

**THE ROLE OF “ON-THE-JOB-TRAINING ON
STAFF PERFORMANCE AND PRODUCTIVITY”:
A STUDY OF YABA COLLEGE OF
TECHNOLOGY, YABA LAGOS**

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Abstract

This research work examined the on the job training on organization using Yaba College of Technology. A survey research design was used and seven hundred and sixty-five pensionable staffs of the college were targeted, using the self-administered “Employee Training and Organization Productivity Questionnaire (ETOPQ). One hundred and thirty-seven completed and correctly filled research instrument were retrieved and subjected to empirical analysis. The research questions were analysed using tables and percentages, while the stated hypotheses were tested using Chi-square analytical

techniques through the Statistical Package for Social Sciences (SPSS). The findings revealed that employee training significantly affected the productivity of Yaba College of Technology. Other findings revealed that on-the-job training an off-the-job training methods were significant contributions to the effectiveness of the Federal Government parastatal of government in Lagos State. The study was able to isolate significant factors that militated against effectiveness of training in the institutions. These findings formed the basis of the study recommendations and suggestions for further studies. The study strongly recommended that the polytechnic authority should take advantage offered by the Staff training and development of the registry to ensure that all employees are made to undergo compulsory annual training.

Keywords: *Employee, Manpower development, Off-the-job Training, On-the-job Training, Organizational productivity, Performance, Productivity, Training refresher courses, among others.*

Introduction

Training is the conscious activity undertaken by organizations to facilitate the potential contribution of their employees. Through systematic learning and development programmes, organization employees are enabled to identify and resolve their human resource skill deficiency. Training in an organization seeks to close the gaps and other personnel challenges posed by changes arising from technological, process, product, legislation, management among others in the dynamic

environment. Training is imperative in situations where organization productivity, employee morale and satisfaction are low. These training needs can be achieved through induction courses, on-the-job, vestibule, in-service and

Training is a planned and systematic event to modify or develop knowledge, skills and attitude through learning to facilitate effective performance (Eneanya, 2013). Effective training requires proper training need analysis, job description and specification that enhance employee competences and effective task accomplishment. Training is the process of teaching employees the skills necessary to perform a job (Dibie, 2014).

The changing environments under which public officials operate require that their skills and knowledge should be constantly updated. Technology, globalization and policy environment produce change to work method and service delivery expectations (Oladimeji and Olanrewaju, 2016). For employees to perform their tasks effectively there must be well designed training programme that enhance their performance and invariably increase organizational productivity. It is therefore, hard for any public organization to exist without adequate employee training. These training programmes may range from "on-the-job" training scheme aimed at exposing employees to new techniques of work to "off-the-job" training conducted at the training institutes or designated productivity centres (Agbeniga, and Sam-Okere, 2014).

Government Polytechnics in Nigeria face numerous challenges in the performance of their assigned tasks. The poor service delivery across most polytechnics is manifestations of inadequate capacity to tackle the challenges of development at the institutions. In addition to material deficiency, the organization also suffers human resource deficiency. There are cases of lack of courtesy to members of the public and slow response to public policy implementation failure by employees to turn up at work on time and high levels of absenteeism. The utility of the polytechnics is increasingly being questioned by the populace. Government has over the years initiated several structural reforms to reposition the polytechnic administration for higher productivity. The latest being the supervision of the federal polytechnic administration under the federal ministry of education.

Subsequently, Federal government has taken definite steps towards enhancing the efficiency and productivity of polytechnics with capacity building measures, funding, recruitment and training of more personnel (Usman, 2018). Staff development and Training in Yaba College of Technology is a department in the Registry, charged with the responsibility of improving efficiency and productivity among employees in the Yaba federal polytechnic accredited by (NBTE), National Board for technical education. This is in recognition of the pivotal role of employees in polytechnic development. Employees play a vital role in the realization of organizational goals (Ofobraku, et-al, 2019). Hence, there is great need to constantly expose them to regular training programmes to increase their skills, modify their

attitudes and bridge their knowledge gap to enable them meet up with the service delivery expectations of the population.

Statement of the Research Problem

Employee performance levels have dropped among Nigerian workers and this has affected organization productivity (Falola, et-al, 2014). While reasons for low productivity have been attributed to non-availability of modern working implements and conditions of service, recent study revealed that lack of training is the cause of ineffectiveness among public employees (Aiman and Muhammad, 2019). Also, many employees are frustrated in the face of new organization challenges that render existing skills inadequate. In this respect, the introduction of new technology and innovation has threatened job security (Audu and Gungul, 2018).

The implication on training effectiveness is that most often the job description, specification and analysis are not carried out. Also, the key task areas and the techniques required to accomplish them are rarely diagnose before 'favored' employees and loyalists are selected for the training programme, irrespective of their needs and relevance to the organization. Consequently, the state of the employee knowledge and skills are hardly assessed through systematic performance appraisal.

The neglect of reference to specific or previous performance data and other attitudinal information on the employee make assessment of employee training

needs problematic. The erroneous belief among polytechnic administrators that training is a reward and holiday programme for loyal employees incubate and nurture the culture of nepotism and favoritism, which reinforce the patronage network. Eventually, little learning benefit is derived as the training program becomes a jamboree.

Associated with the improper identification of training needs is the adoption, of obsolete and irrelevant training methods. Most often classroom type of training or conference is used to impart knowledge on essentially technical and field operatives. The nature of Polytechnic functions as contained under the federal polytechnic act (mended), 2019, require hands-on application and technical skills to effectively discharge these statutory responsibilities. Training facilities, resources, equipment and training aids, tools and instruments required for implementation and execution of the training programmes are non-existent, defective or out dated.

