

THE EFFECT OF TRAINING AND DEVELOPMENT ON EMPLOYEES' PERFORMANCE: A STUDY OF IFELODUN LOCAL GOVERNMENT AREA OF KWARA STATE

By

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ABSTRACT

This study examines the effect of Training and Development on employees' performance taken Ifelodun Local Government Area of Kwara State as a Case Study, to achieve this, the study employed both secondary and primary mode of data collection. The secondary materials used include textbooks, journals, seminar paper presentations and internet facilities while primary data were collected through a well-structured questionnaire and interview administered on both senior and junior selected staff of Ifelodun Local Government Area of Kwara State. The data generated from the field were presented and analyzed with descriptive statistics while the corresponding hypothesis was tested with the chi-square. The findings affirmed that there is relationship between regular training/development and the employees' performance. On this note, it is safe to recommend that continuous training and retraining of the staff of this local government will improve good governance and effective service delivery to the entire citizens of this local government.

Keywords: Training, Development, Employees' Performance and Ifelodun Local Government

1.0 Introduction

Training and development is the crucial area of human resource management, it is the fastest growing segment of personnel activities. Training which is referred to as a course of diet and exercise for developing the employees' effective, cognitive and psychomotor skills assist the organizations to have a crucial method of developing the employee towards enhancing his productivity (Ezeani&Oladele, 2013). Manpower training and development is one of the most important organizational dynamics. It constitutes the pivot in which organizational survival is run. The training process is one of the most pervasive methods for enhancing the productivity of individuals and communicating organizational goals to personnel (Ekaterini, 2009 cited in Obi-Anike and Ekwe, 2014 p. 66). Manpower is the basis of all resources and it is the indispensable means of converting other resources to man kind's use and benefits. So how well we develop and employ human resources skills is fundamental in deciding how much we will accomplish as a nation. Manpower is the pivot of every human institution. Even in the developed and industrial nations of the world where the use of machines and technology is at an advanced stage, manpower is still very essential (Comma, 2008). Training therefore holds the key to unlock the potential growth and development opportunities to achieve a competitive edge. In this context, organizations train and develop their

employees to the fullest advantage in order to enhance their effectiveness (Devi &Shaik, 2012). In a developing country like Nigeria, training and development of manpower resources is highly needed in virtually all public organizations for its effectiveness. Deficiencies in knowledge, skills, and ability among public personnel, particularly those of Asia, Africa, and Latin America, are remarkable (Bahal, Swanson, & Earner, 1992). Training is necessary to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions. There is therefore a continual need for the process of staff development, and training to fulfill both organizational goals and staff fulfillment. Training should be viewed therefore as an integral part of the process of total quality management.

2.0 Statement of the Problem

Despite the increasing effects of training/development on employees' performance in organizations, there is still limited literature on human resource development issues in developing countries (Debrah and Ofori, 2006 p. 440). There is also an increasing concern from the citizens towards poor performance of local government council in Nigeria on effective services delivery. It is further worth noting that while much is known about the imperative of training/development in the developed world, studies of issues associated with training/development in

less-developed countries are scanty. The existing studies focus on human resources management (HRM) generally creating a gap on issues such as the effect of training/development on employee performance. This study will contribute in minimizing this gap in the literature by focusing on the effect of training and development on staff performance in Ifelodun Local Government Area of Kwara State, Nigeria.

3.0 Objectives of the Study

The general objective of this study is to examine the effect of training and development on staff performance in Ifelodun local government area of kwara state. While the specific objectives include:

- i. To explore the relationship between Training/development and employees' performance.
- ii. To identify the purpose of training and development of the employees
- iii. To identify how training and development needs of employees are determined.

4.0 Literature Review

Training and development has been a subject of many studies over the years. Raja *et al.* (2011) conducted a survey of 100 sample, they observed in their studies that there is a positive relationship between training design and organizational performance. Similarly Abeeha and Bariha (2012) in their studies carried out in

