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Staff Training and Development Programmes on Organizational Commitment Among Non-Teaching Staff of Universities in Southwest Nigeria

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ABSTRACT

The changing nature of the world of work over the decade has confirmed the importance of training and development programmes in enhancing employees' effectiveness and organizational commitment. This study was set out to investigate the influence of training and development programmes (TDPs) on organizational commitment among non-teaching staff of universities in south-west Nigeria. The study employed a descriptive survey research design. The study population was the entire non-teaching staff of six (6) randomly selected federal and state universities in south-west Nigeria. In selecting the sample size, multistage, stratified and simple random techniques were employed to select seven hundred and seven (707) respondents. A structured questionnaire tagged "Staff Training and Development Programmes on Organizational Commitment" (STRDPOCQ) with reliability co-efficient of 0.97 was the instrument used for data collection. Three research questions and two hypotheses were raised and analyzed with the inferential statistical tool of chi-square (χ^2) and t-test at 0.05 level of significance. The findings of the study showed that TDPs have a strong positive correlation with organizational commitment. Based on the findings, the study

concluded that TDPs are predictors of organizational commitment. It was recommended that the government must be prepared to support TDPs through adequate funding.

KEYWORDS

Training and Development Programmes, Organizational Commitment, Non-Teaching and Universities, Nigeria

INTRODUCTION

No organization or institution in today's competitive world performs at peak level without staff training and development programmes. A number of studies have been carried out on staff training and development programmes worldwide. Evidence suggests that training and development programmes are connected to various employees' attitudes, behaviour, productivity, effectiveness, employees' job involvement and organizational commitment (Okebiorun, 2014).

The ability of institutions to be productive and ensure its competitive advantage depends to a large extent on how the workforce are trained and developed. Ensuring and achieving institutional goals and objectives also depends solely on how employees of such institution are committed and involved in their jobs. It has been argued that today's employees come to work faithfully every day, perform their duties independently but they are not committed to the achievement of institutional goals and objectives, hence they fail to work as effective team members. The most valuable asset of any institution is its workforce and the desire of any institution is to see that his work force are faithful and committed to their jobs and institutions.

For Nigeria universities to be able to catch up in service delivery, research and teaching with her counterparts in advanced countries, she must have crops of workers both teaching and non-teaching that are well trained to work towards the 21st century development goals. The most unfortunate situation is that as beautiful and important as employees development is, most organization does not have plans for their manpower development. They believe the initial education or degree which the employees had in entering the job is adequate enough for their competency and commitment. In this era of the information super highway, university's management must be careful to meet the needs of their workers (both teaching and non-teaching).

Otherwise they will discover they are losing their talented and committed workers to other organizations, private institutions and experience brain drains to countries who are ready and willing to meet their needs and demands. The only strategy to motivate universities employees to be committed and stop brain drain is through meeting the needs of their staff via staff training and development programmes. No matter how sophisticated and automated an institution may be, increase output, performance, effective and commitment of employees depend on the availability of the level of

staff training and the professional performance of the workforce. Both teaching and non-teaching staff in Nigeria universities must have good training and development programmes. This will give the employees opportunities for self-improvement and development to meet the challenges and requirements of new equipment and new techniques of performing a task. Staff training and development is thus a means of improving the competent of employees as well as bring about organizational commitment and promote effectiveness and performance. Thus, institutions need to recognize the place of training and development programmes in the context of the entirety of its plans for growth and capacity development. Only then will it achieve optimal results and successfully attain its set objectives in a manner that benefits not just the organization but also its individuals and not just in the short term but also for the long term.

Training and Development Defined

Though the term 'training' and development are frequently used in academic discourse, available literature tend to suggest training and development have defied universally acceptable definition and scholars have found it very cumbersome to arrive at a definition. The difficulty seems to be compounded by the tendency amongst some to view training, education, development and learning as the same concept. Okebiorun (2014) and Fagbohunge (2009) in an attempt to define development distinctively explains that though development and training is usually treated as a single-independent variable and the factor separating them appeared blurred or very thin, yet they are two distinct independent variables that could impact separately on organizational effectiveness and the indices for measuring their effectiveness are quite distinct.