Another problem of training is the nonchalant attitude of some top administration personnel, which result in the absence of training programmes in the organization (Usman, 2018). Hence, most Training programmes are poorly financed and administered. Budgetary allocations for training are most often seen as waste of organization meager resources. This is notunconnected with the poor evaluation results of previous training programmes which failed to impart positively on employee skills, knowledge and organization productivity. According to Aluko (2013) and Patil (2018), inadequate funding of

training programmes in the public service is capable to affect employee productivity.

This study is significant to the extent that it investigated the effect of training-related problems on employee performance and Polytechnic productivity. It is against this background that the study examined the effect of employee training on organizational productivity.

Aim and Objectives of the Research Study

The aim of the study is to examine the effect of employee training on organization productivity. Specific objectives of the study are to:

Assess the extent to which on-the-job training of employees

- i. influenced organization efficiency,
- ii. Evaluate the extent to which off-the-job training of employees affected organization productivity.
- iii. Factors that militates against effective employee training and productivity in Yaba College of Technology

Research Questions

The following research questions were identified;

- i. To what extent has on-the-job training affected employee effectiveness?
- ii. To what extent has off-the-job training influenced employee performance?
- iii. What the factors that militates against effective

employee training and productivity in Yaba
College of Technology

Research Hypotheses

The following research hypotheses were raised;

Ho: On-the-job training has not significantly affected employee effectiveness.

H₁: On-the-job training has significantly affected employee effectiveness.

Ho: Off-the-job training has not significantly influenced employee performance.

H₂: Off-the-job training has significantly influenced employee performance.

Ho: Employee training has not significantly affected organizational productivity.

H₁: Factors that militates against effective employee training has significantly affect productivity in Yaba College of Technology

Ho: Factors that militates against effective employee training has not significantly affect productivity in Yaba College of Technology

Significance of the Study

This study serves as a wakeup call to administrators of Yaba College of Technology authority, andother public organizations, departments and agencies of the Federal Government. The study findings could also positively

impact on other authorities' interested in the training and improvement of its human resources. The benefits derivable from training techniques was highlighted to improve on training programmes in Yaba Collage of Technology. The effort is to reiterate the paybacks of training as a panacea to organization productivity.

Ministry of education could find the recommendations of the study relevant in the future reorganization of the Polytechnic administration. Consequently, the executive secretary of National Board for Technical Education (NBTE) can partner other government agencies and parastatals to promote employee efficiency and productivity.

The research findings also contribute to existing literature on human resource training in public institutions as well as, provide additional secondary data for future researchers in the area of public personnel administration. Lastly, the research findings could be useful to the public as it exposes the training challenges faced by the polytechnic employees in the performance' of their task and by so doing, enhance closer partnership and understanding between the society and Polytechnic.

Scope and Limitation of the Study

This study investigated the effect of employee training and organization productivity in Yaba College of Technology. The scope of the study is limited to examination of the types of training techniques (on-the-job training and off-the- job training) and identification

of the challenges faced in adoption of training programmes for employees of Polytechnic.

Issues which border on employee development especially those aspects that enhance their skills, knowledge and competence on their job were explored. Other organizational variables like the attitude of Polytechnic administrators and supervisors to training; funding use of in-house training facilities and challenges faced by public organizations was examined. The essence is to investigate extent to which these factors hinder or stimulate organizational productivity in Yaba College of Technology.

Literature Review

According to Oladimeji and Olanrewaju (2016), training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task for example; the need to achieve efficiency and safety in the operation of particular machines or equipment (Aiman and Muhammad, 2019). Obisi (2001) asserts that training is a process through which the skills, talent and knowledge of an employee is enhanced and increased. He argued that training should take place only when the needs and objectives of such training have been identified.

Training specifically originates from the conduct of objective performance appraisal in the organization or derivable from the reports of the manpower audit. Employee performance appraisal is a method by which

the job performance of an employee is documented and evaluated. The result of the performance appraisal may indicate some training gaps which need to be impacted on the employee. Management will subsequently, seek to engage specialists within or outside the organization for the purpose of the training exercise. The Personnel or Human Resource Department helps in this process. The training programme will seek to reflect the strategic objectives and mission of the organization against the needs of the employee.

The purpose of training has been identified to include: enhance personnel efficiency, professional growth, effective organization operations; creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization; enhancing the organization's ability to adopt and use technology; build more efficient, effective and highly motivated team which enhance the organization productivity (Banjoko, 2006).

Employees are very important part in the organization and training of employee enhance their capacity to provide better services, affect customer satisfaction and increase organizational productivity. Much extant research in this area reveals that relationship between training and productivity is strongly moderated by its perceived value. Properly implementing training generate service quality as provided in training assurance, empathy, reliability, responsiveness and tangibles which increased organizational productivity (Falola, 2014). Other researches define five dimensions

on staff training that make better quality in services, which are classified as training tangibles, training reliability, training responsiveness, training assurance and training empathy (Audu, et al., 2014).

Employees' training improves the overall organization profitability, effectiveness, productivity, revenue and other outcomes that are directly related to the training and improved quality of services.

Elinaga et al (2013) defined productivity as 'doing things right at the least possible cost in least possible time with the highest possible quality and to maximum level of satisfaction of the clients and employees'. In practical terms doing right thing means to provide services which meet functional reliability, aesthetic need of customers and generate less waste, pollute less in use, meet quality needs and are easy to maintain. While doing things right means to provide efficient and timely services in a manner which optimizes use of all resources, use clean and low waste techniques, improves quality of work life, reduces wastage and maximizes value addition. Hence, training might lead to increased productivity. While job related skills and qualities are significant to do the job and to perform the daily tasks by staff, other functional and personal qualities are important as well. Ndibe (2018) studied the effects of apprenticeship training by obtaining the required data through employee interviews which helped him determine the linkage between training and productivity. This learning reflected the philosophy that training and organizational performance

are the essential resulting factor from behaviour of the workers.

