

ASSESSMENT ON THE IMPACT OF TRAINING AND DEVELOPMENT ON PERFORMANCE IN NIGER STATE MINISTRY FOR EDUCATION

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Abstract

Any establishment which seeks to succeed in the present day competitive operation must invest in the training of its workforce. The objective of this study is to assess the impact of training and development on performance in the Niger state ministry for education and also to evaluate the efficiency and effectiveness of the trainings. Adopting a case study approach will rely largely on secondary data which are sourced through various related book, journals and other publications. The study recognized and confirmed the employee's belief on the importance and positive role of training and development in strengthening their skills and performance as well as their commitment to the productivity and success of the establishment in which they work. The study also looks into better ways which training can be conducted in carrying this academic task scholarly and related literatures were reviewed, Objectives. The result revealed that Niger state ministry of education adopted on-the job training method as a major system use in training its man power for the purpose of resource development, emphasizing that training enhance performance and can be used as motivational device and disciplinary measures in a system. it was further recommend that government should encourage promotion as at when due through the ministry when personnel are trained so as to minimize massive migration of intellectuals from educational sectors to no-educational professions.

Key words: Education, Training, Performance & Development

Introduction

The need to increase staff performance for better productivity has become universally accepted and that this depends on efficient and effective training and development. It has further become necessary in view of advancement in modern world to invest in training. Thus the role played by staff training in performance can no longer be over-emphasized. Staff training and development is based on the premise that staff skills need to be improved for organization to increase its productivity.

Aderinto (1981) viewed training as a systematic development of knowledge, skills and attitudes required by employees to perform adequately on a given task or job. New entrants into organizations have various skills, though not all are relevant to organizational needs. While Otokpa (1988) view performance as the action or process of carrying out a task or function.

In view of the continuous technological development vis-à-vis economic, political and technological changes sweeping across every society, it has become necessary to also continue to train and retrain employees in an organization if such an organization needs to increase its productivity through better performance. Performance is often defined simply in output term that is needed for achievement of pre-

decided goals. Performance is concerned with what job is done, how it is done and what has been achieved. The Oxford English Dictionary confirms this by including the phrase 'carrying out' in its definition of performance: it is "The accomplishment execution, carrying out, working out of proper use of knowledge, skills, ability, capability and competencies. The concept of performance has been expressed by Brumbach (2020) as follows: 'performance means both behaviors and results. Behaviors are the product of mental and physical efforts applied to tasks and that can be observed apart from the result from the job. This definition of performance concludes that when managing performance both inputs (Behavior) and outputs (results) need to be considered. In present turbulent and highly competitive business environment, the question of survive and grow matters a lot. Organizations are under pressure to increase the productivity of everyone so that competitive advantage over competitors can be achieved. Oxford Advance Learners Dictionary, New 7th Edition, Puts performance as how well or badly works are done. It is the accomplishment of a given task measured against preset known standard of accuracy, completeness, cost, and speed. Thus, in realization of the importance of training, various governments and private organizations have come out with organizational policies to ensure effective manpower training.

Productivity level is said to be higher in the private than in the public sector. This notion could be as a result of the difficulty associated with the measurement of productivity in the public sector. In industries, productivity is measured by the output of product whereas in the service sector like education, health and local government areas, it cannot be easily measured. This is because an increased investment in service does not automatically mean more or even better services. More teachers may not mean better education; neither do increases in government expenditure on civil servants' salaries mean better or improved services. It is often argued by Aderinto (1981) that private sector workers are better motivated than their counter part in the public sector, due to the higher target and challenges in the public sector.

Productivity is an overall measure of the ability to produce goods or services. More specifically, productivity is the measure of how specified resources are managed to accomplish timely objectives as stated in terms of quantity and quality. Productivity may also be defined as an index that measures output (goods and Services) relative to the input (labor, materials, energy, etc., used to produce the output). (Suleiman, 2005).

There have been general cry out for the poor performance and inadequate staff training in educational sectors in Nigeria. Aderinto (1981) also noted that the situation is as a result of the fact that service rendered are considered incommensurable with input, an increased compensation have little or no increase proportionately to productivity. The low productivity of the services is usually blamed on the workforces who are the human resources of the organizations.

Therefore, solving the problems of productivity in an organization consideration must be given to the quality of human input. We cannot talk about productivity improvement which entails the efficiency and effectiveness of an organization in the absence of a well trained workforce. Thus, the productivity improvement which is the central to the survival and growth of an organization, the issue of training has to be taken seriously.

This is because no organization can rise above the technical competence of its human asset (Singer,2019) The training aspect of human resourced management could be the panacea of low productivity of civil servants in Niger State Ministry of Education most especially when it is not conducted in the right place, the right time and with the right resources.