However, the need for training and development programmes has become increasingly important in view of the social and economic changes taking place across the globe. Several scholars have agreed that training is meant to achieve a change in the behaviour of a trainee. Among such scholars are Bernadin & Russel (2013), who defined training as any attempt to improve employee performance on a currently held job or one related to it. This usually means changes in specific knowledge, skills, attitudes and behaviours. Dessler (2017) sees training as the process of teaching new or current employees the basic skills they need to perform the job. Training is the practice of equipping employees with skills, knowledge and abilities, with the aim of building organizational capabilities and organizational performance (Armstrong, 2009).

Similarly, Abiodun (2010) viewed training as a systematic development of the knowledge, skills and attitudes required by employees to perform adequately on a given task. On this note, Okebiorun (2014) explained training and development as a means of increasing an employee's and ultimately an organization's performance in terms of efficiency, effectiveness, adequacy and productivity. Okebiorun (2014) further explained that, the term "development" is usually confined to economic progress. Though in reality, the term development applies to political, social and technological progress. All these various sectors of development are so intertwined that it is difficult to

neatly separate them. Development according to Bernadin and Russell (2013) refers to learning opportunities designed to help employees grow. Such opportunities do not have to be limited to improving employees' performance on their current jobs. Development has long term focus to help employees prepare for future work demand while training focuses on the immediate period to help fix any current deficits in employee' skills. Employee's training and development must be seen as the most important formation of any competent management. To buttress the role of training and development in the survival of any organization, Falola, Osinbanjo & Ojo (2014) discussed training and development as important factor for effective performance of employees, improvement of their ability to adapt to the changing and challenging business environments and technology and increase employees knowledge to develop creative and problem solving skills. The overall goals of human development is to propel individual's attitudinal changes for an improved quality of work and life respectively.

There are various types of training and development programs that non-teaching staff in Nigeria universities can be exposed to on short and long term basis. Okebiorun (2014), Fagbohunge (2009) & Ajidahun (2007) were of the opinion that training should take the form of continuing education, workers education, industrial attachment and formal education programming leading to certificates, diplomas and degrees; on-the-job learning from experienced colleagues, coaching and special project and off-the-job lectures, seminars, conferences, workshops, discussions and instructions of various types while development programmes could take the form of varied work experiences and formal education.

Concept of Organizational Commitment

The importance of training and manpower development in organizational commitment has been extensively discussed and demonstrated by scholars all over the world (Okebiorun, 2014). Okebiorun (2014), in her study explained that research on organizational commitment was first initiated by Becker (1960). Thereafter, Grusky (1966) & Brown (1969). Since it was initiated, a wide variety of definitions and measures of organizational commitment exist. Ebru, Mehmet & Nilufer (2010) in their studies, pointed out that over the years commitment has been defined and measured in many different ways, indeed, this lack of consensus in the definition of the term has contributed greatly to its treatment as a multidimensional construct. Employee commitment is one of the most important factors that affect growth and productivity as well as a defining factor that shape human resource management (Padala, 2011). Butali & Njoroge (2017) explained employee commitment to reflect a psychological state that characterizes the employees' relationship with the organization, which has implications for their decision to continue or discontinue membership in the organization. Several studies have demonstrated that organizational commitment is a very important factor that influences job satisfaction, organizational citizenship, absenteeism, performance and turn over (Lambert, 2006). Okebiorun (2014) quoting Ho (2006) observes

organizational commitment as attitude reflecting and employees' loyalty to the organization and an ongoing process through which organization members express their concern for the organization and its continued success and wellbeing. In the same vein, Allen & Meyer (2009) categorized commitment in three dimensional concepts that include affective commitment, normative commitment and continuance commitment. Affective commitment refers to employees' emotional attachment, identification with, and involvement in the organization. Employees with a strong affective commitment stay with the organization because they want to. Continuance commitment refers to employees' assessment of whether the costs of leaving the organization are greater than the costs of staying. Normative commitment refers to employees feelings of obligation to the organization (Allen & Meyer, 2009).

