

**Training Method, Reward System and Job Performance of Administrative Staff in Private Polytechnics Ibadan, Oyo State**

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### **Certification**

This is to certify OLADEJI, Funmilayo Kehinde with Matriculation Number LCU/PG/000288 carried out this research work titled “**Training Method, Reward System and Job Performance of Administrative Staff in Private Polytechnics, Ibadan, Oyo State**”. In the Department of Information Management, Faculty of Communication and Information Sciences, Lead City University, Ibadan, Oyo State for the Award of the Master of Science Degree (M.Sc.) in office Information Management and that this has not been previously submitted.

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## **Dedication**

This research work is dedicated to God Almighty.

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### **Abstract**

The job performance of an employee is of utmost importance for the development of human capital in any organization. This study investigated the influence of training method and reward systems on the job performance of administrative staff of private polytechnics in Ibadan, Oyo State. Three questions were answered while three hypotheses were also tested to achieve the objectives of the study. The study adopted a descriptive survey research design. Using total enumeration, the study sample consists of all the one hundred and sixty-two (162) administrative staff in private polytechnics in Ibadan, adopted four-likert scale instrument on job performance, reward, and training method were developed to gather information for the study. The result showed that the level of job performance is high (2.88), training programs are high (2.50), while financial (2.31) and non-financial rewards (1.89) are low. The results also showed a significant relative and combined influence of training method and reward systems on the job performance of administrative staff of private polytechnics in Ibadan, Oyo State ( $F = 14.219$ ;  $Adj. R^2 = 0.081$ ,  $P 0.05$ ). On the basis of the findings, it was concluded that the level of job performance of administrative staff in private polytechnics in Ibadan is high. Mentorship is the highest type of training method accessible to employees at private polytechnics in Ibadan, followed by "Team Training" and "Seminars" respectively, while financial and non-financial rewards are low. It was also concluded that there was a significant combined influence of training method and reward systems on the job performance of employees in private polytechnics in Ibadan. It was recommended that private polytechnics in Ibadan should include employee training as part of their organizational strategy for improving employee performance. This consideration should apply to all cadres without exception, and such training should be designed to fill employee skill gaps.

**Keywords:** Training method, Reward Systems, Job Performance, Administrative Staff, Private Polytechnics, Ibadan.

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## **Chapter One**

### **Introduction**

#### **1.1 Background to the Study**

Polytechnics across the globe have prime aim and objectives of improving and impacting knowledge through teaching, community service, and research which has been aided by administrative activities of the management and staff of the polytechnics however, these objectives cannot be achieved by academic staff but with the help of administrative staff of the polytechnics because these administrative staff carries out administrative work which has served as the bedrock of polytechnics and contributed majorly to the achievement of the polytechnics' objectives. To effectively achieve these objectives, competent, motivated and qualified administrative staff is not a function of qualification and competence but also effective human resource management and ensuring a good reward system structure for the administrative staff so as to enhance their job performance<sup>1</sup>. Job performance is described as a coordinated effort to carry out tasks that involve converting inputs to outputs of a quality consistent with the skills, abilities and experience of the staff, with the help of supporting factors and the appropriate acquisition and implementation of knowledge to undertake this effort accurately, shorter and less costly<sup>2</sup>.

Job performance could also be described as an essential tool in the assessment of both academic and administrative staff of tertiary institutions which include private polytechnics. Job performance is described as actions or behaviours relevant to organizational goals which include both productive and counterproductive employee behaviours that contribute to or detract from

organizational goals<sup>3</sup>. It connotes the overall expected values from administrative staff's behaviour carried out throughout a period of time<sup>4</sup>. Job Performance is mainly the outcomes gained and accomplishment by workers at the place of work that retains up organizational strategies by targeting the objectives and goals of an organization<sup>5</sup>. Job Performance also refers to how well an activity or job is done<sup>6</sup>. Performance can be classified into two types: The first type is known as *tactical performance*. Tactical performance is how effectively an organization *sticks to* its strategy. It is the driver of focus and consistency. It allows organizations to increase strength by directing limited resources to the fewest targets<sup>7</sup>. The second type is known as *adaptive performance*; it is how effectively an organization *diverges* from its strategy. Adaptive performance manifests as creativity, problem solving, grit, innovation, and citizenship<sup>8</sup>. Job performance of administrative staff at private polytechnics is perceived not to meet up with the standard of job expected from administrative staff of private polytechnics in Ibadan.

Job performance is a function of ability, will and situational factors. An organization may have administrative staff with ability and determination, with appropriate equipment and managerial support, yet performance may fall below expected standards. John Campbell's Theory of job performance assesses whether a person performs his/her job well by exploring the non-specific behaviour, task specific behaviour, communication task, and staff discipline towards achieving the organizational goals<sup>9</sup>. These factors will be used to measure job performance for the purpose of this study.

Non-task specific behaviour are those behaviours that an individual undertakes as part of a job. They are the core substantive tasks that delineate one job from another. Administrative staff of private polytechnics is perceived to behave to focus on what their job specializes on. The way the administrative work of the institutions is designed is in a form where any member of the

administrative department could perform tasks based on their view and perception which is not making work effective and efficient and by so doing, their activities have been on the decline.

Task specific behaviour is the extent to which administrative staff engages in spelling out the duties and responsibilities of an individual or group to perform a specific task and closely supervises their progress. This is the duty of administrative managers of the institutions, it deals with monitoring and mentoring the junior administrative staff to work efficiently and effectively in order to achieve the goals of the institutions. Administrative staff of the institutions are not well monitored on the importance of the duty which has led to a great decline in their performance and this is climbing the peak of the negative output of their work.

Communication task helps to specify the mode of communication and the frequency at which the communication must be carried out. Communication among administrative staff of private polytechnics in Ibadan has been bad because the administrative managers are not disseminating instructions and messages as at when effective and this has led to speculation among the staff which has eventually results into decline in their job performance.

Personnel discipline are actions imposed by an organization on its administrative staff for failure to follow the organization's rules, standards or policies. Once administrative staff see the discrepancy between actual and expected performance, the burden is on the employee to change. This has not been the case of administrative staff of private polytechnics in Ibadan because the laid down rules and regulations are rarely effective which has made disciplinary actions on the staff poor and performance is on the decline.

The emergence of private polytechnics is however a recent development in Nigeria, unlike the case of the advanced countries such as United State of America (USA), Britain among others and

even the lower education levels (that is, pre – primary, primary and secondary levels) and public (that is, federal and state) polytechnics. The onset of private institutions into the provision of tertiary education in Nigeria however dated back to the 1979 when the civilian government in power put education on the concurrent legislative list between the state and the federal governments, which means that both federal and state governments can establish, fund and manage tertiary institutions. Consequently, enhancing performance of administrative staff of private polytechnics in Ibadan would also be aided by regular training and implementation of the acquired training skills which will also be smoothed by staff experience and active transformation of the acquired skills. Thus, the influence of training is positively and significantly associated with job performance of administrative staff. Training is the process of enhancing the skills, knowledge, and competence of employee for doing a particular job. Training is always done for a particular/specific purpose, among the various reasons why training is done are: to orientate and provide job related knowledge to new administrative staff, to impart skills among the workers systematically so that they may learn quickly, to make workers handle materials, machines and equipment efficiently, to prepare workers that are promoted to higher offices for their jobs and to consistently update the skills of the administrative staff with the changing trends in their working pattern.

Training improves performance through developing a sense of teamwork among administrative staff as well as contributing positively towards their knowledge and information about their job. Training influences job performance in a positive manner, thus organizations are more focused about administrative staff training to improve their performance and gain the competitive advantage in the market<sup>10</sup>. Various types of training can be given to the staff such as induction training: this can be referred to as orientation training conducted for the new recruits in order to

familiarize them with the internal environment of an organization. Training is imparted to upgrade the skills of administrative staff and can also be used for promoting an employee.

Training includes training to support the administrative objectives of the institutions and to meet the tactical training needs that are common across projects and support groups. The purpose of training is to develop skills and knowledge of people so they can perform their roles effectively and efficiently. Training program involves identifying the training needed by the institutions; obtaining and providing training to address those needs; establishing and maintaining a training capability; establishing and maintaining training records; assessing training effectiveness. As an administrative process, the main components of training include a managed training development program, documented plans, personnel with appropriate mastery of disciplines and other areas of knowledge, and mechanisms for measuring the effectiveness of the training program<sup>11</sup>.

The needs for training arise for so many reasons. Some of the reasons are environmental change. Due to many changes in mechanization, computerization, and automation administrative staff are required to be trained in order to possess enough skills. The institution should train the staff to enrich them with the latest technology and knowledge, training has become mandatory to avoid problems of coordination, human relations: every management has to maintain very good human relations, and this has made training as one of the basic conditions to deal with human problems; to match employee specifications with the job requirements and administrative needs: an employee's specification may not exactly suit to the requirements of the job and the organization, irrespective of past experience and skills. There is always a gap between an employee's present specifications and the organization's requirements. For filling this gap training is required; change in the job assignment: training is also necessary when the existing employee is promoted to the higher level or transferred to another department. Training is also required to equip the old

administrative staff with new techniques and technologies. As there are high expectations from the employers, colleagues, customers, and others in the haulage of the duties and roles of administrative staff, the need to train administrative staff in the needed skills that will enable them to perform up to these expectations cannot be over-emphasized<sup>12</sup>.

Training has been measured in a multidimensional structure that, among other things, comprises of Information and Communications Technology (ICT) skills, administrative skills and electronic office equipment handling skills. Information and Communication Technology (ICT) skills as a measure for administrative training was adapted from a study<sup>13</sup>. ICT is a broad subject and the concepts are evolving<sup>14</sup>. It covers any product that will store, retrieve, manipulate, transmit, or receive information electronically in a digital form (e.g., personal computers including smart-phones, digital television, email, or robots). Information and communications technology (ICT) skills refer to one's ability to converse with people through various technologies. ICT skills could also include the ability to use older communication technologies such as telephones, radios, and televisions. The skills include email management and setup, online research, social media management, data management and queries, desktop publishing, smart-phones and tablets, word processing, record management and much more<sup>15</sup>. Most of administrative staff are comfortable with their level of knowledge that they decided not to improve their skills to meet up with the necessary skills of using ICT effectively.

Administrative skills are qualities that help a staff complete tasks related to managing a records and information such as filing paper work, meeting with internal and external stakeholders, presenting important information, developing processes, answering employee questions and more<sup>16</sup>. Administrative skills are important because they keep academic processes running smoothly. Any successful, efficient academic institution should have both administrative professionals who have strong skills in this area, as

well as individual contributors who have good administrative skills. Administrative skills are made up of soft and technical skills that contribute to effective ways of managing organization such as organization skills, communication skills, teamwork skills, customer service skills and many more<sup>17</sup>. Having administrative skills give more edge in performing more efficiently, administrative staff of private polytechnics in Ibadan are not given regular training to expose them to these skills.

Electronic office equipment handling skills was adapted in a study. It described office automation to the varied [computer](#) machinery and [software](#) used to digitally create, collect, store, manipulate, and relay office information needed for accomplishing basic tasks. [Raw data](#) storage, electronic transfer, and the management of electronic information comprise the basic activities of an office automation system<sup>18</sup>. Electronic office equipment handling skills are the skills required in handling office electronic equipment which have become indispensable to run modern offices. The office equipment includes but not limited to photocopiers, fax machine, scanners, laminators and printers. Everyday technology in office equipment cannot be over emphasized, not getting training on this equipment affect the work and service render by administrative staff of private polytechnics in Ibadan as they are unable to operate the automated office equipment available for them. Also, rewarding administrative staff will enhance their administrative skills to boost their performance. Due to high competition in businesses, more organizational heads are finding ways to improving the quality of their products while reducing costs. Meanwhile, a strong economy has led to a tight job market especially in advanced countries. Hence, businesses need more positive inputs from their administrative staff, their administrative staff are expecting more from them. Rewarding administrative staff and setting up recognition programs for them are one method of motivating administrative staff to put in idea and key behaviours to benefit businesses. Reward, which is sometimes seen as compensation or remuneration, is maybe the most critical

contract term in each paid-work. Reward strategy is significant in terms of motivating administrative staff to use new idea for achieving the organizational goals. In the same vein, there is a report that the actual advantages of a very much planned organizational reward strategy lie in its intricate linkages with the organization strategy<sup>19</sup>.

The effect of reward on employee's job performance is mostly significantly misconstrued. Reward system in a work set – up is a set of steps whereby the management is affirmative about the administrative staff' duties at work. It is a process that assists human resource managers to determine the performance of the workers in context of the main objectives of the organization. More so, it is as well observed that the coordination of reward systems underpins the accomplishment of competitiveness. Employee's disposition towards the organization is impacted by positive perceptions by the employee on reward system. An argument was held that the reward system is seen as a fundamental aspect in spurring workers to perform better and attested to that the best way to ensure the continued viability of companies amidst challenging economic environments is to emphasis reward management and organizational performance. More so, reward system can be seen to help motivate administrative staff to achieve high quality performance. The measurements for reward system in the context of this study are financial and non-financial aspects of reward system. These are adopted from several studies<sup>20,21</sup>. These measures are very crucial in that; financially, staff of the institutions will be motivated if they experience increase in pay rise when due, they are promoted according to the level at which they perform at work and their experience at work. This will make even a junior staff or new staff that has knowledge of senior staff or hardworking staff progress both financially and non – financially to work harder. These factors serve as encouragement to workforce which in turn boost morale and increase competition among all administrative staff<sup>22</sup>.

In the age of global competition, it is very essential to identify and retain the efficient, competent and knowledgeable administrative staff in organization by developing and maintaining an effective compensation program for getting the best job performance from the employee<sup>23</sup>. There are attempts by many private institutions today to identify innovative compensation strategies that are directly linked to improve organizational performance as well as job performance but most of them did not combine training and reward management as a factor for employee performance because many organizations have considerable discretion in choosing reward strategies for their management and other level's administrative staff which concerns with at least two options which are financial and non – financial reward<sup>24</sup>. Reward system is a specific area of study, under the broad area of human resource management practices, which is highly related with job performance. Considering the necessity and complexities of reward for job performance, many authors decide to investigate the effect of reward on Job Performance at the private sectors in Nigeria but not taking into consideration the academic environment<sup>25</sup>. The decision to carry out this study was inspired by the realization that in spite of the huge cost of reward budgets in many Polytechnics in Oyo State, there still remains an alarming rate of employee dissatisfaction, non-commitment and turnover; on one hand, administrative staff are agitating for rise in salary without commensurate output, on the other hand organizations are saddled with so much production cost incurred from constant recruitment and replacement, training and re-training<sup>12</sup>. Motivating administrative staff therefore, and especially in this period of economic downturn becomes a big challenge, this study will be conducted to fill this gap by assessing the impact training method and reward system on employee performance in the selected Polytechnics, Oyo State.

## **1.2 Statement of the Problem**

The job performance of administrative staff of private polytechnics in Ibadan is of utmost importance for the development of human capital, successful operation and maintenance in any competitive environment in any part of the world. The administrative staff of private polytechnics in Ibadan are responsible for examination management, records management, admission processing, schedule of school academic activities and lots more. The positive effect being experienced in an academic institution like private polytechnics in Ibadan through well programed training and by rewarding outstanding staff regularly is immeasurable. Notwithstanding, many tertiary institutions in Nigeria are experiencing high labour turnover, absenteeism and huge losses caused by employee negligence because they are not given regular training, they are not well paid regularly, and are given less recognition at work. This indicates that perhaps the reward system factors and poor training facilities and conditions are responsible to either positively or negatively influence job performance. These administrative staff are agitating for promotions, prompt payment of salaries, effective training and lots more. Due to this situation, they have resulted to showing bad attitude to work, not minding the consequences on students. If care is not taken, these Polytechnics can be taken backward as regards its establishment objectives and this may affect the Nigeria nation. Administrative staff of private Polytechnics in Ibadan are not being rewarded well as such they are reluctant to perform their duty as expected. In this part of the world, reward system and training are believed to influence job performance.

It was perceived that the training units of the private polytechnics in Ibadan are not functioning well due to poor management and this in turn is reducing the effect of the job being carried out by the administrative staff. Several studies have been carried out in the area of reward system and training methods but not specifically on training, reward system and job performance of

administrative staff of private Polytechnics in Ibadan<sup>13</sup>. Hence, this study intends to investigate training method, reward system and job performance of administrative staff of private Polytechnics in Ibadan.

### **1.3 Aim and Objectives of the Study**

The aim of the study investigated the influence of training method, reward system and job performance of administrative staff in private Polytechnics Ibadan, Oyo State. The specific objectives are to:

- i. identify the level of job performance of administrative staff in private Polytechnics Ibadan, Oyo State.
- ii. identify different training methods available to administrative staff in private Polytechnics Ibadan, Oyo State.
- iii. identify the level of reward system of administrative staff in private Polytechnics Ibadan, Oyo State.
- iv. determine the influence of reward system on job performance of administrative staff in private Polytechnics Ibadan, Oyo State.
- v. examine the influence of training methods on job performance of administrative staff in private Polytechnics Ibadan, Oyo State.
- vi. investigate the combined influence of training and reward system on job performance of administrative staff in private Polytechnics Ibadan, Oyo State.

### **1.4 Research Questions**

The following research questions will guide the study:

1. What is the level of job performance of administrative staff in private Polytechnics Ibadan, Oyo State?

2. What are the different training methods (seminars, mentoring, team training) available to administrative staff in private Polytechnics in Ibadan?
3. What is the level of reward system of the administrative staff in private Polytechnics Ibadan, Oyo State?

### **1.5 Hypotheses**

The following hypotheses are formulated to be tested at 0.05 level of significance:

**H<sub>01</sub>:** There is no significant influence of reward system (financial reward, non-financial reward) on job performance (quantity of work, quality of work and time management) of administrative staff in private Polytechnics Ibadan, Oyo State.

**H<sub>02</sub>:** There is no significant influence of training method (seminars, mentoring, team training) on job performance (quantity of work, quality of work and time management) of administrative staff in private Polytechnics Ibadan, Oyo State.

**H<sub>03</sub>:** There is no significant combined influence of reward system (financial reward, non-financial reward) and training method (seminars, mentoring, team training) on job performance of administrative staff in private Polytechnics Ibadan, Oyo State.

## **1.6 Significance of the Study**

This research work would benefit staff and management of the three private polytechnics, Human Resource Managers, Entrepreneurs, Administrative staff, Researcher and Government.

This research work would seek to attend to the needs of the administrative staff of the private polytechnics and will help the management of the polytechnics to understand and address the administrative staff's needs which would help motivate them and satisfy them to be able to execute their duty perfectly. If this is done, there is likely to be high productivity because the administrative staff would trust the management. It will also unveil the potentials of rewards and training to the incremental development of organization and will outrightly devise and discern best reward systems as well as provide the modalities of training.

Ultimately, it will proffer lasting solution to some of related problems facing the Human Resource Manager as regards to reward system and training method which will result to better performance on the part of the administrative staff of the private polytechnics in Ibadan, it will also devise other methods of training and enhance administrative staff development so as for the administrative staff to move with the innovative methods in executing their job.

It will assist Entrepreneurs to know how to reward their administrative staff in order to motivate them to put all their possible best which will in turn result in excellent result and how to establish good training method to boost productivity and profits.

The findings of this would enhance administrative staff knowledge about the legal tools to get adequate reward and be prepared for training as long as they know the benefits of training in their organizations. It will also serve as link and guide for future researchers of related study and for governments and private institutions to know what their administrative staff want so as to work efficiently and effectively for best result which will eventually improve the performance of the organization.

### **1.7 Scope of the Study**

This study focused on the influence of training method, and reward system on administrative staff job performance in private polytechnics in Ibadan. The measures of job performance are quantity of work, quality of work and time management. The measures used for reward system include financial and non-financial, while the measures used for training methods are seminars, mentoring and team training. The geographical scope covers private Polytechnics in Ibadan namely; American Polytechnics, Ibadan City Polytechnics and Highland College of Technology. The respondents were the faculty officers and office secretaries.

### **1.8 Limitation of the Study**

This study rephrase in the sense that it covered only administrative staff of private Polytechnics Ibadan. Similar research can be done in other part of the state or geo-political zones due to differences in school climate and working conditions.

The researcher experienced some difficulties in administering the instruments on the administrative staff because it has to do with face to face interaction with the them, the administrative staff were so occupied and busy that they could not give due consideration

towards responding to the instruments. The researcher had to plead and be patience to get the job done.

## **1.9 Operational Definition of Terms**

*Job Performance:* it is referred to as the ability of the administrative staff of private Polytechnics in Ibadan to achieve organizational goals. The aspects of job performance focused on in this study are: quantity of work, quality of work, and time management.

*Quantity of Work:* This implies the volume of work assigned to the administrative staff of private Polytechnics in Ibadan. It also includes how neatly and error-free work is completed; how consistent and thorough tasks are performed; how accurate and attentive to details are performed; and how standard the work completed is.

*Quality of Work:* This has to do with best practices on the delivery of duties by administrative staff in private Polytechnics Ibadan, Oyo State. It also entails providing support for academic staff as well as collaborating with academic staff to ensure achievement of institutional goals and objectives.