Donald (2023) emphasizes that training and Development has become an increasingly important and necessary tool for personnel or human resources management in any organization. The sources particularly human resources are very crucial to the realization of objective. It is basically responsible for the management of the categories of people or employee, it coordinates their effort towards the maximum fulfillment of the stage objective and goal in an organization.

However, the effective performance of the individual employee is a function both his personnel characteristics and the organizational environment. Therefore, the need for qualified personnel to manage the public sector requires the government to increase investment in human resources. The government must

concentrate on training of its staffs, this will facilitate the acquisition of the necessary attitude, knowledge and skill for effective achievement of cooperate objective, thus in the words of Glaser (2017) training is essentially meant for changing people's behaviors, knowledge and skill through instruction, demonstrate other technique, training therefore entails building self-confidence, initiative aspiration and above all depends in individual or work terms through a desire job related behavior, in other words, the quality of human resources in an organization is frequently the most important factor that determines whether or not the organization is going to be successful which it will realize a satisfactory return in investment or even wealth, it will achieve its basic objective, consequently upon the above factor, there is therefore no better way of achieving managerial capacity and competence through training and development of staff at all level.

Training and development is an acquisition of basic or special skill that enables one to perform certain important functions. It is a systematic process aimed at improve current or future employee's performance level, which is achieved through a process of learning, the experience through which management or those being developed use to acquire greater understanding, self-confidence and other replacement for effective job performance. Also good performance prepare individual employee for a higher responsibility, the performance of development typically involves developing specific skills being possessed by employee, it is meant to influence the belief, attitude and value of an individual for the purpose of developing him to be on his own and to achieve organizational objectives. It means employees have a sense of belonging which gives room for job satisfaction and effective job performance.

Training and development has significant improve the systems in our organizations due to effective mechanism and approaches towards achieving the organizational objectives. Development is also seen as shift progressively from one point upwardly to another. According Adamu (2023) development is growth plus change and encompasses human and material resource capacity building. Is a change in organizational dynamisms

Hence, the social of training programmer is to remove performance deficiencies for greater development, whether current or anticipated, that are result of the employees in ability to perform at desired level. Hence training should be given priority attention in all government establishment, training is therefore, aimed at enhancing specific skills for specific job and is designed to provide new idea and concept that may be useful for present and future jobs,, therefore the efficient and success of any organization be it private or public depend on many factors, some of which are how well the workers are trained. The extent to which training programme are planned and workers developed, greatly determines their behavior efficiency and productivity and objectives.

Objectives of the Study

The objectives of this research is to assess the impact of training and development on performance in Niger state ministry for education.

Methodology

The information of this study was derived through secondary source; content analysis was used as a major source of gathering these facts, on Assessment on the impact of training and development on performance in Niger state ministry for education.

Conceptual Clarifications

Concept of Training and Development

In every organization, the caliber of management is important i.e. someone has to do the actual work, and has to develop the skills on how to do it. Odah (2024) sees training and development both physically, socially, intellectually and mentally are very essential in facilitating not only the level of productivity but also the development of personnel in any organization. Therefore, training can be put in a context relevant to school administrators.

Human resource, are the most valuable of any organization, with the machine, materials and even the money, nothing gets done without man-power. Abiodun, (2023) submitted that: Training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately on a given

task or job. It can take place in a number of ways, on-the-job or off the job; in the organization or outside organization. Adeniyi (2024) observed that staff training and development is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization.

For any organization to be effective there must be a great expectation on performance. According to Tasha (2023), performance is how well a person or workforce does a piece of work or assign responsibilities to accomplish organizational goals.

An organization tries to the extent to which the people in it grow in experience and develop their inherent talents on performance. Although it is true that the process of leaning is expensive in terms of time, loss of production during training, loss of money in any other form, that is inevitable, but the cost of these losses are too often hidden. After effective training, the result of high productivity makes even a greater amend for the losses.

While Cole (2023) observed that the need for improved productivity in organization has become universally accepted and that it depends on efficient and effective training. It has further become necessary in view of advancement in modern world to invest in training. Thus, the role played by staff training can no longer be over-emphasized. However, the need for organization to embark on staff development programme for employees has become obvious. Absence of these programme often manifest low in productivity.

Among other schools that highlighted the usefulness of training and development are Akintayo (2018); Oguntimehin (2021) and Graig (2023) They identified the functions of training as follow: increase productivity, improves the quality of work; improves skills, knowledge, understanding and attitude; enhance the use of tools and machine; reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs, eliminates obsolesce in skills, technologies, methods, products, capital management etc. it brings incumbents to that level of performance which needs the performance for the job; enhance the implementation of new policies and regulations; prepares people for achievement, improves man-power development and ensures the survival and growth of the organization.

