance of investing in training, and thus recognizes the worth of employee development (Evans and Lindsay, 1999).

Objectives of the Study

The main aim of this study is to investigate the perceived effect of training and development on employee's productivity among academic staffs of Kano State Polytechnic, Nigeria. However, the specific objectives of the study are as follows:

- i. To examine the effect of training method on employee's productivity among academic staffs of Kano State Polytechnic, Nigeria.
- ii. To determine the effect of training design on employee's productivity among academic staffs of Kano State Polytechnic, Nigeria.
- iii. To ascertain the effect of training delivery style on employee's productivity among academic staffs of Kano State Polytechnic, Nigeria.

Hypotheses of the Study

To achieve the objectives of this study, the following three hypotheses were formulated:

- H₁: There is significant and positive effect of training method on employee's productivity among academic staffs of Kano State Polytechnic, Nigeria.
- H₂: There is significant and positive effect of training design on employee's productivity among academic staffs of Kano State Polytechnic, Nigeria.
- H₃: There is significant and positive effect of training delivery style on employee's productivity among academic staffs of Kano State Polytechnic, Nigeria.

Significance of the Study

The present research contribute to the empirical literature on training and development and employee's productivity among academic staffs of Kano State Polytechnic, as it examines the

effect of training method, training design and training delivery style on employee's productivity. The purpose of this study is to help readers to have a better understanding and use it as a guide or information to increase the employee's productivity regarding on the effect of training and development provided by organizations. It provides detailed information on the effect of training method, design, and delivery styles provided by organizations towards employee performance. This study is important because today's environment has placed increasing pressure on organizations both public and private industry to accomplish more with less. Meeting this challenge through higher productivity is possible if the individual workers can be properly motivated. In order to motivate employees in the organization, the management must understand the need to invest in training and development.

Finally, this research work is significant not just to Kano State Polytechnic, but to higher institutions in general. Therefore, the researcher assumes that the result obtained can be used in guiding the management of Kano State Polytechnic to streamline and improve where it is necessary on their training programs, which will appeal and empower academic staff's in numerous undertaking and also result in yielding positive result towards their performance.

Literature Review

A. Underpinning Theory of the Study

The theory that guide this study is the human capital theory. The Human Capital Theory was developed by Smith (1776) and re-invigorated by Schultz (1961) postulates that education and training are a form of investment in human beings. The underlying belief then is that education creates assets in the form of knowledge and skills, which in turn increases the productivity of the worker. Schultz argued that skilled human resource has been able to acquire these skills as a result of staff development programs or investment in the existing human resource through appropriate on-the job training both within and outside the organization for example seminars, workshops, conferences, and by creating conducive environment through appropriate welfare care like promotion. According to Flamholtz and Lacey (1981), human capital theory proposes that people's skills, experience, and knowledge are a form of capital and that returns are earned from investments made by the employer or employee to develop these attributes. The Human capital theory holds that employees should invest in specific training and further initiation of more promotion opportunities to enhance employees' career path prospects.

B. Employee's Productivity

Sultana et al. (2012) employees are a crucial, but expensive resource. In order to sustain economic growth and effective performance, it is important to optimize the contribution of employees to the aims and goals of the organizations. Employees are the most important and the most difficult of all the resources in the organization. It is not enough to employ and utilize them, but it is equally important to ensure that they do their job efficiently. This can only be possible through training and development. Globally, managers believe that training and development contributes to the improvement of employees' performance and productivity in organization. That is to say, training and development helps to ensure that organizational members have the knowledge and skills they need to perform their jobs effectively (Bature, Friday & Mustapha, 2013). According to Ulrich in Sheriff, et al. (2012) performance implies the level or degree of output achieved from a defined input. The 'input' in most organizations is measure as material/equipment costs. Labour hours, or production costs. Output may consist of sales, earnings, and market share. Some organizational have proved that employee's knowledge, skills, abilities, attitude, motivation and behaviours affects performance.