Pakistan, observed a positive correlation between employees' training and organizational competitive advantage. Abang, May, and Maw (2009) on the other hand, pointed out that Lynch and Black in their studies revealed that only off-the job (general) training improves organizational performance whereas on the job training does not. Training and development has been acknowledged to be a very important component of organizational performance (Eleve, n.d). However, it is not an end goal rather training is characterized as a means to an end – the end being productive, efficient work organizations, populated by informed workers who see themselves as significant stakeholders in their organizations' success (Byrne, 2009). Fewer than 5% of all training programs are assessed in terms of their financial benefits to the organization (Swanson in Herman and Kurt, 2009). Importance of training has been documented for variables other than organizational performance. However, many of these additional outcomes are related to performance indirectly. Training and development is basically directed at employee but its ultimate impact goes to organization, because the end user of its benefits is the organization itself (Raja *et al.*, 2011). Training will have the greatest impact when it is bundled together with other human resource management practices and these practices are also implemented following sound principles and practices based on empirical research (Abanget *al.*, 2009). Many studies have

garnered support for the benefits of training for organizations as a whole (Herman and Kurt, 2009). These benefits include improved organizational performance (e.g., profitability, effectiveness, productivity, operating revenue per employee) as well as other outcomes that relate directly (e.g., reduced costs, improved quality and quantity) or indirectly (e.g., employee turnover, organization's reputation, social capital) to performance (Herman and Kurt, 2009). It is interesting to note that information technology, employees training, and incentives showed a strong and significant relationship with organizational performance. This could be due to the fact that in most developing countries, the employees are not as highly paid as those workers in developed countries, thus the workers are more concerned with human resource practices which could subsequently increase their earnings (Abanget *al.*, 2009). Several interventions are effective at increasing the benefits of training to the organization (Herman and Kurt, 2009). First, organizations should conduct a needs assessment using experienced subject matter experts to make sure trainees are ready and motivated for training. Second, in terms of design, organizations should apply theory-based learning principles such as encouraging trainees to organize the training content, making sure trainees expend effort in the acquisition of new skills, and providing trainees with an opportunity to make errors together with explicit instructions to

encourage them to learn from these errors enhances the benefits of training. Third, in terms of training delivery, the benefits of using technology for training delivery can be enhanced by providing trainees with adaptive guidance (see Herman and Kurt, 2009). The model of measuring training effectiveness developed by Donald Kirkpatrick in the late 1950s can enhance the perceived benefits of training from the perspective of various stakeholders in the process, including those who participate in training, and those who fund it i.e organizations (Jeremic, Jovanovic, and Gasevic, 2009). Finally, research points to the importance of considering work environmental factors such as supervisory support and opportunity to perform as moderators of the relationship between training and transfer of training back to the work environment (Lisa and Holly, 2007) cited in (Gunueta *al.*, 2013 pp. 79-80).

4.1 Concepts of Training and Development

Training and Development basically deals with the acquisition of understanding, know-how, techniques and practices. In fact, training and development is one of the imperatives of human resource management as it can improve performance at individual, collegial and organizational levels. Put differently, training and development refer to the processes of acquiring new knowledge and skills for carrying out new responsibilities. They are undertaken by employees to produce

change in their performance ability. Training could be conceived as the ways through which specific knowledge and skills necessary to perform a specific job are taught and learnt. According to Daver, (1950) cited in Steve, (2007 p. 164) training's main goal is "to induce a suitable change in the individual concerned." For Carrel and Kuzmits (1982) cited in Steve (2007 p. 64) "training is the systematic process by which employees learn skills, information, or attitudes to further organizational and personal goals." It is no surprise that they therefore conclude that "every training system operates with a philosophy, set of beliefs concerning people, productivity and profit."

Development on the other hand is a long term educational process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose. Development could also be defined as the process of acquiring managerial and technical skills on the job by the manager. Such managerial skills are the areas of decision making, coordinating, leading, planning etc. Development in this context is broader and more embracing as an activity than training. ToObisi (1996), the concepts of training and development are used interchangeably. However, it can be differentiated from the other. Training is for specific job purpose while development goes beyond specifics development; it covers not only those activities which

improve job performance, but also those which bring about growth of personality. In training, you use one stone to kill one bird while in development you use one stone to kill two birds Mamoria, (1995). Steinmetz, (1996) noted that training was a short-term process, utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skill for a definite purpose.

Thus, to straighten a distinction between the two terms, some scholars have referred to training as employee training and development as management development, or executive development while employee training refers to training given to employees in the areas of operations, technical and allied areas, management development refers to developing an employee in the areas of principles and techniques of management, administration, organization allied areas, (Scott *et al.*, 1977).

