

Effect of Staff Training on Performance in the National Assembly, Nigeria - Abuja

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Abstract

This research sought to examine the effect of staff training on performance in the National Assembly Abuja. The study was limited to the employees of the National Assembly in Abuja and it was also restricted to the period of six years between 2011 and 2018. This study adopted the survey research design using questionnaire as the research instrument. The population for this study consisted of all the Staff of National Assembly Abuja of about 1354 workers and a sample size of 308. The data collected for the study was analyzed using ordinary least squares multiple regression. The study found a positive and significant effect of staff Training and development on performance in the National Assembly Abuja. Other findings were that there was a positive but significant effect of staff training on performance in the National Assembly Abuja. The study recommends that National Assembly Abuja should continue to increase their level of employee on-the-job training and off the job training in order to improve their employees' capacity to improve overall organizational performance.

Keywords: *Training, Off-the job training, On the job training and Performance*

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Background to the Study

Training is necessary to ensure an adequate supply of employees that are technically and socially competent for both departmental and management positions. (Mullins, 2007) According to Heathfield (2012), the right employee training, development and education at the right time, provides big payoffs for the organization in increase productivity, knowledge, loyalty and contribution. Training is effort initiated by an organization to foster learning among its workers, and development is effort that is oriented more towards broadening an individual's skills for the future responsibility. (George & Scott, 2012). The survival of any organization in the competitive society lies in its ability to train its Human Resource to be creative, innovative; inventive who will invariably enhance performance and increase competitive advantage Training is an aspect of Human Resource practices that help in enhancing employees' skills, knowledge, and competence capable of improving employees' ability to perform more efficiently.

There is the realization that in a rapid changing environment, it requires more than mere monetary incentives to get workers to go on smoothly with their jobs. Their skills and knowledge must continually be upgraded and brought at par and even ahead of contemporary development in the operating environment. Unless this is done there is a great danger that the worker may become deficient. Consequently, most organizations have not hesitated to pay the deserved attention to their staff. This is also done in recognition of the fact that their staffs are the pivots of profitability and productivity in the organization.

Over the years, National Assembly have allocated huge sum of money in its budgetary allocation towards training of staff to perform their job functions effectively. In spite of that, the National Assembly is still confronted with challenges in the area of effective performance. Past studies such as Ndibe, (2014); Ahsan, Shahadat and David (2016); Enyioko and Ikoru, (2017); Janes, (2018); Ogbu and Osanaiye (2017); Edeh and Nwaji (2017) and Cross (2018) studied the variables using various organizations but none of the studied reviewed in this study used National Assembly – Nigeria to addressed the variables.

Objectives of the Study

This study examine the effect of staff training on performance in the National Assembly Nigeria-Abuja. The specific objectives are as to: determine the effect of on the job training on performance of National Assembly Nigeria- Abuja and evaluate the effect of off the job training on performance of National Assembly Nigeria- Abuja

Statement of Hypotheses

Ho₁: There is no significant effect of on the job training on performance of National Assembly Nigeria- Abuja

Ho₂: There is no significant effect of off the job training on performance of National Assembly, Nigeria- Abuja

The study is on the effect of training on the performance of National Assembly Nigeria-Abuja. It is limited to the employees of the National Assembly in Nigeria and it is for the period of six years between 2011 and 2018. The reason for selecting this period is that it

involved 6th and 7th Assembly of the red chambers in Nigeria. The period also is a democratic era where staff of the Assembly free made decisions and laws that enhance the national assembly performance in Nigeria. The study covered training measured by on the job and off the job training.

Concept of Training

Forgacs (2009) defines training is as a planned activity aimed at improving employees' performance by helping them realize an obligatory level of understanding or skill through the impartation of information. Armstrong (2000) also defines training as an organized process to amend employee proficiencies so that they can achieve its objectives. Training is a systematic process of increasing the knowledge and skills of the staff for doing a specified job by providing a learning experience. Armstrong, (2008), defined training as the planned and systematic modification of behavior through learning events, programs and instructions, which enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively.