*Time Management:* Time management measures how timely tasks given to administrative staff in private Polytechnics are completed.

*Reward Systems:* It is a way of compensating the administrative staff of the private Polytechnics in Ibadan for a job well done.

*Financial Reward System:* It is the monetary incentives for administrative staff of private Polytechnics in Ibadan which aligned with achieving goals of the management.

*Non – Financial Reward System:* It is non - monetary incentives such as promotions for administrative staff of private Polytechnics Ibadan, Oyo State which is strictly considered by hard work and experience at work.

*Training System:* These are measures, methods or mechanisms put in place to teach the administrative staff of the private Polytechnics in Ibadan new techniques of performing certain tasks in order to be more productive. The measures considered in this study are seminars, mentoring and team training.

*Seminars:* This is a periodic programs organized by private polytechnic management to train administrative staff on the latest developments in the arts of management and administrative duties.

*Mentoring:* This implies a method where a more experienced employee nurtures junior staff in the art of administration so as to ensure such employees acquire the necessary and required skills as well as competencies to be able to perform assigned duties and responsibilities.

*Team Training:* This method uses collaboration or group tasks to ensure employees learn from one another.

*Private Polytechnics:* These are the private technological higher institutions of learning used to form the population of this study.

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## **Chapter Two**

### **Literature Review**

This chapter reviewed related literature that enabled the researcher broaden her understanding on the research problem. The chapter is presented under the following headings:

#### **2.1 Conceptual Review**

2.1.1 Concept of Job Performance

2.1.2 Training

2.1.3 Concept of Reward System

#### **2.2. Theoretical Review and Framework**

2.2.1. John Campbell Theory

2.2.2 Action Theory of Training

2.2.3 Equity Theory of Reward System

#### **2.3 Review of Empirical Studies**

2.3.1 Training and Job Performance

2.3.2 Reward System and Job Performance

#### **2.4 Conceptual Framework**

## **2.5 Summary of Gaps in Literature Reviewed**

## **2.6 Conceptual Review**

### **2.6.1 Concept of Job Performance**

Job performance very much depends on perception, values and attitudes. There appear to be so many variables influencing the job performance that is almost impossible to make sense of them. Performance is defined as a function of individual ability and skill and effort in a given situation<sup>1</sup>. In the short run, employee's skills and abilities are relatively stable. Effort is an internal force of a person which makes him or her to work willingly when administrative staff are satisfied with their job and their needs are met, they develop an attachment to work or we say that they make an effort to perform better. Increased effort results in better job performances.

Task performance is defined as the proficiency with which employee perform activities that are directly recognized as part of their jobs; this are activities that add up to the organization's technical or productive care either actively by doing a part of its technological processor or passively by providing it with needed material or services<sup>23</sup>. Activities related to task performance varies between jobs and behavior expected of them<sup>4</sup>. Task embodiment substantially contribute to the experience of work engagement. Of course, the task-specificity perspective and work engagement does not mean that there will be no interpersonal differences in between day fluctuation in work engagement as a person's general level of work engagement can increase or decrease over longer periods of time, contingent on job-level and personal resources<sup>5</sup>. Job performance as work outcomes and job relevant behaviours. Work outcomes deal with task performance, such as quality or quantity of work done, while job relevant behaviour refers to the behavioural aspects useful in achieving task performance. In other words, job

relevant behaviours provide support in performing task-related matters. Most importantly, job performance measures, which may be based on an absolute value or a relative judgment, can be generalized to the overall organizational performance because in total it reflects the organizational performance to a certain extent. Absolute value of performance is based on the objective results, such as total points from sales or productivity, while relative judgments are performance evaluation made based on the behavioural related aspects that are very subjective in nature<sup>6</sup>.

In relation to different conceptualizations of job performance, administrative staff behaviours at work constitute job performance. Traditionally, job performance is limited to the core task activities that were based solely on job analysis. The construct has, however, expanded into behavioural aspects related directly to the core tasks and other behaviours that support the core task performance. Job performance should be measured in terms of task performance and contextual performance in order to fully grasp a holistic concept of the construct. This is because contextual performance is the behaviours that support the core task performance in enhancing organizational effectiveness in essence, task performance is concerned with behaviours that are required to complete job tasks while contextual performance is needed to safeguard and upgrade the organizational, social, and psychological environment in the organization. Both aspects of performance are crucial to achieve organizational objectives in measuring job performance. It is important to integrate items on the task as well as contextual performance because they are strongly related and it is difficult to differentiate as behavioral aspects of job performance are very subjective. This suggests that supervisory ratings are a function of task performance and contextual performance. In other words, both dimensions provide unique variance to the job

performance domain because supervisors evaluate and combine task and contextual items in appraising their subordinates' overall job performance.

Administrative staff job performance has been viewed as task proficiency and is rated by one's immediate supervisor in the workplace<sup>8</sup>. Task proficiency should cover one's in-role behavior, which consists of the behaviors executed by the person in meeting his or her job responsibilities. Individuals' perceptions of their job requirements are substantially different from their supervisors' perceptions in that individuals have a narrower definition of job in-role behaviors<sup>9</sup>. The in-role behaviors are distinguished from the extra-role behaviors, which go beyond the formal employment contract<sup>10</sup>. Job performance plays an important role in the economic stability of the firm and enhances its visibility in the market, by directly affecting the productivity of the company. Consequently, the motivation and stimulation at work encourage the administrative staff to do their utmost, so that to reach the goals, and objectives planned by the direction, by increasing the workers' productivity.

The multiple studies dedicated to business administration and management have made of job performance a classical and recurrent concept, in all studies and papers discussing the role of individuals in companies and their efficiency at work. That's why, we had ourselves, to start by exposing the meaning of satisfaction at work, which has become a key part of most scientific and field studies, based on the evaluation of the role of individuals and administrative staff, as well as the impact they have on productivity and more generally on companies and organizations efficiency. We could define job performance as the effort made by a person within the company he works in. The expression reflects the desire the employee has to make this effort in order to improve the company's efficiency and results. Job performance is affected by the worker's contentment towards his or her own position or job, and that is called "job satisfaction". From

this point, we could define job satisfaction as the personal and psychological feeling of contentment and ease the worker or employee has at his work. This concept, as a general notion, does not include only material dimensions. In fact, the working and the professional environment are considered to best motivate and satisfy the administrative staff, psychologically speaking. Some precious social values are also to take into account, like: trust, sense of belonging and loyalty to the superiors. The fact of focusing on improving the services quality has pushed all economic institutions in general and banks in particular to adopt several various ways to assess their workers job performance. The latter may be considered as an indicator to reward the most brilliant administrative staff, and this, by constantly watching the worker's behavior, their outcomes and results within specific periods.

Job performance is the aggregated value to an organization of the set of behaviors that an employee contributes both directly and indirectly to organizational goals<sup>10</sup>. We chose a behavioral conceptualization of job performance because engagement is a concept that reflects human agency, and thus it is appropriate to focus on consequences that are largely under an employee's volitional control. Moreover, because behavioral performance has multiple dimensions, this perspective can provide insight into the specific types of employee behaviors that transmit the effects of engagement to more "objective" outcomes, such as productivity, efficiency, and quality<sup>11</sup>. At a general level, administrative staff who are highly engaged in their work roles not only focus their physical effort on the pursuit of role-related goals, but are also cognitively vigilant and emotionally connected to the endeavor<sup>12</sup>. In contrast, administrative staff who are highly disengaged in their work roles withhold their physical, cognitive, and emotional energies, and this is reflected in task activity that is, at best, robotic, passive, and detached<sup>13</sup>.

At a more specific level, theoretical research has linked investments of the three energies of engagement to job performance. First, investment of physical energy into work roles contributes to organizational goals because it facilitates the accomplishment of organizationally valued behaviors at increased levels of effort over extended periods of time<sup>14</sup>. Because people's work roles are defined largely by behavioral expectations of others in their organization, investments of physical energy toward role accomplishment should result in a greater likelihood of meeting these expectations, and thus, judgments that the role holder is a positive contributor to the organization. Administrative staff who worked harder exhibited higher levels of job performance<sup>15</sup>. Second, investment of cognitive energy into work roles contributes to organizational goals because it promotes behavior that is more vigilant, attentive, and focused. In a study, the term "heedfulness" was used as a label for behaviors that possess this same set of characteristics, and those authors noted that when heedfulness declines because of reductions in investments of cognitive energy, performance decrements result from failures to see, to take note of, or to be attentive to one's work role<sup>16</sup>. Some scholars in their research on flight deck operators on an aircraft carrier, observed that as the degree of heedfulness increased, crucial operational errors decreased. Finally, investments of emotional energy into work roles contribute to organizational goals in a number of related ways<sup>17</sup>. Those who invest emotional energy into their roles enhance performance through the promotion of increased connection among coworkers in pursuit of organizational goals<sup>18</sup>. Investments of emotional energies also help individuals meet the emotional demands of their roles in a way that results in more complete and authentic performance<sup>19</sup>.

Administrative staff job performance consists of distinct sets of activities that contribute to an organization in different ways<sup>20</sup>. Accordingly, it is important to consider how different aspects of

job performance might be influenced by engagement. The first narrow aspect of job performance is task performance, defined as those activities that are directly involved in the accomplishment of core job tasks, or activities that directly support the accomplishment of tasks involved in an organization's "technical core". Behaviors that comprise task performance are established and central to any given job; there is consensus about what they are; and they are relatively static overtime<sup>21</sup>. Because engaged individuals invest their physical, cognitive, and emotional energies into their work roles, they should exhibit enhanced performance because they work with greater intensity on their tasks for longer periods of time, they pay more attention to and are more focused on responsibilities, and they are more emotionally connected to the tasks that constitute their role.

The concept of performance is multi-dimensional and involves many subjective criteria and judgments. Evaluation can be done by implementing performance rating which is filled by colleagues or supervisors and it is said to be the most utilized technique to measure performance<sup>22</sup>. Performance can be described in many terms like productivity of an employee, motivation and retention of an employee, knowledge and skill of an employee, creativity and innovative level of an employee, responsiveness to business and technological advancement, attendance and absenteeism of an employee, customer attraction and retention of the company, and also the optimization of the company's total occupancy cost. The definition of performance is very flexible; hence it is used according to the concept or nature of work that gives the best outcome of the word. However, performance generally means the best outcome of an activity done by an organization over a period of time<sup>23</sup>.

Furthermore, performance can be explained as the combination of administrative staff and other supporting equipment being available, competent, productive, responsive and effective.

Performance is not judged by the action alone but it includes evaluation of actions with a measurable scale<sup>24</sup>. The measurement of performance is a process to quantify the efficiency and effectiveness of an action. The result provided by the measurement shows how well an organization is managed and if the organization could achieve the target and values generated as promised to their stakeholders. Furthermore, organizational performance measurement as a set of metrics used to quantify efficiency and effectiveness of actions and it also covers planning and budgeting as well<sup>25</sup>. However, the management personnel will actually look at his subordinates and evaluate their performance based on their attitude at worksite or office, their efficiency in preparing reports and submitting within the timeline, their attendance as well as their cooperativeness at the workplace. Accordingly, employee performance is based on the amount of time that an employee is physically present at his/ her job, besides the extent to which he/ she is “mentally present” or efficiently working during the presence at the job. Furthermore, studies have indicated that administrative staff’ job performance can be evaluated in terms of effectiveness of an employee in executing the job he or she was hired to do, in order to produce the desired outcomes expected from an employee’s job description.

The concept of job performance expresses the net effect of an individual's efforts that begin with capacities and a perception of the role or tasks that indicate the degree to which the tasks of the individual are accomplished<sup>26</sup>. Consequently, job performance is seen as critical to the organization's performance. For this reason, a person's ability to speak and communicate information can be an indicator of his or her performance at work because those who have this skill will be positively reflected in the results of their work, and the relationship with their direct manager will be strengthened. Accordingly, job performance is one of the most important functional outcomes, and has been defined as the aggregate value of activities in which the

employee participates directly and individually, positively or negatively in achieving organizational objectives<sup>27</sup>. Job performance is generally defined as the degree to which an employee assists the organization in achieving its organizational objectives, and is also called employee performance. Job performance expresses the financial and non-financial outputs of staff directly related to the organization's organizational performance<sup>28</sup>. In another study job performance is defines as "the result of three factors: skill, effort, and the nature of working conditions<sup>29</sup>. Skills include the knowledge, abilities and competencies that an individual brings to the organization. The effort includes the degree of motivation of the employee to accomplish his work, the nature of work conditions. Another researcher also indicates that job performance reflects the (degree to which the individual functions are fulfilled and reflect how the individual fulfills the job requirements<sup>30</sup>. Similarly, Job performance is also seen as the outcome of an individual's performance while performing his functions<sup>31</sup>. The performance appraisal process starts at the beginning the collection of data that can be analyzed and the results obtained is used to judge the behavior or performance of the employee, whether high, medium or low, in accordance with the benchmarking criteria used to assess the performance level, and accordingly the definition of performance relates primarily to the behavior of the individual during the implementation of the tasks required of him, in addition to the level of efficiency (scientific and practical) that he owns and enable him to implement tasks at best.

In another light, job performance is described as the individual's duties, and responsibilities in the exercise of his or her work, by the rate at which he or she is required to perform<sup>32</sup>. It can also be noted that job performance consists of behaviors that can be observed in individuals in their jobs and are relevant to the achievement of the organization goals. It is defined as a coordinated effort to carry out tasks that involve converting inputs to outputs of a quality consistent with the

skills, abilities and experience of the staff, with the help of supporting factors and the appropriate working environment to undertake this effort accurately, shorter and less costly<sup>33</sup>.

Job performance is the accomplishment of work related tasks or skill by an employee. It is also described as actions that contribute to organizational goals and that are under the individual's control<sup>34</sup>. It is related to the willingness and openness to try and achieve new aspects of the job which in turn will bring about an increase in the productivity of the individual<sup>35</sup>. It is measure through the level of achievement of business and social objectives and responsibilities from the perspective of the judging party<sup>36</sup>. The key indications of job performance are the individual personal characteristics including competency and ability to deal with role conflict<sup>37</sup>. The argument in the sense of this description includes a wide range of job behaviors and that some behaviors contribute to employee's duties and responsibilities, while other behaviors still affect the goals of the organization but do not fall under duties and responsibilities. However, majority of prior studies has demonstrated that job performance involved a micro level of actions and behaviors of an employee that contribute to the goals of the organization where it refers to all behaviors employee engage in the workplace<sup>38</sup>.

It is as an assessment of the efficiency and effectiveness of a worker or group of workers<sup>39</sup>. In actual terms, job performance is a component which directly affects an organization's profits<sup>40</sup>. Consequently, job performance may be evaluated in terms of job satisfaction an employee had on specific job role over a period of time. The job performance of a given worker is assessed relative to job description set out for administrative staff doing the same work. It can also be assessed according to the amount of units of a product or service that an employee handles in a defined time frame. As the success of an organization relies mainly on the job performance of its administrative staff, therefore, employee job performance has become an important objective for

organizations. Studies have focused on one or two ways to describe administrative staff' job performance and since many different approaches are taken, it can be challenging to describe this measure. Overall, there is a lack of an effective and standardized way to assess this performance. As pointed out by another researcher, job Performance is the core construct of today's work place. It seen as behaviors or activities that are performed towards achieving the organization's goals and objectives. Performance is important for organizations as employee performance leads to business success and performance is important for individual as accomplishing tasks can be a source of satisfaction<sup>41</sup>.

Job performance is a very significant factor affecting profitability of an organization. Inefficient job performance will bring about a tragedy to the organization as associated with lower productivity, profitability and impairment of overall organizational effectiveness<sup>42</sup>. In the organization, especially for-profit orientation organization, job performance is considered as the most important aspect in generating continuous profit. Employee's performance is determined during job performance reviews with the consideration factors of time management, leadership skills and productivity to assess each employee on an individual basis. It is a technique to measure the level of achievement of business and social objectives and responsibilities from the perspective of the judging party. Besides, one's job performance also can be defined based on the three dimension outcomes, behaviors and personal traits. Many factors could affect employee's job performance including physical work environment, equipment, meaningful work, performance expectation, and feedback on performance, reward for good or bad system, standard operating procedures, knowledge, skills and attitudes<sup>43</sup>. However, the physical work environment has been widely study since it contributed a considerable concern on the employee's job performance.

Many researchers agree that Job performance is a multidimensional variable which in general consists of two dimensions: task performance and contextual performance, where promotions and rewards decisions are based on the relative values set by the manager on behaviors related to task performance and contextual performance reflected by the subordinate.

*Task performance:* Task performance is defined as the functional behaviors associated with key activities in the organization such as the production of goods, the providing of services and sales, maintenance activities, stewardship and delivery of services<sup>44</sup>. Task performance behaviors directly or indirectly affect the essence of the organization's work, the methods used by the organization to produce goods and services, as well as task performance behaviors are predetermined within the job description, task performance behaviors have a relationship to the knowledge, experience, skills and abilities possessed by the employee, which vary depending on the job itself.

*Contextual performance:* Contextual performance defined as functional behaviors related to the organization's culture and climate, or, in other words, the context in which the organization's main activities are conducted. Examples of contextual performance include collaboration and helping others work, following rules and regulations, and supporting the organization. Contextual performance behaviors influence the prevailing social and psychological environment of the organization, which mean the environment in which goods and services are produced, and the behavior of contextual performance is not defined in the job description, but rather belongs to the employee himself and is associated with other characteristics such as the personality and motivation of the employee.

In addition, job performance has relatively been measured using approaches suitable for achieving quantified targets, like output per hour. Difficulty arises when the desire to measure

the conceptions of performance in administrative staff. But this difficulty is alleviated if a distinction is made between the two forms of results, i.e. outputs and outcomes. An output is a result that can be measured quantifiably, while an outcome is a visible effect that is the result of effort but cannot necessarily be measured in quantified terms<sup>45</sup>. There are components in all jobs that are difficult to measure quantifiably as outputs, but all jobs produce outcomes even if they are not quantified. It is therefore often necessary to measure performance by reference to what outcomes have been attained in comparison with what outcomes were expected, and the outcomes may be expressed in qualitative terms as a standard or level of competency to be attained. Therefore, a qualitative measure of outcome of an employee's performance can be attributed to the definition of the aspects that define the work done meets or exceeds expectations of organization, completing tasks satisfactorily, or if operations have reached an agreed upon standard.

In measuring job performance using these components, the indexes of measurement for performance were extracted from, and their descriptions are as follows:

*Quantity:* The number of units produced, processed or sold is a good objective indicator of performance. Be careful of placing too much emphasis on quantity, lest quality suffer. *Quality:* The quality of work performed can be measured by several means. The percentage of work output that must be redone or is rejected is one such indicator. In a sales environment, the percentage of inquiries converted to sales is an indicator of salesmanship quality.

*Time Management:* How fast work is performed is another performance indicator that should be used with caution. In field service, the average customer's downtime is a good indicator of timeliness. In manufacturing, it might be the number of units produced per hour.

*Cost-Effectiveness:* The cost of work performed should be used as a measure of performance only if the employee has some degree of control over costs. For example, a customer-service representative's performance is indicated by the percentage of calls that he or she must escalate to more experienced and expensive reps.

*Absenteeism/Tardiness:* An employee is obviously not performing when he or she is not at work. Other administrative staff 'performance may be adversely impacted by absences, too.

*Creativity:* It can be difficult to quantify creativity as a performance indicator, but in many white-collar jobs, it is vitally important. Supervisors and administrative staff should keep track of creative work examples and attempt to quantify them.

*Adherence to Policy:* This may seem to be the opposite of creativity, but it is merely a boundary on creativity. Deviations from policy indicate an employee whose performance goals are not well aligned with those of the company.

*Manager Appraisal:* A manager appraises the employee's performance and delivers the appraisal to the employee. Manager appraisal is by nature top-down and does not encourage the employee's active participation. It is often met with resistance, because the employee has no investment in its development<sup>46</sup>.

In a related vein, other studies has judged performance to be excellent, good, average or poor when expectations are compared with actual output. Performance in this sense relate to task performance which is behavior oriented depending on the attitude of job holder towards job. Accordingly, work behaviour refers to all human acts which are exhibited in work situation. Therefore, to have a good performance at a micro level there must be interaction between work and administrative staff. Such interaction involves the behavioural aspect of the work (job

content analysis) which if not properly guided could result into deviation from its initial planned activity in the form of poor performance.

When it is strong, it promotes excellent performance of the job but if otherwise, that is weak, poor performance result whether in the short or long run<sup>47</sup>.

Nowadays it is generally agreed that job performance consists of complicated series of interacting variables belong to aspects of the job, such as the employee and the environment. Researchers have a common sense that performance has a multi-dimensional concept. Basically the performance distinguishes between a process aspect (i.e., behavioral) and an outcome aspect of performance. Consequently, studies have indicated the following as major factor that can influence job performance of administrative staff in organization;

*Leadership Style:* Leadership is an essential factor to influence an individual or a group's behavior to achieve job performances<sup>48</sup>. A suitable leadership can push administrative staff comply with the right direction to fulfill organizational goals, a good leader as a signpost to guide or identify job direction for subordinates to follow. Leadership can inspire administrative staff to attain organizational objectives with confidence. Leadership style will affect the relationship between supervisors and followers and significantly mobilize workers' motivation, attitudes, and job performance<sup>49</sup>. Furthermore, transformational leadership refers to leaders with charisma characteristics that will provide subordinates' intellectual motivation and individualized consideration. It can further be indicated that a transformational leader can inspire his or her followers to exceed the original performance expectations by enforcing, communicating and leading them willing to carry on organizational objectives.