According to Cambell, (1971) training refers to instruction in technical and mechanical operations while development refers to philosophical and theoretical educational concept. Training is designed for non-managers while development involves managerial personnel. Training courses are typically designed for a short term, stated purpose, such as the operation of some piece (s) of machinery while development involves a broader education for long-term purpose. Training is for short-term while development is for long-term.

Training is for specific job related purpose while development is for general purpose.

4.1.1 Techniques of Training

According to Adeniji (2010) cited in Ekundayo (2015 pp. 39-40) there are two types of training; curative and preventive. Curative training is used to address problems that workers demonstrate at the present. This is more emphasized in Nigeria. Preventive training is a programme aimed at solving future problems that may occur. Other methods of training according to him are:

4.1.2 In-Service Training

Akinpelu (2002) defined in service training as an in-house programme for staff in many government and business enterprises. That is, continuing education for local government staff, state and federal civil servants, teachers etc. Banks and large industrial enterprises also use this as training schemes for their staff.

4.1.3 Apprenticeship

Redmond, (2007) describe apprenticeship as a system of learning a skill in the field of a craft or trade from experts in the field by working with them for a set period of time. This method is employed when extensive practice or technical knowledge is required. Such job like mechanics, hairdressers, plumbers, tailors, and so on.

4.1.4 On-the-Job Training

This kind of training includes cross-training

which moves the trainee from one department or unit to another. On-the-job training is normally handled by colleagues, supervisors, managers, mentors' to help employees adjust to their work and to equip them with appropriate job related skills. Armstrong (1995) argues that on-the- job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. It may also consist of individual or group assignment and projects and the use of team leaders and managers. According to Armstrong, on-the-job training is the only way to develop and practice the specific managerial, team leading, technical, selling, manual, and administrative skills needed by the organization and it has the advantages of actuality and immediacy as the individual works, learns and develops expertise at the same time.

Disadvantages of on-the-job training according to Armstrong are that the effectiveness of the learning is strongly influenced by the quality of the guidance and coaching provided on the job. Many managers and team leaders are unskilled at training and disinclined to carry it out or to encourage it. Furthermore, relying on fellow employees in "sit by me" training has obvious disadvantages as instruction may be inadequate and the trainees may perpetuate bad habits. Again, the learner may be distracted by the same environment and find it difficult to acquire basic skills quickly. To resolve these disadvantages,

train the trainers programme should be regularly embarked upon to sharpen the skills of supervisors and in-house trainers.

4.1.5 Off-the-job Training

According to Ejiogu (2000), off-the-job training includes lecture, vestibule training, role playing, case study, discussion and simulation. Armstrong (1995) listed group exercises, team building, distance learning, outdoor and workshops as part of off-the-job training. He further explains that off-the-job training may be provided by members of the training department, external education and training establishments, or training providers-training consultants or guest speakers. He encourages line managers to be closely involved to bring reality into the classroom, to ease the transfer of learning, and to make sure that those involved in off-the-job training are carefully selected, briefed and monitored so as to ensure that they make the right contribution.

4.1.6 University Training

Tertiary institutions in the country are expected to play a vital role in the provision of facilities for skill acquisition and development. They are set up to provide human resources for industry. In many of our academic institutions part-time and full-time courses of study and correspondence or distance learning programmes are offered. The programme ranges from intensive training in a specific aspect of professional practice to degree programmes

of several years, either in an academic discipline or a professional field.

4.1.7 Conference, Seminars and Workshops

These are centered on the management team or any other personnel that play a prominent role in an organization. Gutek (2007) and Ekundayo (2015) defined conferences, seminars and workshops as a meeting on specialised subject area and often held in a day or more to discuss a topic of interest relevant to the organization. Adeniji (2002) sees this method as one planned for a management team to discuss new techniques and concepts that are about to be introduced into an organization. Nigerian universities organise many national seminars, conferences, and workshops each year.

4.1.8 The Principles of training and development

For training to be effective, a number of principles are usually applied. The principles are: Positive Reinforcement, Learner Participation; Feedback Mechanism and Transferability of knowledge to job performance. These principles have been identified based on extensive research of (Anastasi, 1969) and (Flippo 1984). As observed by (Beach 1980) learning is really the core of the training process. Learning refers to the human process whereby skills, knowledge, habits and attitudes are acquired in such a way that behavior is modified. The more

highly motivated trainees are the quicker and more effectively they learn. Training must therefore, be related to trainees desires and needs such as job recognition, prestige and promotion. In effect, learning is most effective when the trainees realize that they can fulfill certain needs through training (Obisi 2001).