Principles of Training

For training to be effective, a number of important principles have been identified based on extensive research, as observed by Oni-Ojo, et-al, (2018) training refers to the human process whereby skills, knowledge, habits and attitudes are acquired in such a way that behaviour is modified. Obisi (2001) sees training as a process through which the skills, talent and knowledge of an employee is enhanced and increased. He argues that training should take place only when the needs and objectives of such training have been identified. Accordingly, Falola, et-al, (2014) listed the major principles of training as listed under:

- i) **Motivation:** 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 fulfil certain needs through training.
- ii) **Reinforcement:** This involves the use of rewards (positive reinforcement) and punishment or penalties (negative reinforcement). Positive reinforcement include promotion, pay increase, praise from the boss, and better working conditions. Negative reinforcement will be a demand for an employee to repeat a training course due to poor performance at previous training.

iii) **LearnerParticipation:** The popular adage "practice makes perfect" is appropriate here. Practice, learner participation and learning by doing are different terms which imply active participation of trainees in the learning process. 'Such participation is a prerequisite for effective learning 'since the greater the number of human senses involved the more complete the learning process. In essence, carefully designed practice methods are quite essential to effective learning.

iv) **Feedback:** Feedback or knowledge of results means that learners are allowed to know how they are performing. Such information should include why trainees were among or how they can avoid repeating the mistakes in the future. As regards on the job training, for example, supervisors or trainees should "let employees or trainees know that success or failures so that they can make amends where necessary. Research findings have shown that people learn faster when they are informed of their accomplishments.

v) **Transfer of Training Skills:** Training should be related to the job performance. Knowledge, skills and attitudes acquired in training but not used in the job cannot contribute to organizational goals. Such a phenomenon will not encourage employees to pursue further reading. Training research has revealed that the transfer of training is more likely to occur between situations that have many common demerits. This underscores the desirability of ensuring that training tasks are similar to job tasks.

vi) **Individual Differences:** Even though group training is the norm due partly to economic considerations, it is apparent that individual varies in intelligent and attitude. Consequently, any effective training programme should adjust pace and complexity to meet individual abilities.

vii) **Determining Training Need:** The determination of training needs provides a good basis for planning the training programme, choosing the training method as well as the course contents. But the determination of the training needs itself must be based on the organizational needs analysis; task or job needs analysis as well as person needs analysis.

viii) **Organizational Needs Analysis:** The organizational needs analysis entails a detailed examination of the long and short term objectives of the organization. This will normally include an analysis of human resources need in terms of its short and long term objectives, an analysis of organizational efficiency index, an analysis of organizational strength and weakness in different areas like frequency of accidents, amount of excessive delays, water usage and adequacy, personal injuries sustained, etc. It also involves an analysis of organizational climate in terms of rate of absenteeism, labour turnover, frequency and intensity of grievances. Exhaustive analysis in these areas will clearly show pockets of deficiencies that urgently call for the need to train or retrain the employees.

ix) **Job Needs Analysis:** Task or job needs analysis entails an extensive consideration of the specific requirement of that tasks to be performed, minimum

acceptable standard of performance, technical nature of the job and combination of special skill requirement in terms of technical, professional, interpersonal, conceptual, analytical and "diagnosis required do get the job done efficiently.

Process of Training in Organization

Training is a continuous process and contributes immensely to the improvement of job performance. Oladimeji and Olanrewaju (2016) also listed the process of training to include the followings:

i. Identify training needs: Training need is a difference between standard performance and actual performance. Hence, it tries to bridge the gap between standard performance and actual performance. The gap clearly underlines the need for training of employees.

ii. Establish specific objectives: After the identification of training needs, the most crucial task is to determine the objectives of training. Hence, the primary purpose of training should focus to bridge the gap between standard performance and actual performance. This can be done through setting training objectives. Thus, basic objective of training is to bring proper match between employee and the job.

iii. Select appropriate methods: Training methods are desired means of attaining training objectives. After the determination of training needs and specification of objectives, an appropriate training method is to be identified and selected to achieve the stated objectives. There are number of training methods available but their

suitability is judged as per the need of organizational training needs.

iv. **Implement programs:** After the selection of an appropriate method, the actual functioning takes place. Under this step, the prepared plans and programs are implemented to get the desired output. Under it, employees are trained to develop for better performance of organizational activities.

v. **Evaluate programme:** It consists of an evaluation of various aspects of training in order to know whether the training program was effective. In other words, it refers to the training utility in terms of effect of training on employees' performance. .

vi. **Feedback:** Finally, a feedback mechanism is created in order to identify the weak areas in the training program and improve the same in future. For this purpose, information relating to class room, food, lodging etc., are obtained from participants. The obtained information, then, evaluated, and analyzed in order to mark weak areas of training programs and for future improvements.

Techniques for Increasing Productivity

The approaches in the concept of productivity are as follows:

(a) Design the product to satisfy customer's quantitative and qualitative needs.

(b)The products should be environmentally safe, generating low or no wastes in their use and maintenance in addition to meeting functional requirements.

(c).Ensure optimum consumption of all resources that are required for manufacturing. One of the major causes of organization's decline in productivity is failure to meet targeted goals and objectives. Techniques of increasing productivity may be divided into:

(1) **Improvement in Service Delivery Process-** the focus of this technique is maximizing the productivity of existing resources with the help of:

(a) **Work Study-** Analysis of the job to ascertain the most effective use of plant and equipment, human effort and a reasonable workload for the employee. The task of work study is further classified into Method Study and Work Measurement:

(i) **Method study-** it is concerned with how things are done and aims at finding better way of doing things. The way of improving method study are eliminating unnecessary tasks/jobs, simplifying the process, combining task/jobs, rearranging tasks/jobs and reducing the number of operations.

(ii) **Work measurement-** it is concerned with establishing the time for a qualified worker to carry out a specified job at a defined level of performance. For example, Polytechnics would like to find out how long it takes to

(b) **Value Analysis-** it is a technique aimed at the systematic definition of unnecessary costs in service delivery and efficiently eliminating them without impairing service quality and efficiency. Unnecessary costs comprise those which neither improve despatch and delivery quality, reliability, durability nor provide additional utility to consumers.