*Organizational Commitment:* Organizational commitment is a kind of belief that connects feeling of individual values and objectives with organizational values and objectives.

Organizational commitment is an individual expression of loyalty and devotion to an organization. Organizational commitment is “the relative strength of an individual's identification with and involvement in a particular organization and on behalf of a high level of affection, loyalty and concentration on a job role in an organization<sup>50</sup>. Organizational commitment indicates that individual goal is similar or identical with organizational goals whereby stimulate administrative staff performance<sup>51</sup>. Consequently, if members in an organization trust and accept the organizational value, they are more willing to work hard to achieve organizational goal and have more organizational commitment. High organizational commitment will be beneficial for an organization because it signals that administrative staff have high organizational identification<sup>52</sup>.

*Motivation:* Researchers and academicians have viewed motivation as the force to behave in a specific way<sup>53</sup>. Motivation works as instrumental elemental in the total process of human learning. Motivation is defined very often as a force to elicit predetermined behavioral outcomes. Motivation is defined as a desire to achieve something by putting higher level of efforts for achieving organizational goals. Accordingly, the motivation of administrative staff tends to be more inclined toward the concept of equity. Another researcher has described motivation as an internal process which is an aftermath of interaction of three components<sup>54</sup>. These are: A person's needs, the ability to decide the ways to meet those needs and the work environment that directs how the needs and the choices to meet those needs are going to act.

Although it is mainly the benefits of a job that motivates an individual to perform the tasks, the absence of a job can even damage mental health. He also added that the presence of a job allows an individual to earn social establishment, which repels depression some researchers has found motivation is involved with the forces that maintain and alter the direction, quality and intensity

of behavior<sup>55</sup>. It has also been found that motivation in the form of recognition and reward are key precursors to employee engagement as these factors oblige them to respond with higher level of engagement. Furthermore, there is a positive relationship between the Growth needs element of motivation and employee job performance. However, other elements of motivation which they considered such as pay, fringe benefits, relatedness of peers and supervisors did not have such a positive relationship<sup>56</sup>.

In general, poor performance has a negative effect on administrative staff especially those that are making an effort to ensure the organization's goals are accomplished. Therefore, poor performance means the failure by an employee to meet the required performance standard. Consequently, poor performance has a negative impact on performance and workplace effectiveness and in severe cases could lead to an increase of work related dissatisfaction. Accordingly, poor work performance falls under the broad heading of incapacity. Poor work performance or failure by an employee to reach and maintain the employer's work performance standards in terms of quantity and quality of output is an ever increasing problem. After the employee has undertaken to perform accordingly then fails to perform the duty, then the employee is said to be incapable. This goes further to explain poor performance as, "the failure of an employee to do his or her job, or to do it at an acceptable level.

Poor work performance is prevalent in all sectors but, the causes are multiple, ranging from lack of skills and shortcomings associated with the management of performance itself, in particular the management of poor performance, were specifically evident in in the following perspectives:

*Incompetence and Incompatibility:* This has to do with miscommunication or an employee not understanding the expectations of the job. This is due to the fact that disciplinary action is rarely applied for poor performance and that poor performance is usually not the fault of the employee

and the employee cannot be disciplined for something that is not his or her fault. Furthermore, there are many factors that can be the direct cause of poor performance or that may contribute to it<sup>57</sup>. These causes are; Lack of training, qualifications and experience, outside influences, Work related stress, Ill health or injury and incompatibility to mention a few.

*Poor Decision Making by Management:* Decisions taken by management sometimes cripple the administrative staff' morale, discouraging them from performing at an acceptable level. The manner in which they communicate with administrative staff and take decisions without considering the circumstances of the administrative staff is a big contributor to poor performance. A major problem is that managers do not always do the necessary interviews with the employee to establish the causes of the changed behaviour instead just charging the employee with misconduct. A lack of leadership skills from the managers can disadvantage administrative staff because then organizational prescripts are not always properly implemented. Improper placement of members and promotion of incompetent people to prominent post due to favoritism of some administrative staff over others can also play a big role in members' morale<sup>58</sup>.

Furthermore, the possible effects when poor work performance is not addressed may result in the following occurring; resentment and negative impact on those administrative staff that are performing to a satisfactory standard. Then the performance of the individuals assists in accomplishment of the set standards for the organization. Therefore, by failing to address poor performance, management sends a clear message to administrative staff that they need not meet their performance expectations and they should not expect any consequence for their unacceptable behaviour. Apart from that, taking action against one employee does not lower morale amongst other administrative staff. In fact, the opposite is true; often taking action leads

to a more productive work environment. Similarly, performance can drive an organization towards success while poor performance may slow down its growth<sup>59</sup>.

### **2.1.2 Training**

Training refers to the processes of acquiring new knowledge and skills for carrying out responsibilities. They are undertaken by administrative staff to produce change in their performance ability. Training's main goal is to induce a suitable change in the individual concerned; it is to bridge the gap between existing performance ability and desired performance. In view of Churned and Sherman Jnr., training is any organization-oriented procedure, which is intended to foster learning among organizational members. The desire is in a direction that is intended to contribute to overall organizational objectives. At the same time, an effective training program must demonstrably contribute to the satisfaction of the trainee's personal goal. Carrel and Kuzmit are also of the opinion that information, or altitudes to further organization and personal goals, it is no surprise that they therefore conclude that every training system operate with a philosophy, set of beliefs concerning people, productivity and profit. Development means the process of acquiring managerial and technical skills on the job by a manager, such managerial skills are in areas of decision making, coordinating, leading, planning etc. Therefore, development in this context is broader and more embracing as an activity than training. To update employee's skills and avoid managerial obsolescence, organization must be abreast with changes in technology for purpose of effectiveness, enhances productivity, quality of products and avoidance of obsolescence in methods and process. Training methods can assist in the following regard: To promote job Competency: New and newly promoted administrative staff in most cases lack the skills, knowledge and right altitude to perform their jobs. Selection process is

not so perfect to accurately determine administrative staff' success or failure on the job, so training helps to bridge the gap between his predicted and actual performance.

Secondly, depending on circumstance managers could hire candidates with no skills and subsequently train them up to the required standard. To solve problems: Training methods are important activities for solving organizational problems such as scarcity of resource like finance, quality of personnel and equipment prevalence of industrial disputes, hostile inter-personal relationship, poor work ethics, etc. To prepared for promotion: Training provide the device for assisting and encouraging administrative staff to actualize their career dream. Training methods help administrative staff to acquire the skills and knowledge which ease the problem of the competence required on transiting from a lower to a higher level or promotion. To orient new administrative staff: During their first days on the job, new administrative staff form their impressions of the organization. These impressions may or may not be favourable but it greatly influences employee performance on the job. Managers therefore, necessarily have to enunciate training methods to induct administrative staff into the system. To satisfy the personal growth needs of staffs: A good number of administrative staff, particularly among the managers, have career target or goal. They require assistance through training and development to accomplish their personal targets and feel fulfilled to remain in the organization<sup>60</sup>.

Training as assumed by some scholars adopt the same method while some are exclusive to them. A study explained that training and development can from the above definitions be contrasted. First, the categorizations of the groups or status of the administrative staff involved is different. Whereas training has historically been used to designate the acquisition of technically oriented skills by non-management personnel, development is normally associated with the methods and activities designated to enhance skills of managers or future managers. Second, training

programs focus on a smaller number of technical skills, while management development programs tend to focus on wide range skill. For instance, a training program on computer programmer or a secretary is designed to replace traditional typing with the mundane typewriter with a computer device for word processing information storage and retrieval. But developing program which includes manager will take cognizance of the manager's duties which include intricate skills in coordinating, organizing, leading, planning motivating, communicating, human relations and scheduling of duties.

The program thus includes the manager's conceptualization of the organization as part of his managerial skills in addition to required technical skill and knowledge in the use of computer. For the manager, development activities are continuous throughout his career. Managers therefore spend good period of each of their working years in both on-and off-the job development activities and programs. In spite of these vacancies training brings about change in behaviour of the individuals and improvement in the organization. They are processes that are individual and organization-targeted. In the light of the variations above, I am of the opinion that training and development is formal and informal activities and their resultant effects lead to change in the skills, knowledge and attitude of administrative staff which in the same vein power the achievement of the organizational goals and facilitate deploying effective and efficient skill, knowledge, techniques, abilities and methods of carrying out jobs with minimum cost. Determining who is to be trained the technique and content of training methods, is usually difficult, save for the orientation or induction courses, selecting from existing administrative staff and mounting training and development program for them is no easy task. Some organizations do have scheduled or routine programs for their administrative staff, handling specific duties. They have developed training policies containing the intentions and plans of actions well-

articulated and based on principles and over all objectives. The policies further spell out the procedures and standards crucial to the smooth and profitable running of the organizations, giving direction to a commitment to continuous development.

For training and development to be meaningful, both organizational and individual need determine it. It must enhance the performance of the employee as well as better his career prospects and ultimately contribute to the actualization of the goals of the organization. The trainers handling the programs should also avoid putting trainees in programs that have no well-articulated objectives, carried techniques and proper evaluation strategy. The recommended solution to the problem of haphazard training is a system approach to instruction theory. This approach is also known as instructional model and it states that training methods should be developed systematically. It sees training activities as an activity that contributes to the organizations over all goals, as well as to the administrative staff' personal goal. The approach criticizes the old practice using one method or gadget. The system approach theory states that training methods must undergo the following three phases: Assessment phase determination of training needs and development programs must undergo the following three phases. Training phases: Discussion of the various training techniques. Evaluation phase: evaluation of programs<sup>61</sup>.

In this phase, the management determines whether the organization requires training at all. The entire operation of the organization is examined in terms of its production level, quality of services rendered measured on feedbacks and reports, turnover in personnel, appraisal, number and rate of accident etc. solely depends on general and analyzed examination of the organizational operation. This refers to detailed examination of the resources available, the goals and the operational environment determine the areas requiring training development in the

organization. A periodic analysis of available resource and performance vis-a vis societal demands helps organizations to know areas of weaknesses and strengths for necessary improvement to meet organizational goals. The resources to meet the goals, equipment, financial and human resources are operational environment. In carrying out an assessment of managers for development, cognizance is taken of the current and the long-term needs of the organization. The current needs seek to rectify existing deficiency's objective. Among the factors used for assessment are interviews and organizational appraisal to know the development activities that would correct the spotted deficiencies.

Long-term needs, on the other hand, entail projecting for future managerial needs of organization taking into consideration its planned expansion, expected vacancies to be created by upward movement through promotion, resignation etc. Staff development is one of the major Human Resource management (personnel) functions in an organization. The staff (human resources) of organizations are regarded as the most active and indispensable factor in the process of attaining its goals and so managers are required to give considerable attention to their development so that their full potentials in their work can be realized. They are the most important among the four factors of production in organizations such that their knowledge, skills and abilities facilitate productivity, resourcefulness and the general well-being of organizations or societies. The more an organization has knowledgeable, skilled and resourceful individuals, the higher the value of the human resource of that organization. The value of the human resource is a function of quantity, quality as well as the environment in which it is deployed for production, but high number of human resources is not synonymous with a high value.

Consequently, substantial inputs and efforts are required to elevate that potential to active human resource that meets desired objectives. Among the inputs is a sound education or staff

development programme. It was further stated that staff development is one of the most important aspects of leadership roles in organizations. Well trained staff plays a significant role in the success of any organization, even when staff are carefully selected, it does not still guarantee acceptable performance from them. This is because a staff with a high potential to perform may not necessarily perform his job efficiently if he does not go through training and development. This is why the training of newly employed staff starts with organizational orientation. The significant role of staff development in the attainment of organizational goals has necessitated this research and the following concepts related to study were therefore clarified and discussed: staff development, purposes of staff development, staff development process and job performance. Staff development activities generally aim at improving, updating or maintaining employee's skills and abilities. A related researcher defines staff development as a systematic attempt to harmonize individual interests and wishes and their carefully assessed requirement for furthering their careers with the requirements of the organization within which they are expected to work. Staff development is any learning activity that is directed towards further needs rather than present needs of staff and is concerned more with career growth than immediate performance<sup>61</sup>.

A related researcher defines staff development as the ways and means by which the leader recognizes staff performance needs and the extent to which the leader shows interest in ensuring that staff needs are met through methods that would improve the qualitative and quantitative contributions of staff to the overall goals of the system. Such methods would aim at enabling individuals within the system to be more effective in performing their work or at preparing individuals for greater responsibilities. Development of staff (human resource) is being viewed as the provision of learning, development and training opportunities for individuals in an

organization in order to improve organizational performance. It is concerned with enhancing resource capability in line with the belief that an organization's staffs are the major source of competitive advantage. Thus, staff development implies developing the intellectual capital required by an organization as well as ensuring that the future and present needs of an organization in terms of the right quality of people is created.

Staff development is concerned with teaching or providing an employee with the skills he needs for future jobs and distinguishes staff development from training which is directed at assisting administrative staff to acquire basic skills required for the effective performance of their tasks. Various scholars have affirmed the distinction between staff development and have defined training separately<sup>62</sup>. A study suggests that training is any learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task while another scholar views training as a systematic process of altering employee's behaviour to further organizational goals which involves improving an employee's skill to the point he or she can do the current job for organizational performance. Training as a planned process is meant to modify attitude, knowledge or skills and behaviour through learning experiences to achieve effective performance in an activity or range of activities. In a similar vein, a researcher refers to training as the acquisition of specific skills by an individual for the purpose of performing a particular task. Training normally has an immediate application and is generally completed in a shorter time scale. Even though scholars have defined training and development as two separate concepts there is a considerable overlap between the two as there is very little to be said of their differences and opines that both training and development are purposefully geared towards improvement on skills and performance. Both involve molding or improving worker's knowledge and skills towards this end. The differences between the two processes may be in

content and method. Training therefore, is defined as “the process of behavioural modification or molding of workers in order to integrate organizational needs with their characteristics.

Staff training is viewed as a means of equipping administrative staff with the necessary skills and knowledge to enable them perform their job better and as a way of solving employee problem of self-improvement, advancement and better placement. The efficiency of any organization depends directly on how well its members are trained. Newly hired administrative staff usually need some training before they take up their work: Older administrative staff require training to keep alert to the demands on their present jobs and to prepare for transfer, and promotion. Effective managers recognize training as an on-going continuous process because new knowledge and new jobs are constantly creating the need for staff development so that no organization can dispense with it as a programme and as a process. This view is being supported by a scholar by admitting that no organization can choose whether or not to train administrative staff. All new administrative staff, regardless of previous training, education, and experience need to be introduced to their new employer’s work environment and to be taught how to perform specific tasks. Staff development methods and interventions are therefore used to tackle many issues and problems in an organization. They may be utilized to orient and socialize new administrative staff into the organization, provide skills and knowledge, and help individuals and groups become more effective. Staff development in any organization is carried out for a purpose or to achieve certain objectives and the purposes are to: increased productivity, effectiveness of workers, preparation for higher responsibilities, curtailing incessant labour turnover and boosting of worker’s morale. The need for staff development is therefore closely linked to the achievements of organizational goals<sup>63</sup>.

The objectives of staff development can be summarized as follows: To provide planned staff development opportunities that provide the learning necessary to enable the employee to perform at the level of competence required in current and future jobs. To foster a climate that facilitates personal self-fulfillment, institutional effectiveness, human creativity and system renewal. To serve the school system's primary goals, enhancing and achieving quality teaching and learning for students. It saves money as it is costly to hire and then dismiss administrative staff who do not work according to expectations while it is also costly to lose good administrative staff because they are frustrated by lack of opportunity for professional growth and also wasteful to accept barely satisfactory work as the norm or not to provide opportunities that lead towards the objective of optimal development on the part of each individual. To establish viable and meaningful methods, that enables personnel to work cooperatively towards achieving the system's goals and their own personal goals in the areas of achievement, satisfaction and self-fulfillment. Technological developments and organizational change have gradually caused some employers to realize that success lies in the skills and abilities of their administrative staff and this implies considerable and continuous investment in training and development. Achieving suitable human resources to introduce and implement new methods. Ensuring rapid and suitable replacement for any staff that leaves the organization. These objectives have therefore made it imperative for any organization such Polytechnics in Oyo State to have a systematic and planned programme of staff development so as to promote the attainment of their goals<sup>64</sup>.

Further research indicates that staff development in an organization involves a systematic approach which generally follows a sequence of events which includes: needs assessment, design, implementation and evaluation. The purpose of staff development is to address some needs or gaps within an organization, such needs can be either a current deficiency, such as poor

employee performance, or a new challenge that demands a change in the way the organization operates (new legislation or increased competition). For example, in the Polytechnics a new legislation on professionalization of teaching has created the need for all lecturers to acquire teaching qualification. In order for training to be aligned with its purpose, the learning needs of an organization and the groups and individuals must be identified and analyzed and to do so. The following must be put into consideration: Training needs analysis aims: There should be a consideration of what is to be filled by training, that is the difference between what people know and can do and what they should know and be able to do.

Training should not only be about putting things right, but it should be concerned with identifying and satisfying learning and development needs – that is multi skilling, fitting people to take on extra responsibilities, increasing all-round competence and preparing people to take on higher levels of responsibility in the future. Training needs analysis areas: Training needs analysis should reflect organization needs, group or units needs and individual employee needs. The three areas are however interconnected. Sources of information: In the identification of training needs, the sources of information must be considered. The sources of information which help to identify training priorities are: Organizational goals and corporate plans which indicate the direction in which the organization is going and can indicate the major training priorities<sup>65</sup>.

Human resource and succession planning which provides information on future skills requirements and management training needs. Personnel statistics: Data on productivity, quality and performance which indicate the gaps between expectations and results and therefore suggest training needs. Departmental layout changes which provide information about future developments. Management requests for training which set out perceived needs. Knowledge of financial plans which determines whether the funds will be available for training and may

encourage fresh approaches if resources are limited. Plans for introducing new technology or developing IT systems. Many of these processes even though have wide application in business organizations can also be applied in educational institutions like Polytechnics in Oyo State. The second phase of the training and development process involves designing the staff development programme or intervention.

Various scholars identified carried out the following research; during this phase: selecting the specific objectives of the programme, developing an appropriate lesson plan for the programme, developing or acquiring the materials for the trainees to use, determining who will deliver the programme, selecting the most appropriate method or methods to conduct the programme and scheduling the programme. The design phase also involves selecting and developing the contents of the programme which implies choosing the setting for the programme (such as on the job, classroom or online), the learning techniques (lecture, role play or simulation) and the materials to be used such as films, videos, or power point presentations. Returning to the example of computer training, after training needs of computer literacy for lecturers has been determined; the design of the programme is then made by selecting the methods to be used, providing materials and the trainers: Staff development and training methods must be implemented using the most appropriate means or methods as specified in the design phase. There are a variety of training approaches that an organization can adopt depending on the kinds of people to be trained and the main objectives of training. New administrative staff have to learn new skills and since their motivation is likely to be high, they can be acquainted relatively easily with the skills and behaviour expected in their new position.

The training of experienced administrative staff can be problematic, as their training needs are not easy to determine and the individual involved may resent being asked to change his/her

established ways of performing their jobs. Various scholars explained that the most popular training and development methods used by organizations can be classified as either on the job or off the job and Computer aided instruction. The commonly used methods are; workshops, staff meetings (seminars) and conferences, interest study groups, exchange visits, mentoring, higher education, collaborative networks and research. In these Polytechnics, these methods are used to deliver training methods depending on the objectives of the programme. Thus with regards to computer training used as an example in the design stage, the appropriate method might be workshop to deliver the training to staff. This is the final phase of the training and development process. Programme evaluation measures the effectiveness of the staff development intervention. It is an important but often under emphasized activity. This is the situation of many Polytechnics where there are no mechanisms put in place to assess staff development interventions. However, evaluation has important usefulness for an organization and they include; determining whether a programme is accomplishing its objectives, showing the weaknesses and strengths of the development methods, determining the cost-benefit ratio of the programme, deciding on who should participate in future methods, identifying which participants benefitted the most or least from the programme and establishing a data base to assist management in making decisions<sup>66</sup>.

Many different frameworks for development methods evaluation have been proposed but the most widely used approach is that of Kirkpatrick. The Kirkpatrick steps or levels of assessing the effectiveness of training are: Reaction Level: This refers to the trainers' reaction to the programme in terms of how they feel about the structure, content and methods used. If trainees did not like the program, they may discourage others from attending and be reluctant to use the skills and knowledge acquired. Learning Level: This consists of the principles, facts and techniques learned by the trainees in relation to the HRD objectives. Job behaviour and

performance level: This determines whether the trainee utilized what was learned in training back on the job. Organizational level: This assesses whether the development methods has improved organisational effectiveness. It has been difficult for many organizations to measure staff development methods on all four outcomes particularly on the behaviour and result level, the evaluation of the development methods needs the collection of data to provide decision makers with facts and there are several methods of collecting data for evaluating training.