Singh and Mohanty (2012) state that 'performance' is defined as the relationship between output and input; between results or proceeds and sacrifices. If it involves the ratio between output and a specific part of the input, this is referred to as 'partial productivity': for example, labour performance expressed as the amount of production for each labour unit, or the number of labour hours for each product unit. Besides, performance can be seen as how an organization can use the available resources to maximize their performance and improve overall efficiency (Samson & Timorothy, 2014). The basis for improvement on employees' performance being from the identification of organization skills gap through skill gap analysis and proceeds with cocktails of training intervention strategies in order to fill skill gaps that is so identified (Prokepenko, 1996).

Employee's productivity is the log of net sales over total employees - an economic measure of output per unit of input. Employee performance measures may be examined collectively (across the whole economy) or viewed industry by industry (Singh & Mohanty, 2012). Employee performance can be indirectly improved when an organization provides training and development to their employees. By doing so, the organization can increase the employee's work performance but also offer opportunity for them to have a better understanding on their jobs. Therefore, they can perform well in terms of their productivity in work with knowledge, ability and skills to guide them to achieve a better performance

(Samson & Timorthy, 2014). Furthermore, employee performance can be improved based on the employee's competitive level. Moreover, the measure of work productivity can be affected by the satisfaction of employee towards the organization. For examples, their satisfaction level increase when the expectations regarding on the training and development provided by the organization was achieved. Therefore, employee productivity can be positively impact to the organization (Hallgren & Olhager, 2009).

C. Training and Development

Training refers to as a course of diet and exercise for developing the employees' effective, cognitive and psychomotor skills that assist the organizations to have a crucial method of developing the employee towards enhancing his productivity (Ezeani & Oladele, 2013). Training is defined as a learning process in which employees acquire knowledge, skills, experience and attitudes that they need in order to perform their job better for the achievements of their organizational goals (Ngirwa, 2009). According to Armstrong (2006) development is an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required. It takes the form of learning activities that prepare people to exercise wider or increased responsibilities. Nda and Fard (2013) development refers to activities leading to the acquisition of new knowledge or skills for purposes of growing. Organizations provide employees with development programmes in order to enhance their capabilities.

According to Raza (2015), employees training and development is one of the major issuing topics nowadays because this helps organizations in number of ways. The daily performance of business and day to day maintenance is needed to be done by some workers or employees. And this can only be done when there is proper training and development session held for the employees. Training and development will definitely cause in increase of the employees performance. It is like a root toward a better result or success. It is extremely important for any kind of business whether it is small based organization having four to five employees or a large scale organization having some number of employees. But the main point is that the training and development is necessary in every organization in order to avoid any misleading activity in future. Training and development refers to the practice of providing training, workshops, coaching, mentoring, or other learning opportunities to employees to inspire, challenge, and motivate them to perform the functions of their position to the best of their ability and within standards set by local, state, Federal and licensing

organization guidelines. A formal training program is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge (McGhee et al, 1996). In a developing country like Nigeria, training and development of manpower resources is highly needed in virtually all business organizations for its effectiveness (Ezeani & Oladele, 2013).

D. Methods of Training

There are many methods of training employee's in organization. The range of training methods used has been expanded by the application of technology in its "hard" (for example through computing technology) and "soft" (for example through instructional design) approaches (Sadler-smith et al., 2000). The training methods can be generally be categorized as either on the job or off the job. On-the-job training (OJT) is having a person to learn the job by actually doing it (Dessler, 2005; Sims, 2006). Whereas Tennanat et al, (2002) defines on the job training as a method where the learner develops skills in the real work environment by actually using the machinery and the materials during training. Adamu (2008) asserts that on-the-job training is designed to impart knowledge of job by working under an experienced worker. The trainer or the experienced worker teaches and advices the trainee on specific methods and techniques of doing the job. In some cases, the trainee is expected to learn by watching the master. The trainee is learning and at the same time working, although the trainee's output will not be much.

Malaolu and Ogbuabor (2013) argue that on- the-job training is the method used to acquire specific skill while the individual is on the job. On the job training is required to improve the staff that had inadequate academic qualification for his job performance when he was employed specifically in a situation of acute manpower shortage. This is also regarded as training within industry or training within organizational policy (Richard & Johnson, 2001). Off-the job training is a process of acquiring skill and knowledge at a location different from the employee office. It includes group discussion, individual tutorials, lectures, reading, training courses and workshops (Kempton, 1995). It permits individuals to leave their primary place of work for a different location. Its advantage includes, the trainee's ability to concentrate, analyse past behaviours and reflect on what has been successful and what has not (Okanya, 2008). This kind of training offers an opportunity to impart knowledge and skills that can be learnt or practiced in a safe and conducive atmosphere. Kulkarni (2013) reaffirms and classifies Off the Job Training as thus: Programme instructions, class room

lectures, work shop and seminars, conference method, vestibule training, behavioural modelling, experimental exercise, audio- visual method, case study method.