Lending credence to Okebiorun (2014) assertion, Butali & Njoroge (2017) in their study explained trained and developed employees are more likely to take pride in organizational achievement; believe in the goals; committed to their organizational and values of the organization, and therefore, exhibit higher levels of performance. Organizational commitment is the employees' acceptance, involvement and dedication towards achieving organizational goals (Mathew & Zacharias, 2015). When employees are trained, they are likely to be proud of organizational achievement. In the same vein, they are more likely to be committed to their organizations and exhibit higher performance (Mathew & Zacharias, 2015). Studies have shown a significant relationship exists between training and development and organizational commitment (Jehanzeb, Rasheed & Rasheed 2013; Silva & Dias, 2016; Bulut & Culha, 2010). A significant relationship also exists between employee commitment and organizational performance (Osa & Amos 2014, Musabah, Zefeiti & Mohamad; 2017, Aka & Amodu, 2016, Irefin & mechanic; 2014).

However TDPs are not ends in themselves but need to serve the usual purposes of contributing to vital growth and the development of the individual, institutions and in the attainment of organizational short, medium and long term goals. Thus, it must be diligently followed through if its impact must be felt. Training has been argued in this study that if it is properly structured and positioned and monitored, it will enhance organizational commitment, increase efficiency and will make workers to act with greater initiative in problem-solving situations. There is no denying the fact that adequate training facility and training centres are major concerns and problems in all the institutions. With a basic understanding of what employees training and development are all about, and in spite of all the significance derived from it, there is the dire need to obtain empirical evidence to ascertain whether or not training and development programmes will influence the commitment of university non-teaching staff in Nigeria.

OBJECTIVES OF THE STUDY

There have been different training and development programmes for all cadres of non-teaching staff in Nigerian universities for a long time but institutional commitment appears not to have improved significantly till date. The importance of training and development to organizational commitment seems not to be recognized in Nigerian public services most in particular in Universities. It is confronted with a number of problems. Most public institutions seems not to have plans for the development of their workforce. They usually believe the initial qualifications or degrees which their employees used in entering the job is enough and adequate to make them institutionally committed. Thus, it seems in most cases, these employees are not empowered in modern skills or improve upon their talents and educational qualifications. In addition to this, the non-teaching staff seem not to be committed due to a variety of other factors including inconsistent training and development programmes, non-competitive salary, heavy workload and poor working conditions. These factors appear to have also led employees to compromise their commitment and loyalty to their universities. It is against this background that this study is designed to investigate influence of training and development programmes on organizational commitment among non-teaching staff of universities in South West Nigeria.

METHODOLOGY

The research design adopted for this study was descriptive survey. Descriptive survey was considered because the population was scattered, distantly located and sparsely populated. The population comprised the non-teaching staff of federal and state universities in south west, Nigeria. The selected respondents for this study consisted of junior and senior non-teaching employees from selected six public universities in the South West geo-political zone in Nigeria. To obtain the six universities for the study, simple random sampling was used. The randomly selected universities were University of Lagos, Federal University of Technology, Akure, Federal University of Agriculture, Abeokuta, University of Ado-Ekiti, Ladoke Akintola University and Olabisi Onabanjo University. There were a total of 7884 non-teaching employees from the six Universities selected.

Since it might not have been possible to have access to the whole population of non-teaching staff in the institutions, it was necessary to sample the population as the result would be generalized.

The non-teaching employees were selected through multistage sampling procedure using stratified and purposive sampling technique.

Table 1: Sample size

Name of Institution	Total Population	Junior Selected From Pop.	Senior Selected From Pop.	Total No Selected in Each University
University of Lagos (UNILAG)	2114	97	115	212
Federal University of Technology Akure (FUTA)	1368	69	68	137
Federal University of Agriculture, Abeokuta (FUNAAB)	1263	52	74	126
University of Ado-Ekiti (UNAD)	1161	53	63	116
Ladoke Akintola University (LAUTECH)	1120	52	61	113
Olabisi Onabanjo University (OOU)	858	29	56	85
Total	7884	352	437	789

From the population a minimum of 10% was randomly selected as sample size in table 1. The justification for the sample was based on Mason's (2002) idea that 10% of a population could be a minimum of sample before the study could have a generalizable outcome on the population.

Instrument

The main instrument of data collection in this study was the questionnaire tagged: "Staff Training, Development Programmes and Organizational Commitment Questionnaire (STRDPOCQ)". The questionnaire consisted of 15 items and was divided into two sections. Section A focused on demographic information while Section B elicited information from the respondents on staff training and development programmes and organizational commitment. All items on the questionnaire were stated clearly without ambiguity, so the respondents did not have any difficulty in interpreting the items as contained in the questionnaire.