Asiodu (2022) noted that training is a process that tries to improve skills or add to the existing level of knowledge so that the employee is better equipped to do his present job or to mould him to be fit for a higher job involving higher responsibilities. It bridges the gap between what the employee has and what the job demands.

Since training involves times, effort and money by an organization, so an organization should to be very careful while designing a training program Yaradara, (2023) observed that objectives and need for training and development should be clearly identified and the method or type of training should be chosen according to the needs and objectives established. Once this is done accurately, an organization should take a feedback on the training program from the trainees in the form of a progress report so as to know whether the amount and time invested on training has turned into an investment or it was a total expenditure for an organization. While development of workforce is to be developed in skills and knowledge and employee to be able to pass the idea been acquire to others.

Omale (2011) also stated that training is a very important personnel function to which every organization must pay attention. The contribution of individual workers depends on what knowledge of the work they have and the skills they possess to carry out the work. These contributions will increase/improve with new knowledge and skill obtainable in most cases from training.

Douglas (2019) observe training and development as a planned and systematic process which is aimed at improving current and future employee performance. Training is the organization effort aim at helping an employee to acquire basic skills, required for the efficient execution of the functions from which he was hired. Development is the ability to apply the principle and practice of the training to reality.

Godwin (2022) observed that training and development is often distinguished from education. Education is thought of as being broader in scope . its purpose to develop the individual. Commonly, education is considered to be formal education in a school, college, or university, whereas training is vocationally oriented and occurs in a work organization. Training and development usually has a more immediate

utilitarian purpose than education. In practice, training and education frequently occur at the same time. This is to say that the distinction is not always necessary or appropriate. Some formal vocational school programs are quite immediately practical and job oriented, whereas some executive development programs in industry cover fundamental principles and philosophy, is broad in scope, and certainly should be designated as education (Godwin, 2022)

Ryder (2020) identified the following types training which includes:

Coaching: A coaching is a private tutor in ordinary day usage of the term. As a training method, coaching involves employee empowerment, delegation of duties and continuous reporting to the trainer. For best results, the coach should be a collaborator and not a judge, employing constructive corrective measures and providing a friendly atmosphere to enable the trainer gain maximally from his tutoring. The coach must assume a friendly posture with the trainee to achieve best results.

Video Films/Slides: These also includes audio visual aids, video, VCD, CD etc, that provides animation of some sort. Consequently, they support training when the objective is to prepare trainees for the acquisition of skills and to acquire knowledge through memory impacts from vision and sound. Video can be used in training to stimulate interest in the training topic, to present information, to model the use of skills and to provide trainees with accurate feedback about their use of newly learned skills. Haruna (2000) emphasizes that Video can be used to present course information to employees at remote sites, which can be a cost-effective alternative to bringing trainer and trainees physically together. In behavior modeling, training video is used to present trainees with a [positive role model of the skills they are learning, shown in realistic settings to enhance credibility (Ryder, 2020) Trainees are often videotaped as they practice complex interpersonal skills, such as in simulated selling situations, and immediate playback provides them with feedback. While Isah (2024) emphasis that video use in training evolved from the use of slide and films, and is growing increasingly sophisticated and powerful through computer and laser disk technologies. These developments allow trainees to interact with video materials, which can stimulate interest and provide very controlled feedback. For example, management trainees may be shown a simulated discussion concerning a job performance problem and asked how they would respond. Based on their response, realistic replies by the video-simulated employee would be shown. Meferland (2017) discussed that the primary disadvantage of using video to present training material is cost, of both the initial development and of making later modifications. Videotaping of trainees for the purpose of feedback is not as costly, but requires considerably more training time. Another limitation pertains to the tendency for trainees to get carried away with the entertainment or to suffer drowsiness if movies are presented after a heavy lunch. These aids must be used with the guidance of a facilitator to minimize some of these limitations. Despite these disadvantages the use of video in training is likely to continue to grow.

Ryder (2020) further included Programme learning as a training method

Programmed Learning: With the increasing adoption of research findings, technologies and profound innovation of the last century, trainees now benefit from do-it-yourself (DIY) techniques that rely on books and machines. For instance, to learn typing-on the computer, the standard learning sequences have been programmed and made available in user-friendly software packages. As a trainee typist interacts with this package, he can monitors his progress, accuracy and speed. He can also have fun, as different types of errors in the learning process would earn a loud deep alerting the trainee that an error has been or is about to be committed. A possible misuse is however the tendency for some trainees to be carried away with the fun rather than desire learning.