Training is the process of providing employees' with specific skills or helping them to correct deficiencies in their performance (Reed & Vakola, 2006). Training is defined as the systematic acquisition of skills, rules, concepts, or attitudes that result in improved job performance (Goldstein, 1993). Bozionelos and Lusher (2002) define training as the process of creating a design that meets an organization's needs, targets its participants, and provides a feedback system to redesign and adjust further iterations of the program based on organizational and participant perspectives and needs. Training is the act of receiving modification of life and work skills. It is a process of learning skills that is needed at work and social life. It is classified as on the job training, off- the job training, orientation, induction etc

On-the-Job Training

Management education normally takes place off the job, but a great deal of learning takes place on the job. As the name goes, on-the-job training (OTJ) is a method of giving training to employees when they are at work at their working environment. The purpose of this training is to make the employees get familiar with the normal working circumstance, i.e. during the training time frame, the workers will get the direct involvement of using machinery, equipment, devices, materials, and so forth. Additionally, it helps the employees to figure out how to confront the difficulties that may occur during the execution of the job. The main idea of this training is learning by doing where the supervisor or the more experienced employees show the training how to perform out a specific task. The learners take after the directions of the supervisor and perform out the task. This method is highly used by companies to train current and future workers, due to its simplicity. On-the-job training includes apprenticeship, coaching, internship, job rotation, job instruction and few others (Grobler, Warnich, Carrel, Elbert & Hatfield, 2006). It is a process of learning about the work that the employee engage upon.

Off-the-Job Training

According to Ejiogu (2000) off-the-job training would include lecture, vestibule training, role playing, case study, discussion and simulation Armstrong (1995) listed group exercises, team building, distance learning, outdoor and workshops as part of off-the-job training. He further explains that off-the-job training may be provided by members of the training department, external education and training establishments, or training providers-training consultants or guest speakers. He encourages line managers to be closely involved to bring reality into the classroom, to ease the transfer of learning, and to make sure that those involved in off-the-job training are carefully selected, briefed and monitored so as to ensure that they make the right contribution. It is a training that take place outside workplace. It is a training that employees use to develop new skills because the employees learned from outside the workplace such as school, and discussion from community members.

Performance

Performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong 2000). There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja 1992) as briefly explained hereafter. *Profitability* is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Wood & Stangster 2002). Efficiency and effectiveness - efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of organization to meet the desired objectives or target (Stoner 1996). *Productivity* is expressed as a ratio of output to that of input (Stoner, Freeman & Gilbert Jr 1995). It is a measure of how the individual, organization and industry converts input resources into goods and services. The measure of how much output is produced per unit of resources employed (Lipsey 1989). *Quality* is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong 2002). It is increasingly achieving better products and services at a progressively more competitive price (Stoner 1996). It is believe that Operational performance is improving firm efficiency and effectiveness which is reliable and can ensure excellence in customer expectations (Opusunju, Akyuz & Ibrahim, 2019). Performance is an indicate of growth that manifested into increase in sales, increase in asset, increase in the number of employees, increase in market share, increase in number of branches, increase in product line as well as increase in customers.

Empirical Review

Ndibe (2014) focused on the effect of employee training on organizational performance in Enugu State, Nigeria. The population used for the study was 694 staff of Nigerian Bottling Company and 7UP Bottling Company. Sample size was determined using Yamane (1964) formula. A sample size of 254 was drawn. The study made use of data from primary and secondary sources which were collected using questionnaire administered to the 254 staff of the selected Organizations. Personnel records and annual reports of the selected Organizations were used for secondary data. The data analyses was carried out using the Statistical Package for the Social Sciences (SPSS), while the person product moment

correlation coefficient and the one-sample test were used to test the hypotheses formulated in the study. Findings from the study reveal that the extent to which unsystematic approach of employee training affected organizational productivity was high. There was a very strong positive relationship between employee perception of training and organizational performance.