Some scholars have cited some of these methods as follows: questionnaires (feedback forms) and tests or examinations which are common in formal courses of study, especially those that result in certification, for instance a diploma in word processing skills. End-of-course tests can also be employed after non-certificate short courses to check the progress of trainees, projects, structured exercises and case studies, interview of trainees and the use of archival performance data. However, it was stated that the best method of evaluating the effectiveness of professional development is through the use of a controlled experiment. In Polytechnics, evaluation of training can be undertaken to measure the effectiveness of training. Thus it can be stated that after computer literacy has been provided for lecturers, they could be assessed using tests to determine the training effectiveness. From the above it can be stated, that if Polytechnics utilize the training and development process, it will help to a large extent in making training methods planned, structured and effective. Employee development can play a vital role in the attainment of the goals of Polytechnic education in Nigeria. Polytechnics are established to produce trained manpower in engineering, applied science, technology and commerce, and therefore require a well-trained manpower to achieve this objective.

The training has become increasingly significant in view of the profound breakthrough in Information and Communication Technologies (ICT) and advancements in science and

technology. Societies or organizations are now more than ever before knowledge driven and much value is now attached to human resource in the production of goods and services. Their value is what contributes to a better society or organizational performance. Staff training in the Polytechnics will therefore enable the administrative staff to acquire and improve upon their skills. Globalization has further necessitated the optimal utilization of new knowledge, technologies and innovations to make Polytechnics improve organizational performance and competitiveness in the global village so as to achieve their objectives. Through staff development, the teacher whose position is crucial in the educational system, could become knowledgeable about new ideas and new teaching methods, thereby avoiding the use of obsolete methods to teach students of the 21st Century Information Age<sup>67</sup>.

A study revealed that a workforce's lack of training is related to low competitiveness while another points out that a greater human capital stock is associated with greater productivity and higher salaries. In addition, a scholar states that staff development motivates workers and boosts their commitment and productivity. Admittedly, staff development in organizations tends to create a significant contribution to organizational competence and this in turn is a great boost for enhancing innovativeness. Current literature, to a large extent, supports the fact that organizational performance is positively impacted by the presence of staff development practices<sup>58</sup>. From the foregoing, it can be stated that staff development can contribute to the attainment of the goals of Polytechnic education as it increases the productivity of administrative staff and organizational performance as well as impact positively on the quality of students. The significance of developing the personnel in the Polytechnics is that the additional skills and knowledge acquired by a staff while still in the service of the Polytechnic makes him efficient, more dedicated and hardworking.

A researcher notes that if teaching and non-teaching members in a school show lack of interest in their job or show negative attitude to work, such personnel were without any doubt in need of training or development. Staff development, therefore can play a major role in the successful attainment of Polytechnic objectives as the investment in it benefits all the stakeholders of the organization. Thus, staff development will benefit the lecturer, students, parents, the management and the Ministry of Education that are the main stakeholders in Polytechnic Education. It was stated that the main reasons for staff development are: creating conditions to increase an organization's effectiveness and competitiveness; gaining highly – motivated staff; achieving suitable human resources to introduce and implement new methods, increasing skills required to use the organization's available technological resources and ensuring rapid and suitable replacement for any staff that leaves the organization. Therefore, it is evident that staff development methods have important benefits for educational institution such as the Polytechnics. Hence, this study sought to find out whether the various opportunities for staff development have been beneficial and significant in improving staff capabilities<sup>68</sup>.

Learning theory has ten main conditions required for training to be effective. They are: Individuals must be motivated to learn - They should be aware that their present level of knowledge, skills, competence or their attitude needs to be improved for them to perform their work satisfactorily. Standards of performance should be set for learners - They should have defined targets and standards which they find acceptable and can use to judge their own progress. Learners should have guidance - They need a sense of direction and feedback on how well they are doing. Learners must gain satisfaction from learning as the best training schemes can fail if they are not seen as useful by the trainees. Learning is an active process - Thus learners need to be actively involved in the learning process. An appropriate technique should be used - It should

match the needs of the job, individuals and the group. Learning methods should be varied - The use of a variety of techniques helps learning by maintaining the interest of trainees. Time must be allowed to absorb the learning. The learner must receive reinforcement of correct behaviour. Different levels of learning need different methods and take different times. Thus, in the Polytechnics, these conditions could be taken into consideration in organizing training methods. There are a variety of staff development and training approaches that an organization can adopt depending on the kinds of people to be trained and the main objectives of training.

New administrative staff have to learn new skills and since their motivation is likely to be high, they can be acquainted relatively easily with the skills and behaviour expected in their new position. The training of experienced administrative staff can be problematic, as their training needs are not easy to determine and the individual involved may resent being asked to change his/her established ways of performing their jobs. However, various scholars have classified the modes into three to include computer aided instruction. A brief explanation of these modes which can be used in most organizations is given below<sup>31</sup>. It is the most widely used training method, as it is simple and cheaper to adopt, and it places the employee in actual work situations. There are many types of on the job training and these include the following: Orientation is usually given to new members of staff as it encourages new comers to quickly adapt and take interest in their job. Orientation usually emphasizes the following themes; the organization's mission and history, the key staff and the rules and regulations of the administrative staff. A coach acts as a cheerleader and most often work with individuals on one on one basis, by focusing on the present and future needs. A coach might help a person develop and implement worthy goals, provide feedback or listen to feedback, help a person think through alternative

solutions, help develop priorities and give career information. A coach can be someone internal or external to the organization in which the individual is employed.

This involves designating a more senior staff member to work – shadow or to provide professional support to a new or relatively inexperienced administrative staff. This is an emerging concept that has its origin in Japan and it allows small groups participate actively in planning, designing and implementing work procedures in business and industry. The use of quality circles for staff development in education is a technique that places the primary responsibility for personal growth on individuals linked together for the improvement of teaching and student learning. Members of a circle can include teachers from several backgrounds and they cooperate to enhance their growth by sharing ideas. Staff development can also be facilitated through effective clinical supervision. It focuses on instructional improvement through improved staff performance. Assessments carried out by the supervisor helps to improve future performance of the staff. It involves shifting administrative staff from position to position so that they can broaden their experience and familiarize themselves with various aspects of work in an organization. Successes have been recorded in industries by the practice of moving administrative staff and managers to various positions to enhance organizational effectiveness and employee development. The practice has not been generally accepted in education but the idea has received some favourable acceptance as a positive growth practice for school administrators. However, job rotation in educational institutions particularly Polytechnics can be applied to allocate duties or methods to lecturers on rotational basis. In the understudy method, a person is trained to assume a position at a future date by understudying the duties and responsibilities of the person currently occupying the position.

Thus an individual or group may be assigned to assist a superior officer in the performance of his duties related to the position and at times left to grapple problems and solve them without the help of the superior. After gaining expertise, the trainee then takes over when the superior is transferred, retired or promoted to a higher position. It was defined as a sequence of instructional procedures used by the trainer to train administrative staff while they work in their assigned job. The job instruction training technique has four step processes that help the trainer to prepare the worker, present the task, allow practice time and follow up. Preparing the worker may include providing administrative staff with a training manual, hand-outs or other job aids that can be used as reference this involves giving trainees important work assignment to develop their experience and ability. For instance, trainees may be asked to head a committee or participate in important committee meetings. This is common in academic institutions where lecturers are members of various committees. Such experience can help them gain insight into how their organization operates and also improve their human relations skills. Off the job techniques are conducted outside the normal work setting and individuals are therefore relieved from the stresses and demands of the work place. Conducting training away from the work setting has several advantages. It offers trainees the opportunity to meet people from other departments or organizations and are thus exposed to useful new ideas and experiences. Off the job method/classroom training include lecture, discussion, vestibule training, case studies, role playing and simulation as well as programmed instructions or computer based training.

This involves the oral presentation of information by a subject expert to a group of listeners and when used in conjunction with visual aids such as slides, charts, maps and hand-outs, it can be an effective way to facilitate the transfer of theories, concepts, procedures and other factual material. The discussion method involves the trainer in a two-way communication with trainees and the

trainees in communication with each other. It encourages active participation of the trainees and offer the trainees an opportunity for feedback, clarification and sharing of views. The use of behaviour modeling is based on social theory, and it is an effective method for interpersonal or social skills training. This method of training incorporates the use of videos to clearly demonstrate the way things ought to be done and what behaviours are to be avoided. Behaviour modeling is often based on the demonstration of the right and effective way to behave and as a result, trainees are provided with facilities to practice such<sup>69</sup>.

Various scholars stated that behaviour modeling is where target behaviour is selected and videos on each behaviour produced, key points are displayed on screen and are backed by trainer-led discussions. Learning here is trainer enforced through role play. In order to maintain the knowledge of technology and practices commonly used, the use of sabbatical or professional leave is used in order for administrative staff to replenish and update their skills and knowledge. The game requires participants to role play decision makers using data to make a variety of decisions. They are mainly use in business organizations. It is a simulation used in management development and it is used to assess learner's ability to establish priorities, plan and make decisions. The trainees make decision by acting out a manager's role using information contained in the manager's in-basket such as telephone messages, notes, memo, letters and reports. Participants are expected to act on specific problems they may face on their jobs. It therefore involves learning by doing. Staff development in the Polytechnics is carried out within the framework of the policy prescribed by the National Board for Technical Education (NBTE).

Training of staff is recognized as a strategy to achieve efficiency in the Polytechnics and that the training needs of staff shall be determined through staff appraisals after which a suitable programme of training is to be prescribed<sup>69</sup>. The policy also requires staff development in any

institution to be related to the primary aim of the institution which is to “effectively promote technical/technological education and training in support of the manpower development of the country<sup>69</sup>.

Thus staff training and development methods are supposed to equip lecturers with knowledge and skills that will facilitate the achievement of Polytechnic goals. In addition, the policy recognizes the inadequacy of resources available for staff development and therefore encourages institutions to utilize the available funds in such a way that priority is given in sponsoring methods that will equip staff to contribute more effectively to the success of their respective institutions. The aims of staff development methods as indicated in the policy are to: Enable staff to add to their qualifications in an area of study directly relevant to their primary assignment. Provide opportunity for staff to develop transferable skills that can contribute to the wider Polytechnic environment. Strengthen the existing skill base of administrative staff of the institution. Support career development pathways for staff. Contribute to the attraction and retention of high performing staff. To achieve this objective, there are different kinds of sponsorship available to the Polytechnic staff as stated in a policy document. They are: a Study leave – it is granted for the purpose of study, training, research, acquisition of higher degrees or professional qualifications and they are of different kinds: Full sponsorship – A member of staff may be granted full sponsorship to undergo a programme of study that is related to his/her primary assignment. By full sponsorship, staff is entitled to the payment of all school fees alongside books and project allowances as well as his full salary. A staff that is granted full sponsorship has to sign a bond. Study leave with pay (permission) – A member of staff is granted permission to undergo full time programme of study that is related to his or her primary assignment during which only staff salaries of beneficiaries are paid. Release – a member of staff

may be released to undertake a part – time programme or research related to his/her primary assignment while such a staff only enjoys the payment of salaries and is expected to continue carrying out his/her primary assignment. Study leaves without pay: A staff does not receive any pay from the institution during the period of leave. Oversees training – a staff may be allowed to on for overseas training if he/she has evidence of sponsorship and such a staff can also enjoy payment of full salaries and is expected to sign a Bond agreement. Study Fellowship – It is granted to a staff to enhance the manpower development of the institution and it is a prescribed leave granted to a staff by the institution in order to improve his efficiency in the organization. Sabbatical leave. It refers to a one-year leave with pay granted to academic and non- academic staff who has offered a minimum of five years' continuous service in the institution.

However, for a staff to enjoy any form of sponsorship, he/she must be seen to have a proven ability to benefit from such sponsorship and training which is also expected to enhance the efficiency of the institution. With regards to the disbursement of funds available in the staff development vote, individual Polytechnics usually have a committee that determines which applications for leave are to be granted. In order to limit the expenditure from the limited resources available, the policy recommends that priority for staff sponsorship is to be given for methods in Nigerian Universities rather than overseas. Individual staff members are encouraged to seek their self-development with or without Polytechnic sponsorship. There are varieties of human resource training and development methods that are commonly used in educational institutions especially the Polytechnics. They are also regarded as the in-service training methods that are continuously available to lecturers throughout their career to improve professional knowledge, interest and skills.

Methods should consist of the following activities that: equip the teachers with skills to individualize instruction to suit the different abilities of students, sensitize teachers to modern methods of evaluating students' academic performance, aimed at assisting teachers to gain mastery of their subject and the modern methods of teaching it, help teachers to develop self – confidence in providing leadership and maintaining class control, promote collaboration with other teachers in finding solutions to problems of common interest, equip teachers with skills in using audio- visual aids or in improvising such aids when they are not available, involve teachers in contributing to the development of educational objectives of the school system and make lecturers understand the function of education in the society as well as its relationship to social, economic and government structures. Thus, the contents of any staff training and development programme in the Polytechnics should consist of at least one more of the above-mentioned activities. There are different types or approaches to staff development in schools especially Polytechnics. They include: refresher courses, workshops, seminars, conferences, exchange methods, professional writing, visits to other schools, staff meetings, course of study at Colleges of Education and postgraduate work at a University<sup>70</sup>.

Some researchers state that in-service education methods at the school level includes workshops, teachers' meetings (seminars) and conferences, interest study groups, exchange visits, classroom visits by the heads, demonstration classes, mentoring coaching, research, online training, collaborative networks and higher education. Other forms of training and development include sabbatical leave and membership of committees. Some of the approaches are therefore evaluated in this study to determine their impact on the job performance of lecturers namely: orientation, mentoring, seminars, conferences, workshops, higher education training method sand ICT training. Attitude of Lecturers towards Staff Development and Training Attitude refers to the

lasting feelings, beliefs and behavioural tendencies directed towards specific people, group, idea, issue or object. Some scholars define attitude as a learned predisposition to respond in a favourable or unfavourable manner to a particular person, behaviour, belief or thing. In other words, it is a tendency to evaluate people issues, objects or events in a certain way. They further affirm that attitude has three main components and these are: emotional/affective component which implies how an object, person, issue or event makes a person feel; cognitive component which consists of peoples' thoughts and beliefs about the subject and the behavioural which implies how the attitude influence peoples' behaviour. However, a study argue that it is the affective or evaluative domain that differentiates attitude from other concepts as it is the most indispensable aspect of attitude<sup>71</sup>.

They also state that the majority of the instrument develop to measure attitude usually measure the feeling of favourableness or unfavourableness towards the object. Meanwhile attitude is inferred from behaviour and cannot be directly observed but help individuals understand a complex world, guard their self-worth, help people adjust and permit them to communicate values. Thus, the attitude of lecturers towards staff development in the Polytechnics can be described as how the development methods make them feel, that is, does it make them important or connected to school, what can kind of beliefs do they have about it, and are they ready to participate fully in staff development methods? It has been discovered by many researchers that attitude and behaviour are not always aligned because a person may support an issue but may not participate in its implementation. All attitudes are however formed, maintained and changed according to certain scholars' principles. They include: classical conditioning that involves linking a product, event or service to something positive and operant conditioning which indicates that attitudes that can be reinforced verbally or nonverbally tend to be maintained. Thus,

it can be said that lecturers' attitude towards training in general can be influenced by the motivation and positive reinforcement they receive from their organizations. Motivation is a crucial factor in achieving educational goals. Motivated teachers tend to display interest in programme improvement activities, expand efforts to succeed and use innovative strategies to achieve goals.

However, a study revealed that evidence of improvement in students learning outcomes may be a predisposition to significant change and perceptions of teachers towards training<sup>72</sup>. He opines that when teachers notice that an innovation enhances the learning of students it can result in significant changes in teachers' attitudes and perception. Training is said to lead to change in attitudes and vice versa. If teachers' attitudes have not changed, their attitudes towards training may impede the transfer of knowledge and skills to students. Many studies point to the fact that a lecturer's attitude or belief is one of several important factors which has significant impact on their professional development. In Federal Polytechnics these factors may also play a role in determining lecturers' attitude to staff development methods<sup>73</sup>.

Organizations are saddled with the responsibility of maintaining efficiency of staff through various strategies aimed at promoting their development. However, there are challenges that impede staff development of administrative staff. A study found that factors were identified by teachers which hinder their active participation and interest in professional development trainings. The identified factors were extra workload, insufficient time, absence of incentives in professional development trainings, much emphasis on theoretical aspects than practice, family responsibilities, teacher's conservativeness, lack of awareness regarding usefulness of training and conflict with teachers working schedule. In addition, the types of organizational issues that constrain training and development in tertiary institutions are the lack of top management

support for the training and development, failure to provide adequate resources (finance, people and time) required to implement the training and failure to understand the training needs.

The problems of staff development in Nigerian Civil service included the following: There is the absence of systematic training despite the various reforms that emphasize this since late 1960s in Nigeria. Poor funding: This is reflected in the differences between budgetary provisions and actual funds released for staff training over several years. The curricula and methods remain insufficiently attuned to job requirements. Poor utilization of trained workers. Many public servants sent for training hardly utilize their skills and knowledge. Lack of proper consideration for training needs. Some public officers are sent for training without consideration of the relevance to present job or future posting. Lack of adequate training facilities. Use of quack consultants. Most training methods have not produced the desired results. Some of these problems may also affect training and development in the Polytechnics. In recent years' job satisfaction has received a great deal of attention from economists and policymakers.

Traditionally, economists had distrusted the use of subjective and attitudinal variables, but early papers established that job satisfaction was related to a number of objective job features and was able to predict consequences such as absenteeism and quits. In this paper we extend this analysis by addressing three main questions. First, does training affect job satisfaction? Secondly, does training affect workplace performance either directly or indirectly through its effect on job satisfaction? Thirdly, does job satisfaction affect performance, whether or not it is related to training? Training is one means of improving manpower utilization and thereby potentially raising job satisfaction. Either or both of these may impact favourably on establishment performance, and the purpose of this paper is to identify these mechanisms and their impact on various measures of performance. There are a number of difficulties in establishing linkages

between training and workplace performance, not least in measuring the latter, there being no single definition. Various measures include productivity, product quality, financial performance, pay rates, turnover, efficiency scrap rates, labour turnover, job creation, absenteeism, perceived organizational performance and perceived market performance. Second, there is unlikely to be a single generic cause of productivity or profitability; there are a number of ways in which firms can become successful, including re-skilling and work intensification.

A further difficulty arises from the way data are collected. Many studies rely heavily on single respondents within an organization, who may not be able to assess adequately relative performance. The cross sectional nature of many studies also means that the causal links between the variables chosen cannot always be firmly established. One exception is a study that revealed that after analyzing 13 countries in the European Community Household Panel (ECHP) 1994-2001, found that job satisfaction tended to be higher where there was access to workplace training. The relationship between skill acquisition and job satisfaction is not straightforward. First, there is the distinction between general and specific skills. The portability of general skills may raise job satisfaction as it is easier to move to other jobs where satisfaction is higher. In contrast, specific skills bind the worker to the firm and may reduce satisfaction by creating a barrier to exit as workers will lose a portion of the return on such skills if they move. This leads on to the question of the matching of individual skills and levels of education with job requirements. If workers are mismatched in terms of skill and education requirements, this may lower job satisfaction, as evidenced in the earlier literature. In fact, most studies have focused on over- and under-education rather than over-skilling and under-skilling.

Various researchers reported that after controlling for educational attainment, overeducated workers were less satisfied, more mobile, participated less in training and earned less than

adequately educated workers. In contrast, a scholar found no significant difference in job satisfaction between over educated and adequately educated administrative staff in one of his study on the job skilling. A researcher that uses the European Survey on Working Conditions, found that involvement of workers in High Performance Work Organizations (HPWOs) was associated with higher job satisfaction. Further, a skill index, derived from information on the number of days of training paid for or provided by the employer had a positive and significant effect on the 15 countries overall. Team Training: Through team training, people are trained to problem-solve more effectively in groups, where observation and feedback are required during the training process. Team training is often used in the industrial sector, government, and the army. Specific team training strategies have been developed such as cross-training, coordination training etc.

Evidence shows that team training functions well when it is theoretically driven. It concentrates on the necessary skills, and gives trainees realistic opportunities for feedback. Mentoring Training: This can also be delivered through mentoring. Mentors possess specific knowledge, skills and abilities in problem solving, conflict resolution, communication, defining objectives and planning<sup>74</sup>. Simulation: This is a popular way of delivering training and is commonly used by businesses, educational establishments, and military. Many simulators and virtual environments are able to mimic terrain, equipment breakdowns, and movement, as well as vibratory and visual cues. Seminars: These bring trainees together in small groups for regular meetings, which focus on a specific topic, with trainees being expected to get actively involved. Seminars help staff to become more familiar with their job functions and more actively involved in them. They also enable them to handle problems that arise on a regular basis. Field Trips and

Tours: These give staff the opportunity to experience situations away from the workplace and to obtain practical information about their job functions.