Lectures: These take place when the trainer is able to present a prepared paper to the trainee(s) or an audience, class, etc designed to instruct or explain at some length. Lectures are particularly used for reaching a large audience who have some knowledge of the subject matter. However, the lecturer dominates the discussion and may as well use the opportunity to spread peculiar or personal ideologies. Thus, lectures may be used for teaching knowledge, facts, skills and opinions. The lecture is one of the least expensive forms of training because it incurs little development cost and can be used with large training classes. Despite criticism that it lacks the opportunity for feedback and practice, evaluation of training using the lecture method have shown that it can have at least a moderate level of effectiveness.

Tutorials: These involve a session of personal instructions with a trainer, tutor or university lecturer. The trainee is encouraged to react to a problem or to submit a practical work that would be the basis of discussion with the tutor. It provides an excellent means for critical examination of knowledge and opinion. The tutor must provide an environment friendly and conducive for learning.

Discussion group: The focus is on specific topics or a number of issues relevant to a theme. Seminars and workshops may adopt the discussion technique to encourage massive participation. Such arrangements support the objective of improving skills, changing attitudes and improving oral presentation.

Briefing groups: The trainer presents a short paper and asks for the reactions of the trainees. It is assumed that the trainees are not completely ignorant of the issues in the paper. The objective is to teach knowledge, facts and assess the opinions of the trainees.

Practical's: This is a strategy to supervise the hands-on work of the trainee, give feedback and generally enable the trainee acquire skills in how to perform specific tasks. Trainers who have patience and who are committed to helping slow learners to pick up should handle practical.

Role-plays: Role playing is used in teaching interpersonal skills such as managerial and sales interactions. Like all artificial dramas, the trainee adopts relevant roles (for example, manager and staff member, salesperson and customer, debtor creditor) and plays out a particular kind of discussion (for example taking disciplinary action; making a sale, negotiating debt rescheduling). Thus, the trainee wears someone else's shoes for the purpose of understanding the physic-social characteristics of the person and situation, for example in preparing for negotiation of collective agreements, debt, contract jobs, etc., it is profitable during the pre-negotiation period for opponents to try out the possible postures that stakeholders may wish to assume, and thereby master the counter-strategies that would be necessary.

Ryder (2020) further explains that background information of the nature of the role is provided for the role players but the interaction is generally unscripted. A particularly effective role-playing approach is behavior modeling training, developed from social learning theory. Participants are first shown a model of someone using a set of clearly defined skills appropriately (typically with actor on video) and then asked to role-play; they then receive feedback on a seminar interaction using those same skills.

Generally, as a training device, role-plays help to teach trainees qualities or skills such as versatility, changing attitudes, and effective inter-personal skills, and especially conflict strategies.

Business games: A game is a contest played for sport or amusement according to rules. A number of games are available in the form cards, monopoly, computer games, etc., which can help to teach one two workplace principles or rules. The objectives are that the trainees will acquire the tools for analyses and decision-making under real life scenarios.

A variant of games is the in-tray exercise where several memos are put into a tray and the trainee is to make sense out of this. In the process the skills for practical assessment of priorities and decision-making may be acquired.

Case studies: A case is a set of circumstances or conditions or a state of affairs. It comprise of a real-life or hypothetical story or incidents and a set of questions that follows. The key issues are to be analyzed for practical solutions or decisions.

Vestibule training: New employees billed for production line duties that require a particular skill or speed may be trained on a simulated production line which often operates at a slower speed. Using this technique organizations avoid having to slow down regular production lines or risk product damage or poor quality due to the introduction of unskilled workers.

Apprenticeship: New employees often go into apprenticeship by serving as assistant to a more senior worker often for a fixed period of time receiving one-to-one, on the job modeling, instruction and feedback. This is a cost-effective method because the organization receives the benefits of the apprentice's work while

not paying the full wages. This arrangement is particularly suitable when there are enough skilled individuals to work on one-to-one basis with new employees. While bailer (2023) enlightens that there must also be the willingness on the part of supervisors to train new employees, otherwise there is a tendency for supervisor to exercise the fear that the subordinate may become so skilled that they make supersede them in the organizational hierarchy. The fixed nature of apprenticeship also fails to take into consideration individual differences in the pre-apprenticeship skill levels as well as learning rates.

Conference: This method uses structured discussion between trainer and trainees in relatively small groups. While the lecture method involves on-way communication, the conference method involves at least two-way process and so can be used to test participant's understanding and to invite reactions to what is presented. Because it entails a high degree of participant involvement, the conference method is particularly effective for enhancing trainee commitment or attitude change.