(2)**Human Productivity Improvement Techniques-** To develop productivity conscious human resources, necessary for organisation to develop a productivity culture and climate in which every member of the organisation is motivated to accomplish assigned tasks. The requirements of human productivity are identified as: organisation goal, creativity, two-way communication, recognition of sources of intrinsic motivation, employees' involvement and participation, financial incentives, job enrichment/ enlargement, training and counselling.

Reasons for Employee Training in Organization

Training need arises as a result of the inevitability of change in organization environment. Such need according to Eneanya (2014) arises as a result of change in:

- a). New products and service delivery,
- b). New technology has been introduced,
- c). New legislation affecting the organization,

- d). New administrative and managerial systems are introduced,
- e). Mergers and structural changes,
- f). Changes in productivity,
- g). Low employee morale,
- h). Absence of consumer-orientation among employees.

Training Methods in Yaba College of Technology

The personnel department of Yaba College of Technology and the Polytechnic Establishments, staff development and training department of the registry undertake series of training programmes for the employees of the organization. They also offer specialized training courses for other government agencies, as well as well as run courses on safety administration, fire and accident prevention for interested organizations. The staff development and Training of Yaba College of Technology and NBTE, are fully equipped with resource persons used to demonstrate and tutor employees on the various techniques of public service delivery.

There are several methods of training adopted within the Polytechnic council such as; on the job, job rotation, apprentices, internship, under study assignment, coaching, vestibule training, lecture or classroom, programmed instructional, extension courses simulation techniques, case studies, role playing, and critical

incidents training. However, for the purpose of this study, the specific training methods adopted in Yaba College of Technology Council are analysed as under:

A). On-the-job Training

Newly recruited officials are attached to the experienced officer to give practical training to these individuals. On the job training methods are by far the most widely used and the simplest method of training. Using these methods, employees of the organization are placed on a regular job and taught the skills necessary to get the job done properly. This method requires no special school. Besides, the employees are being trained at a point that requires no change over. While learning, the trainee is also contributing to the total output of the department. The greatest problem with these method is that errors or mistakes committed' while learning can be very costly. Ahmed et al. (2014) identified the various types of the 'On-the-Job' training methods as:

i). Job Rotation

This method of training is intended to provide the trainees with a variety of work experience by moving them from one job or from one unit to the other thereby enabling them to acquire greater job knowledge and experience with which to handle greater responsibilities in the future. By rotating the trainees from one departmental job or assignment to the other, the method enables the trainers to have better appreciation of inter departmental problem either as they relate to the job or other departmental employees.

ii). **Apprenticeship Training**

For jobs that require complex and diverse range of skills and knowledge, a period of apprenticeship training is usually required. For example, in public organizations apprentices are employed from the very start of their training and receive wage from their employer. They are given the chance to develop expertise and knowledge through on the job assessments as well as gaining vital skills such as team work and problem solving. Apprenticeship programme are necessary for the trainee to fully grasp the intricacies and complexities of the job. Besides, since training takes place over an extended period of time, the distributed learning necessary to master such skills is able to take place.

iii). **Internship Training**

Internship training 'offers an excellent opportunity for the new recruit or trainee to help gain useful insight into the relationship between theory and practice. New employees have to choose between public service and further studies at the end of their formal education. For example, Department of Human Resources, Yaba College of Technology Council could offer a 10 to 12 Week internship program for new recruits. During this programme, participants have the opportunity to work with dedicated mentors from the organization. This short term working experience in Polytechnics will help employees better understand the organization, learn the process of project execution and build a strong network with experts in service delivery, which can positively

contribute to future career development and organizational productivity.

iv). **Coaching**

Coaching refers to the process whereby a supervisor on a continuous basis assist the trainee to perform their work and responsibility more effectively through the process of answering questions, guiding the individual in finding answers to their problems, setting the right example, broadening their view point and providing them with feedback on how well they are doing. Progress reviews, development meeting, team meeting and annual appraisals are other examples of where good coaching skill can come to the fore and ensure the motivation and progression of the person being coached. Used correctly, coaching can indeed transform an employee's performance and ensure that the employee remain motivated and loyal to their superiors and organization.

Supervisors who coach effectively tends to have more stable, motivated and productive team. Aiman and Muhammad (2019) itemized the principles behind successful coaching under the acronym 'GROW'.

G- The goal to be achieved

R- The reality of the present situation

O- Option available

W- Wrap up and/ or will **G-Goal** means to fully explore exactly what your employee is trying to achieve. If wha employee is trying to achieve is beyond his/her capabilities, or outside budget, then help the employee to think again about more realistic targets.

In addition, the organization is to ensure that their training objectives are C-SMART:

C- Challenging

S- Specific

M- Measurable

A- Achievable

R- Realistic and,

T-Time-bound.

R- Reality: checking the person being coached in relation to his/her goals or objectives. Be prepared to challenge and give feedback where necessary. Some people actually need to be told that they are not as far ahead as they think.

O- Option: don't settle for the first option that comes direct into your head. Explore and help employees' come up with few options and then test each option by taking time to investigate the pros and cons of each option. Then get them to decide the best option suitable.

W- Wrap Up: this is the step where you summarize everything, you would reinforce the goal or objectives, the steps necessary to achieve that goal and the timescales needed to achieve the steps.

Competent administrators can use the 'GROW Model' effectively by taking time and ensuring depth at each of the four stages to enhance organizational productivity.