The face and content validity of the instruments were established by giving out copies of questionnaires to two related experts in Adult Education Department, University of Lagos. The draft copies of the instruments were also given to other team of experts which cut across the Faculties of Education, Sciences and Social Sciences in both University of Lagos and Lagos State University. This was done to ascertain the face and content validity of the instruments.

The reliability of the questionnaire used for this study was determined by using split-half and Cronbach's alpha test coefficient. A total of 100 respondents were randomly selected from the non-teaching staff of Lagos State University. The items in the questionnaire were split into two halves and the result of each half correlated. The

reliability coefficient indices obtained were 0.91 to 0.97 for split half and Cronbach respectively. This means that both parts of the scale are deemed to measure the same construct at $P < 0.05$. This shows that the instrument was reliable and suitable for the study.

Both descriptive and inferential statistics were employed in the study. Descriptive statistics such as percentages were computed while inferential statistics of t-test and Chi-square values were computed in the second stage of the analysis. All hypotheses were tested at 0.05 levels of significance. At the end of the questionnaire administration, 707 were duly returned and were used for the analysis of the study.

RESULTS AND DISCUSSION

Table 2: Responses to question on Training and Development Programmes (TDPs) and organizational commitment

Relationship between TDPs and Organizational Commitment	Response (%)				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
There is a well-designed and widely shared training policy for employees commitment	16.7 (118)	45.8 (324)	27.5 (194)	8.9 (63)	1.1 (8)
TDPs give me required ability to be committed.	19.1 (135)	48.2 (341)	22.6 (160)	8.5 (60)	1.6 (11)
The skills and knowledge I have learned on the job would make me to be committed.	21.2 (150)	55.3 (391)	16.1 (114)	5.4 (38)	2.0 (14)
The TDPs I received is not relevant to job specification.	10.5 (74)	17.8 (126)	32.5 (230)	36.9 (261)	2.3 (16)
My punctuality and regularity at work is as a result of TDPs received.	24.8 (175)	48.4 (342)	19.7 (139)	5.7 (40)	1.6 (11)

Table 2 presents the responses of the respondents to the statements made on training and development programmes and organizational commitment. Evidence from the table shows that a total of 442(63%) agreed and 257(36%) disagreed respectively that there is a well- designed and widely shared training policy to help employees to be committed in their university.

It is also evident that majority of the respondents i.e. 476(67%) agreed and 220(31%) disagreed that training and development programmes in their universities give them the required ability to be committed. It is however of interest to note that majority of the respondents seem to believe that the skill and knowledge they have learnt in their universities will make them to be committed. 541(77%) agreed while

152(22%) disagreed.

On the fourth item, on whether the TDPs received is not relevant to job specification, 200(28%) agreed. Also 491(69%) disagreed. On the other hand, respondents who indicated my punctuality and regularity at work is as a result of TDPs totaled 517(73%) on the agreed column while 179(25%) disagreed.

Table 3: Responses to questions on effectiveness of Training and Development Programmes (TDPs) in meeting the needs of the employees

Effectiveness of TDPs in Meeting the Needs of the Employees	Response (%)				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No. Response
All training and development programmes are effective to the need of staff.	41.3 (292)	47.0 (332)	8.9 (63)	1.8 (13)	1.0 (7)
My university provides adequate training and development needs.	17.4 (123)	49.5 (350)	24.4 (172)	7.6 (54)	1.1 (8)
Training of staff is not given adequate importance in my institution.	13.0 (92)	29.0 (205)	40.3 (285)	16.7 (118)	1.0 (7)
TDPs have met the needs of staff of the institution.	20.4 (144)	51.9 (367)	20.2 (143)	5.8 (41)	1.7 (12)
The TDPs offered have always made me to be regular and effective in my duty.	22.6 (160)	42.3 (299)	25.0 (177)	8.7 (61)	1.4 (10)

It is evident from table 3 that all training and development programmes have clear objectives and met the needs of the non-teaching staff. Evidence from the table shows 624(88%) agreed while 76(11%) disagreed that all training and development programmes are effective.

It is also evident from table 3 that 473(70%) agreed and 226(32%) disagreed that university provides adequate capacity to meet chosen training and development needs while working.