Simulation: These are carefully developed exercise, modeled on realistic situations, in which trainees participates and receives feedback. Simulations are particularly useful for jobs in which the risk and cost of mistakes are high (for example, pilot training) or in which direct observation and feedback are typically absent (for example managerial decision making). To get around this problem, -there are now flight simulators, in-basket games, business games and case studies, outdoor physical obstacle problems, some of which had been previously reviewed.

Identifications of Training Needs

Training is a vital and necessary activity in all organizations. It plays a large part in determining the effectiveness and efficiency of the organization. According to Kats and Robert (2017), the major contributions that training can make are as follows:

- i. *Reduced learning time to reach acceptable performance.* By having qualified instructors and carefully controlled learning situations, management in countless cases has been able to obtain shortened learning period and higher productivity from new employee.
- ii. *Improved performance on present job.* Training applies not only to new employees but to experienced people as well. It can help employees increase their level of performance on their present job assignments.
- iii. *Attitude formation.* A common objective of organizational training programs is the molding of employee attitude to achieve support for establishment activities and to obtain better cooperation and greater loyalty.
- iv. *Aid in solving operational problems.* Training of both supervisory and hourly paid employees can help reduce turnover, absenteeism, accidents, and grievance rates. For example, inept supervision is often a cause of employee dissatisfaction and grievances. Supervisory training in such areas as labour relation, leadership, human relations, and administration may improve supervisor-subordinate relationship. Other operational problems that training can help solve are low morale, poor customer service, excessive waste and scrap loos, and poor work methods.
- v. *Fill manpower needs.* Some manufacturing company found it impossible to recruit sufficient skilled machinists and toolmakers. Hence it concluded that the best way to solve this manpower problem, in the long run, was to establish its own apprentice-training program. A number of small manufacturers in the wearing apparel industry in an Eastern city and other part of the world continually find difficulty in hiring adequate numbers of skilled sewing-machine operate numbers of these firms has any type of organized training program. Yet a large company in the same city seldom is short of labor, because it operates a complete training school for sewing-machine operators. Consequently, it is able to recruit green labor and train these people to become experienced stitches. Both public and private organization requires efficient & effective manpower.
- vi. *Benefits to employees themselves.* As employees acquire new knowledge and job skills they increase their market/service value and earning power. The possession of useful skills enhances their value to their employer and thereby increases their job security. Training may also qualify them for promotion to more responsible jobs.

Objectives of Training and Development

Jonathan, (2023) gave the following objectives of training and development:

- i. To improve employee performance on present towards better cooperation and greater loyalty.
- ii. To aid in solving operational problems example of such problem include high labor turnover, absenteeism, accident and grievance rate, other operational problem are how work, poor customer services, excessive waste and scrap loss and poor work method.
- iii. To full manpower needs when total new skills are required by a company. Development of ideas, It often find it most practical to select and train from within skilled to personal in the outside labor market.
- iv. It give benefit to employer than salve. As employee acquire new knowledge and job skill, they increase their market value and earning power, the

Training and Development as Motivational Device

According to Ibbectson, (2020) training and development is seen as a motivational device “the term motivation generally is used to be described arousal of interest by any means which does not preclude the use of positive and negative incentive.” Through training and development of both staff and management, the employees will be motivated to have interest in his job. Dissatisfaction arises when there is routine and the employee’s position is seemed not to be recognized in an organization.

According to Business Time of September 23rd 2017, the first sign of job dissatisfaction is frustration, which refers to the state of being disappointed, a person may want to have a professional job paying a high salary but he cannot, because he lack proper training in the job bud. According to Ibbectson, (2020); says motivation in training is facilitated in many ways. One way is to ensure that trainee associated successful completion of a particular programmed with improve job performance or career opportunities.

Trainee motivation is increased when successful completion of a programmed is perceive as instrumental to the attainment of job or career success, presumably attractive outcome for the most employees foremost managers they said, motivation will be assisted by informing him of what is expected to happen as a consequence of his learning activity. However, increasing motivation beyond an optional level tend to produce dysfunctional result, because it is accompanied by an increasing level of an anxiety and a high level of anxiety disrupts performance.

Factors Influencing Training and Development

There are so many factors that can influence training and development to enhance performance. Monday (2024) presented the following factors as influencing training and development of employees on the work:

- i. Management support
- ii. Commitment from specialist and generalist
- iii. Technology and complexity
- iv. Organizational complexity
- v. Behavioral science knowledge
- vi. Learning principle, and
- vii. Performance of their human resources functions.

The amount and quality of training and development carried out varies enormously from one organization to another. In a nutshell, factors influencing training and development include, top managements commitments and adaptation

Major Type of Training Method Use in Niger State Ministry For Education.