B). Off-The-Job Training Method

Sometimes it becomes imperative that trainees would have to seek for more knowledge or within their job experiences outside their workplace. These days off-the-job training methods have become popular due to limitations of the on-the-job training methods such as facilities and environment, lack of group discussion and full participation among the trainees from different disciplines. Hence, this is provided away from the immediate workplace. Thus, 'Off-the-Job' training can be particularly useful for developing transferable skills that can be used in many different parts of Polytechnics.

i) **Conferences and Seminars:** In this, the participants are required to pool their thoughts, ideas, viewpoints, suggestions and recommendations. By attending conferences and seminars, trainees try to look at a problem from different angles as the participants are normally from different fields and sectors.

ii) **Lecture/Classroom Method:** The lecture or classroom method is the most traditional forms of training. It involves the transmission of knowledge, ideas and factual information from the instructor to a large group of trainees at one time. Apart from being a low cost training method, it is unique in the sense that it provides a direct medium of communication with the trainees. In addition, it provides opportunity for exchange of ideas between the trainees and the instructions.

iii) **Role Playing:** Role playing is a simulated training method that requires trainees to assume the attitudes and behavior of and, acting out the role of other individuals in a given situation. The participants' acts out the role implied in a given situation for example the role of a local council officer and a distressed client/public involved in flood prevention exercise. Sometimes the participants switch roles among themselves and thus, play the other roles and subsequently evaluate each other's reaction time, performance and effectiveness.

Methodology

The method adopted for data collection and analysis was discussed. Data was generated from primary sources using questionnaire as the major instrument and academic journals as secondary data sources. The survey research design was adopted to obtain information directly from Polytechnic employees using the questionnaire

Study Location/Population

The population of study is the total number of employees in Yaba College of Technology. The population of the employees as at February 2022 was 765 (Academic Personnel Department and Senior Non-Teaching Personnel, Yaba College of Technology). Classification of the employees show that the employees are comprised of 765 Pensionable Staff, The employees are spread across departments levels, status, gender and age

S/ N	DEPARTMENT	No.
1.	School of Management and Business Studies.	18
2.	Registry	225
3.	School of Liberal Studies	27
4.	School of Engineering	16
5.	School of Technical Education	20
6.	Mass Communication Eng	11
7.	Science	19
8.	Procurement	13
9.	Agriculture and Bio-Env	14
10.	Bursary	11
11.	Medical Centre	44
12.	Centre for Entrepreneur Development	18
13.	Works & Services	59
14.	Non-Pensionable	332
15.	School of Environmental Studies	19
16.	Library	19
	Total	765

Source: Field Survey; 2022

Sampling Technique and Sample Size

The sample is a representative part of the population, comprising 332 academic staff, and 433 non-academic employees representing 100% of the pensionable population of Yaba College of Technology were selected and exposed to the research instrument.

Hence, the Census Method of sampling was adopted because training applies to all categories of the 765 pensionable staff and is a critical element of employee productivity. Consequently, every pensionable employee

was eligible for sampling and exposure to the data collection instrument.

Data Collection Method and Validation

Data was generated from primary sources using questionnaire as the major instrument and academic journals as the secondary data sources. The researcher administered the Employee Training and Organization Productivity Questionnaire (ET&OPQ) personally by visiting the target samples in the offices.

The Five-Point Likert Scale of 'Strongly Agreed', 'Agreed', 'Undecided', 'Disagreed' and 'Strongly Disagreed' were adopted in the ET&OP Questionnaire to avoid bias and enhance convenience of respondents in selecting one preferred option from the scale.

Validity of the ET&OP Questionnaire was assured as it measured what it was supposed to measure while, reliability was concerned with the constancy obtained from results of the application of the instrument. This method is consistent with Agboola (2008). Content validity was also used to ensure that the data collection instrument measured what it was supposed to measure. The ET&OP Questionnaire was further presented to the supervisor for correction before it was administered to employees and staff of Yaba College of Technology Council.

Method of Data Analysis

The data collected was put in descriptive data format to generate the Frequency and Percentages. Tables were used

for the presentation for simplicity and ease of understanding. The use of descriptive data analysis was a prerequisite for interpretation of large scale data as required under the survey research design (Nsini and Udoh, 2009). The formulated hypotheses were tested using Chi-Square statistical method with the aid of Statistical Package for Social Science (SPSS).

The statistical model was Chi-square (X^2) which was adopted to test the effect of the variables in the study problematic. The Chi-square statistical model is given as:

$$X^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

Where: $\sum$ = Summation

f_o = Observed Frequency

f_e = Expected Frequency

Decision Rule: The study adopted to accept the null hypothesis if X_{tab} is greater than X_{cal} at 0.05 level of significance.

Data Presentation and Analysis

This chapter focused on the presentation and analysis of data generated through the use of questionnaire instrument administered to two hundred and fifteen (215) respondents selected from Lagos Yaba College of Technology Council. However, one hundred and thirty-seven (137) copies were returned and completely filled, representing 63 percent. The data generated through questionnaire instrument is

represented and analyzed using Statistical Package for
Analysis of Respondents According to Bio-Data

Distribution of Respondents

Variables	Frequency	Percentage
<i>Sex Distribution of Respondents</i>		
Male	83	60.6%
Female	54	39.4%
Total	137	100%
<i>Age Distribution of respondents (years)</i>		
Below 30	15	10.9%
31 and below 39	33	24.1%
40 and below 49	42	30.7%
50 and below 59	18	13.1%
60 and above	29	21.2%
Total	137	100%
<i>Educational Qualification of Respondents</i>		
SSCE/GCE	27	19.7%
OND/NCE	38	27.7%
B.Sc/HND	50	36.5 % i
M.Sc/MBA .	22	16.1%
Total	137	100.0

Source: Field Survey, 2022

The above shows the demographic distribution of respondents, according to their gender distribution, 60.6% of the total respondents are male, while 39.6% are female, this implies that majority of the respondents are male.

Also concerning the age distribution, 10.9% are within the age bracket of 18-30, 24.1% are within the age bracket of 31-39, while 30.7% and 13.1% respectively are within the age bracket of 40-49 and 50-59, also 21.2% are within the

age bracket of 60 and above, this implies that majority of the respondent's falls within the bracket of 40-49 years.