Anao (1993) stated that this is the type of professional training given to individual before they are appointed. It is usually carried out on full-time basis, in schools, colleges and even universities lasting through a specific period. According to the author, there are three levels of this professional training for individuals in Nigeria. These he refers to as Non-Degree Training, First- Degree and Postgraduate Training. The Non- Degree Training is undertaken in two stages. Firstly, the two years Certificate course leading to ordinary diploma and then followed by another two years Diploma course leading to National Diploma. In most cases a specific period of one or two or more years of practical field experience is required between the Ordinary National Diploma (OND) and Higher National Diploma (HND). A first degree course involves taking basic courses in social, natural and agricultural science. Specialization increases speedily in a specific area until graduation in the last year. The postgraduate training that is undertaken at the postgraduate levels leads to higher degree such as Masters of Science (MSc) or Doctor of Philosophy (PhD). This involves more intensive training and research in special problem areas.

E. Training Design

According to Holton (2002) training design refers to the degree to which the training has been designed and delivered in such a way that provides trainees the ability to transfer learning back to the job. It is obvious that training plays an important role in the development of organization, improving performance as well as increasing productivity and eventually putting organizations in the best position to face competition and stay at the top. This means that, there is a significant difference between the organizations that trains their employees and that of organizations that do not (Benedicta, 2010).

It is crucial for firms to use appropriate training design to enhance employee performance. In order to achieve effective training outcomes, organizations should identify a training design(s) that is in accordance with the needs of its employees. (Hanif, 2013 & Nassazi, 2013). Training design plays a very vital role in the employee productivity as well as organizational performance. A bad training design is nothing but loss of time and money (Tsaur & Lin, 2004). The design of the training should be according to the needs of the employees (Ginsberg, 1997). Those organizations which develop a good training design according to the need of the employees as well as to the organization always get good results (Partlow, 1996).

F. Training Delivery Style

Delivery style is a very important part of Training and Development (Carlos, 1995). Employees are very conscious about the delivery style (Armstrong, 2000). Employees are very conscious about the delivery style (Armstrong, 2000). Thus, if someone is not delivering the training in an impressive style and not capturing the attention of the audience, it means the trainer is wasting the time (Mark & Andrew, 2000). Therefore, it becomes imperative for a trainer to engage its audience during the training session (Phillip & Eves, 2005). Delivery style means so much in the training because it is what goes into making the change expected in the trainee. The HR Department must ensure that no matter the type of method used, it must be able to catch the trainees' interests. Once training has been designed, then the actual delivery of training can begin. The general recommendation is that training be pilot-tested or conducted on a trial basis in order to ensure that the training meets the needs identified and that the design is appropriate (Mathis & Jackson, 2004).

A giving training delivery approaches may be more effective than others because all training delivery approaches are capable and intended to communicate specific skills, knowledge, attitudinal or task information to trainees, so different training delivery approaches can be selected in order to deliver different training contents (Hamid, 1987). According to Wexley and Latham (2002), the need to consider skill and tasks characteristics in determining the most effective training delivery approaches should be highlighted. The training delivery approaches used are as varies as the training content areas (Poon & Othman, 2000). Organizations conducted training programmes used one or more types of the approaches for delivering training objectives and developing their management employees.