According to review of Niger State Education Ethics. The training performance of staff at level 07 and above in the Ministry of Education Niger State is approve and permitted by the Niger State Head of Service commission. While, the training performance of staff at level 06 – and bellow approve and permitted by the education ministry internally, while the major method of training adopted is on-the-job training this include through conference, classroom, educational seminar and part time programmed at evening period of official working days and weekend programmed. The researcher will further find out how it is conducted.

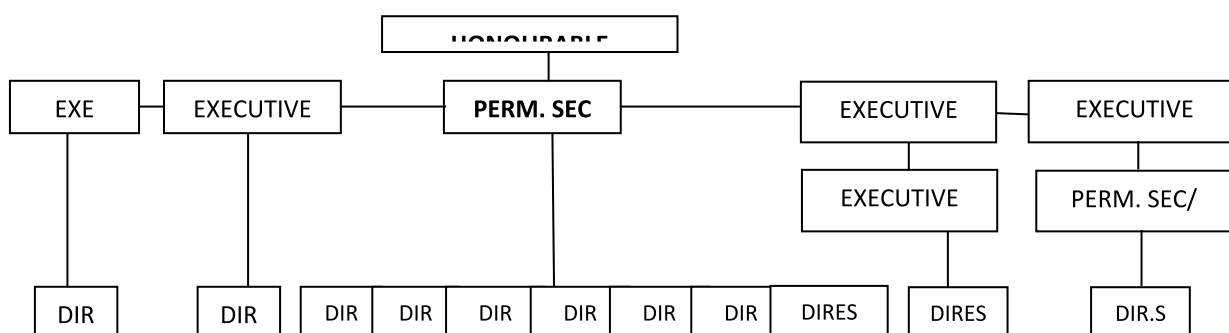
Is it effective or bias and to see if majority of the personnel in the ministry are benefiting and to see if there are update in the exercise and its recent challenges.

Challenges on Training and development in Niger State Ministry for Education

Niger State Bureau of Education Statistic 2022/2023 Volume, indicate that some same of the challenges of training and development faced by Niger State Ministry for Education include the following:

- i. Frequent change of the trainers during the training exercise due to one reason or the other same of which are political
- ii. Poor computer devices- some of the electronically devices are weak and slow to meet up with the current challenges and demands during the training exercise in the ministry.
- iii. Poor funding of the training exercise by the government, which sometimes lead to delay process in the training programmed
- iv. Inaccurate and inadequate data on information require carrying out the training exercise by the trainers.
- v. Poor and instability of power supply (electricity) during the exercise which lead to delay and inconveniences, all these are due to lack of proper coordination and poor governance.

Administrative chart and departments of Niger State Ministry for Education



SOURCES: Niger State Ministry for Education, staff manual 2024.

The Role of Niger State Ministry for Education

According to a review of Niger State Educational ethics 2008, 3rd edition clearly identifies the role of the Ministry as follows:

- a. Formulation of policy to guided provision of basic and secondary school education in the state in accordance to law.
- b. Initiation and development of arrangement to collaborate or partner with governments, institution and foundations to improve the quality of education.
- c. Maintenance and upgrading of schools' facilities and infrastructure
- d. Planning and advising the Civil Service Commission on manpower acquisition requirements for effective teaching.
- e. Establishment and maintenance of an inspectorate department for effective monitoring, supervision and effective teaching in schools.
- f. Ensure capacity building for staffers towards achieving the desired collective objective of the ministry.

Evaluation of Training and Development & its Impact on Performance

That training and development of staff is the basic foundation of a good organization is not an understatement. No organization can choose whether or not to train employees. All new employees regardless of their previous training, education and experience, need to be introduced to their new employers, work environment and taught how things are done in the organization.

Priors and Myer (2021) in their book titled Personnel Administration stated some importance of training and development to the organization, vie:

- i. Dissatisfaction. Complaint, absenteeism and turnover could be greatly reduced when employees are so well trained that they can experience the direct satisfaction associated with a sense of achievement.
- ii. Continuous training of workers progressively increases their value to the organization and thus prepares them for brighter prospect as promotion
- iii. Continued training can help employees to develop their ability to learn, that is, adapting themselves to new methods, learning to use new kinds of equipment and adjusting to major change to job, content and relationship.
- iv. New employees are instructed in the requirement of specific jobs they are to perform. In this way, they can learn measure up to standard.
- v. Orientation and induction programmed provide new employees with the general information that they need about the organization in respect of policies, procedures, practices and rules and also about the jobs on which they will work.
- vi. An advantageous by-product of training and development is that accident-spoiled work and damages to machinery and equipment could kept to the minimum by well-trained employees who are motivated to do good work

Problems of Training and Development in Niger State Ministry for Education

The Niger State Bureau of Education Statistic 2022/2023 volume identified the following problems of trainer and trainee in Niger Ministry of Education.