In term of their educational qualification, 19.7% SSCE/GCE educational qualification, 27.7% have OND/NCE, 36.5% have B.Sc/HND while 16.1% of the total respondents have M.Sc/MBA, this implies that majority of the respondents are B.Sc/HND holders.

Analysis of Responses According to Research Questions

RQ1: Effect of On-the-job Training on employee effectiveness

Table 4.3: Effect of On-the-job Training on						
Research Questions	SA %	A%	U%	D%	SD%	TOTAL%
On-the-Job training in your organization is based on	51 37.2%	39 28.5%	20 14.6%	13 9.5%	14 10.2%	137 100%

Poor implementation of On-the-Job training	52 38.0%	43 31.4%	22 16.1%	10 7. 3%	10 7.3%	137 100%
On-the-Job training is a more effective method of	48 35.0%	29 21.2%	31 22.6%	13 9.5%	16 11.7%	137 100%
On-the-Job training enhances employee	58 42.3%	36 26.3%	20 14.6%	11 8.0%	12 8. 8%	137
Your organization conduct On-the-Job training	43 31.4%	35 25.5%	22 16.1%	17 12.4%	20 14.6%	137 100%

Source: Field Survey, 2022.

The Table above shows that 37.2% of the respondents strongly agreed, 28.5% of the respondents agreed, 14.6% of the respondents were undecided, the percentages of the respondents that disagreed are 9.5%, while 10.2% of the respondents strongly disagreed that On-the-Job training in the Polytechnic council is based on supervisor's recommendation.

Also, 38.0% of the respondents strongly agreed, 31.4% of the respondents agreed, 16.1% of the respondents were undecided; the percentages of the respondents that disagreed are 7.3%, while 7.3% of the respondents strongly disagreed that poor implementation of On-the-Job training negatively affected organizational productivity.

The Table also shows that 35.0% of the respondents strongly agreed, 21.2% of the respondents agreed, 22.6% of the respondents were undecided, the percentages of the respondents that disagreed are 9.5%, while 11.7% of the respondents strongly disagreed that On-the-Job training is more effective method of employee training.

Furthermore, the Table reveals that 42.3% of the respondents strongly agreed, 26.3% of the respondents agreed, 14.6% of the respondents were undecided, the percentages of the respondents that disagreed are 8.0%, while 8.8% of the respondents strongly disagreed that On-the-Job training enhances employee effectiveness in Polytechnics.

Lastly, the Table indicates 31.4% of the respondents strongly agreed, 25.5% of the respondents agreed, 16.1%

of the respondents were undecided, the percentages of the respondents that disagreed are 12.4%, while' 14.6% of the respondents strongly disagreed that Polytechnics conduct On-the-Job training regularly to improve employee performance.

RQ2: Influence of Off-the-Job Training on

Research Questions	SA %	A%	U%	D%	SD%	TOTAL %
Your organization conducts Off-Job training	57 41.6%	42 30.7%	19 13.9%	10 7.3%	9 6.6%	137 100%
Funds are readily available for Off-the-Job training	51 37.2%	36 26.3%	13 9.5%	22 16.1%	15 10.9%	137 100%
Off-the-Job training usually leads to improved performance	39 28.5%	51 37.2%	7 5.1%	29 21.2%	11 8.0%	137 100%
Absence of Off-the-Job training negatively affects performance	41 29.9%	43 31.4%	29 21.2%	12 8. 8%	12 8.8%	137 100 %
Your organization is committed to Off-the-Job training	49 35.8%	41 29.9%	8 5.8%	14 10.2%	25 18.2%	137 100%

Organization Performance

Source: Field Survey, 2022.

The Table above shows that 41.6% of the respondents strongly agreed, 30.7% of the respondents agreed, 13.9% of the respondents were undecided, the percentages of the respondents that disagreed are 7.3%, while 6.6% of the respondents strongly disagreed that Polytechnics conducts Off-the-Job training regularly for employees. Also, 37.2%

of the respondents strongly agreed, 26.3% of the respondents agreed, 9.5% of the respondents were undecided, the percentages of the respondents that disagreed are 16.1%, while 10.9% of the respondents strongly disagreed that funds are readily available for Off-the-Job training programmes for employees

The Table also shows that 28.5% of the respondents strongly agreed, 37.2% of the respondents agreed, 5.1% of the respondents were undecided, the percentages of the respondents that disagreed are 21.2%, while 8.0% of the respondents strongly disagreed that Off-the-Job training usually leads to increase in employee's performance.

Furthermore, the Table reveals that 29.9% of the respondents strongly agreed, 31.4% of the respondents agreed, 21.2% of the respondents were undecided, the percentages of the respondents that disagreed are 8.8%, while 8.8% of the respondents strongly disagreed that absence of Off-the-Job training negatively affected organizational productivity.

Lastly, the Table indicates 35.8% of the respondents strongly agreed, 29.9% of the respondents agreed, 5.8% of the respondents were undecided, the percentages of the respondents that disagreed are 10.2%, while 18.2% of the respondents strongly disagreed that the Polytechnic organization is committed to Off-the-Job training for employee improvement.

RQ3: Factors that Militates against Effective Employee Training and Productivity in Yaba College of Technology

Research Questions	SA %	A%	U%	D%	SD%	TOT AL %
There is lack of effective instrument to measure employee productivity Polytechnic.	49 35.8%	41 29.9%	8 5.8%	14 10.2%	25 18.2%	137 100 %
There is poor identification of training needs by the leadership of the organization.	62 45.3%	28 20.4%	5 3.6%	11 8.0%	31 22.6%	137 100%
Poor training facilities and unconducive environment.	44 32.1%	38 27.7%	17 12.4 %	18 13.1%	20 14.6%	137 100
Reliance on conference and seminar as training method have not increased employee job improvement in your organization.	58 42.3%	33 24.1%	11 8.0%	23 16.8%	12 8.8%	137 100 %
There is no financial incentive for participating in self sponsored training programmes.	53 38.7%	46 33.6%	9 6.6%	11 8.0%	18 13.1%	137 100%

Source: Field Survey, 2022

The Table above shows that 35.8% of the respondents strongly agreed, 29.9% of the respondents agreed, 5.8% of the respondents were undecided; while the percentages of the respondents that disagreed are 10.2%, while 18.2% of the respondents strongly disagreed that there is lack of effective instrument to measure employee productivity in Polytechnic.