5.0 Theoretical Framework

This study is based on human capital theory proposed by Schultz in 1961 and developed by Becker in 1994. According to the theory, Human capital theory suggests that education or training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings (Becker, 1994). The human capital model suggests that an individual's decision to invest in training is based upon an examination of the net present value of the costs and benefits of such an investment. Individuals are assumed to invest in training during an initial period and receive returns to the investment in subsequent periods. In his view, human capital is similar to "physical means of production", e.g., factories and machines: one can invest in human capital (via education, training, medical treatment) and one's outputs depend partly on the rate of return on the human capital one owns. Thus, human capital is a means of production, into which additional investment yields additional output. Human capital is substitutable, but not transferable like land, labour, or fixed

capital. Olaniyan and Okemakinde (2008) in their studies titled 'Human Capital Theory: Implications for Educational Development' focused on the benefits of human capital to the nation as a whole. They pointed out the relationship between education and economic growth. According to Olaniyan and Okemakinde (2008) 'Many of the classical economists argued strongly for government's active support of education on the grounds of the positive externalities that society would gain from a more educated labour force and populace'. While formal education has expanded rapidly in many countries, a large portion of human capital accumulation in the forms of on-the-job training and other modes for working adults actually take place both inside and outside the workplace (Jin, 2001). Some human capital advocates suggest that these great increases in learning efforts have not led to commensurate economic gains because of the declining quality of education. For example over the years, most research have been showing drastic fall in standard of education in Nigeria. The biggest challenge to human capital theory as pointed out by Livingstone (1997) is underemployment of credentialed knowledge i.e a large number of people who have invested many years of their lives in acquiring advanced formal educational qualifications, are unable to obtain commensurate jobs. Such situation is prevalent in most of the underdeveloped countries like Nigeria. Another short coming of human capital theory is that in

countries like Nigeria, more emphasis is given to paper qualification rather than employee's personal skills and talents (Gunu, *et al*, 2013 pp. 79-81).

6.0 Effect of Training on Employees' Performance

In the real world, organizational growth and development is affected by a number of factors. In light with the present research during the development of organizations, employee training plays a vital role in improving performance as well as increasing productivity. This in turn leads to placing organizations in the better positions to face competition and stay at the top. This therefore implies an existence of a significant difference between the organizations that train their employees and organizations that do not. Existing literature presents evidence of an existence of obvious effects of training and development on employee performance. Some studies have proceeded by looking at performance in terms of employee performance in particular (Purcell, Kinnie and Hutchinson 2003; Harrison 2000) while others have extended to a general outlook of organizational performance (Guest 1997; Swart *et al*. 2005). In one way or another, the two are related in the sense that employee performance is a function of organizational performance since employee performance influences general organizational performance. In relation to the above, Wright and Geroy (2001) noted that employee competencies change through

effective training programs. It therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

The branch of earlier research on training and employee performance has discovered interesting findings regarding this relationship. Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Appiah 2010; Harrison 2000; Guest 1997). Moreover, other studies for example one by Swart *et al*. (2005) elaborate on training as a means of dealing with skill deficits and performance gaps as a way of improving employee performance. According to Swart *et al*., (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance. He further elaborate the concept by stating that training facilitate organization to recognize that its workers are not performing well and a thus their knowledge, skills and attitudes needs to be molded according to the firm needs. It is always so that employees possess a certain

amount of knowledge related to different jobs. However, it is important to note that this is not enough and employees need to constantly adapt to new requirements of job performance. In other words, organizations need to have continuous policies of training and retaining of employees and thus not to wait for occurrences of skill and performance gaps.

According to Wright and Geroy (2001), employee competencies change through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner. Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities (Pigors and Myers, 1989).

Most of the benefits derived from training are easily attained when training is planned. This means that the organization, trainers and trainees are prepared for the training well in advance. According to Kenney and

Reid (1986), planned training is the deliberate intervention aimed at achieving the learning necessary for improved job performance. Planned training according to Kenney and Reid consists of the following steps:

Identify and define training needs; define the learning required in terms of what skills and knowledge have to be learnt and what attitudes need to be changed; define the objectives of the training; plan training programs to meet the needs and objectives by using right combination for training techniques and locations; decide who provides the training; evaluate training and amend and extend training as necessary.