- i. Lack of adequate coordination from the trainers and trainees within the ministry
- ii. Lack of congruence on the actual institution responsible what programmed and for which category of training to be given to trainers by the trainees.
- iii. Poor awareness of the importance of training among the trainees.
- iv. Majority of the trainees are not exposed to the training hand book where the do and don'ts of the programmed (training) are clearly spelt out. Therefore, the absence of job knowledge, skill and attitude. Also a clear motive for the need to go on training is lacking.
- v. The training is not focused on need because training is always done by trainer based on the interest shown by the trainees and on the availability of funds in that organization.
- vi. Political interference: Government of the day always assists, on some unqualified candidates to be considered in the training exercise, particularly in government parastatals, after which they may be unduly, promote or consider these abnormalities hinder the effectiveness in the training exercise in the ministry.
- vii. Corruption and misappropriation- the total amount requires to facilitate the training exercise are not adequately reimbursed due to selfish interest of the officer concerned in the Fiscal Allocation Formula. While, some of the facilities to be appropriately use for training purpose are diverted to other unit or sector in other way round. These may be due to poor policy or weak operational modalities in government Bureaucracy.
- viii. Poor remuneration or allowances to be paid to trainer while some of the trainees are not duly motivated either by their organization or the government. Some of the ministry or organization may only had or see on white paper what is to be rightly given to them. However, at the end of the day the delay process and bureaucratic bottleneck at the payment process may drastically reduce the high percentages to be paid to the trainers or to the trainee. These bad impressions also weaken the potentials in the organization.

Theoretical Framework

The theoretical frame work to be adopted is the Social Learning Theory postulated by Albert Bandura (1997). Braton (2007) explained social learning theory of Bandura which emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others. In social learning theory, internal cognitive processes are said to have some effect on behavior as examined by Mckenna, (2022) that a person's expectations about the outcome of a particular behavior reflects these effects. To

attend, remember and rehearse would be key aspects of observational learning as noted by (Merniam & Caffarella, 2021) and showed that the most common examples of social learning situations are television commercials. Like using a particular product as advertised will make us popular and win the admiration of attractive people customer may model the behavior shown in the commercial.

Bandura believes that humans are active information processors and think about the relationship between their behavior and its consequences. Learning, he said, would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others, one form an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action.

The Social Learning Theory proposed by Bandura has become perhaps the most influential theory of learning and development. It is rooted in many of the basic concepts of traditional learning theory. Bandura is of the belief that direct reinforcement could not account for all types of learning. His theory added a social element, arguing that people can learn new information and behavior by watching other people for development Known as observational learning (or modeling), this type of learning can be used to explain a wide variety of behavior during training.

In addition to influencing other psychologists, Bandura's social learning theory has had important implications in the field of education. Learning theories provide some key principles of learning so that implications of these principles in training may provide opportunities of trainees' motivation and facilitating their learning. This literature/framework provides a solid body of knowledge about how individuals learn the different processes of learning involved and significant factor that affects individual learning. This can also significantly contribute to the training plans and programmed alike. The theory also link to performance in an organization.

In conclusion, this theory is very important to the training and development of staff, based as it were, on the fact that the result is consistent with other research and finding on the relationship between training and employees commitment to organization. The underlying philosophy therefore is the need for management to acknowledge and openly accept that training is one of the commitment-base strategies that can be utilized to enhance organizational performance.

Findings of the Study

In the course of this study, it was discovered that the growth of an employees is intrinsically linked with the growth of an organization and vice versa. No organization can develop without taking seriously the training of its employees on the growth path, and an individual training is meaningless if it does not align with the organizational goals and strategies. Organization has their own vision and employees have their own aspirations. Training of staff creates a win-win situation and lack of such can create movement in haphazard direction leading loss of productivity which can lead to absolute chaos.

Every organization needs to retain people with the right skills and talents. The can be enabled by investing in their future growth and showing them the path to fulfill their dreams. In this process, the effort put by employees as performance give them the impetus to perform and this then results in organizational productivity. Therefore, effective staff training programmed is very vital and important because it helps to improve the level of efficiency and effectiveness; hence, organizational productivity is enhanced. Through better performance

It was discovered that training provides employees with the effective skills, knowledge and attitude that they need to efficiently perform their jobs. Skills, knowledge and attitude (SKAs) performance is vital to the health of organizations. Understandably, the quality of an organization's training, affects its value.

An Untrained or poorly trained employee costs significantly more to support than a well-valuable commodity; if viewed as an investment rather than as an expense, it can produce high returns.