Enyioko and Ikoro (2017) focused on effect of employees training on organizational performance Study of Seven Up Bottling Company, Enugu State, Nigeria using a survey research was carried out in Enugu State, Nigeria. The population was 110 staff of 7UP Bottling Company. Sample size was determined using Taro Yamane (1964) formula. The study made use of data from primary and secondary sources which were collected using questionnaire administered to the 110 staff of the selected Organization. Personnel records and annual reports of the selected Organizations were used for secondary data. The data analyses was carried out using the Statistical Package for the Social Sciences (SPSS version 22), while the person product moment correlation coefficient and the one-sample test were used to test the hypotheses formulated in the study. Findings from the study reveal that the extent to which unsystematic approach of employee training affected organizational productivity was high. This was statistically supported by the one-sample test at 0.05 ($Z_c = 8.246 < Z_t = 0.000$). Again, the extent of effect of training design on employee productivity was high. The one-sample test ($Z_c = 0.679 < Z_t = 0.730$; $\alpha = 0.05$) confirms this assertion. The extent to which training delivery style affected employee productivity was high as attested to by the result of one-sample test ($Z_c = 0.681 < Z_t = 0.762$; $\alpha = 0.05$). Similarly, there was a very strong positive relationship between employee perception of training and organizational performance. This is confirmed with the Pearson Correlation coefficient value of 0.948 at 0.05 level of significance. The extent to which employee training alone affected organizational performance was low, however, when other variables like training design, training delivery style were considered, its effect became significant. This is confirmed by the one-sample test at 0.05 ($Z_c = 0.705 > Z_t = 0.665$).

Janes (2018) analysed the impact of employee training on the performance of drilling companies in Geita, Shinyanga and Mara Regions in Tanzania and to provide concrete evidence on the contribution of employee training on performance of drilling companies. The study comprised a sample size of 219 respondents selected using purposive and simple random sampling techniques. Data collection was done through the questionnaire administered to the respondents. Data was analysed using descriptive statistics and results presented using tables. The study results found that employee training has a significant effect on the performance of drilling companies. However, the study results found lack effective training and development policies in drilling companies.

Ogbu and Osanaiye (2017) studied the impact of employee training on organizational performance of selected insurance firms in Abuja. Questionnaire was administered to population sample of one hundred and twenty (120) employees. Hypothesis formulated for the study were analyzed using t-test statistical technique to determine the relationship that exist between employee training and organizational performance. The study observed that

induction and orientation have significant impact on employee job effectiveness. It was also discovered that on-the-job training has significant relationship with employee productivities while off-the-job training has significant relationship with employees' innovativeness in insurance industry.

Edeh and Nwaji (2017) examined the association between employee training and organizational performance of deposit money banks in Abia State, Nigeria. A cross-sectional research survey was employed. Target population comprises all deposit money banks in Abia State, Nigeria. Forty top level managers were surveyed. Simple random sampling technique was employed. A sample size of thirty six(36) was ascertained using Krejcie and Morgan (1970). Both secondary primary sources of data were used. Spearman's Rank Order Correlation Coefficient (rho) serves as statistical tool with the aid of statistical package for social sciences (SPSS, 20.0). The study found that employee training has a positive significant relationship with organisational performance. It concluded that employee training that is measured in terms of on-the-job training and off-the-job training promotes organisational performance of deposit money banks.

Cross (2018) attempted to find out the impact which training has employee performance bearing in mind that the aggregate of individual performance will culminate to organizational performance. Data was collected from 304 respondents who were drawn using Taro Yamane sample size determination technique through structured questionnaire. The data collected was subjected to both descriptive and inferential techniques were used to test formulated hypotheses. The study showed that employee skill, knowledge and ability gained from training has significant effect on productivity. Further findings reveal that training has effect on employee commitment to the organization.