Consequently, 297(42%) agreed and 403(57%) disagreed that TDPs are not given adequate importance in their institution. 511(72%) agreed while 184(26%) disagreed that TDPs have met the needs of staff to be committed to the institution goals and objectives.

In addition, data collected on whether the TDPs offered have made the respondents to be regular and effective in their duty reveals a total of 459(65%) agreed while 238(34%) disagreed.

Table 4: Responses to questions on the appropriateness of TDPs in making staffs to be committed to their jobs.

Appropriateness of TDPs	Response (%)				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
My commitment at work has nothing to do with TDPs appropriateness	12.9 (91)	26.0 (184)	43.6 (308)	15.8 (112)	1.7 (12)
The content of training and development programmes are very detailed and appropriate.	16.5 (117)	56.6 (400)	20.4 (144)	3.4 (24)	3.1 (22)
There is adequate emphasis on developing employees' capabilities through TDPs.	22.6 (160)	52.1 (368)	19.8 (140)	4.1 (29)	1.4 (10)
All the training and development programmes have been very timely and appropriate.	17.7 (125)	51.6 (365)	23.5 (166)	5.5 (39)	1.7 (12)
TDPs have been grossly inappropriate in my university.	21.1 (149)	23.5 (166)	40.6 (287)	13.2 (93)	1.7 (12)

Table 4 presents responses on appropriateness of TDPs. on whether the respondents' commitment has to do with appropriateness of TDPs, 275(39%) agreed and 420(59%) disagreed. 517(73%) agreed and 168(24%) disagreed that the content of TDPs are very detailed. Yet on whether there is adequate emphasis on developing employees' capabilities through TDPs, 528(75%) agreed and 169(24%) disagreed.

However, majority of the respondents believed that all TDPs have been timely and appropriate. 490(69%) agreed, 205(29%) disagreed.

To elicit respondents' responses on whether TDPs have been grossly inappropriate, 315 (45%).

Table 4 showing Chi-square analysis of training and development programmes and organizational commitment

	Value	Degree of Freedom	P-Value
Pearson Chi-square	69.083		0.00
Likelihood ratio	66.601	1	0.00
Linear by Linear Association	68.982	1	0.00

The result of the Chi-square test of independence shows that there is a significant association between training and development programmes and organizational

commitment of non-teaching staff in Nigerian universities (X^2 Value=69.083, p -value<0.05). X^2 calculated 69.083 is greater than X^2 critical of 3.841. There is significant difference between TDPs and organizational commitment. $X^2=69.083$ ($X^2_c=3.841$, $df=1<0.05$). Therefore, the null hypothesis was rejected. This means that TDPs are positively related to organizational development.

Table 5 showing t-test analysis of effectiveness of TDPs in meeting the needs of the employees

Mean	Standard Deviation	t-cal	t-crit	Degree of Freedom	P-Value	Remark
1.33	0.472	3.462	1.96	705	0.001	Sig.
1.22	0.412	3.418				

Table 5 shows the effectiveness of TDPs in meeting the needs of the employees. The independent t-test was used to compare the parameter of the relevance and adequacy of the TDPS effectiveness. It was observed that the t-cal 3.462 was greater than t-critical 1.96. $t=3.462$ ($t_c=1.96$, $df=705$, $P<0.05$). Therefore, the null hypothesis was rejected. By rejection, it is meant that the TDPs provided by the universities are adequate and effective in meeting the needs of the non-teaching staff.

CONCLUSION

The current results add to the understanding of training and development programmes and their relationships with Organizational Commitment (OC) in Nigeria Universities. This study indicates that TDPs are mediating factors of Organizational commitment.

RECOMMENDATIONS

Based on the findings obtained from the study and the conclusions, the following recommendations are hereby made.

1. Provision of adequate TDPs is an indication of the universities' commitment to its human resources. Therefore universities should provide relevant and adequate training and development programmes to all her staff.

2. The role and functions of universities in Nigeria is to provide high level manpower needed for the development of the country. The providers of such services need to be highly trained and developed. Though, it may be a costly endeavour, the government must therefore be prepared to support TDPs of Universities employees through adequate funding.

3. The response and attitude of some respondents in state universities revealed TDPs are quite problematic. It is therefore suggested that the management of public universities develop or revise their training policies which guide their TDPs.

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