Few organizations use field trips as a component of training due to logistical limitations, shortage of appropriate training materials, and unfamiliarity with the outdoors as a suitable training environment. However, they can be useful for increasing motivation, performance and skills. They can help administrative staff to get a more obvious understanding of job requirements. E-Learning: This refers to the use of information technology to enhance and support education and learning processes and provides a variety of learning strategies and applications to exchange information and acquire skills. Practical E-learning enables people to access to computer and internet to access E-learning programs, course material, academic and nonacademic staff and to obtain high quality information and qualifications at an appropriate time and place. The appearance of E-learning at the beginning of the 21st century has encouraged HR departments to provide very specific learning that effectively and directly benefits learners. Through access to training from their computers, trainees can also adapt training to their daily lives. E-learning is normally less expensive than other kinds of training. It is self-paced, the content is consistent, it can be used anywhere in any time, it is easy to update, manage and control for large numbers of people, and can assist organizations in enhancing performance. In relation to the E-learning there are many academic and corporate training institutions around the world currently employ learning management systems (LMS) to enhance existing training methodologies with the introduction of virtual and mobile learning environments. LMS involve a complex combination of participant administration, lessons, courses, curriculum and file management, certifications and report builders, recovery solutions, exams, quiz and assignment design, evaluation, communication tools, progress monitoring and

reports, authentication and enrollment methodologies, extension modules, payment integration, social network tools, and email notification systems<sup>75</sup>.

### **2.1.3 Concept of Reward System**

A good reward system is consistent with organizational goals, visions, missions and job performance, the most obvious reward that individual gets from the jobs is in the form of pay. Reward management is a motivational practice that business uses to reward administrative staff and success. Reward is a thing given to anyone because of his contribution to the organization. Rewards and incentives contribute to strategy implementation by shaping individual behaviour in the organization<sup>76</sup>. Reward also refers to all forms of financial returns and tangible services and benefits administrative staff receive as part of an employment relationship. Reward management is about organizations motivating and compensating an employee for his or her service. It doesn't just concern pay/benefits but a wide range of other non-financial benefits such as recognition, learning and development amongst others. It aims at achieving the business goals by encouraging, commitment, high performance, motivating and retaining administrative staff; it equally aims at aligning the administrative staff' needs to the reward practices of the business.<sup>10</sup>Reward management is explained to be more involved with the strategies, polices and processes taken into consideration when an organization is recognizing or rewarding people who contribute positively towards achieving the organizational goals. In other words, reward management is concerns the value given to the administrative staff who contribute with their skills, experience and efforts to the success of the organization. Reward management is not only financial rewards such as pay and benefits, but it also includes non-financial rewards such as recognition, increased job opportunities etc<sup>77</sup>.

Total rewards concept was introduced in the early 1990s and the first model was introduced in the year 2006 and later revised in 2006. The model is made up of five elements of reward which include compensation, benefits, work life balance, performance and recognition, and development and career opportunities. The concept of total reward and it illustrates how it combines the two major categories of reward. The Transactional rewards being the tangible financial rewards in the employment relationship. The Relational rewards are intangible non-financial rewards that are concerned with the work environment<sup>78</sup>. A scholar suggests that reward involves everything that employee's value in the employment relationship and another later agrees that total reward includes everything that administrative staff' value in working for their employer. It was postulated that, reward systems in any organization play three different but related roles that are: motivating employee, retaining employee and attracting employee, thus making reward management an important thing for the overall employer branding<sup>79</sup>. It was suggested that definitions of total rewards typically encompass not traditional, quantifiable element like salary, variable pay and benefits, but also more intangible non-cash elements such as scope to achieve and exercise responsibility, career opportunities, learning and development, the intrinsic motivation provided by the work itself and the quality of working life provided by the organization<sup>80</sup>.

The following keys were postulated to developing reward programs: Identification of company or group goals that the reward program will support. Identification of the desired employee performance or behaviors that will reinforce the company's goals. Determination of key measurements of the performance or behavior, based on the individual or group's previous achievements. Determination of appropriate rewards. Communication of program to administrative staff<sup>81</sup>. In order to reap benefits such as increased productivity, the entrepreneur

designing a reward program must identify company or group goals to be reached and the behaviors or performance that will contribute to this. While this may seem obvious, companies frequently make the mistake of rewarding behaviors or achievements that either fail to further business goals or actually sabotage them. If teamwork is a business goal, a bonus system rewarding individuals who improve their productivity by themselves or at the expense of another does not make sense.

Likewise, if quality is an important issue for an entrepreneur, the reward system that he or she designs should not emphasize rewarding the *quantity* of work accomplished by a business unit. Properly measuring performance ensures the program pays off in terms of business goals. Since rewards have a real cost in terms of time or money, small business owners need to confirm that performance has actually improved before rewarding it. Often this requires measuring something other than financial returns: reduced defects, happier customers, more rapid deliveries, etc<sup>82</sup>.

Lastly, in order for a rewards program to be successful, the specifics need to be clearly spelled out for every employee. Motivation depends on the individual's ability to understand what is being asked of her. Once this has been done, reinforce the original communication with regular meetings or memos promoting the program. Keep your communications simple but frequent to ensure staff members are kept abreast of changes to the system. A reward system puts together administrative staff's natural self-interests with the organization's objectives and provides three types of management control benefits, informational, motivational and personnel related. Rewards should catch the administrative staff's attention and at the same time it works as a reminder for the person in charge of what results should be completed in different working areas. Organizations use reward systems to emphasize on which parameters their administrative staff should exert the extra effort on by including them in their reward program. This is a good way to

emphasize and convince the administrative staff of which performance areas that are important and create goal congruence within the organization and signals how the administrative staff should direct their efforts. To motivate is the second control benefit. People sometimes need an incentive to perform tasks well and work hard<sup>82</sup>. Last but not least we have the personnel related control benefit. Organizations give rewards for many different reasons e.g. to improve recruitment and retention by offering a compensation package that is competitive on the market<sup>83</sup>. Reward systems refer primarily to things that employee value. It is important to bear in mind that a reward system can contain both positive and negative rewards. The negative rewards, often seen as punishments, usually manifest themselves through an absence of positive rewards. Examples of positive rewards would be autonomy, power, salary increases, bonuses and some negative rewards would be interference in job from superiors, zero salary increase, and no promotion<sup>84</sup>.

There are basically two types of reward programs aimed at both individual and team performance: Financial Reward: It is certainly not the only form of reward, and it is not necessarily always the best one, but its use is so common that it deserves special mention<sup>85</sup>. People value money and therefore making money an important form of reward. Monetary reward systems can be classified into three main categories, performance-based salary increases, short-term incentive plans, and long-term incentive plans. The latter two rewards are common on managerial levels and are often linked to performance during a specific time period<sup>86</sup>. The first one is often considered to be the greatest motivational factor of them all. Each and every organization gives salary increase to administrative staff at all organizational levels. This is normally a small portion of an employee's salary, but has a significant value due to its long-term perspective. Short term incentives in some forms are however commonly used in organizations.

A cash bonus is usually based on performance measured on a time period of one year or less. Why a company primarily uses a variable pay is to differentiate it among the administrative staff, so that the most successful administrative staff will be rewarded. By recognizing the employee's contributions to the company it makes it easier for the organization to encourage excellent performance.

The administrative staff appreciate the possibility of receiving a reward for their performance. Using a variable pay can also be an advantage for the company in terms of risk-sharing. This means that the expense for compensation varies more with company performance when the total compensation is partly variable, making the cost lower when no profit is made and when there is a profit this can be shared with the administrative staff. Rewards based on performance measures over time periods larger than one year are long term incentive rewards. By using this, a company can reward administrative staff for their outstanding work performance to maximize the firm's long-term value. This also works to attract and retain key talented persons<sup>87</sup>. Types of these can be stock option programs, restricted stock plans or by a reward that is put in a bonus-bank that change according to result and runs over several years. A stock-option program is usually when a person is allowed to buy stocks in the future, but for today's price. This is an attractive way of rewarding a manager because the manager would want the value of the stock to increase and thus work harder on the long term goals and commitments instead of focusing on short-term profits. Another advantage with this type of reward is, since the manager does not yet own the stock, he or she will still be taking risks with higher payoffs than they might had if they already owned them. There does, however, exist one great disadvantage though with the stock-option program. A manager does not have enough control over the value. Too many external and nonresponsive factors influence the value, making it less appealing as an incentive<sup>88</sup>.

A very popular type of long-term incentive is some form of a restricted stock plan. This reward is shares given as a bonus to the employee, however, they can only be sold after certain time period. After for instance one year, the employee will be able to sell one fifth of the shares, after two years he or she will be able to sell two-fifths and after three years three-fifths etc. this is a way to retain competence within the company, not to motivate administrative staff, since if they choose to end their employment before the fifth year, they will lose the remaining parts. Some firms take this even further by withdrawing the shares you already received<sup>89</sup>. Variable pay or pay-for-performance is a compensation program in which a portion of a person's pay is considered at risk. Variable pay can be tied to the performance of the company, the results of a business unit, an individual's accomplishments, or any combination of these. It can take many forms, including bonus programs, stock options, and one-time awards for significant accomplishments. Some companies choose to pay their administrative staff less than competitors but attempt to motivate and reward administrative staff using a variable pay program instead. Good incentive pay packages provide an optimal challenge, one that stretches administrative staff but remains in reach. If too much is required to reach the goal, the program will be ignored. Bonus programs have been used in American business for some time. They usually reward individual accomplishment and are frequently used in sales organizations to encourage salespersons to generate additional business or higher profits. They can also be used, however, to recognize group accomplishments. Indeed, increasing numbers of businesses have switched from individual bonus programs to one which rewards contributions to corporate performance at group, departmental, or company-wide levels.

According to some experts, small businesses interested in long-term benefits should probably consider another type of reward. Bonuses are generally short-term motivators. By rewarding an

employee's performance for the previous year, they encourage a short-term perspective rather than future-oriented accomplishments. In addition, these programs need to be carefully structured to ensure they are rewarding accomplishments above and beyond an individual or group's basic functions. Otherwise, they run the risk of being perceived of as entitlements or regular merit pay, rather than a reward for outstanding work. Proponents, however, contend that bonuses are a perfectly legitimate means of rewarding outstanding performance, and they argue that such compensation can actually be a powerful tool to encourage future top-level efforts<sup>90</sup>.

Profit sharing refers to the strategy of creating a pool of monies to be disbursed to administrative staff by taking a stated percentage of a company's profits. The amount given to an employee is usually equal to a percentage of the employee's salary and is disbursed after a business closes its books for the year. The benefits can be provided either in actual cash or via contributions to employee's 401(k) plans. A benefit for a company offering this type of reward is that it can keep fixed costs low. The idea behind profit sharing is to reward administrative staff for their contributions to a company's achieved profit goal. It encourages administrative staff to stay put because it is usually structured to reward administrative staff who stay with the company; most profit-sharing programs require an employee to be vested in the program over a number of years before receiving any money. Unless well managed, profit sharing may not properly motivate individuals if all receive the share anyway<sup>91</sup>.

A team spirit (everyone pulling together to achieve that profit) can counter this—especially if it arises from the administrative staff and is not just management propaganda. Previously the territory of upper management and large companies, stock options have become an increasingly popular method in recent years of rewarding middle management and other administrative staff in both mature companies and start-ups. Employee stock-option programs give administrative

staff the right to buy a specified number of a company's shares at a fixed price for a specified period of time (usually around ten years). They are generally authorized by a company's board of directors and approved by its shareholders. The number of options a company can award to administrative staff is usually equal to a certain percentage of the company's shares outstanding. Like profit sharing plans, stock options usually reward administrative staff for sticking around, serving as a long-term motivator. Once an employee has been with a company for a certain period of time (usually around four years), he or she is fully vested in the program. If the employee leaves the company prior to being fully vested, those options are canceled. After an employee becomes fully vested in the program, he or she can purchase from the company an allotted number of shares at the strike price (or the fixed price originally agreed to).

This purchase is known as exercising stock options. After purchasing the stock, the employee can either retain it or sell it on the open market with the difference in strike price and market price being the employee's gain in the value of the shares. Offering additional stock in this manner presents risks for both the company and the employee. If the option's strike price is higher than the market price of the stock, the employee's option is worthless. When an employee exercises an option, the company is required to issue a new share of stock that can be publicly traded<sup>92</sup>. The company's market capitalization grows by the market price of the share, rather than the strike price that the employee purchases the stock for. The possibility of reduction of company earnings (impacting both the company and shareholders) arises when the company has a greater number of shares outstanding. To keep ahead of this possibility, earnings must increase at a rate equal to the rate at which outstanding shares increase. Otherwise, the company must repurchase shares on the open market to reduce the number of outstanding shares. One benefit to offering stock options is a company's ability to take a tax deduction for compensation expense

when it issues shares to administrative staff who are exercising their options. Another benefit to offering options is that while they could be considered a portion of compensation, current accounting methods do not require businesses to show options as an expense on their books. This tends to inflate the value of a company.

Companies should think carefully about this as a benefit, however. If accounting rules were to become more conservative, corporate earnings could be impacted as a result. Non-Financial Reward: Be given a thank you from your manager or to receive gratitude from your co-workers are both examples of non-monetary rewards<sup>93</sup>. Monetary rewards are often accused of being too short-termed, and not creating a long-term commitment which is normally what you want from your administrative staff. To achieve long-lasting motivation for the administrative staff the organization must pay attention to both the financial and the non-financial motivators, in order to provide the best mix. Individual-based vs. group-based rewards. For a group reward to provide a direct incentive effect, the employee to whom the rewards are promised has to believe that they can influence the performance on which the rewards are based on to a significant extent<sup>94</sup>. Achieving something as part of a group usually strengthens the ties between co-workers. However, if someone has been part of the group without contributing in the same way as the rest, usually creates great dissatisfaction among the rest, and teaches administrative staff that they get rewards without input. This phenomenon is called the free-rider-problem. In many projects and companies, it is not possible to carry out a task by yourself but the task-completing-process is a process through the company, engaging many different people. In these cases, a group-based reward is preferable since everyone has pulled their weight, although it is hard to see the individual impact. Individual-based rewards often lead to sub-optimization. When introducing an

individual based reward system, administrative staff tend to concentrate on their own performance instead of the company's performance as a whole<sup>95</sup>.

One wouldn't want to ask his or her colleague for help because of not wanting to share the reward together. This leads to being satisfied either a result that is not good enough instead of sharing knowledge to achieve better results with more competent co – workers that is up to the task. However, an individual-based reward creates the greatest motivation and larger incentives for the individual<sup>96</sup>. Motivation of an employee is increased when his/her responsibility is increased because when such occur in an organization, an employee feels appreciated and skillful. When in a group, people learn from each other, creating more and more positive actions, and also gets more effective<sup>97</sup>. When a group is being rewarded with monetary value, this often creates an intrinsic reward for the group-members, because they feel satisfied with the feeling that they have performed something extraordinary. The two kind of rewards are also combined in some cases which is done by basing the total reward on group performance, and the individuals' shares of this reward on individual performance<sup>98</sup>. As more small businesses use team structures to reach their goals, many entrepreneurs look for ways to reward cooperation between departments and individuals.

Bonuses, profit sharing, and stock options can all be used to reward team and group accomplishments. An entrepreneur may decide to reward his administrative staff individually or in group or a combination of the two. Rewarding administrative staff in group is determined by team performance where individual rewards received on the basis of this performance. Though, this system motivates employee individually towards achieving the goal of the organization, they disadvantage is that they tend to reward the under-performing staff along with the average and above – average performing staff. Therefore, a reward system which recognizes individual

achievements in addition to team performance can provide extra incentive for administrative staff. Performance appraisal is indispensable to any organization. This is because organization needs to assess its administrative staff performance so as to determine whether acceptable standard of performance is being maintained. This means that an organization has to set performance standards by which administrative staff performance can be measured. Employee performance appraisal is a measure of how efficiently and effectively employee use organization's resources to achieve his task and duties for organization's goal to be met<sup>99</sup>.

Performance management systems help aligns individual performance with the organization's strategy. Performance needs to be appraised, assessed and improved regularly to ensure that performance goals are met. Furthermore, effective in aligning performance with strategy, a performance management programme should incorporate the following: Performance management programme should play three major strategic roles. They are first and foremost developmental in nature, allowing organizations to identify deficiencies in employee performance, and to correct these through training. Likewise, performance assessment also plays an evaluative function, making organizations to reward good performance, and 'punish' poor performance when necessary. Finally, performance management programme allow organizations to establish the benefits of other practices in the organization, such as selection. Attention needs to be given to the type of evaluation method used as part of the performance management system. Such method can be either outcomes- or process based. An outcomes-based evaluation focuses mainly on the deliverables, and is based on objective, verifiable results, while a process-based appraisal relies on assessing how the work is done, and is based on judgments about an individual's ability.

The former includes measures such as management by objectives, while the latter concerns rating scales and the likes. Generally, combining both methods produces the desired outcome. An organization must be careful in order to assess performance accurately and fairly. Therefore, those that rate administrative staff must be careful not to fall to the various judgment-based errors, which incorporate the halo effect, strictness, leniency, central tendency and bias. Finally, the management must understand who carries out the appraisal for a strategic significance. Multirotor or 360° Feedback, which integrates input from different sources including supervisors, colleagues, self-evaluations, and essentially, customers have grown in popularity of late. This type of system has the advantages of checking the raters' errors mentioned above. Result from any type of assessment must be timely and instructive, making reference to both the improving the needed aspects and also to strengths in each staff performance. Managers are supposed be trained to rate and provide assured feedbacks. Attention must be paid to appraisal and feedback in diverse environments where different emphasis may be given to different aspects of performance. Increasingly public sector institutions are recognizing the essence of performance appraisal as being essential in ensuring effective human resources management practices<sup>100</sup>.

Performance appraisal do assist in identifying the development needs of each staff and map out routes to career advancement and progression. This information could also be used in reassigning new task for administrative staff, helping the company to have a constant supply of talent. This is important, as the organization must know where it has leverage which workforces and areas of business have the highest strategic effect and are critical in maintaining the peculiar abilities of the company. While constructing a reward system there are certain criteria to consider, and commonly these are considered in most outspoken reward systems. A reward can be either an addition, meaning that the employee has a normal salary, and the reward. Corporations have

different life-stages, and depending on where the corporation is at the moment it has different needs and this affects the reward system, needed for agreement. What objectives the organization have in regards of income and progress are the features you measure to ascertain if administrative staff are to be rewarded or not. This usually entails a bread-down of the objectives, making them easier to measure and more understandable for the administrative staff, and there you also need to show them how their attitude affects the measured goals and objectives. Here the incentive system becomes a tool for management control and the choice of which goals you measure is essential, since these are the ones the administrative staff will put their focus on. Sometimes a financial reward is given based on individual or on departments' performance, although the company has losses. This can be avoided by adding a threshold requirement for the whole company, which then needs to be fulfilled before a bonus can be paid out in any departments. Factors such as when and how the reward should be paid out and if there should be a roof (a higher limit of the reward-amount) are things that always should be specified while designing the system. The connection between performance and rewards are the goals set and the performance measured in contrast to these goals<sup>101</sup>.

There are two types of measures, financial and nonfinancial, although both are usually used; the financial reward is the most common. A company needs to understand what runs their returns to be able to manage the factors that create it. Financial measures, such as return on investment, tend to be short-term which makes them partially sub-optimized. The nonfinancial measures such as quality on the other hand, could be used by the company for long-run financial performance. Financial measures are still however, very important since they correlate with the primary objective of companies, profit. A performance measure's purpose is to both make the administrative staff focus on what is important, but also to be able to see and react when

something is wrong. One way of connecting the non-financial measures and goals with the financial is by using a balanced scorecard for example. One definition of a goal is a description of a wanted, future state. This is usually an overall vision, that gets broken-down to different levels in the company, and if this process functions as it should, even at the lowest level and in the tiniest goals, there exists congruence with the vision. A theory developed by some scholars suggest that motivation and performance increases when people set specific and achievable goals, when the goals are difficult but accepted and when there is some kind of feedback on the performance. This makes the participation of goal setting important, giving the employee possibility to influence his goals. A combination of internal and external factors can influence, directly or indirectly, the rates at which administrative staff are paid<sup>102</sup>.

The internal factors that influence wage rates are the employer's compensation policy, the worth of a job, an employee's relative worth in meeting job requirements and an employer's ability to pay. Employer's Compensation Policy: as a minimum, both large and small employers should set pay policies reflecting (1) the internal way relationship among jobs and skills levels, (2) the external competition or an employer's pay position relative to what competitors are paying, (3) a policy of rewarding employee performance and (4) administrative decision concerning elements of the pay system as overtime premiums, payment periods and short-term or long-term incentives<sup>103</sup>.

Worth of a Job: organizations with formal compensation programs, however, are more likely to rely on a system of job evaluation to aid in rate determination. Even when rates are subject to collective bargaining, job evaluation can assist the organization in maintaining some degree of control over its wage structure. The jobs covered most frequently by job evaluation comprise clerical, technical and various blue-collar groups whereas those jobs covered least frequently are

managerial and top-executive positions. Employee's Relative Worth: in both hourly and salary jobs, employee performance can be recognized and rewarded through promotion and with various incentive systems. Superior performance can also be rewarded by granting merit raises on the basis of steps within a rate range established for a job class. Employer's Ability to Pay: thus an organization's ability to pay is determined in part by the productivity of its administrative staff. This productivity is a result not only of their performance, but also of the amount of capital the organization has invested in labour saving equipment.