Ahsan, Shahadat and David (2016) evaluated the effect of training on employees' performance in Nigeria hotel industry (Sheraton Hotel and Resorts, Lagos) as a case study. The research assessed the performance of employees' at Sheraton hotel and resorts, Lagos, based on its objective and to enhance organizational effectiveness by virtue of training in Nigeria hotel industry. It is established that a significant relationship exists between the level of training and incentives to motivate employees' in enhancing their performance in Sheraton hotel and resort, Lagos.

Human Capital Theory

Schultz (1961) as put forth by Dae-bong (2009) recognizes employees' formal education determines his or her earning power. Human capital theory holds that it is the key competences, skills, knowledge and abilities of the workforce that contributes to employees' performance. According to Human Capital Theory, training is an investment because it is believed that it could potentially bestow private and social benefits. Human capital theorists believe that training and earning power are correlated, which means, theoretically, that the more education one has, the more one can earn, and that the skills, knowledge and abilities that education provides can be transferred into the work in terms of productivity and profitability (Dae-bong, 2009).

Methodology

The study adopted survey research design as a tool to solving the research problem. The population for this study is 1354 workers of National Assembly according to report in 2018. Convenience random sampling technique was adopted to select the respondents that filled the questionnaire. In determining the sample size, a formula which uses the application of the normal approximation with a 95% confidence level and 5% error was adopted

$$n = \frac{N}{1+n(e)^2}$$

Where

n = sample size

N = population size

e = limit of tolerance error

1 = constant

$$n = \frac{1354}{1 + 1354(5\%)^2} = 308$$

In data collecting, only primary data was used. A structured questionnaire was designed and administered to all the sampled employees. It is designed in a five (5) point Likert type scale questionnaire to collect data. The questionnaire was tested to ascertain that the reliability of questionnaires are answered properly and noted that the instruments used are unique and perfect. The reliability of the questionnaire is not less than the Alpha values 0.6. The copies of the questionnaires were tested to ensure that the questions were answered properly and the table below indicates the reliability value of the variables. The variables used in this study scored above Alpha value of 0.6, all the variables scored at least 0.9 which is above the set limit.

Table 1: Reliability test

Variables	Number of items	Cronbach's Alpha
Performance	5	0.991
On the job training	10	0.973
Off the job training	10	0.989

Source: Researcher computation (2019)

Therefore, the Alpha values are reliable.

The data collected for the study was analyzed using regression and the regression model is as follows:

$$Pf = \alpha + \beta_1 Onjt + \beta_2 Ofjt + \epsilon \dots \dots \dots 1$$

Where:

PF = Performance of National Assembly

Onjt = On-the-Job training

Ofjt = Off-the-Job training

α = constant
 β = coefficient
 ϵ = error term

Table 2: Assessment of On-the job training in National Assembly, Nigeria- Abuja

S/N	Questions	5 SD	4 A	3 U	2 D	1 SD	Total
A	On-the Job Training	%	%	%	%	%	%
A1	The objective of the training were clearly defined	25	38.25	15.25	16	5.5	100
A2	Participation was encouraged	33.25	36.25	13.75	12	4.75	100
A3	Interaction was encouraged	25	32.75	20.75	17.25	4.25	100
A4	The topic covered were relevant to me	31	31	12.75	16.75	8.25	100
A5	The content was organized and easy to followed	46	39.5	5	6.5	3.5	100
A6	This training experience will be useful in my work The trainer was well prepared	34	37	12.75	13.25	3	100
A7	The training objectives were met.	15.75	37.25	11.25	22	13.75	100
A8	The time allotted for the training was sufficient	11.5	26.5	23.5	25.5	13	100
A9	The meeting room and facilities were adequate and comfortable	14	37.5	25.75	17.25	5.5	100
A10	The trainer was knowledgeable about the training topic	34.75	36.5	14	9.75	5	100

Source: Field Survey, 2019

Table 2 indicates that 25% of the respondents strongly agreed that the objective of the training was clearly defined. 38.25% of the respondents agreed that the objective of the training was clearly defined and 15.25% of the respondents were undecided. 16% of the respondents strongly disagreed that the objective of the training was not clearly defined and 5.5% of the respondents disagreed that the objective of the training was not clearly defined.

