

Effectiveness of Training and Development on Workforce Performance: A Case Study of a Hospital Management Board in Ado-Ekiti, Nigeria

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Abstract

This study examined the effect of training and development on the performance of workers at a Hospital Management Board in Ado-Ekiti, Nigeria. Specifically, it assessed the influence of on-the-job training, off-the-job training, and development on employee performance. A descriptive survey design was adopted, and census sampling was used to draw a sample of 127 staff members, from whom 120 usable questionnaires were retrieved. Data were analyzed using ordinary least squares regression. The findings show that on-the-job training had a positive and significant effect on performance (induction training: $t = 6.061$, $p < 0.05$), off-the-job training was likewise positive and significant across its indicators of creativity, competitive strength and exposure ($t = 2.169-4.932$, $p < 0.05$), and development activities-workshops and seminars in particular-had a significant positive effect on performance ($t = 2.830$ and 6.605 , $p < 0.05$), while conference exposure was positive but not significant. The study concludes that training and development are important predictors of employee performance in the health sector and recommends that organizations institute periodic, needs-based training and development programmes to sustain productivity gains.

Keywords: Training, Development, Employee Performance, On-The-Job Training, Off-The-Job Training, Hospital Management, Nigeria

1. INTRODUCTION

Training is widely regarded as indispensable to organizational effectiveness because employees cannot be expected to perform specialized duties competently without it. Training refers to programmes that furnish employees with the knowledge, skills, and career-development opportunities needed to carry out their roles, while development denotes the broader, longer-term process of improving an individual's capacities. In Nigeria, formal manpower training dates to the early 1960s, when the departure of foreign personnel

after independence exposed a shortage of skilled indigenous labour and prompted the Federal Government to establish institutions such as the Manpower Board, the Centre for Management Development, the Administrative Staff College of Nigeria, and the Industrial Training Fund.

Organizational performance depends on many factors, but training is consistently identified as among the most important, since employees who accumulate greater on-the-job experience tend to perform better as a result of improved skills and competencies. On-the-job training builds organizations that can sustain performance and productivity gains and remain competitive, while organizations that under-invest in training are at a marked disadvantage relative to those that do not. Because training and development activity is often the first budget line cut during economic downturns, it can carry long-run costs in the form of higher staff turnover and recruitment expenses.

Although a substantial body of work has examined the training-performance relationship across sectors and countries, prior studies have paid little attention to training in the Nigerian health sector, where regular retraining is required by the pace of technological and clinical change. This study addresses that gap by focusing on a Hospital Management Board in Ado-Ekiti, Ekiti State, Nigeria, as a reference point. The specific objectives are to: (i) examine the effect of on-the-job training on staff performance; (ii) determine the effect of off-the-job training on performance; and (iii) analyze the effect of development on employee performance.

2. LITERATURE REVIEW

Training and development have been conceptualized in the literature as complementary but distinct processes: training is the systematic process of altering employee behaviour to further organizational goals and of teaching operational and technical staff how to perform the jobs for which they were hired, while development is the broader process of change that improves a product, plan, or idea, including the individual's own capacities pursued independently of any specific organizational role. Performance, the dependent construct, denotes what an organization requires of each employee in order to achieve its business goals, and is commonly assessed in terms of efficiency, effectiveness, and output.

This study is anchored on operant conditioning theory, which holds that the frequency of a behaviour increases or decreases depending on the consequences that follow it; applied to the workplace, employees are more likely to sustain performance-enhancing behaviours-such as engaging fully with training-when those behaviours are reinforced by positive outcomes such as improved competence and recognition.

Empirically, prior studies report a generally positive relationship between training and development and organizational or employee performance across a range of country and industry contexts, including manufacturing, banking, insurance, and public-sector settings. Several of these studies find that specific components of development, such as workshops and seminars, are more consistently associated with performance gains than others, such as conference attendance, a pattern this study also investigates in the hospital management context.

3. METHODOLOGY

A descriptive survey research design was adopted. The study population comprised all employed nurses, doctors, pharmacists, and laboratory scientists and technicians at the Hospital Management Board in Ado-Ekiti, excluding support staff such as ward assistants and non-medical practitioners; this population numbered 127 according to staff records. Because the population was relatively small, census sampling was used and all 127 staff members were targeted; 127 questionnaires were administered and 120 were completed and returned, yielding the analytic sample.

Primary data were collected using a self-structured, closed-ended questionnaire divided into five sections: Section A captured demographic information (sex, marital status, level of education, and years of experience), Sections B-D elicited responses on on-the-job training, off-the-job training, and development respectively (each on a five-point Likert scale of Strongly Agree to Strongly Disagree), and Section E captured employee performance. Content and construct validity were established with supervisory input, and reliability was assessed using Cronbach's alpha, with an acceptable threshold of above 0.70.

Data were analysed using descriptive statistics (simple percentages) for demographic information and ordinary least squares regression for the three research hypotheses, with the t-statistic used to test significance at the 0.05 level. The regression model was specified as:

$$Y = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + U_i$$

where Y is employee performance (the dependent variable); X1, X2, and X3 represent the indicators of on-the-job training, off-the-job training, and development respectively (estimated in three separate models, one per hypothesis); b0 is the constant; and Ui is the error term.

4. RESULTS

4.1 Sample characteristics

Of the 120 valid respondents, the sample was evenly split by sex (50.0% male, 50.0% female). The large majority were single (95.8%), with married respondents accounting for 4.2%. In terms of education, 70.8% held a Bachelor's degree and 29.2% held an OND/HND. Most respondents (79.2%) had fewer than five years of experience, while 20.8% had between six and ten years.