Also, 45.3% of the respondents strongly agreed, 20.4% of the respondents agreed, 3.6% of the respondents were undecided, the percentages of the respondents that disagreed are 8.0%; while 22.6% of the respondents strongly disagreed that there is

proper identification of training needs in by the leadership of Polytechnic.

In addition, the Table shows that 32.1% of the respondents strongly agreed, 27.7% of the respondents agreed, 12.4% of the respondents were undecided, the percentages of the respondents that disagreed are 13.1%; while 14.6% of the respondents strongly disagreed that there is poor training facilities and unconducive environment, offered by Polytechnics.

Furthermore, the Table shows that 42.3% of the respondents strongly agreed, 24.1% of the respondents agreed, 8.0% of the respondents were undecided, the percentages of the respondents that disagreed are 16.8%; while 8.8% of the respondents strongly disagreed that conference and seminar as training method have not increased employee job improvement in Polytechnics. This implies that over reliance on conferences by Polytechnics have not improved employee job skills.

Lastly, the Table reveals that 38.7% of the respondents strongly agreed, 33.6% of the respondents agreed, 6.6% of the respondents were undecided, the percentages of the respondents that disagreed are 8.0%; while 13.1% of the respondents strongly disagreed that there is no financial incentive for participating in self sponsored training programmes. This implies that employees do not enjoy any form of financial incentive or monetary compensation from Polytechnics for their personal training efforts.

Test of Research Hypotheses

Below is the research hypotheses tested for the study, using Chi-square.

Hypotheses One

H₀₁: On-the-Job training has not significantly affected employee effectiveness.

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
On-the-job training has no significant effect on employee effectiveness.	137	1.5614	.87127	1.00	4.00

Source: Field Survey, 2022.

Chi-Square Test Frequencies

On-the-Job training is a more effective method of employee training.

Response	Frequency	Percentage %	Cumulative %
Strongly	58	42.3	42.3
Agree	36	26.3	68.6
Undecided	20	14.6	83.2
Disagree	11	8.0	91.2
Strongly	12	8.8	100
Total	137	100.0	

Source: Field Survey, 2022.

Response	Observed N	Expected N	Residual
Strongly	58	45.5	12.5
Agree	36	45.5	-9.5
Undecided	20	45.5	-25.5
Disagree	11	45.5	-34.5
Strongly	12	45.5	-33.5
Total	137		

Source: Field Survey, 2022.

Test Statistics

Chi-square (a)	161.593 ^a
Df	3
Asymp.Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 45.5.

Decision Rule:

Using the Significance of (0.05), that is 5% which is greater than the Chi-square asymptotic Significance of (0.000), the result is significant and thus, we support the alternative hypothesis and disprove the null hypothesis.

Alternatively, the calculated Chi-square value (161.593) with 3 degree of freedom at 95% Confidence Level is greater than the Table value of 7.825, which makes the Chi-square calculated to fall at the disproval region. As a result of this, the Null Hypothesis was not supported; while the Alternative Hypothesis was supported which states that On-the-Job training significantly affected employee effectiveness.

Hypotheses Two

H₀₂: Off-the-Job training has not significantly influenced employee performance.

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Off-the-job training does not significantly influence employee performance	137	1.5485	.82139	1.00	4.00

Source: Field Survey, 2022.

Chi-Square Test: Frequencies

Off-the-Job training usually leads to increase in employee's performance.

Response	Frequency	Percentage %	Cumulative %
Strongly Agree	39	28.5	28.5
Agree	51	37.2	65.7
Undecided	7	5.1	70.8
Disagree	29	21.2	92
Strongly Disagree	11	8.0	100
Total	137	100.0	

Source: Field Survey, 2022

Response	Observed N	Expected N	Residual
Strongly Agree	39	45.5	-6.5
Agree	51	45.5	5.5
Undecided	7	45.5	-38.5
Disagree	29	45.5	-16.5
Strongly Disagree	11	45.5	-34.5
Total	137		

Source: Field Survey, 2022.

Test Statistics

	Off-the-job training usually leads to increase in employee's performance
Chi-Square (a)	183.215 ^a

Df.	3
Asymp. Sig	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 45.5.

Decision Rule:

Using the Significance of (0.05), that is 5% which is greater than the Chi-square Asymptotic Significance of (0.000), the result is significant and thus; we support the alternative hypothesis and disprove the null hypothesis.

Alternatively, the calculated Chi-square value (183.215) with 3 degree of freedom at 95% Confidence Level is greater than the table value of 7.815, which makes the Chi-square calculated to fall at the disapproval region. Hence, the Null Hypothesis was not supported; while the Alternative Hypothesis was supported, which states that Off-the-Job training significantly influenced employee performance.

Hypotheses Three

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Factors that militates against effective employee training has significantly affect productivity in Yaba College of Technology	137	1.5585	.83139	1.00	4.00

Source: Field Survey, 2022.

Chi-Square Test: Frequencies

Poor training facilities and unconducive environment

Response	Frequency	Percentage %	Cumulative %
Strongly Agree	44	32.1	32.1
Agree	38	27.7	59.8
Undecided	17	12.4	72.2
Disagree	18	13.1	85.3
Strongly Disagree	20	14.6	100.0
Total	137	100.0	

Source: Field Survey, 2022.