Table 2 indicates that 33.25% of the respondents strongly agreed that participation was encouraged. 36.25% of the respondents agreed that participation was encouraged and 13.75% of the respondents were undecided. 12% of the respondents strongly disagreed that participation was not encouraged and 4.75% of the respondents disagreed that participation was not encouraged.

Table 2 indicates that 25% of the respondents strongly agreed that interaction was encouraged. 32.75% of the respondents agreed that interaction was encouraged and 20.75% of the respondents were undecided. 17.25% of the respondents strongly disagreed that interaction was not encouraged and 4.25% of the respondents disagreed that interaction was not encouraged.

Table 2 indicates that 31% of the respondents strongly agreed that topic covered were relevant to them. 31% of the respondents agreed that topic covered were relevant to them and 12.75% of the respondents were undecided. 16.75% of the respondents strongly disagreed that topic covered were not relevant to them and 8.25% of the respondents disagreed that topic covered were not relevant to them.

Table 2 indicates that 46% of the respondents strongly agreed that the content was organized and easy to follow. 39.5% of the respondents agreed that content was organized and easy to follow and 5% of the respondents were undecided. 6.5% of the respondents strongly disagreed that content was not organized and is not easy to follow and 3.5% of the respondents disagreed that content was not organized and is not easy to follow.

Table 2 indicates that 34% of the respondents strongly agreed that training experience is useful in their work. 37.5% of the respondents agreed that training experience is useful in their work and 12.75% of the respondents were undecided. 13.25% of the respondents strongly disagreed that training experience is not useful in their work and 3% of the respondents disagreed that training experience is not useful in their work.

Table 2 indicates that 34% of the respondents strongly agreed that training experience is useful in their work and the trainer were well prepared. 37.5% of the respondents agreed that training experience is useful in their work and the trainer were well prepared and 12.75% of the respondents were undecided. 13.25% of the respondents strongly disagreed that training experience is not useful in their work and the trainer were not well prepared 3% of the respondents disagreed that training experience is not useful in their work and the trainer were not well prepared.

Table 2 indicates that 15.75% of the respondents strongly agreed that the training objectives were met. 37.25% of the respondents agreed that the training objectives were met and 11.25% of the respondents were undecided. 22% of the respondents strongly disagreed that the training objectives were not met and 13.75% of the respondents disagreed that the training objectives were not met.

Table 2 indicates that 11.5% of the respondents strongly agreed that the time allotted for the training was sufficient. 26.5% of the respondents agreed that the time allotted for the training was sufficient and 23.5% of the respondents were undecided. 25.5% of the respondents strongly disagreed that the time allotted for the training was insufficient and 13% of the respondents disagreed that the time allotted for the training was insufficient.

Table 2 indicates that 14% of the respondents strongly agreed that the meeting room and facilities were adequate and comfortable. 35.5% of the respondents agreed that the meeting room and facilities were adequate and comfortable and 25.75% of the respondents were undecided. 17.25% of the respondents strongly disagreed that the meeting room and facilities were inadequate and uncomfortable and 5.5% of the respondents disagreed that the meeting room and facilities were inadequate and uncomfortable.

Table 2 indicates that 34.75% of the respondents strongly agreed that the trainer was knowledgeable about the training topic. 36.5% of the respondents agreed that the trainer was knowledgeable about the training topic and 14% of the respondents were undecided. 9.75% of the respondents strongly disagreed that the trainers were not knowledgeable about the training topic and 5% of the respondents disagreed that trainers were not knowledgeable about the training topic.