6.1 Purpose of Training and Development

In summary the training and development enhance the performance of the employees for the actualization of organizational goals. Every good training or development programme must have well stated specific objectives which serve three main purposes :

- i. to determine appropriate training or development technique or method;
- ii. to determine its outcome for both the trainer and the trainees; and
- iii. to determine its evaluation.

According to Carrel and Kuzmits (1982), the following general objectives of training and development were identified:

- i. to improve performance and achieve effectiveness;
- ii. to update employees' skills and avoid managerial obsolescence;
- iii. to promote job competency;
- iv. to solve problems;
- v. to prepare for promotion
- vi. to orient new employees
- vii. to satisfy the personal growth needs of staff

primary and secondary. The primary data were collected through questionnaire administration supported by personal interview while secondary data were obtained from journals, textbooks and internet. The questionnaire was designed in a 5-point Likert scale format. A sample/population size was 100. Hundred (100) copies of the questionnaire were administered. Eighty-six (86) were duly completed and returned while the remaining fourteen were not retrievable. The data generated from the field were presented and analyzed with descriptive statistics while the corresponding hypothesis was tested with the chi-square at 0.05 alpha

7.0 Research Methodology

The study adopted survey method. The population of study is made up of the staff of the Ifelodun Local government Area of Kwara State. The sources of data were both

Table 1: Questionnaire Results

S/No	Questionnaire Items	S.A/A		S.D/D		UD		Total
		Freq	%	Freq	%	Freq	%	
1	Most employees of Local Government have participated in training and development programmes in the last five years.	55	64	26	30	5	6	86
2	Employees that participated regularly in training and development programmes have improved in their performance.	65	76	15	17	6	7	86
3	Lack of employee training triggers low employee performance	70	82	14	16	2	2	86
4	There is a relationship between training, employee commitment and effective service delivery in the Local Government	61	71	22	26	3	3	86
5	The content of training and development programmes in the Local Government is relevant to the work schedule of the employees (trainees).	64	74	16	19	6	7	86
6	Principal officers in the Local Government observe that training has improved effectiveness and efficiency on the job	64	74	17	20	5	6	86
7	There is a relationship between training and	75	87	9	11	2	2	86

Source: (Authors' field survey, 2015)

Figure 1

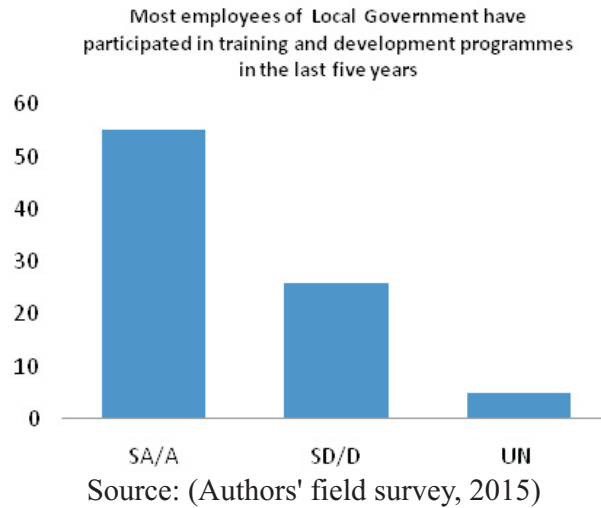


Figure 1: Bar chart of respondents views on whethermost of the employees in the Local Government have participated in training and development programmes in the last five years. The figure 1 represents the levels of response from respondents as

stated on the table 1. It is observed that 55 respondents representing 64% strongly agreed/agreed while 26 respondents representing 30% strongly disagreed/disagreed and 5 respondents representing 6% were undecided.