4.2 On-the-job training and employee performance

The correlation between on-the-job training and employee performance was positive ($R = 0.527$), indicating a strong relationship. The model explained 27.8% of the variance in performance ($R^2 = 0.278$; adjusted $R^2 = 0.260$), and the overall model was statistically significant ($F = 14.980$, $p < 0.05$). The estimated regression line was:

$$Y = 0.809 + 0.642(\text{Induction Training}) + 0.175(\text{Vestibule Training}) + 0.098(\text{Coaching})$$

Indicator	B	Std. Error	Beta	t	Sig.
(Constant)	0.809	0.886	-	0.913	0.363
Induction Training	0.642	0.106	0.560	6.061	0.000
Vestibule Training	0.175	0.122	0.130	1.437	0.153
Coaching	0.098	0.142	0.071	0.688	0.493

Induction training had a positive and statistically significant effect on performance ($p < 0.05$); vestibule training and coaching were positive but not statistically significant at the 5% level. Given the significance of the overall model ($F = 14.980$ against a tabulated F of 1.658), the null hypothesis was rejected: on-the-job training has a significant effect on employee performance.

4.3 Off-the-job training and employee performance

The correlation between off-the-job training and performance was also positive and strong ($R = 0.553$), with the model explaining 30.5% of the variance ($R^2 = 0.305$; adjusted $R^2 = 0.287$) and an overall

significant model ($F = 17.000$, $p < 0.05$). The estimated regression line was:

$$Y = 1.385 + 0.458(\text{Creativity}) + 0.412(\text{Competitive Strength}) + 0.433(\text{Exposure})$$

Indicator	B	Std. Error	Beta	t	Sig.
(Constant)	1.385	1.020	-	1.358	0.177
Creativity	0.458	0.211	0.178	2.169	0.032
Competitive Strength	0.412	0.085	0.389	4.860	0.000
Exposure	0.433	0.088	0.415	4.932	0.000

All three indicators of off-the-job training-creativity, competitive strength, and exposure-were positive and statistically significant ($p < 0.05$). With $F = 17.000$ exceeding the tabulated value of 1.658, the null hypothesis was rejected: off-the-job training has a significant effect on employee performance.

4.4 Development and employee performance

The correlation between development and performance was positive ($R = 0.590$), with the model explaining 34.9% of the variance ($R^2 = 0.349$; adjusted $R^2 = 0.332$) and a statistically significant overall model ($F = 20.693$, $p < 0.05$). The estimated regression line was:

$$Y = 0.352 + 0.273(\text{Regular Workshop}) + 0.083(\text{Conference}) + 0.587(\text{Seminar})$$

Indicator	B	Std. Error	Beta	t	Sig.
(Constant)	0.352	0.699	-	0.504	0.616
Regular Workshop	0.273	0.097	0.226	2.830	0.005
Conference	0.083	0.109	0.060	0.764	0.447
Seminar	0.587	0.089	0.510	6.605	0.000

Regular workshops and seminars had a positive and statistically significant effect on performance ($p < 0.05$), while conference attendance, though positive, was not statistically significant. With $F = 20.693$ exceeding the tabulated value of 1.658, the null hypothesis was rejected: development has a significant effect on employee performance.

5. DISCUSSION

Across all three hypotheses, training and development indicators were positively associated with employee performance, and each overall model was statistically significant at the 5% level, leading to rejection of the corresponding null hypotheses. Within on-the-job training, induction training was the strongest and only significant driver, while vestibule training and coaching, though positive, did not reach significance-suggesting that structured induction processes carry more weight for this workforce than simulated or one-on-one coaching alone. Within off-the-job training, all three indicators (creativity, competitive strength, and exposure) were significant; indicating that training delivered away from the immediate job function meaningfully broadens staff capability in this setting. Within development, regular workshops and seminars were significant contributors to performance, consistent with prior findings that structured; recurring developmental activities outperform less frequent formats such as conferences, whose effect here was positive but not significant.

Taken together, the results are consistent with the theoretical expectation, grounded in operant conditioning, that performance-enhancing behaviours are reinforced and sustained where training and development provide employees with tangible skill gains and recognition. The relatively junior profile of the sample—a large majority with under five years of experience—may partly explain why induction-type and workshop/seminar-based interventions registered more strongly than longer-horizon or less frequent formats such as conferences.

6. CONCLUSION AND RECOMMENDATIONS

This study set out to determine the effect of training and development on the performance of Hospital Management Board employees in Ado-Ekiti. The inferential results show that on-the-job training, off-the-job training, and development each have a positive and statistically significant effect on employee performance at the 0.05 level, with model fit ranging from 27.8% to 34.9% of variance explained. The study concludes that training and development are meaningful predictors of employee performance in this hospital management setting.

Based on these findings, the study recommends that: (i) training and personnel-development investment be grounded in a proper analysis of its expected impact on organizational efficiency and effectiveness, since measurable productivity gains are the basis for judging organizational effectiveness; (ii) hospital board management institute worker training programmes on a yearly or periodic basis, given that training is a systematic and professional process of acquiring the skills, knowledge, and attitudes needed for specific duties; and (iii) staff be subjected to ongoing professional training—including foundational, career-development, pre-service, and off-the-job formats—together with seminars, conferences, and workshops, to keep pace with the demands of modern healthcare administration.

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