The study discovered that Niger state ministry for education carried out on-the job method of training to enhance performance and accountability.

The leadership of the present era of Farmer Umaru Bago the governor of the state ensures massive training and promotion of staff as at when due for better performance and development in the ministry, these approaches was welcome to avoid the usual brain drain in the system.

Few people these days would argue against the importance of training on performance as a crucial and major influence on the success of an organization or of an employees, even though it is an expensive venture. In order to sustain economic growth and effective performance, it is Important to optimize the contributors of employee's to the aims and goals of the organization.

One condition a manager is uniquely expected to make is to give his subordinates vision and ability to performance. It was identified that Training and development is necessary to ensure an adequate supply of staff that are technically and socially competent and capable of career development. Technological developments and organizational change have generally led some employers to the realization that success partly depends on the skills and abilities of their employees.

Commitment has a significant and positive impact on job performance and on workforce retention. The underlying belief is that more committed employees will perform better at their job. The likely outcome of employees performing better and more productive is an overall improvement in work force stability.

Training generates benefits for the employees as well as for the organization by positively influencing employees' performance through the development of the employees' knowledge, skills, ability, competences and behavior. The more highly motivated a trainee, the more quickly and systematically a new skill or knowledge is acquired. That is why training should be related to money, job promotion, and recognition etc. i.e. something which the trainee desires.

Conclusion and recommendation

Based on the research findings from the analysis made, it was observed that employees in any given organization always tend to put more effort and perform above average when they are trained. Thus, of course, generates greater productivity to the organization in question and sets tem on top.

Employees who are not trained to move with the trend lag behind and tend to very low in their performances which in turn affect the productivity and development of the organization.

Subsequently, with respect to the importance of training both formal and informal training opportunities are thought to provide a forum for the development of talent. When talent is fostered and nurtured, competitive advantages in performance are untainted. Furthermore, the organizational commitment or the relative strength of an individual's identification and involvement in a particular organization depends on effective training programmed. Organization demonstrating keen insight makes provisions for satisfying the training needs of their workforce.

The economic and technological trends, the pace of innovations, change and development have been growing faster year-by-year and, as a result, these are clear signals that training is very important consequently both the organization and individual stakeholders must consider it as a very serious, preoccupation. Training eliminates risks in organizations because trained personnel will be efficient, thus giving the employees sense of security and commitment. Therefore, there is the need for organizations, companies, firms, projects or programmed to train their human resources to able to acquire more skills and knowledge to beat competitors.

Personnel training should be given a consistence priority through proper funding in Niger state ministry for education so as to avoid brain drain in the system. The ministry should ensure continuous staff promotion through the conduct of performance evaluation for greater development

Training is related to the skills an employee must acquire to improve on the job and help achieve any organizations overall goals and objectives, it should be offered to the employees from time to time. By so doing it will also assist with reduction of anxiety of frustration, which most employees sometimes experience on more than one occasion during their employment career.

Employees who are committed to learning showed a higher level of job satisfaction that has a positive effect on their performance. Job satisfaction is a pleasurable and positive emotional state resulting from a positive appraisal of the job or job experiences; therefore, it is suggested that organizations should invest more in the trainings of their employees and there should be a good working environment and performance appraisal should not be abuse and feedback mechanism should be put in place in all officer endeavor.

The larger the gap between the skills to perform a task, and the actual skills available for performing a task, the greater the lack of job satisfaction and the greater the increase in employee turnover within the organization. Conversely then, not having the skills to perform a job correctly can set up employees for failure and put the organization at a less than competitive disadvantage. The resulting high turnover would predict the need for even more training that would then have a direct impact on the bottom line for any organization and it is hereby recommended. There should be improve in funding training, adequate training facilities, and promotion should be done promptly after returning from study.

Finally, this work believes there is a direct relationship between job training and job performance and hence, strongly suggests consistent and continuous training for employees of any organization as well as job evaluation based on performance.

Suggestion for Further Studies

This study specifically addresses the Assessment on the impact training and development on performance in Niger state ministry for education. Many organizations have also led to the fact that relationship between employees with training experiences who have positive attitudes about training (training attitudes) , and those positive training attitudes are perceived to improve job proficiency. This study is very significant to researchers, scholars and practitioners in understanding the modalities of how to deal with both organizations and employees to bring out and maintain the best in them. The researcher, therefore, suggests that more studies be carried out on the Assessment on the impact of training on performance establishments.

A comparative study should be undertaken on the relative impact of the various human resource training and development approaches as they affect the performance and productivity of the workers in other ministries and higher institutions of learning in Nigeria. It is also suggested that future studies should take care of limitations and fill the gap that might be in this study, as it would help to improve and generalize this study

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