Economic conditions and competition faced by employers can also significantly affect the rates they are able to pay. The major external factors that influence wage rates include labour market conditions, area wage rates, cost of living, and collective bargaining if the employer is unionized and legal requirements. Labour Market Conditions: the labour market reflects the forces of supply and demand for qualified labour within an area. These forces help to influence the wage rates required to recruit or retain competent administrative staff. However, there are counter forces that can reduce the full impact of supply and demand on the labour market. The economic power of unions, for example may prevent employers from lowering wage rates even when unemployment is high among union members. Area Wage Rates: a formal wage structure should provide rates that are in line with those being paid by other employers for comparable jobs within the area. Importantly, data from area wage surveys can be used to prevent the rates for jobs from drifting too far above or below those of other employers in the region. Wage-survey data must also take into account indirect wages paid in the form of benefits. Cost of Living: because of inflation, compensation rates have had to be adjusted upward periodically to help administrative staff maintain their purchasing power.

Employers make these changes with the help of the consumer price index (CPI). Changes in the CPI can have important effects on pay rates. Unless adjustments are made periodically in employee base rates, the desired differential between higher and lower-paying jobs will gradually be reduced. Collective Bargaining: one of the primary functions of a labour union is to bargain collectively over conditions of employment, the most important of which is compensation. The union's goal in each new agreement is to achieve increases in real wages – wage increases larger than the increase in the CPI thereby improving the purchasing power and standard of living of its members. The agreements negotiated by unions tend to establish rate patterns within the labour market<sup>104</sup>.

## **2.2. Theoretical Review and Framework**

### **2.2.1. John Campbell Theory**

Job performance assesses whether a person performs a job well, job performance academically as part of industrial and organizational psychology, also forms a part of human resources management. Performance is an important criterion for organizational outcomes and success. John P. Campbell describes job performance as an individual – level variable, or something a single person does. This differentiates it from more encompassing constructs such as organizational performance or national performance, which are higher-level variables. There are several key features to Campbell's conceptualization of job performance which help clarify what job performance means<sup>105</sup>.

First, Campbell defines performance as behaviour, which is something done by an employee. This concept differentiates performance from outcomes. Outcomes result partially from an individual's performance, but they are also the result of other influences. In other words Campbell allows for exceptions when defining performance as behavior for instance, he clarifies

that performance does not have to be directly observable actions of an individual. It can consist of mental productions such as answers and decisions. However, performance needs to be under the individual's control, regardless of whether the performance of interest is mental or behavioural. The difference between individual controlled action and outcomes is best conveyed through an example. In a sales job, a favourable outcome is certain level of revenue generated through the sales of something (merchandise, or some service such as insurance). Revenue can be generated or not, depending on the behaviour of administrative staff. When the employee performs this sales job well, he is able to move more merchandise. However, certain factors other than administrative staff's behaviour influence revenue generated. For example, sales might slump due to economic conditions, changes in customer preferences, production bottlenecks, etc. In these conditions, employee performance can be adequate, yet sales can remain low. The first is performance and the second is the effectiveness of that performance. One can decouple these two because performance is not the same as effectiveness.

Another closely related construct is productivity. One can think of productivity as a comparison of the amount of effectiveness that results from a certain level of cost associated with that effectiveness. In other words, effectiveness is the ratio of outputs to inputs; those inputs being effort, monetary costs, resources, etc. Utility, another related construct, is defined as the value of a particular level of performance, effectiveness, or productivity. Utilities of performance, effectiveness and productivity are value judgments. Another key feature of job performance is that it has to be goal relevant. Performance must be directed toward organizational goals that are relevant to the job role. Therefore, performance does not include activities where effort is expended toward achieving peripheral goals. For example, the effort put toward the goal or

getting to work in the shortest amount of time is not performance except where it is concerned with avoiding lateness.

Despite the emphasis on defining and predicting job performance. It is not a single unified construct. There are vastly many jobs each with different performance standards, job performance consists of more than one kind of behavior a study proposed an eight factor model of performance based on factor analytic research that attempts to capture factors of job performance existence across all jobs. The first factor is task specific behaviours which include those behaviours that an individual undertakes as part of a job. They are the core substantive tasks that delineate one job from another. On the other hand, non-task specific behaviours, the second factor are those behaviours which an individual is required to undertake which do not pertain only to a particular job. Returning to the sales person, an example of a task specific behaviour would be showing a product to a potential customer. A non-task specific behaviour of a sales person might be training new staff members. Written and oral communication tasks to activities where the incumbent is evaluated, not on the content of a message necessarily, but on the adeptness with which they deliver the communication. Administrative staff need to make formal and informal oral and written presentations to various audiences in many different jobs in the work force.

An individual's performance can also be assessed in terms of effort, either day to day, or when there are extraordinary circumstances. This factor reflects the degree to which people commit themselves to job tasks. The performance domain might also include an aspect of personal discipline. Individuals would be expected to be in good standing with the law, not abuse alcohol, and so on. In jobs where people work closely or are highly interdependent, performance may include the degree to which a person helps out the groups and his or her colleagues. This might

include acting as a good role model, coaching, giving advice or helping maintain group goals. Many jobs also have a supervisory or leadership component. The individual will be relied upon to undertake many of the things delineated under the previous factor and in addition will be responsible for meting out rewards and punishments. These aspects of performance happen in a face to face manner.

Managerial and administrative performance entails those aspects of a job which serve the group or organization but do not involve direct supervision. A managerial task would be setting an organizational goal or responding to external stimuli to assist a group in achieving its goals. In addition, a manager might be responsible for monitoring group and individual progress towards goals and monitoring organizational resources. Another taxonomy of job performance was proposed and developed for the US Navy. This model is significantly broader and breaks performance into only four dimensions. Task-oriented behaviours are similar to task-specific behaviours in Campbell's model. This dimension includes any major tasks relevant to someone's job. Interpersonally oriented behaviours are represented by any interaction the focal employee has with other administrative staff. These can be task related or non-task related. This dimension diverges from Campbell's taxonomy because it includes behaviours (small task, socializing, and so on) that are not targeting an organization's goal. Downtime behaviours are behaviours that administrative staff engage in during their free time either at work or off-site. Downtime behaviours that occur off-site are only considered job performance when they subsequently affect job performance (for example, outside behaviours that cause absenteeism)<sup>106</sup>.

In addition to these models dividing performance into dimensions, others have identified different types of behaviours making up performance. Another way to divide up performance is in terms of task and contextual (citizenship and counterproductive) behaviours. Whereas task

performance describes obligatory behaviours, contextual behaviours are behaviours that do not fulfill specific aspects of the job's required role. Citizenship behaviours are defined as behaviours which contribute to the goals of the organization through their effect on the social and psychological conditions. Counterproductive behaviours, on the other hand, are intentional actions by administrative staff which circumvent the aims of the organization. A related study also suggested determinants of performance components. Individual differences on performance are a function of three main determinants: declarative knowledge, procedural knowledge and skill, and motivation. Declarative knowledge represents the knowledge of a given task's requirements. For instance, declarative knowledge includes knowledge of principles, facts, ideas<sup>107</sup>.

### **2.2.2 Action Theory of Training**

As described by a scholar, action theory attempts to explain how learning is regulated and how people can change their behavior to dynamically meet objectives in normal and/or unusual situations. Situated and scientific learning methods involve novel situations and require trainees to be creative to some extent. Contrary to many cognitive and information processing theories, action theory is linked to behavior and specific working contexts and outcomes. It is also concerned with the processes involved in the interaction between environmental inputs and behavior in the one hand and how cognition regulates behavior and performance on the other hand. According to a scholar, action theory is a systematic tool for understanding how knowledge of cognitive processes in a performance situation is regulated by using the focus, sequence, action structure components and the foundations of the theory which interact dynamically. The action structure is the most important component in relation to scientist processes. Through sensitivity to the complexity of the learning process, instructors can manage

learner expectations to reduce information overload. After trainees feel more comfortable with the scientist model, they often try to apply it to other problems in the workplace<sup>108</sup>.

### **2.2.3 Equity Theory of Reward System**

Equity theories recognize that individuals are concerned not only with the absolute amounts of rewards they receive for the efforts, but also with the relationship of this amount to what others receive. Based on one's inputs such as effort, experience, education and competence, one can compare outcomes such as salary levels, increase recognition and other factors. When people perceive an in-balance in their outcome-input ratio relative to others, tension is created. This tension provides the basis for motivation, as people strive for what they perceive as equity and fairness. This study therefore adopted Equity theory. The theory was adopted on the basis of its emphasis on rewards and performance which are the key variable under this study. The Equity theory postulates that administrative staff seek to achieve a balance between inputs or efforts and outcomes or rewards received or unanticipated. This entails that in a tertiary institution system where employee benefit compensation, recognition or incentives are equitably distributed and consistently provided the work force tend to put more efforts in terms of carrying out their assigned roles, duties and responsibilities. Equity theory, also asserts that administrative staff input take the form of work volume and quality performance, knowledge, compensation, praise and advancement in opportunities. In every organizational setting the employee compare his or her input/outcome ratio with the perceived ratio of others in a social context and if the employee believes there is a sense of inequality the theory posits that the employee adjusts his or her effort to bring things into harmony. This means that the administrative staff normally adjust their behavior to attain equilibrium through withdrawal, reduced input, cognitively adjust his or her perception or by addressing the situation with the employer. According to a researcher, equity

theory is anchored on three principles of fairness to perception applied to organization settings. These principles are distributive justice or the perception of equality of an individual outcome, procedural justice or the fairness of the procedures used to determine one outcome and lastly, interactional justice which is the perception that administrative staff has be treated with dignity and fairly<sup>109</sup>.

## **2.3 Review of Empirical Studies**

### **2.3.1 Training and Job Performance**

The effect of non-monetary incentives on administrative staff' job performance has empirically been proven. Praise and recognition are effective ways of motivating employee behavior in the organization as they are considered the most important rewards<sup>110</sup>. Non-monetary incentives which are represented by recognition, learning opportunities, challenging work and career advancement, have been found to be an effective tool in motivating workers and consequently increase their performance<sup>111</sup>. This incentive is highly appreciated probably due the opportunity it offers in terms of skill development of the workers which in the long run could be translated to higher monetary reward. Similarly, the impact of financial and non-financial incentives for food sectors in the central Anatolian region in Turkey and found that both financial and non-financial rewards are important elements of job performance. Nonetheless, monetary rewards are considered more important in terms of motivating workers to increase their performance compared to non-monetary rewards<sup>112</sup>. The impact of the fair reward system on administrative staff' job performance among administrative staff of an oil company in Nigeria and conclude that fair implementation of rewards significantly influenced employee job performance<sup>113</sup>.

Individuals, who experience burnout in their work, typically do not feel fulfilled<sup>114</sup>. They also tend to have negative outlooks, and they also approach the tasks at hand with less vigor and dedication. Poor remuneration is related to profits made by organization. Wage differential between high and low income earners was related to the low morale, lack of commitment and low productivity<sup>115</sup>. There is a statistically significant relationship between reward and recognition respectively, also motivation and satisfaction<sup>116</sup>. The study revealed that if rewards or recognition offered to administrative staff were to be altered, then there would be a corresponding change in work motivation and satisfaction. In an empirical research, which is based on data from 34 stores of a major retailer over 77 months, supports the theoretical prediction that stores that implement an incentive plan will experience a positive impact on sales, profit and customer satisfaction<sup>117</sup>. The use of profit sharing was positively associated with higher productivity in an analysis of 841 manufacturing establishments<sup>118</sup>. Motivation among Nigerian workers using a sample of workers of high and low occupational levels<sup>119</sup>. The hypothesis that low-income workers will be intrinsically motivated was not confirmed, and the expectation that higher income worker will place a greater value on intrinsic job-factors than low-income workers was also not confirmed. This shows clearly the extent of value placed on extrinsic job factors.

### **2.3.2 Reward System and Job Performance**

Human resource management is gaining momentum in contributing towards organizational performance in the current years worldwide, particularly in the perspective of public sector organizations<sup>120</sup>. To survive in the current globalized world, it has become imperative for organization to formulate viable policies and practices to maximize employee job performance

and without that it is hard to enhance productivity of the organization and maximize its employee's efficiency in a unique way<sup>121</sup>. This is the only way for gaining competitive edge<sup>122</sup>. Employee job performance refers to those behaviors which can be scaled and measured and are performed within the workplace and subject to the outcomes of their activities and work<sup>123</sup>. Employee job performance can be taken in the perspective of those factors, i.e., HR practices which have direct impact on such relationship. Historically, human resource management practices (recruitment and selection, training and development, performance evaluation, rewards, and compensation) have been tested and adopted for getting competitive advantage in the western world but nevertheless in Pakistan<sup>123</sup>. Generally, past empirical research results are not conclusive about the relationship of HR practices and employee job performance. Notwithstanding, administrative staff job performance is considered vital factor in success of organizations, however, limited studies investigated the direct effect of HR practices on administrative staff job performance<sup>124</sup>.

Training and development is used as an important tool which provides administrative staff with the knowledge, skills and abilities and also modifies their behaviors and attitudes to perform efficiently both in the present and future<sup>125</sup>. It helps in increasing the performance of administrative staff both at individual and organizational level<sup>126</sup>. It is highly critical for every organization as it meant to modify not only skills, attitudes and behaviors of administrative staff but also make them adapt to new technology which in turn increases the efficiency of both individual and organization<sup>127</sup>. Researchers have found positive relationship between training and development and administrative staff job performance<sup>127</sup>. Anyhow, most of these studies have been conducted in industrial organizational settings while less attention has been given to such relationship in higher education sector<sup>129</sup>.

In a research on the effect of training and development on organizational performance. The study used secondary data. Four hypotheses were developed to see the impact of all the independent variables on the overall Organizational Performance. The results show that training and development, on the job training, training design and delivery style have positive significant effect on organizational performance presented a report on the impact of training (and vocational education) investments on company productivity and other performance indicators using a meta-analysis. The study yields a clear result that investment in training have a positive and significant impact on company performance indicators. This result confirms the key role attributed to the investment in skills in the European strategy for smart and sustainable growth, Europe 2020, and the initiative agenda for new skills and jobs<sup>130</sup>. Provide advance understanding of the effects of training on organizational-level outcomes by reviewing the results of previous studies that have investigated the relationship between training and human resource, performance, and financial outcomes.

The results of meta-analysis from different studies suggest that training is positively related to human resource outcomes and organizational performance but is only very weakly related to financial outcomes. Furthermore, training appears to be more strongly related to organizational outcomes when it is matched with key contextual factors such as organization capital intensity and business strategy, in support of the contingency perspective. Further, training is related independently to organizational outcomes in support of the universalistic perspective of strategic human resource management rather than a configurationally perspective<sup>131</sup>. A researcher collected data from each of the 9439 permanent, salaried administrative staff of a large high technology manufacturing firm to assess the effects on employee turnover of the organization's investment in employee development via a tuition reimbursement program. Investment in

training via tuition reimbursement decreased turnover while administrative staff were still taking classes<sup>132</sup>. A scholar conducted a study to determine if productivity is a driving force for investment in training and management development in the Banking Industry in Nigeria. The study relied on both qualitative and quantitative analysis of data, using descriptive and inferential statistics. The entire staff of the 25 commercial banks as at 2007 in Nigeria was the population of the study and a total of 320 questionnaires were administered. The study found that productivity is really one of the driving forces for investment in training and management development<sup>133</sup>.

A scholar studied the effects of training on employee productivity. The paper provides a review of the current evidence of such a relationship and offers suggestions for further investigation. They reviewed extensive the literature in terms of research findings from studies that had attempted measuring and understood the impact that training have on employee productivity across various sectors. The focal point of their review was on training practices and employee productivity and their relationship<sup>134</sup>. The outcome of their findings varied. While some studies reported a positive association between training and employee productivity, some reported negative and some no association whatsoever. Some negative impacts were identified about training on firm performance, and they outline possible reasons for their finding. According to them, responses to the survey were given during a period of financial difficulty, as reflected in the tendency to reduce training budgets as a relatively easy way to cut expenses in the periods of slack demand. Where firms offer more training, they may be doing so in an inadequate manner, either because they train in the wrong areas or because they do not follow up on the training to ensure good results. They argue further that it is clear that the link between training and productivity is a complex one, and there may be many external variables which interplay to determine the nature of the impact that investment in training has on business performance. The

missing link may be in linking training investment to other business performance mechanisms, such as ensuring delivery of training that is matched to overall business objectives. They concluded that it may be that the training-productivity link is weak because it has not been understood in a broader context. A researcher conducted a study on the effect of on-the-job training on Intercontinental bank workers. The study revealed that training brings greater confidence on workers, enriches employee's knowledge and increased performance skill, creates greater efficiency and effectiveness, increases productivity and leads to higher profitability.

The study further revealed that there exists a direct relationship between manpower training and productivity of Bank workers<sup>136</sup>. A scholar examined the role of training and development on workers' productivity in both public and private organizations in Nigeria. The study also pointed out the problems of human resource management and personal manager. The study concluded that training and development is a long term and very sensitive function of an organization. Finally, the paper recommended that proper implementation of training enhances individual performance and productivity<sup>137</sup>. A researcher conducted a study on human resource training, organizational strategy and firm performance in Vietnam. First, the study confirms that a positive relationship between training and firm performance exists, not only at the level of the individual employee, as demonstrated in previous studies, but also at company level. More specifically, training will improve the knowledge, skills, abilities and behaviour of administrative staff leading to positive organizational performance. The major findings indicate that companies that implemented training in 2006 have increased sales, productivity of manufacturing companies by 0.18 percent. The manufacturing companies that implemented training methods after 2005 found it lead to an increase of 0.32 percent in total sales and productivity per year between 2005 and

2006<sup>138</sup>. They concluded that companies should pay more attention to human resource training policy if they wish to succeed.

## 2.4 Conceptual Framework

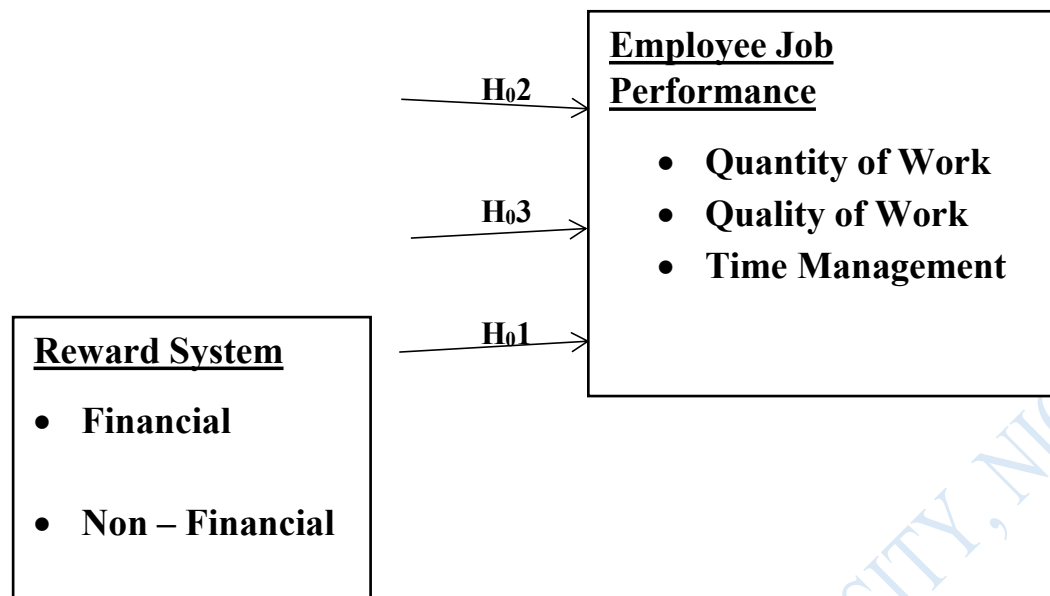
The below conceptual Framework shows the relationship between the study variables and the indicators of measurability are indicated. The arrows show the direction of influence.