Responses	Observed N	Expected N	Residual
Strongly Agree	44	45.5	-1.5
Agree	38	45.5	-7.5
Undecided	17	45.5	-28.5
Disagree	18	45.5	-27.5
Strongly Disagree	20	45.5	-25.5
Total	44		

Source: Field Survey, 2021.

Test Statistics

	Poor training facilities and unconducive environment.
Chi-square (a)	184.215 ^a
Df.	3
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 45.5.

Decision Rule:

Using the Significance of (0.05), that is 5% which is greater than the Chi-square asymptotic Significance of (0.000), the result was significant and thus, we support the alternative hypothesis and disprove the null hypothesis.

Alternatively, the calculated Chi-square value (184.215) with 3 degree of freedom at 95% Confidence Level is greater than the table value of 7.765, which makes the Chi-square calculated to fall at the disproval region. As a result of this, the Null Hypothesis is disproved; while the Alternative Hypothesis is supported which states that poor training facilities and unconducive environment affect employee productivity.

Discussion of Findings

This section presents the discussion of the findings of data analyzed above. One hundred and thirty-seven (137) copies of questionnaire were retrieved and was the basis for the data analysis. The analysis has shown clearly that there existed positive effect of training on employee effectiveness and productivity of the Polytechnic council under study. The findings of the study are consistent with the assertions by Eneanya (2014); Usman, (2018) and Obisi (2006).

The test of the research hypotheses revealed that employee training significantly affects organizational productivity at Significance Level of (0.05) which shows the calculated Chi-square (184.215) was greater than the tabulated value (7.765).

As such, the alternative hypothesis was supported, which stated that employee training significantly affects organizational productivity. The research findings corroborate the postulation of Banjoko (2006).

Also, the second research hypothesis was also positive at (0.05) level of significance where Chi-square calculated value (161.593) was greater than the tabulated value (7.825). As such, the alternative hypothesis was supported. The - finding indicated that on-the-job training has significant effect on employee effectiveness. Ofobruku et al. (2015) that on-the-job training positively affected the productivity of employees.

Similarly, the third hypothesis revealed that off-the-job training significantly influence employee performance at Significance Level of (0.05) which shows the calculated Chi-square (183.215) was greater than the tabulated value (7.815). Hence, the alternative hypothesis was supported, which stated that off-the-job training significantly influence employee performance. Patil (2018) confirmed that organization productivity was greatly enhanced through off-the-job training.

Lastly, the survey findings indicated that there are significant challenges that militate against training in –Yabacollege of technology. Chief among them was lack of effective instrument to measure employee contribution and productivity, poor facilities and environment for training, lack of training objectives and poor identification of training needs. These challenges have been identified by scholars such as Eneanya (2014), Ofobruku et al. (2015) and Obisi (2006).

Summary of Findings

This chapter focused on the summary of the research study, conclusion and recommendations. The research findings as derived from the test of research hypotheses are as follows:

- i. On-the-job training has significant affected employee effectiveness in Yaba College of Technology.
- ii. Off-the-job training significantly influenced employee performance in Yaba College of Technology.
- iii. Lack of effective instrument to measure employee contribution and productivity, poor facilities and environment for training, lack of training objectives and poor identification of training needs significantly militated against training in Yaba College of Technology.

Conclusion

Man is dynamic in nature and requires being current and relevant in the work organization to keep abreast of the changes in technology, work method and service delivery expectations from the environment. Scholars, experts, social scientists and administrators recognize that training is indispensable not only in the development of the employees but also to facilitate organization productivity. Training is a process of creating organizational conditions that will cause personnel to be exposed to improvements that culminate into employee satisfaction and higher performance.

The study has examined training as a panacea required to improve employee skills, knowledge and attitude as well as enhance employee understanding of work improvement

measures. Training brings employees to that level of performance required to efficiently discharge their assigned tasks; enhance the implementation of new policies and regulations; improve manpower development and ensure the organization effectiveness.

This study was of an academic nature. However, it was able to expose the relationship between employee training and the productive efficiency of Yaba College of Technology. Since local councils are administered using similar structures, the study findings could be generalized to other Polytechnics in the federation. The study findings were further corroborated through the works of several known scholars, which buttressed the fact that training was necessary to develop the employees so that they have potentials required to increase their efficiency and by so doing improve organization productivity. Hence, training is essential to public organizations.

Recommendations

Based on the findings of this study, the following recommendations are hereby made to the administrators and supervisors of Yaba College of Technology in particular, and indeed to the Federal Polytechnics in Lagos, Nigeria.

- i. Since the study found that employee training significantly affected organizational productivity, management of the-Lagos-Yaba College of Technology should intensify effort at expanding the scope of training and improving the method and application of training to all employees of the public institution.
- ii. On-the-job training has significant effect on

- employee effectiveness. Consequently, Yaba College of Technology should endeavor to pursue continuous training for its employees. This is with special attention to new employees or older employees that are being prepared for promotion, transfer or assignment of higher responsibilities.
- iii. The study also revealed that off-the-job training significantly influenced employee performance in Yaba College of Technology. On that premise, it is strongly recommended that every avenue offered by the Staff Development and Training Unit of the Registry should be incorporated into the Annual Work-Training Schedule for employees. Possibly, sanctions should be introduced to minimize employees' penchant to avoid training programmes that are conducted outside the college premises.
 - iv. Lastly, the challenges of training such as ineffective facilities and unconducive training environment should be addressed holistically. Subsequently, the study suggested that employee training should receive priority attention during the yearly appropriation, so that adequate funding can be set aside to invest equipment, materials and resources necessary for skill improvement.

Area of Further Study

The researcher proposed that further studies be made to examine the extent to which performance appraisal impact on the efficient, identification of training needs among public sector employees working in Polytechnic sector. The study might help to address the current mismatch between training

programmes effectiveness and the inefficiency in public service delivery of public organizations.

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