Figure 2

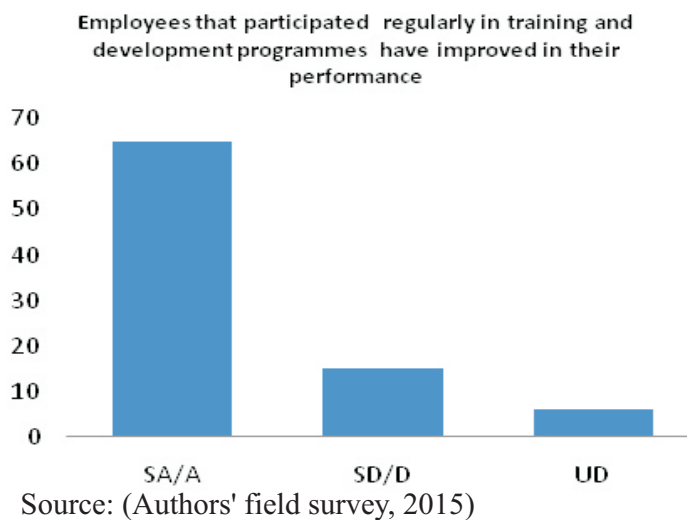
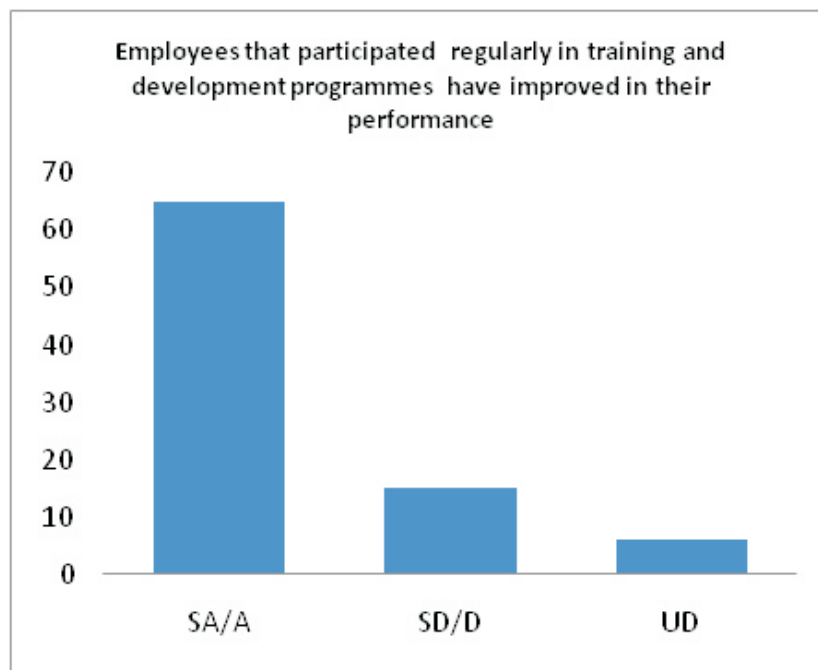


Figure 2: Bar chart of respondents views on whether employees that participated regularly in training and development programmes have improved in their performance. The figure 2 represents the levels of response from respondents as

stated on the table 1. It is observed that 65 respondents representing 76% strongly agreed/agreed while 15 respondents representing 17% strongly disagreed/disagreed and 6 respondents representing 7% were undecided.

Figure 2

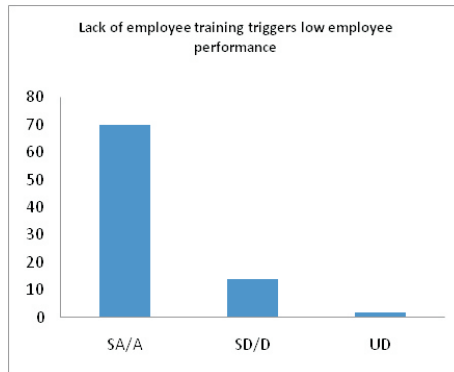


Source: (Authors' field survey, 2015)

Figure 2: Bar chart of respondents views on whether employees that participated regularly in training and development programmes have improved in their performance. The figure 2 represents the levels of response from respondents as

stated on the table 1. It is observed that 65 respondents representing 76% strongly agreed/agreed while 15 respondents representing 17% strongly disagreed/disagreed and 6 respondents representing 7% were undecided.

Figure 3



Source: (Authors' field survey, 2015)

Figure 3: Bar chart of respondents view on whether lack of training triggers low employee performance

The figure 3 represents the levels of response from respondents as stated on the table 1. It is observed that the highest number of respondents strongly agreed/agreed that lack of training triggers

low employee performance. 70 out of 86 respondents representing 82% strongly agreed/agreed while 14 respondents representing 16% strongly disagreed/disagreed and 2 respondents representing 2% were undecided. It can therefore be observed from the above result that lack of employee training triggers low employee performance.