Table 3: Assessment of Off-the job training in National Assembly, Nigeria- Abuja

S/N	Questions	5 SD	4 A	3 U	2 D	1 SD	Total
B	Off-the Job Training	%	%	%	%	%	%
B1	Training helps to acquire technical knowledge and skills	25	38.25	15.25	16	5.5	100
B2	It gives adequate importance by the organization	33.25	36.25	13.75	12	4.75	100
B3	Individual skills/ abilities are applied on the job	25	32.75	20.75	17.25	4.25	100
B4	It provides opportunity for new comers to learn about the organization	31	31	12.75	16.75	8.25	100
B5	New employees find the training provided useful	46	39.5	5	6.5	3.5	100
B6	It is given adequate importance to develop skills and competence	50.5	32.25	11.5	4.5	1.25	100
B7	There is adequate emphasis on developing managerial capabilities	73.75	19.5	5.5	1	0.25	100
B8	It gives adequate importance by top management	60.25	31.75	6.75	1.25	0	100
B9	It is well planned	41	27.5	21	8.25	2.25	100
B10	Employees are sponsored for training programs on the basis of stated criteria.	39.75	30.5	17.75	10.25	1.5	100

Source: Field Survey, 2019

Table 3 indicates that 25% of the respondents strongly agreed that training helps to acquire technical knowledge and skills. 38.25% of the respondents agreed that training helps to acquire technical knowledge and skills and 15.25% of the respondents were undecided. 16% of the respondents strongly disagreed that training do not helps to acquire technical knowledge and skills and 5.5% of the respondents disagreed that training do not helps to acquire technical knowledge and skills.

Table 3 indicates that 33.25% of the respondents strongly agreed that off the job training gives adequate importance by the organization. 36.25% of the respondents agreed that off the job training gives adequate importance by the organization and 13.75% of the respondents were undecided. 12% of the respondents strongly disagreed that off the job training do not gives adequate importance by the organization and 4.75% of the respondents disagreed that off the job training do not gives adequate importance by the organization.

Table 3 indicates that 25% of the respondents strongly agreed that individual skills/ abilities are applied on the job. 32.75% of the respondents agreed that individual skills/ abilities are applied on the job and 20.75% of the respondents were undecided. 17.25% of the respondents strongly disagreed that individual skills/ abilities are applied on the job and 4.25% of the respondents disagreed that individual skills/ abilities are applied on the job.

Table 3 indicates that 31% of the respondents strongly agreed that off the job training provides opportunity for new comers to learn about the organization. 31% of the respondents agreed that off the job training provides opportunity for new comers to learn about the organization and 12.75% of the respondents were undecided. 16.75% of the respondents strongly

disagreed that off the job training provides opportunity for new comers to learn about the organization and 8.25% of the respondents disagreed that off the job training provides opportunity for new comers to learn about the organization.

Table 3 indicates that 46% of the respondents strongly agreed that new employees find the training provided useful. 39.5% of the respondents agreed that new employees find the training provided useful and 5% of the respondents were undecided. 6.5% of the respondents strongly disagreed that new employees find the training provided not useful and 3.5% of the respondents disagreed that new employees find the training provided not useful.

Table 3 indicates that 50.5% of the respondents strongly agreed that off the job training give adequate importance to develop skills and competence. 32.25% of the respondents agreed that off the job training give adequate importance to develop skills and competence and 11.5% of the respondents were undecided. 4.5% of the respondents strongly disagreed that off the job training give adequate importance to develop skills and competence and 1.25% of the respondents disagreed that off the job training give adequate importance to develop skills and competence.

Table 3 indicates that 73.75% of the respondents strongly agreed that there is adequate emphasis on developing managerial capabilities. 19.5% of the respondents agreed that there is adequate emphasis on developing managerial capabilities and 5.5% of the respondents were undecided. 1% of the respondents strongly disagreed that there is no adequate emphasis on developing managerial capabilities and 0.25% of the respondents disagreed that there is no adequate emphasis on developing managerial capabilities.

Table 3 indicates that 60.25% of the respondents strongly agreed that off the job training gives adequate importance by top management. 31.75% of the respondents agreed that off the job training gives adequate importance by top management and 6.75% of the respondents were undecided. 1.25% of the respondents strongly disagreed that off the job training do not give adequate importance by top management and 0% of the respondents disagreed that off the job training do not give adequate importance by top management.