Empirical Review of Related Literature

Bature, et al. (2013) studies the relationship between manpower training and productivity in Zenith Bank Plc. The data was collected using of questionnaire and was analyzed using chi-square method. Secondary data obtained from the annual report and account of Zenith Bank was analysed using simple regression analysis. The study revealed a positive relationship between cost of manpower training and productivity of Zenith Bank Plc. Another similar study conducted by Sabir, et al. (2014) shows a positive impact of training on employee productivity of Electricity Supply Company in Pakistan. The study also revealed that various factors of training have the most significant and strong impact on employee satisfaction and the feedback factors associated with the employees of Electricity Supply Company. Another finding of the study shows that in order for organization to achieve optimum returns from her

investment, there is the need to develop training programs and effectively managed training of employees', which is the most vital asset of organizations and the dynamic of their productivity (Abomeh & Peace, 2015). Verma and Goyal (2011) study training in insurance and their impact on employee's productivity. Correlation and regression analysis techniques were employed for the data collected in the study. The result shows that the Training in Life Insurance Corporation is average and the perception of employees regarding the Training and Development does not differ significantly. Gambo (2015) study relationship between training and workers' productivity via the Tertiary Education Trust Fund (TETFund) Academic Staff Training & Development 2010 Sponsorship of some selected Nigerian higher institutions. The results revealed that training and development programmes improve employees' skills and performance at work place, enhance their technical know how to withstand the challenges of contemporary times.

Another empirical study by Dang Kum, Cowden and Karodia (2014) investigate the impact of training and development on employee performance at ESCON. A random sampling method was used to select participants for this study, which adopted a quantitative approach. Accordingly, data was collected using a questionnaire. Subsequently, the findings revealed that working conditions and a lack of resources affect the training and development of employees. Another study by Ameer and Hanif (2013) was conducted on Training, Employee's Development and Performance in Hotel Industry of Lahore, Pakistan. The interview was conducted from the Managers of the Savoey hotel and the questionnaire was also administered to different supervisors of the hotel. The result was clearly shows that training has direct influence on the employee's performance and it tends to increase the overall actual performance of employee. Singh (2015) examine the efficacy of training and development programs on employee's productivity at Bharat Heavy Electricals Limited. The study showed the impact of training and development programme on employees' efficiency, which appended to be good in BHEL. Another study by Elnaga and Imran, (2013) on the effect of training on employee performance. The study revealed that training plays vital role in the building of competencies of new as well as current employees to perform their job in an effective way. Malaolu and Ogbuabor (2013) investigated the effects of training and manpower development on employees' productivity and organizational performance in Nigeria, using First Bank of Nigeria Plc as a case study. The study applied structured questionnaires to a sample size of 75 drawn by simple random sampling. The generated data was analyzed using descriptive statistics. The findings of the study show that majority (70%) of the respondents agreed that training and manpower development has enhanced their

efficiency and job productivity. Secondly, majority (80%) of the respondents overwhelming agreed that training and manpower development enhanced organizational performance.

Ghafoor Khan, Ahmed Khan and Aslam Khan (2011) investigate the impact of training and development on organizational performance. The results show that Training and Development, On the Job Training, Training Design and Delivery style have significant effect on Organizational Performance and all these have positively affect the Organizational Performance. Asfaw et al. (2015) studies the impact of training and development on the employees' performance and effectiveness at District Five Administration Office, Addis Ababa, Ethiopia. The study employed cross sectional institutional based quantitative research method. Data were collected using Likert's scale tool from 100 employees after selecting participants using systematic random sampling technique. Ninety-four complete questionnaires with a response rate of 94% were considered during analysis. The study revealed that training and development had positively associated and with employee performance and effectiveness. Amin, et al. (2013) shows a positive relationship between all the study variables. Training benefits has a positive and strong relationship with development, on time training, organizational policies, on the job and off the job training and job Performance. Development has a positive and strong relationship with on time Training, organizational policies, On the Job and Off the Job Training and Job Performance. On time training has a positive and strong association with organizational Policies, on the Job and off the job training and job performance. Another empirical study by Falola et al. (2014) examines the effectiveness of training and development on employees' performance and organization competitive advantage in the Nigerian banking industry. Descriptive research method was adopted for the study using two hundred and twenty three questionnaires which were completed by selected banks in Lagos State, South-West Nigeria using simple random sampling technique. The result shows strong relationship between training and development, employees' performance and competitive advantage.