### Independent Variables

#### Training Method

- Seminar
- Mentoring
- Team Training

### Dependent Variable



**Figure 2.1: Conceptual Framework**

**Source: Researcher’s Conceptual Model, 2021**

The conceptual framework in figure 2.1 illustrates that the model has two variables, which are: training method, reward system and job performance. John Campbell Theory of Job Performance identified measures used for this study which includes; Non-task Specific Behaviour, Task Specific Behaviour, Communication Task and Personnel Discipline. The selection of the model is based on the belief that, people’s self-belief in their ability to perform specific tasks and the amount of effort they would like to put on a particular task, the time they persevere at a task when facing difficulty will go a long way in influencing their motivation or task performance in this case job performance. This study has two independent variables; training having administrative skills and electronic office equipment handling skills as it measures while reward system has financial and non – financial reward system has it measures. The conceptual framework illustrates the impact of training, reward system on job performance of administrative staff in private Polytechnics in Ibadan. *Equity Theory* which has financial and non – financial system was used to measure reward system. Therefore, this study will test the

*influence of reward system on the performance of the administrative staff in the private Polytechnics in Ibadan (H<sub>01</sub>), it will also test the relative influence of training on administrative staff job performance in the Polytechnics (H<sub>02</sub>) and also test the combine influence of training and reward system on administrative staff job performance in the said Polytechnics (H<sub>03</sub>)*

## **2.5 Summary of Gaps in Literature Reviewed**

This chapter highlights scholars' opinions about the topic of this research which is the influence of training and reward system on job performance of administrative staff in private polytechnics in Ibadan, Oyo State. The review shows the importance of training and reward system on job performance of administrative staff in organizations especially private sectors. The review on the conceptual framework has clarified the concepts (training, reward system and job performance). It shows the relationship between the dependent variable (job performance) and the independent variables (training and reward system).

The review focused on what training is globally, discussed to Africa, Nigeria and to administrative staff of educational institutions considering how they are effective and efficient in administrative management to improve job performance. The concept also accessed office equipment handling skills of administrative staff of educational institutions by looking into it effectiveness and efficiency so as to improve staff performance which will eventually increase job performance. This is a gap that this study intends to fill.

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## Chapter Three

### Methodology

This chapter presents the methodology used in this study. It includes the research design strategies employed, population, sample, data collection and operation of variables.

#### 3.1 Research Design

This study adopted descriptive survey research design to determine the influence of training and reward system on job performance of administrative staff in private Polytechnics in Ibadan. The advantage of the design is robustness with respect to distribution of data is easy to compute the detailed information that can be derived from the test; it is used in studies for which parametric assumptions cannot be met, and its flexibility in handling data.

#### 3.2 Population of the Study

The population of this study consists of one hundred and sixty-two (162) administrative staff in private Polytechnics in Ibadan which are faculty officers, and office secretaries.

**Table 3.1 Population of the Study**

S/N	School	Population
1	American Polytechnics, Ibadan	41
2	Ibadan City Polytechnics, Ibadan	62

3	Highland College of Technology	59
<b>Total</b>		<b>162</b>

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**Source: Field survey, 2022**

### **3.3 Sample Size and Sampling Technique**

The sample size of this study is one hundred and sixty-two (162) administrative staff of private Polytechnics in Ibadan which include American Polytechnics, Ibadan, Ibadan City Polytechnics, Ibadan and Highland College of Technology. Total enumeration is used for the sample size since the population is not much.

### **3.4 Description of the Research Instrument**

The items for the instrument gathered through related literature review and adaptation from questionnaires that have been used by other researchers. Both face and content product validity were done with the input of the supervisor and other experts in the field of information management. Corrections made were incorporated in constructing the final questionnaire and were given out to the respondents for the study.

### **3.5. Reliability of the Instrument**

The researcher subjected the questionnaire to a reliability test to check internal consistency of all items measuring each variable in the study. The reliability of the instrument was done through a pilot study using 30 copies of the questionnaire which was administered to administrative staff of The Polytechnic, Ibadan which were not part of the study.

### **3.6 Method of Data Collection**

A primary data was collected to address the objectives of the study through a structured questionnaire in line with existing literatures. This instrument works well with a descriptive survey research mainly because it supports the collection of data regarding opinion and perception of respondents at a point in time on current issues. A letter of introduction and project attestation form was obtained from the Department of Information Management, Lead City University which was used to gain permission to conduct the survey from the management of the private Polytechnics in Ibadan (American Polytechnics, Ibadan, Ibadan City Polytechnics, Ibadan and Highland College of Technology). A two (2) day training was conducted for five (5) research assistance to ease the administration, retrieval and initial sorting of copies of the questionnaires. The researcher and research assistants worked with the HR of the institution to ensure confidentiality of their responses while briefing them on the need for adequacy of responses and advantages embedded in the findings of the study. In all 162 copies of the questionnaires were administered.

### **3.7 Data Analysis**

Data collected were analyzed using descriptive and inferential statistics. Descriptive statistics (mean, frequency distribution, standard deviation and percentage) were used to analyze research question one to three. Inferential statistics of linear regression was used to test the formulated hypotheses at level of 0.05 level of significance.

### Endnotes

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## Chapter Four

### Results and Discussion of Findings

This chapter presents results obtained from the study as well as discussion of the presented results. It is arranged in the following sub-titles:

#### 4.1 Presentation of Results on Demographic Characteristics of Respondents

#### 4.2 Presentation of Findings on Research Questions

#### 4.3 Test of Hypotheses

#### 4.4 Discussion of Findings

#### 4.1 Presentation of Results on Demographic Characteristics of Respondents

**Table 4.1: Demographic Characteristics of Respondents**

S/N	Demographic Data		Frequency	Percentage
1	Gender	Male	153	47.1
		Female	172	52.9
2	Age of Respondents	20-25	19	5.8
		26-30	14	4.3
		31-35	12	3.7
		36-40	17	5.2
		41-45	119	36.6
		46 and Above	144	44.3
3	Educational Level	NCE/OND	68	20.9
		BSc/HND	158	48.6
		Masters	63	19.4
		PhD	36	11.1
4	Years of Working	5-10	271	83.4
		11-15	42	12.9
		16-20	12	3.7
		Above 20	00	00
5	Staff Type	Teaching	167	51.4
		Non-Teaching	158	48.6

Table 4.1 shows the demographics of the respondents who took part in the survey. One hundred fifty-three (153) of the samples were male, whereas one hundred seventy-two (172) were female. This means that women are more represented in the research. However, because gender was not included as a variable in the study, this has no bearing on the relevance of the conclusion. Similarly, the results show that, by a narrow margin, the female gender outnumbers the male gender among the personnel of private polytechnics in Ibadan.

The table also showed the age distribution of those who took part in the study. It was discovered that the bulk of them are 46 years of age or older (44.3 percent). This was followed by ages 41-45 (36.6%), 20-25 (5.8%), 36-40 (5.2%), 26-30 (4.3%), and 31-35 (3.7%), in that order. This means that the majority of respondents are mature enough to provide relevant information in order to meet the study's objectives.

The table also included information on the individuals' educational backgrounds. According to the findings, a sizable proportion of respondents (48.6 percent) held a BSc or HND. This was followed by NCE/OND (20.9%), Masters (19.4%), and PhD (11.1%), in that order. This indicates that the vast majority of workers or administrative staff in Ibadan's private polytechnics hold first-degree credentials, with only a handful holding PhDs.

Similarly, the table displays the years of experience of the respondents who took part in the survey. It was discovered that 271 (271, or 83.4 percent) had spent between 5 and 10 years working with the institution. This was followed by those who had worked for the institution for 11-15 years (42) (12.9 percent), 16-20 years (12.7 percent), and no one had worked for the

institution for more than 20 years. This means that the bulk of personnel in Ibadan's private polytechnics are relatively new, with a large percentage having not spent more than ten (10) years in the institution.

## **4.2 Presentation of Findings on Research Questions**

**4.2.1 Research Question One:** What is the level of job performance (Quantity of work, Quality of Work and Time management) of administrative staff in private Polytechnics in Ibadan?

To answer this question, fourteen items were raised. Analysis of this is presented in table 4.2 below:

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**Table 4.2 Level of Job Performance of Administrative Staff in Private Polytechnics in Ibadan**

S/N	Items	VH	H	L	VL	Mean	Std.
<b>Quantity of Work</b>							
1	Perform task neatly and free from errors	57 (17.5%)	199 (61.2%)	48 (14.8%)	21 (6.5%)	2.90	.757
2	Consistent and thorough when performing task	107 (32.9%)	107 (32.9%)	72 (22.2%)	39 (12.0%)	2.87	1.008
3	Accurate and attentive to details when performing a task	42 (12.9%)	251 (77.2%)	14 (4.3%)	18 (5.5%)	2.98	.628
4	Use high standard procedure when performing a given task	66 (20.3%)	187 (57.5%)	51 (15.7%)	21 (6.5%)	2.92	.783
<b>Mean</b>						<b>2.92</b>	
<b>Quality of Work</b>							
1	Adopt best practices on delivery administrative duties	41 (12.6%)	208 (64.0%)	60 (18.5%)	16 (4.9%)	2.84	.696
2	Provide support for my unit in the school in delivery value to the student	31 (9.5%)	119 (36.6%)	145 (44.6%)	30 (9.2%)	2.46	.791
3	There is proper monitoring of activities to ensure superior service delivery to management	40 (12.3%)	164 (50.5%)	102 (31.4%)	19 (5.8%)	2.69	.760
4	We have quality control unit to guaranty effective academic service delivery.	76 (23.4%)	180 (55.4%)	48 (14.8%)	21 (6.5%)	2.96	.800
5	Ensuring smooth running of my institution's programmes	69 (21.2%)	187 (57.5%)	48 (14.8%)	21 (6.5%)	2.94	.785
<b>Mean</b>						<b>2.78</b>	
<b>Time Management</b>							
1	<i>Present at work on a regular basis</i>	138 (42.5%)	141 (43.4%)	32 (9.8%)	14 (4.3%)	3.24	.800
2	Able to meet deadline given to complete a task.	57 (17.5%)	199 (61.2%)	48 (14.8%)	21 (6.5%)	2.90	.757
3	<i>Completes given task on time</i>	57 (17.5%)	178 (54.8%)	69 (21.2%)	21 (6.5%)	2.83	.788
4	<i>Complete job task during office hours</i>	57 (17.5%)	199 (61.2%)	48 (14.8%)	21 (6.5%)	2.90	.757
5	<i>Attend to every task as and when due</i>	52 (16.0%)	174 (53.5%)	80 (24.6%)	19 (5.8%)	2.80	.775
<b>Mean</b>						<b>2.93</b>	
<b>Weighted Mean</b>						<b>2.88</b>	High

Key Source, VH H L VL : Threshold: Mean < 2.5 is low, Mean = 2.5 is Moderate while Mean > 2.5 is high

Table 4.2 presents the level of job performance of administrative staff in private polytechnics in Ibadan. In the study, job performance was measured using the quantity of work, quality of work, and time management. The results obtained from the field showed that, as regards performing tasks neatly and free from error, 57 (17.5%) went for the very high option, 199 (61.2%) went for high, 48 (14.8%) went for low, and 21 (6.5%) went for very low. The result further gave a mean of 2.90, meaning the number of tasks neatly free from errors among academic and non-academic staff of private polytechnics in Ibadan is high. On an item posed to determine the consistency and thoroughness of performing tasks among the staff, 107 (32.9%) went for very high and high, respectively, 72 (22.2%) went for low, and 39 (12.0%) went for very low. The result further resulted in a mean equal to 2.87, meaning that academic and non-academic staff of private polytechnics are consistent and thorough when performing tasks. Furthermore, a statement was made on accuracy and attentiveness to details when performing tasks. The results obtained revealed that 42 (12.9%) went for very high, 251 (77.2%) went for high, 14 (4.3%) went for low, and 18 (5.5%) went for very low. Finally, on quantity of work, a statement was made on the use of high-standard procedures when performing a given task. The result showed that 66 (20.3%) went for very high, 187 (57.7%) went for high, 51 (15.7%) went for low, and 21 (6.5%) went for very low.

A statement was made to determine the adoption of best practices in the delivery of academic work in order to determine the quality of work. 41 (12.6%) went for the very high option, 208 (64.0%) went for high, 60 (18.5%) went for low, and 16 (4.9%) went for the very low option. Similarly, a statement was made on the provision of support for the academic unit in the school in delivering value to the students. 31 (9.5%) went for the very high option, 119 (36.6%) went for high, 145 (44.6%) went for low, and 30 (9.2%) went for the very low option. Furthermore, a

statement was made on the proper monitoring of academic activities to ensure superior service delivery to management. The result showed that 40 (12.3%) went for the very high option, 164 (50.5%) went for high, 102 (31.4%) went for low, and 19 (5.8%) went for the very low option. Still on quality of work, a statement was made on the quality control unit to guarantee effective academic service delivery to management. An analysis of responses to this showed that 76 (23.4%) went for the very high option, 180 (55.4%) went for high, 48 (14.8%) went for low, and 21 (6.5%) went for the low option.

On time management as a measure of job performance of administrative staff in private polytechnics in Ibadan, a statement was made on the regularity of being present at work. The response showed that 138 (42.5%) of the respondents went for the very high option, 141 (43.4%) went for high, 32 (9.8%) went for low, and 21 (6.5%) went for the very low option. Another statement was made on meeting deadlines given to complete a task. The result showed that 57 (17.5%) went for very high, 199 (61.2%) went for high, 48 (14.8%) went for low, and 21 (6.5%) went for very low. Again, a statement was made on the completion of tasks on time. 57 (17.5%) went for very high, 178 (54.8%) went for high, 69 (21.2%) went for low, and 21 (6.5%) went for the very low option. On a statement raised about the completion of a given task during office hours, the result showed that 57 (17.5%) went for very high, 199 (61.2%) went for high, 48 (14.8%) went for low, and 21 (6.5%) went for the very low option. Finally, a statement was made about attending to every task as and when due. 52 (16.0%) went for the very high option, 174 (53.5%) went for high, 80 (24.6%) went for low, and 19 (5.8%) went for the very low option. The result further gave a weighted mean of 2.88, meaning job performance among the staff of private polytechnics is high.

4.2.2 Research Question Two: What are the different training methods available to administrative staff in private Polytechnics in Ibadan?

**Table 4.3 Training Methods Available to Administrative Staff in Private Polytechnics in Ibadan**

S/N	Items	SA	A	D	SD	Mean	Std.
<b>Seminar</b>							
1	My Institution consider training as part of organizational strategy	100 (30.8%)	151 (46.5%)	58 (17.8%)	16 (4.9%)	3.03	.827
2	Only senior staff enjoy more training in my Polytechnic	34 (10.5%)	129 (39.7%)	129 (39.7%)	33 (10.2%)	2.50	.815
3	Staff are selected for training	100 (30.8%)	160 (49.2%)	53 (16.3%)	12 (3.7%)	3.07	.784
4	Seminars are organized in my Polytechnic	122 (37.5%)	137 (42.2%)	53 (16.3%)	13 (4.0%)	3.13	.826
5	Opportunity exists regularly for advancement in Polytechnic	100 (30.8%)	160 (49.2%)	53 (16.3%)	12 (3.7%)	3.07	.784
6	Staff are given support for attending seminars locally	79 (24.3%)	177 (54.5%)	57 (17.5%)	12 (3.7%)	2.99	.754
7	Staff are given support to attend seminars internationally	36 (11.1%)	80 (24.6%)	40 (12.3%)	169 (52.0%)	1.95	1.100
8	No discrimination in selecting staff for training	50 (15.4%)	131 (40.3%)	58 (17.8%)	86 (26.5%)	2.45	1.043
9	Good training designs are used to capture employee skill gaps	26 (8.0%)	103 (31.7%)	123 (31.7%)	73 (22.5%)	2.25	.895
<b>Mean</b>						<b>2.72</b>	
<b>Mentoring</b>							
1	I have a good relationship with my supervisor	28 (8.6%)	192 (59.1%)	72 (22.2%)	33 (10.2%)	2.66	.775
2	My supervisor correct me openly for my mistakes	100 (30.3%)	151 (45.8%)	63 (19.1%)	16 (4.8%)	3.02	.831

3	I maintain good relationship with my subordinates	131 (39.7%)	134 (40.6%)	53 (16.1%)	12 (3.7%)	3.16	.824
4	Staff are properly guided on assigned tasks	100 (30.8%)	160 (49.2%)	53 (16.3%)	12 (3.7%)	3.07	.784
5	I am open to challenging tasks from my supervisor	221 (68.0%)	80 (24.6%)	19 (5.8%)	5 (1.5%)	3.59	.673
6	My supervisor assumes role of mentor in my Polytechnic	44 (13.5%)	213 (65.5%)	55 (16.9%)	13 (4.0%)	2.89	.673
<b>Mean</b>						<b>3.07</b>	
<b>Team Training</b>							
1	I enjoy working with others	193 (59.4%)	111 (34.2%)	21 (6.5%)	00	3.53	.616
2	My relationship with co – workers is cordial	51 (15.7%)	233 (71.1%)	29 (8.9%)	12 (3.7%)	2.99	.629
3	Overall, on – the – job training I receive is applicable to my job	131 (40.3%)	180 (55.4%)	6 (1.8%)	8 (2.5%)	3.34	.639
4	I complete my task effectively when working with others	211 (64.9%)	106 (32.6%)	1 (0.3%)	7 (2.2%)	3.60	.613
5	Support is given by my supervisors and other superiors	100 (30.8%)	151 (46.5%)	58 (17.8%)	16 (4.9%)	3.03	.827
Mean						3.26	
<b>Weighted Mean</b>						<b>2.97</b>	<b>High</b>

**Threshold: Mean < 2.5 is low, Mean = 2.5 is Moderate while Mean > 2.5 is high**

**Key Source; SA A D SD**

The second research question questioned about the training programs accessible to administrative staff at private Polytechnics in Ibadan. Training initiatives like as seminars, mentoring, and team training have been established to solve this. Mentoring was discovered to be

the highest type of training program accessible to administrative staff at private polytechnics in Ibadan, with a mean score of 3.07. This was followed by "Team Training," which had a mean of 2.97, and "Seminar," which had the lowest mean of 2.72. However, based on the analysis's decision criteria, it should be noted that all training programs were high, since there was no mean less than or equal to 2.50.

#### **4.2.3 Research Question Three**

What is the level of reward system of administrative staff in private Polytechnics in Ibadan?

**Table 4.4: Level of Reward System of Administrative staff in Private Polytechnics in Ibadan**

S/N	Items	A	D	SD	Mean	Std.
<b>Financial Reward</b>						
1	My salary is satisfactory in relation to what I do	10 (3.1%)	160 (49.2%)	119 (36.6%)	1.89	.911
2	I earn the same as more as other people in a similar job	10 (3.1%)	118 (36.3%)	161 (49.5%)	1.76	.955
3	The basis of payment, for example overtime payment is reasonable.	66 (20.3%)	129 (39.7%)	94 (28.9%)	2.14	.959
4	Salary increases are decided on a fair manner	10 (3.1%)	119 (36.6%)	160 (49.2%)	1.76	.955
5	I feel happy when my salary and benefits are paid in due time.	00	00	00	4.00	.000
<b>Mean</b>					<b>2.31</b>	<b>Low</b>

**Non – Financial Reward**

1.	My reward is equivalent to the worldone	36 (11.1%)	10 (3.1%)	157 (48.3%)	122 (37.5%)	1.88	.915
2.	I am haappy at my leave arrangement	21 (6.5%)	08 (2.5%)	167 (51.4%)	129 (39.7%)	1.76	.789
3.	My supervisor considers me for promotion with good performance	59 (18.2%)	66 (20.3%)	113 (34.8%)	87 (26.8%)	2.30	1.054
4.	My polytechnic creates advancement opportunity for additaional achievement	36 (11.1%)	46 (14.2%)	140 (43.1%)	103 (31.7%)	2.05	.950
5.	I enjoy flexible working arrangements to cash rewards	19 (5.8%)	10 (3.1%)	72 (22.2%)	224 (68.9%)	1.46	.814
<b>Mean</b>						<b>1.89</b>	<b>Low</b>

**Weighted Mean** **2.10** **Low**

Source, Fieldsurvey, 2022. Threshold: Mean < 2.5 is low, Mean = 2.5 is Moderate while Mean > 2.5 is high

Research Question Three was raised to determine the level of reward system for administrative staff in private polytechnics in Ibadan. To determine that, reward was divided into financial and non-financial reward. The result obtained is presented as follows: 36 (11.1%) of the respondents strongly agree, 10 (3.1%) agree, and 119 (36.6%) strongly disagree that their salaries are satisfactory in relation to what they do. Similarly, 36 (11.1%) strongly agree, 10 (3.1%) agree, 118 (36.3%) disagree, and 161 (49.5%) strongly disagree that they earn the same as other people in a similar job. Furthermore, the results showed that 36 (11.1%) strongly agree, 66 (20.3%) agree, 129 (39.7%) disagree, and 94 (28.9%) strongly disagree that the basis of payment in their institutions is reasonable. Also, 36 (11.1%) of the respondents strongly agreed that their salaries are decided on a fair matter; 10 (3.1%) agreed; 119 (36.6%) disagreed; and 160 (49.2%) strongly disagreed. Moreover, all the three hundred and twenty-five (325%) (100%) participants strongly agree that they feel happy when their salaries and other benefits are paid on time.