Table 3 indicates that 41% of the respondents strongly agreed that off the job training is well planned. 27.5% of the respondents agreed that off the job training is well planned and 21% of the respondents were undecided. 8.25% of the respondents strongly disagreed that off the job training is not well planned and 2.25% of the respondents disagreed that off the job training is not well planned.

Table 3 indicates that 39.75% of the respondents strongly agreed that employees are sponsored for training programs on the basis of stated criteria. 30.5% of the respondents agreed that employees are sponsored for training programs on the basis of stated criteria and 17% of the respondents were undecided. 10.25% of the respondents strongly disagreed that employees are sponsored for training programs on the basis of stated criteria and 1.5% of the respondents disagreed that employees are sponsored for training programs on the basis of stated criteria.

Table 4: Assessment of Performance in National Assembly, Nigeria- Abuja

S/N	Questions	5 SD	4 A	3 U	2 D	1 SD	Total
E	Performance	%	%	%	%	%	%
E1	National Assembly ensure adequate increase in policy formulation	34	37	12.75	13.25	3	100
E 2	National Assembly frequently increase the number of employees	15.75	37.25	11.25	22	13.75	100
E3	National Assembly timely passed yearly budget to the federal executive council for implementation	11.5	26.5	23.5	25.5	13	100
E4	National Assembly adequately examined ministers of the federal republic of Nigeria based on approve criteria	14	37.5	25.75	17.25	5.5	100
E5	National Assembly effectively and efficiently meet date line for all programmes	34.75	36.5	14	9.75	5	100

Source: Field Survey, 2019

Table 4 indicates that 34% of the respondents strongly agreed that National Assembly ensure adequate increase in policy formulation. 37.5% of the respondents agreed that National Assembly ensure adequate increase in policy formulation and 12.75% of the respondents were undecided. 13.25% of the respondents strongly disagreed that National Assembly do not ensure adequate increase in policy formulation and 3% of the respondents disagreed that National Assembly do not ensure adequate increase in policy formulation.

Table 4 indicates that 34% of the respondents strongly agreed that National Assembly frequently increase the number of employees. 37.5% of the respondents agreed that National Assembly frequently increase the number of employees and 12.75% of the respondents were undecided. 13.25% of the respondents strongly disagreed that National Assembly do not frequently increase the number of employees, 3% of the respondents disagreed that National Assembly do not frequently increase the number of employees.

Table 4 indicates that 15.75% of the respondents strongly agreed that National Assembly timely passed yearly budget to the federal executive council for implementation. 37.25% of the respondents agreed that National Assembly timely passed yearly budget to the federal executive council for implementation and 11.25% of the respondents were undecided. 22% of the respondents strongly disagreed that National Assembly timely passed yearly budget to the federal executive council for implementation and 13.75% of the respondents disagreed that National Assembly timely passed yearly budget to the federal executive council for implementation.

Table 4 indicates that 11.5% of the respondents strongly agreed that National Assembly adequately examined ministers of the federal republic of Nigeria based on approve criteria. 26.5% of the respondents agreed that National Assembly adequately examined ministers of the federal republic of Nigeria based on approve criteria and 23.5% of the respondents were

undecided. 25.5% of the respondents strongly disagreed that National Assembly adequately examined ministers of the federal republic of Nigeria based on approve criteria and 13% of the respondents disagreed that National Assembly adequately examined ministers of the federal republic of Nigeria based on approve criteria.

Table 4 indicates that 14% of the respondents strongly agreed that the meeting room and facilities were adequate and comfortable. 35.5% of the respondents agreed that the meeting room and facilities were adequate and comfortable and 25.75% of the respondents were undecided. 17.25% of the respondents strongly disagreed that the meeting room and facilities were inadequate and uncomfortable and 5.5% of the respondents disagreed that the meeting room and facilities were inadequate and uncomfortable.