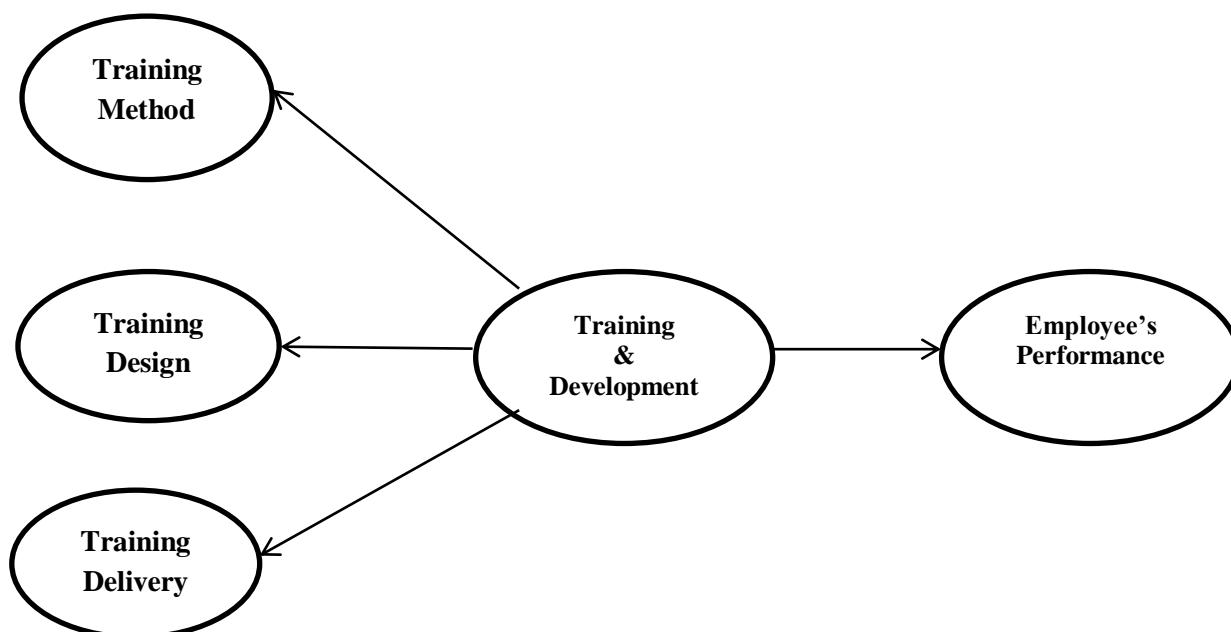
Tahir et al. (2014) investigates whether training and development has impact on employees' performance and productivity. Eighty questionnaires were distributed for data collection. Descriptive statistic tools SPSS were applied on the questionnaire. The result showed that there was significant relationship between training, development and employee's performance. Similarly, training and development impacting on employee productivity has not only improve the wellbeing of organizations, but also aid the prosperity of most countries that has put into consideration the design and delivery of training and development of workforce at national level (Nda & Fard, 2013). Employees are the valuable resource of the

organization. The success or failure of the organization depends on employee performance. Therefore, organizations are investing huge amount of money on employee development (Hameed & Waheed, 2011). Chen (2014) study the effect of training on employee retention. The study found that training is beneficial to the organization performance and organizational strategy influencing the employee retention and human capital growth. He also found that, there is not enough investment on training activities as some employers perceive training as an expensive risk. Pallavi and Kulkarni (2013) opined that training and development programs play a vital role in every organization. The programs improve employee Performance at workplace, it also updates employee Knowledge and enhances their personal Skills and it helps in avoiding managerial obsolescence. Jehanze and Bashir (2013) strongly believe that it is very beneficial for the organizations to develop the employee development programs. If there is a systematic training and development program for the employees the companies will harvest its profit from the market and remain competitive in the job market.

Framework of the Study

The objective of the research is to investigate the perceived effect of training and development towards employee productivity. After consider the research question, objectives and review of literature, and theories guiding the study, the variables of the study are identified. The framework was formed to show clearly the effect of independent variables on dependent variable. Therefore, the model is stipulated below:

Figure 1: Conceptual Model



Methodology

The purpose of this study is to investigate the perceived effect of training and development on employee's performance among academic staffs of Kano State Polytechnic, Nigeria. The study adopted causal research design. Close-ended structured questionnaire was adopted as the method of data collection and sample size of 233 respondents was captured through the use of research advisors sample size determination out of the population of 590 academic staffs of Kano State Polytechnic ranging from chief lecturer to higher instructor. Multiple regression was adopted to test the hypotheses of the study. Content validity was adopted for the study to measure the degree to which the sample of the items represents the content that the test is designed to measure (Sekaran & Bougie 2013; Hair et al. 2010). Reliability test was adopted to test the internal consistency of the study data (Saunders et al. 2009)