On non-financial reward, the results showed that 36 (11.1%) strongly agree, 10 (3.1%) agree, 157 (48.3%) disagree, while 122 (37.5%) strongly disagree that their reward is equivalent to the work they are doing. Similarly, 21 (6.5%) strongly agree, 8 (2.5%) agree, 167 (51.4%) disagree, while 129 (39.7%) strongly disagree that they are happy with the leave arrangement they received. Furthermore, 59 (18.2%) strongly agree, 66 (20.3%) agree, 113 (34.8%) disagree, and 87 (26.8%) strongly disagree that their supervisors consider them for promotion with good performance. Similarly, 36 (11.1%) of the respondents strongly agree, 46 (14.2%) agree, 140 (43.1%) disagree, and 103 (31.7%) strongly disagree that their institution creates advancement opportunities for additional achievement. Finally, 19 (5.8%) strongly agree, 10 (3.1%) agree, 72 (22.2%) disagree, while 224 (68.9%) strongly disagree that they enjoy flexible working arrangements for cash reward. Further to the foregoing, the result also showed that although the

aggregate reward system in private polytechnics is low with a weighted mean of 2.10, financial reward is higher with a mean of 2.31 as against non-financial reward with a mean of 1.89.

### 4.3 Presentation of Test of Hypotheses

#### 4.3.1 Hypothesis One

There will be no significant influence of reward systems on job performance of administrative staff in private Polytechnics in Ibadan.

**Table 4.6 Summary of Influence of Reward Systems on Job Performance of Administrative staff in Private Polytechnics in Ibadan**

R = 0.285  
 $R^2 = 0.081$   
 Adj.  $R^2 = 0.75$   
 Std. Error = 7.830

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1743.731	2	871.866	14.219	.000
Residual	19743.758	322	61.316		
Total	21487.489	324			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Reward Systems (Financial and Non-Financial)

Model	Unstandardized Coefficient		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	35.012	2.521		13.888	.000
Reward Systems	.322	.060	.287	5.333	.000

**Dependent Variable: Job Performance**

**Source, Fieldsurvey, 2022**

Table 4.6 presents summary of the influence of reward systems on job performance of administrative staff in private polytechnics in Ibadan. When the null hypothesis is tested, the p-

value (0.000) is less than the alpha value of 0.05, indicating that there is a significant influence. Therefore, the null hypothesis was rejected. Result further gave Adj.  $R^2 = 0.75$  meaning the independent variable (reward system) contributes 75% to the observed variation in the dependent variable job performance.

#### **4.3.2 Hypothesis Two**

There will no significant influence of training programs on job performance of administrative staff in private Polytechnics in Ibadan.

**Table 4.6 Summary of Influence of Training Programs on Job Performance of Administrative staff in Private Polytechnics in Ibadan**

---

R = 0.265

$R^2 = 0.054$

Adj.  $R^2 = 0.54$

Std. Error = 5.361

---

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1743.731	2	871.866	14.219	.000
Residual	19743.758	322	61.316		
Total	21487.489	324			

---

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Training Programs (seminars, mentoring and team teaching)

---

Model	Unstandardized Coefficient		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
Constant	35.012	2.521		13.888	.000
Training Programs	0.26	0.39	0.36	.672	.002

---

**Dependent Variable: Job Performance**

**Source; Fieldsurvey, 2022**

Table 4.6 summarizes the influence of reward systems on job performance of administrative staff in private polytechnics in Ibadan. When the null hypothesis is tested, the p-value (0.000) is less than the alpha value of 0.05, indicating that the influence is significant. Therefore, the null hypothesis was rejected. The result further gave Adj.  $R^2 = 0.54$  meaning independent variable training programs contributes 54% to the observed variation in the dependent variable (job performance).

### Hypothesis Three

There will be no significant combined influence of reward system and training methods on job performance of administrative staff in private Polytechnics in Ibadan.

**Table 4.7 Summary of Regression Analysis showing Combined Influence of Reward System and Training Methods on Job Performance of administrative staff in private Polytechnics in Ibadan**

R = 0.285

R<sup>2</sup> = 0.081

Adj. R<sup>2</sup> = 0.075

Std. Error = 7.830

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1743.731	2	871.866	14.219	.000
Residual	19743.758	322	61.316		
Total	21487.489	324			

**a. Dependent Variable: Job Performance**

**b. Predictors: (Constant), Reward System, Training Programs**

Source; Field survey, 2022

The combined influence of the reward system and training programs on the job performance of administrative staff in private polytechnics in Ibadan is summarized in Table 4.7. When the null hypothesis is tested, the p-value (0.000) is less than the alpha value of 0.05, indicating that the influence is significant. When the independent variables (reward system and training programs) are considered together, the table reveals (F = 14.219; P < 0.05) that they have a significant influence on the dependent variable (job performance). The table also shows that Adj. R<sup>2</sup> = 0.081, indicating that when the independent variables (reward system and training programs) were combined, they accounted for 8% of the total variation. As a result, the null hypothesis was rejected.

#### 4.4 Discussion of Findings

The first research question sought to ascertain the level of job performance of administrative staff in private polytechnics in Ibadan. The findings revealed that, on average, administrative staff in private polytechnics in Ibadan perform well on the job. Similarly, the findings revealed

that time management, as an indicator of job performance, contributes the most to the observed high level of staff performance. This was followed by quantity of work, with quality of work having the least influence on the observed high job performance. This result, however, may not be unrelated to many factors that drive the private sector toward quality achievement, such as implementing quality assurance strategies, effective and continuous supervision, check and balance, worker motivation strategies, and so on. Some empirical studies back up the finding. For example, one study found that administrative staff in private institutions have high ability, skill, and effort, which leads to a strong attachment to their jobs and a desire to improve their performance<sup>1</sup>. Similarly, a study discovered that administrative staff in private institutions are highly engaged in their jobs, which means they not only exert physical effort to achieve role-related goals, but they are also cognitively alert and emotionally invested in the endeavor<sup>2</sup>. A study, on the other hand, discovered that, due to some inherent and external factors, administrative staff in polytechnics are highly disengaged in their work roles, withholding their physical, cognitive, and emotional energies, which is reflected in task activity that is, at best, robotic, passive, and detached.

Research question two was asked to determine different training programs available to administrative staff in private polytechnics in Ibadan. The result obtained showed that "mentoring" was the most popular type of training program accessible to administrative staff at private polytechnics in Ibadan, followed by "team training" and "seminar." A study supported this position by emphasizing that private institutions, due to their high passion for success and remaining relevant, engage in maintaining the efficiency of staff through various strategies aimed at promoting their development<sup>3</sup>. Similarly, a study was carried out to investigate the difference in job performance of administrative staff in private and public educational

institutions in Nigeria. According to the study, private sector administrative staff are more committed and, as a result, perform better than those in the public sector<sup>4</sup>. The study identified factors such as poor working conditions, poor government policies, high workload, and poor motivation as some of the factors causing poor work performance among public institution staff in Nigeria. A study, on the other hand, claimed that human development strategies in private tertiary institutions face some constraints, such as a lack of top management support for training and development, a failure to provide adequate resources (finance, people, and time) needed to implement the training, and a failure to understand the training needs<sup>5</sup>. A study also discovered that private institution staff in Nigeria have suffered from poor staff training programs as a result of underutilization of trained workers<sup>6</sup>. In other words, many administrative staff who are sent for training rarely put their skills and knowledge to use. Some are even sent for training without regard for relevance to the current job or future posting, a lack of adequate training facilities, or the use of dubious consultants, despite the fact that the majority of training programs have failed to produce the desired results. Some of these issues may also have an impact on polytechnic training and development.

The third research question sought to ascertain the level of the reward system for administrative staff in private polytechnics in Ibadan. To determine that, the reward was divided into two categories: financial and non-financial. The findings revealed that both the reward systems in private polytechnics in Ibadan are inadequate. This position is in line with the submission of a study that found that the level of reward system in Nigerian private institutions has remained a very serious problem. The study lamented that the situation of workers in private institutions, especially educational private institutions, in Nigeria has reached "an intolerable low point," which has made the profession unattractive. Its members had gone through harrowing

experiences at the hands of the proprietors and proprietresses. Some even went without salary for several months, thereby being compelled to seek alternative means of livelihood to meet their basic needs. Getting their full attention back to school has not been very easy. This ill treatment breeds dissatisfaction and hampers classroom effectiveness and productivity<sup>6</sup>. Another study found that the poor motivation of administrative staff in public and private educational institutions arising from a generation of poor rewards is largely responsible for the debilitating standard of education. The study further clarified that rewards are never forthcoming; salaries and wages are denied; and promotion is only in the air and subjected to unnecessary variables<sup>7</sup>. Supporting this position, a related study found that at all levels and sizes, private educational institutions are in jeopardy since their workforce (teachers specifically) is haphazardly employed, poorly remunerated, not rewarded for incidental contributions, and not exposed to or given other fringe benefits or incentives<sup>8</sup>.

Hypothesis one was tested to determine the significant influence of reward systems on the job performance of administrative staff in private polytechnics in Ibadan. The results obtained showed that there was a significant influence. Therefore, the null hypothesis was rejected. This implies that financial and non-financial rewards have a significant influence on the job performance of administrative staff in private polytechnics in Ibadan. This report is in line with the submission of a study which opines that a poor reward system has been a major factor affecting employee satisfaction, commitment, and productivity. According to the study, an adequate reward system will encourage administrative staff to be proactive and have the right attitude toward work, thereby increasing organizational productivity<sup>9</sup>. To avoid controversies and misunderstandings among administrative staff, it is critical that the reward system be clearly communicated to them alongside their specific tasks, as this will drive the much-needed

motivation and satisfaction in the administrative staff. High level of staff satisfaction and performance are largely determined by the reward system put in place by the institution or organization. It is not possible to have a good team of professionals in an organization without a good reward system and motivation platform. The level of dissatisfaction of the staff is clearly seen in the frequent lateness to work, absenteeism, visiting hospitals, and attending more to their family and personal issues than usual<sup>9</sup>. A related study also argued that employee benefits, though a part of the total reward system, embrace non-monetary forms of compensation ranging from healthcare plans to pension or retirement plans, social security, insurance, family and medical leave, severance pay, vacations and sabbaticals, holidays, and workers compensation, which are legally mandated to be enjoyed by administrative staff<sup>10</sup>. However, these reward packages are often significantly linked to administrative staff job satisfaction and performance<sup>10</sup>.

According to a study, there is a link between "recognition and reward" and "motivation and performance." It stated that providing administrative staff with rewards and recognition results in a significant increase in their motivation and satisfaction. Another study examined the relationship between rewards, motivation, and job performance in the private educational sector. According to the findings of the study, there is a close relationship between several dimensions of job motivation and performance and those of financial and non-financial rewards.

Hypothesis two was tested to determine influence of training programs on job performance of administrative staff in private Polytechnics in Ibadan. Result showed a significant influence, therefore, the null hypothesis was rejected. Corroborating the result of the study, a study established that effective staff training and development programs have contributed to improved job performance and higher productivity of administrative staff<sup>11</sup>. A related study showed that staff training and development provided by the organization had contributed to a large extent to

staff performance on the job<sup>12</sup>. Similarly, it was posited in a study that planned staff development process helps to equip staff with new technological skills needed to enhance their job performance and prevent skills obsolescence<sup>13</sup>. Another study was of the position that staff training will give room for the introduction of new techniques, provide for succession, enable qualified placement, and raise the standard of unskilled personnel which will result in job performance<sup>14</sup>. A related study also supported this position by arguing that staff training and development initiatives contribute enormously to the job performance of workers<sup>15</sup>.

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## **Chapter Five**

### **Conclusion**

This chapter presents summary of the findings, conclusion, recommendations, contribution to knowledge and suggestion area for further studies.

#### **5.1 Summary of Findings**

Results on demographic characteristics of the respondents showed that there were more females than males. Findings on the age distribution of the respondents showed that the bulk of them were 46 years of age or older. This was followed by ages 41-45, 20-25, 36-40, 26-30, and 31-35 in that order. In terms of educational backgrounds, a sizable proportion of respondents (48.6 percent) held a B.Sc. or HND. This was followed by NCE/OND (20.9%), Masters (19.4%), and PhD (11.1%), in that order. Similarly, the results on years of experience showed that 83.4 percent had spent between 5 and 10 years working with the institution. This was followed by those who had worked for the institution for 11–15 years, with 12.9 percent, 16–20 years, with 12.7 percent, and no one had worked for the institution for more than 20 years.

Research question one was raised to determine the level of job performance of administrative staff in private polytechnics in Ibadan. The results showed that tasks neatly performed and free from errors among academic and non-academic staff of private polytechnics in Ibadan are high. Academic and non-academic staff of private polytechnics are consistent and thorough when performing tasks. Similarly, there is high accuracy and attentiveness to details when performing tasks, a high quantity of work and standard procedures, as well as the delivery of academic work in order to determine the quality of work. Furthermore, the results showed that there was a high provision of support for the academic unit in the school in delivering value to the students and proper monitoring of academic activities to ensure superior service delivery to management. On time management as a measure of job performance of administrative staff in private polytechnics in Ibadan, the results showed high regularity of being present at work, a high level of meeting deadlines given to complete a task, and the completion of tasks on time as well as attending to every task as and when due.

Research question two was raised about the training programs accessible to administrative staff at private Polytechnics in Ibadan, result showed that mentoring was the highest type of training program accessible to administrative staff at private polytechnics in Ibadan, this was followed by "Team Training," while "Seminar," is least accessible training program in private polytechnics in Ibadan.

Research Question Three was raised to determine the level of reward system in private polytechnics in Ibadan. Result showed that as regards comparing salaries to what they do, administrative staff in private polytechnics are not satisfy likewise, they are not satisfied when comparing what that they earn with other people in a similar job. They are not also satisfied with

the basis of payment in their institutions and disagreed that that their salaries are decided on a fair matter. Moreover, they feel happy when their salaries and other benefits are paid on time.

On non-financial reward, the results showed that respondents disagreed that their reward is equivalent to the work they are doing while a significant percentage of the respondents are not happy with the leave arrangement they received. Furthermore, result showed that supervisor's consideration for promotion with good performance is low. While the institution does not create advancement opportunities for additional achievement. Finally result showed that administrative staff are not in support of flexible working arrangements for cash reward.

## **5.2 Conclusion**

On the basis of the findings of the study, it can be concluded that level of job performance of administrative staff in private polytechnics in Ibadan is high, mentoring is the highest type of training program accessible to administrative staff at private polytechnics in Ibadan, followed by "Team Training and Seminar respectively. Financial and non-financial rewards are low in private polytechnics in Ibadan. There is significant influence of reward systems on job performance of administrative staff in private polytechnics in Ibadan, there is significant influence of reward systems on job performance of administrative staff in private polytechnics in Ibadan and there is significant combined influence of the reward system and training programs on the job performance of administrative staff in private polytechnics in Ibadan.

## **5.3 Recommendations**

Based on the findings of the study, the following were recommended:

1. Private Polytechnics in Ibadan should include training as part of their organizational strategy for improving administrative staff performance. This consideration should apply to all cadres without exception, and such training should be designed to fill employee skill gaps.
2. Private polytechnics in Ibadan must develop a transparent strategy, method, or procedure for selecting candidates for training. This should be based on merit and the performance of the employee.
3. Members of staff at private polytechnics in Ibadan should have numerous opportunities for regular advancement in their careers.
4. Members of staff at private polytechnics in Ibadan should have numerous opportunities for regular advancement in their careers.
5. There is a need to restructure the salaries of administrative staff in private polytechnics in Ibadan to be on par with what is available in government-owned polytechnics or other academic institutions.
6. Non-monetary incentives, in addition to monetary incentives, should be prioritized in order to improve employee performance.

#### **5.4 Contribution to Knowledge**

The study contributed to existing knowledge by unearthing the existing level of job performance of administrative staff in private polytechnics in Ibadan. It also added to existing literature by assessing the types of training (seminar, mentoring and team training) available to administrative staff in private universities in Ibadan. Similarly, it was revealed in the study that reward system and non-reward systems are low among administrative staff in private polytechnics in Ibadan. The study equally established a significant combined and relative influence of reward systems

and training methods on job performance of administrative staff in private polytechnics in Ibadan. This implies that, all other things being equal, reward systems and training methods will significantly influence job performance of administrative staff in private polytechnics in Ibadan.

### **5.5 Suggestion for further Studies**

The research looked at the impact of a reward system and job commitment training on the job performance of administrative staff at private polytechnics in Ibadan. Other studies may decide to investigate additional indicators of rewards and training that were not considered in this study. Similarly, because the study was conducted in Ibadan, it was suggested that a replication of the study be conducted in a larger population. Furthermore, a study should also be conducted to compare the reward systems, training, and job performance of private and public polytechnics.

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**Lead City University**

**Faculty of Communication and Information Sciences (FCIS)**

**Department of Information Management**

Dear Respondent,

I am a Master's student of the above named institution gathering data for the purpose of academic research on the topic "Influence of Training, Reward System on employee's Job Performance of Private Polytechnics in Ibadan. To achieve this, your optimum cooperation is needed, there are no right or wrong answers. All your responses will be kept confidential and used for research purpose only.

Thank you.

**Section A: Demographic Information**

Gender: Male ( ), Female ( )

Age: 20 – 25 ( ), 26 – 30 ( ), 31 – 35 ( ), 36 – 40 ( ), 41-45 ( ), 46 and above ( )

Educational Level: NCE ( ) Bachelor’s degree ( ) Master’s degree ( ) Ph.D. ( )

Years of experience: 5 – 10 ( ), 11 – 15 ( ), 16 – 20 ( ), 21 – 25 ( ), 26 - 30 ( )

Teaching Staff ( ) Non-Teaching Staff ( )

**Section B: Level of Job Performance of administrative staff of Private Polytechnics in Ibadan**

The statement in this section concerns job performance as observed by the private polytechnics. Using the four-point Likert scale provided below. Please tick the appropriate choice that indicates your opinion on level of performance in your institution.

Very High (VH) =4, High (H) = 3, Low (L) = 2, Very Low (VL) = 1

S/N	Items	Very High	High	Low	Very Low
	<b>In what way will you rate your staff in the following?</b>				
	<b>Quantity of Work</b>				
1	Perform task neatly and free from errors				
2	Consistent and thorough when performing task				
3	Accurate and attentive to details when performing a task				
4	Use high standard procedure when performing a given task				
	<b>Quality of Work</b>				
5	Adopt best practices on delivery administrative duties				
6	Provide support for my unit in the school in delivery value to the student				
7	There is proper monitoring of activities to ensure superior service delivery to management				
8	We have quality control unit to guaranty effective				

	academic service delivery.				
9	Ensuring smooth running of my institution's programmes				
	<b>Time Management</b>				
10	<i>Present at work on a regular basis</i>				
11	Able to meet deadline given to complete a task.				
12	<i>Completes given task on time</i>				
13	<i>Complete job task during office hours</i>				
14	<i>Attend to every task as and when due</i>				

### Section C: Reward System Orientation in Private Polytechnics in Ibadan (RSOPP)

The statement in this section is concerned with reward system as observed in private Polytechnics in Ibadan. Using the four-point Likert scale provided below. Please tick the appropriate choice that indicates your opinion on reward system orientation of your Polytechnic.

S/N	In what way has your Polytechnics rewarded your hard work?	SA 4	A 3	D 2	SD 1
	<b>Financial Reward</b>				
1	My salary is satisfactory in relation to what I do				
2	I earn the same as more than other people in a similar job				
3	The basis of payment, for example overtime payment is reasonable.				
4	Salary increases are decided on affair manner				
5	I feel happy when my salary and benefit are paid in due time.				
	<b>Non – Financial Reward</b>				
1	My reward is equivalent to the work done				

2	I am happy at my leave arrangement				
3	My supervisor considers me for promotions with good performance.				
4	My Polytechnic creates advancement opportunity for additional achievement.				
5	I enjoy flexible working arrangements to cash rewards				

#### Section D: Training Method of Administrative Staff of Private Polytechnics (TASPP)

The statement in this section concerns training of administrative staff as observed by private polytechnics in Ibadan. Using the four-point Likert Scale provided below. Please tick the appropriate choice.

**Strongly Agree (SA) – 4. Agree (A) – 3. Disagree (D) – 2. Strongly Disagree (SD) – 1.**

S/ N	Items	SA	A	D	SD
	<b>Seminar</b>				
1	My Institution consider training as part of organizational strategy				
2	Only senior staff enjoy more training in my Polytechnic				
3	Staff are selected for training				
4	Seminars are organized in my Polytechnic				
5	Opportunity exists regularly for advancement in Polytechnic				
6	Staff are given support for attending seminars locally				
7	Staff are given support to attend seminars internationally				
8	No discrimination in selecting staff for training				
9	Good training designs are used to capture employee skill gaps				
	<b>Mentoring</b>				

1	I have a good relationship with my supervisor				
2	My supervisor correct me openly for my mistakes				
3	I maintain good relationship with my subordinates				
4	Staff are properly guided on assigned tasks				
5	I am open to challenging tasks from my supervisor				
6	My supervisor assumes role of mentor in my Polytechnic				
	<b>Team Training</b>				
1	I enjoy working with others				
2	My relationship with co – workers is cordial				
3	Overall, on – the – job training I receive is applicable to my job				
4	I complete my task effectively when working with others				
5	Support is given by my supervisors and other superiors				

### **The University Compliance Certificate**

This is to certify that this thesis by Funmilayo Kehinde Oladeji in the Department of Information Management, Faculty of Communication and Information Sciences, Lead City University, Ibadan, Oyo State is in full full compliance with the approved university format and style.

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Signature

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Date

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