Table 4 indicates that 34.75% of the respondents strongly agreed that National Assembly effectively and efficiently meet date line for all programmes. 36.5% of the respondents agreed that National Assembly effectively and efficiently meet date line for all programmes and 14% of the respondents were undecided. 9.75% of the respondents strongly disagreed that National Assembly effectively and efficiently meet date line for all programmes and 5% of the respondents disagreed that National Assembly effectively and efficiently meet date line for all programmes.

Table 5: Correlation Matrix for Training and Performance of National Assembly, Nigeria-Abuja

	Pf	Onjt	Ofjt
Pf	1		
Onjt	0.407	1	
Ofjt	0.2436	0.2098	1

Source: Researcher's Computation, 2018

Correlation table 5 above shows a positive relationship between On-the-job Training (ONJT) and performance of National Assembly in Nigeria, Abuja with a coefficient of 0.41; between off the job training and performance of National Assembly in Nigeria, Abuja with 0.24; on-the-job Training and off-the-job Training with 0.21. They all exhibit positive relationships.

Table 6: Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.100 ^a	.610	.511	.15750

a. Predictors: (Constant), onjt, ofjt,

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.083	2	.028	111.119	.001 ^b
	Residual	12.215	306	.025		
	Total	12.318	308			

a. Dependent Variable: Pf

b. Predictors: (Constant), onjt, ofjt

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.403	.047		8.651	.000
	Onjt	.055	.054	.056	1.029	.004
	Ofjt	.074	.058	.070	1.274	.003

a. Dependent Variable: Pf

Source: econometric output, 2019

Decision Rule: 5% level of significance

The statistical decision rule of p-value states that the Null hypothesis should be accepted if P-value is greater than alpha value (i.e. level of significant which is 0.05) otherwise it should be rejected while the Alternative hypothesis is adopted.

The analysis shows a positive and significant effect of On-the-job Training (ONJT) on Performance (OP) of National Assembly in Nigeria with a coefficient value of 0.055, p-value < 0.05 at 0.000, disagreeing with the null hypotheses one of the study. This result implies that ONJT positively affects OP within the National Assembly Abuja. In other words, the greater the ONJT, the likelier the organization is to perform better. The results indicate that low ONJT is less effective in attaining higher Performance.

The study found a positive and significant effect of Off-the-job Training (OFJT) on Performance (OP) of National Assembly with a coefficient value of 0.074, p-value > 0.05 at 0.003, agreeing with the alternative hypotheses of the study that there is significant effect of Off-the-job Training on Organizational Performance. This result implies that OFJT positively affects performance of National Assembly in Nigeria, Abuja.

Furthermore, the F-stat is 111.119 with a p-value of 0.001 which shows that the model is in good fit. The R² value of 0.61 shows that the model explains about 61% of the dependent variable, the remaining 39% may be explained by other factors.

From the findings above, the study found a positive and significant effect of training on Performance of National Assembly Nigeria, Abuja. This implies that training (on the job training and off the job training) affect the performance of National Assembly in Nigeria, Abuja. The study is in line with the findings of

The study also in line with human capital development theory which states that training and education are the key competences, skills, knowledge and abilities of the workforce that contributes to performance. According to Human Capital Theory, training is an investment because it is believed that it could potentially bestow private and social benefits. Human capital theorists believe that training and earning power are correlated, which means, theoretically, that the more education one has, the more one can earn, and that the skills, knowledge and abilities that education provides can be transferred into the work in terms of productivity and profitability (Dae-bong, 2009).

Conclusions and Recommendations

The analysis show that there is positive and significant effect of training on performance of National Assembly in Nigeria. Other conclusions were that there is positive and significant effect of On-the-job training on performance of National Assembly in Nigeria. This result implies that on the job training positively affects performance of National Assembly Abuja. There is positive and significant effect of Off-the-job Training on Performance of National Assembly in Nigeria. This result implies that off the job training positively affects performance of National Assembly Abuja. The study recommended that National Assembly Abuja should continue to increase their level of employee on-the-job training and off the job training in order to improve their employees' capacity to improve overall organizational performance.

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