Result and Discussion

Table: 1 Reliability Statistics

Variable	No of Items	Cronbach's Alpha
Employee's performance	6	0.941
Training Method	8	0.895
Training Design	5	0.787
Training Delivery Style	6	0.891

The results in Table 1 indicate that the Cronbach's Alpha reliability coefficients for all constructs are all above 0.6. Sekaran (2006) stated that reliabilities of less than 0.6 are considered to be poor, those of 0.7 are deemed acceptable, those above 0.8 are good, while the closer the reliability coefficient to 1.0, the better. Table 1 indicates that, the internal consistency reliability of the variables used in this study is considered good and excellent.

Hypotheses Testing

Inferential statistics was used in this section to achieve the three objectives set out for the current study. The multiple regression techniques were employed. The result was presented in accordance with the objectives stated earlier in the study. The results of the hypotheses testing are summarized in Table 2.

Table 2: Regression Result

Variables Regressed	Beta coefficient	t-value	P-value	Result
(Constant)	18.822	4.539	0.000	
Training Method	0.274	4.676	0.000	Significant
Training Design	0.307	3.324	0.01	Significant
Training Delivery Style	0.679	4.972	0.000	Significant
R	0.720			
R- squared	0.676			
Adjusted R- squared	0.718			
F- Statistics	86.682			

Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Predictors: (Constant), Training method, training Design, Training Delivery Style

Dependent Variable: Employee Performance

Source: Survey Data, 2017

The result from the regression equation is shown in Table 2. The equation employed employee's performance as its dependent variables while training method, training design and training delivery style are the independent variables. Besides, the F-value of 86.682 is significantly at the < 0.001 level whereby it less than alpha value 0.05 represents that the model best described the effect of the independent variables on dependent variable. The absolute value of the correlation coefficient between training method, training design, training delivery style and employee's performance of 0.720 indicates the strength of the effect of the independent variables on dependent variable. The R squared of 0.676 or 67.6% is the proportion of variation in the dependent variable employee's performance, as explained by the regression model. The values of R squared range from 0 to 1. In this case, the R squared value of 0.676 or 67.6% is high, which means that the model fit the data well. The R squared is known as coefficient of determination and it tell the variation in dependent variable due to changes in independent variables, from the above table the adjusted R squared was 0.718 which tell that there was 71.8% variation in employee's performance due to changes in training method, training design, and training delivery style.

The subsequent standardized regression model was generated:

$$EP_{it} = f(TM_t, TD_t, TDS_t, \dots \dots \dots 1$$

$$EP_{it} = 0.274 \beta_1 + 0.307 \beta_2 + 0.679 \beta_3 \dots \dots \dots 2$$

$$R^2 = 0.676 \quad F = 86.682$$

The dependent variable EP which is employee's performance is the dependent variable in the model. The independent variables in the model are the variable of training and development (training method, training design and training delivery style). These are expressed by β_1, \dots, β_3 and they are defined as follows:

β_1 : training method

β_2 : training design

β_3 : training delivery style.

The results suggest that training method, training design and training delivery style significantly has effect on employee's performance. The result also shows that the three variables of training and development altogether contributed close to 68% towards variance in the level of employee's performance.

Hypothesis 1

This section presents the test results of the alternative hypothesis that training method has significant effect on employee's performance among academic staffs of Kano State Polytechnic, Nigeria. The regression coefficient of the model is positive (4.676), with a p-value of 0.000 significant at only 0.1%. This indicates a significant and positive effect of training method on employees' performance. The result shows that the effect of TM on EP is statistically significant ($p < 0.01$). The coefficient shows how much change in TM occurs in corresponds to the change in EP. The coefficient for the effect of TM on EP was 0.274, which means that for each unit increase of TM; EP would have a 0.274 unit change. Hence, the hypothesis 1 was supported. Therefore, this study is consistent with the studies of (Amin et al. 2013; Ghafoor Khan et al. 2011), but contrary with the study of Laing (2009).