Figure 4



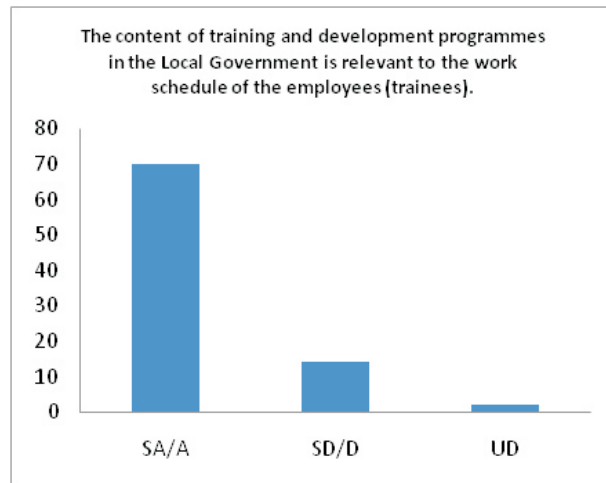
Source: (Authors' field survey, 2015)

Figure 4: Bar chart of respondents view on whether there is a relationship between training, employee commitment and effective service delivery in the Local Government.

table 1. It is observed that 61 respondents representing 71% strongly agreed/agreed while 22 respondents representing 26% and 3 respondents representing 3% were undecided. It implies that there is a relationship between training, employee commitment and effective service delivery in the local government.

The figure 4 represents the levels of response from respondents as stated on the

Figure 5



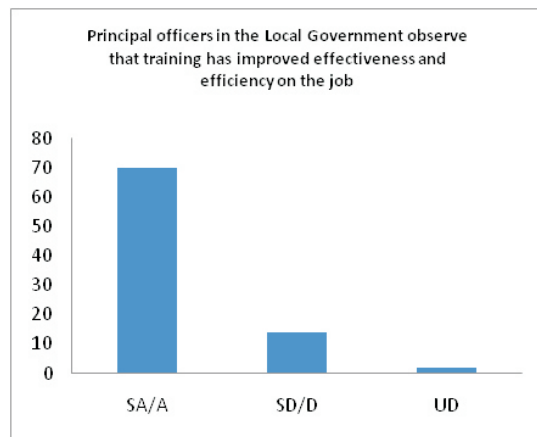
Source: (Authors' field survey, 2015)

Figure 5: Bar chart of respondents view on whether the content of training and development programmes in the Local Government is relevant to the work schedule of the employees (trainees).

table 1. It is observed that 64 respondents representing 74% strongly agreed/agreed while 16 respondents representing 19% and 6 respondents representing 7% were undecided. It means that the content of training and development programmes in the local government is relevant to the work schedule of the employees.

The figure 5 represents the levels of response from respondents as stated on the

Figure 6



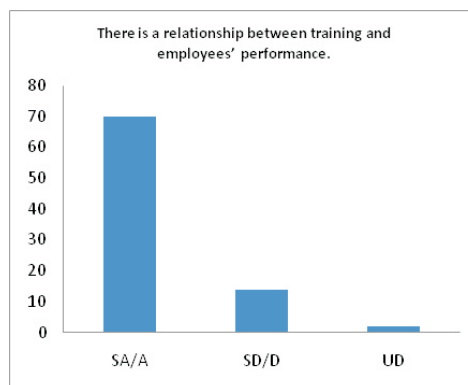
Source: (Authors' field survey, 2015)

Figure 6: Bar chart of respondents views on whether the principal officers in the Local Government observed that training has improved effectiveness and efficiency on the job.

The figure 6 represents the levels of

response from respondents as stated on the table 1. It is observed that 64 respondents representing 74% strongly agreed/agreed while 17 respondents representing 20% strongly disagreed/disagreed and 5 respondents representing 6% were undecided

Figure 7



Source: (Authors' field survey, 2015)

Figure 7: Bar chart of respondents views on whether there is relationship between training and employees' performance. The figure 7 represents the levels of response from respondents as stated on the table 1. It is observed that 75 respondents representing 87% strongly agreed/agreed while 9 respondents representing 11% strongly disagreed/disagreed and 2 respondents representing 2% were undecided

7.1 Hypothesis Testing

The chi-square test is used to determine whether there is a relationship between training/development and employees' performance using the senior staff and junior staff responses to the Q. item 2 in the table 1. Does the regular staff training have any significant effect on staff performance? The null hypothesis in this research paper states that

H₀: There is no relationship between training/development and employees' performance

The level of significance is set at $\alpha = 0.05$
The chi-square formula used on these data is

$$: \chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

where O_i is the Observed Frequency in each category and E_i is the Expected Frequency in the corresponding category The observed (O_i) and expected (E_i) values are presented in the table 2 and Table 3 below:

Table 2

Respondents	SA/A	SD/D	UN	Total
Senior staff	^a 26	^b 4	^c 1	31
Junior staff	^d 39	^e 11	^f 5	55
Total	65	15	6	86

To get the expected values (E_i)

Row total x Column total		(Grand total)	
Cell a =	$\frac{31 \times 65}{86}$	=	$\frac{2015}{86}$ = 23.4
Cell b =	$\frac{31 \times 15}{86}$	=	$\frac{465}{86}$ = 5.4
Cell c =	$\frac{31 \times 6}{86}$	=	$\frac{186}{86}$ = 2.2
Cell d =	$\frac{55 \times 65}{86}$	=	$\frac{3575}{86}$ = 41.6
Cell e =	$\frac{55 \times 15}{86}$	=	$\frac{825}{86}$ = 9.6
Cell f =	$\frac{55 \times 6}{86}$	=	$\frac{330}{86}$ = 3.8

Table 3

Respondents	SA/A	SD/D	UN	Total
Senior staff	O=26 E=23.4	O=4 E=5.4	O=1 E=2.2	31
Junior staff	O=39 E=41.6	O=11 E=9.6	O=5 E=3.8	55
Total	65	15	6	86

$$: \chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

$$X^2 = \frac{(26-23.4)^2}{23.4} + \frac{(4-5.4)^2}{5.4} + \frac{(1-2.2)^2}{2.2} + \frac{(39-41.6)^2}{41.6} + \frac{(11-9.6)^2}{9.6} + \frac{(5-3.8)^2}{3.8}$$

$$X^2 = \frac{(1.11)^2}{23.4} + \frac{(-1.4)^2}{5.4} + \frac{(-1.2)^2}{2.2} + \frac{(-2.6)^2}{41.6} + \frac{(1.4)^2}{9.6} + \frac{(1.2)^2}{3.8}$$

$$X^2 = 0.1 + 0.36 + 0.66 + 0.16 + 0.2 + 0.63$$

$$X^2 = 2.11$$

Testing the Null Hypothesis

H₀= there is no relationship between regular training/development and employees' performance

H₁= H₀ is false

α= 0.05

df= (r-1)(c-1) (2-1)(3-1) 1x2 = 2

CV =0.051

X²=2.11

Interpretation

Where x²>c. v, reject H₀

X²<c. v, accept H₀

Since x²>c. v

Therefore, we reject H_0 : hypothesis that, there is no relationship between regular training/development and employees' performance and we accept H_1 : hypothesis that, there is relationship between regular training/development and employees' performance.

Recommendation: it is recommended that Ifelodun Local Government Area of Kwara state should embark on regular training of their staff with a view of improving their performance in service delivery to the entire citizens of that community.

Summary of Findings

This study revealed some important facts that are not limited to the case study alone but also apply to many public institutions in Nigeria. These include:

- a. Training and development enhances employee's efficiency, skill and knowledge which are required for improved performance of any public or private institutions in Nigeria.
- b. Training and Development also help employees to get to the climax of their career, like promotion and attainment of higher status.
- c. Well trained employees performed better than ill- trained or untrained employees and because of the desire to excel, training and development bring out the best in them.

d. It was also discovered that there is improvements in the attitude of both the senior and junior staff of this local government through regular training, workshop and seminar.

Conclusion

It is revealed in this study that regular training and development have effect on employees' performance. This result is in tandem with the findings of various relevant literatures reviewed in this work. Most of the relevant literatures that were reviewed as could be seen above agreed that an effective training is regarded as the major key factor to be in place for improved performance, as it can enhance the level of employee and institutions performance. It supports this by filling the gap between what performance is required and what performance is happening, that is, the gap between desired performance and actual employee performance. Training needs refer to any shortage in performance, which can be relieved by appropriate training programmes. There are different methods of overcoming deficiencies in employee performance and training/development is one of them.

Generally, training develops skills, competency, and ability and ultimately improves employee performance and organizational productivity. Training programs are the stimulant that workers require to improve their performance and capabilities, which consequently increase

institutional performance. Therefore, training should be designed on the basis of institution specific needs and objectives. Effective training is the thoughtful intervention designed towards attaining the learning necessary for upgrading employee performance. The research affirmed the proposition that regular training/development has relationship with employees' performance.

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