Hypothesis 2

Hypothesis 2 indicates that there is significant effect of training design on employees' performance among academic staffs of Kano State Polytechnic, Nigeria. In table 2 the coefficient is 0.307 while the t-value is 3.324. The t-value is significant at $p < 0.01$. This concludes that there is a significant and positive effect of TD on EP as the p-value is 0.01 which is equal to the alpha value of 0.01 and less than the alpha value of 0.05. The coefficient shows how much change in TD occurs in corresponds to the change in EP. The coefficient for the effect of TD on EP was 0.307, which means that for each unit increase of TD; EP would have a 0.307 unit change. Hence, the hypothesis 2 was also supported. Therefore, this study is in the same direction with study (Ghafoor Khan et al., 2011).

Hypothesis 3

Hypothesis 3 investigates the effect of the training delivery style on employee's performance among academic staffs of Kano State Polytechnic, Nigeria. Table 2 shows that the effect of TSD on EP is statistically significant ($p < 0.01$). The regression coefficient of the model is positive (4.972), with a p-value of 0.000 significant at only 0.1% which is less than the alpha value of 0.05. This indicates a significant and positive effect of TDS on EP. The coefficient shows how much change in TDS occurs in corresponds to the change in EP. The coefficient for the effect of TDS on EP was 0.679, which means that for each unit increase of TDS; EP would have a 0.679 unit change. Hence, hypothesis 3 was supported. Therefore, this study is in line with the study of (Ghafoor Khan et al., 2011), but contrary with the study of (Chen, 2014).

Conclusion

The result of this study revealed that training method positively influence employee's productivity. Therefore, this study concludes that training method increases the level of employee's productivity among academic staffs of Kano State Polytechnic, Nigeria. The result of this study revealed that training design positively influence employee's productivity. Therefore, this study concludes that training design enhances the level of employee's productivity among academic staffs of Kano State Polytechnic, Nigeria. The result of this study revealed that training delivery style positively influence employee's productivity. Therefore, this study concludes that training delivery style influenced the employee's productivity among academic staffs of Kano State Polytechnic, Nigeria.

Recommendations

Undoubtedly, both the government and the regulatory agencies still have a lot to improve in order to increase the quality of training and development in Nigeria. The following recommendations derived from this study is useful and relevant to the Nigeria polytechnics, universities, banking sector, accounting regulating agencies, government and various other stakeholders.

- i. Based on the findings, continual training provides opportunities for ensuring that all workers are properly trained for their tasks, but this method leads to spend working time attending training programs, which may affect project implementation. On the other hand, identifying poor performance or skills which require training can save time and cost spent on unnecessary training. The integration between the dynamic training methods is efficient solutions to provide an organization with continuous cheap training.
- ii. A mechanism should be created for proper assessment and evaluation of employee's productivity after training. Some of the employee's productivity indicators enumerated in this research work should be adopted by the organizations. Training provider should design the way he or she will tutor the audience because if such is carry out effectively employee's productivity can be achieved positively that serves as an aim to any institutions.
- iii. Delivery style is a good predictor to improve employee's productivity, training providers should be conscious about the deliver style. To make this happen the trainers should understand the meaning of adult learning principle (Autonomous and Self- Directed, Experienced Goal- Oriented, Require relevance, Practical, Need to be shown respect), they should use different learning style to capture the attention of the different type of learners, and the training materials should be adequate and necessary.
- iv. Finally, this study recommends that management should not relent in their quest to train their staffs to develop new ideas that will keep improving and retaining their employee's productivity, and the Tertiary Education Trust Fund (TETFUND) should improve on its training policy in its entire ramification because in recent times academics are being face with new innovations and technological development in order to meet the changing trends and development or circumstances.

Suggestions for Further Research

This study only focuses on training method, training design, and training delivery style. Therefore, further study should endeavour to measure the effects of training and development (training need assessment and training evaluation) on employee's productivity in other institutions or organizations in order to determine their resultant effect in such institutions or organizations. Future research should use job satisfaction as a mediating variable in order to realize a suitable result. Future study should expand the scope of the study in order to ascertain the actual picture of the study, and future research should use another method of analysis such as Structural Equation Modelling (SEM) for better result simplicity.

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