

TRAINING AND EMPLOYEE JOB PERFORMANCE OF PRIVATE UNIVERSITIES IN DELTA STATE, NIGERIA

Emoefe Special Aaron Okpimah, Ph.D. & Ebikebena E. Red-Well

Department of Business Studies
Edwin Clark University, Kiagbodo, Delta State, Nigeria
Department of Management, Rivers State University, Port Harcourt, Nigeria
Email: okpimahsae@gmail.com Okpimah.emoefe@edwinclarkuniversity.edu.ng,
ebikebena.emotongha1@ust.edu.ng

ABSTRACT

The study was to empirically explore how training influenced employee job performance of Private Universities in Delta State, Nigeria. The study focused on training, which was the predictor variable and employee job performance the criterion variable, it was measures with task and contextual performance. The study used a cross-sectional survey research design. The target population of this study was consists of all the academic staff of the Private Universities in Delta State, Nigeria. The simple random technique was used to arrive at the study sample. Data for the study was collected through structured questionnaire. The five (5) point Likert scale was used to measure responses from respondents. Data was analyzed using mean and standard deviations with charts to displayed the study variables, at the primary level of analysis while at the secondary level of analysis inferential statistics such as the Pearson Product-Moment Correlation Statistics technique was used to test the hypotheses with the aid of SPSS version 22.0 for the purposes of determining the nature and proposed associations. The results of the study showed that there is a positive and statistically significant association between training and employee job performance. The study concluded that training significantly influenced task performance with ($r = 0.735$, $P-v = 0.000 < 0.05$). The study therefore recommends that Private Universities in Delta State, Nigeria under studied needs to utilize ongoing employee training programs, as this is able to enhance employees (task and contextual) performance in the institutions in order to deliver excellent services to scholars in society at large.

Keywords: *Training, Employee Job Performance, Task Performance, Contextual Performance*

INTRODUCTION

The educational sector of Nigeria has experienced instability and other forms of industrial conflict and strike in recent time. This has results to low workers performance in the academic environment. Apparently most of these problems were encountered because of lack of employee involvement in decision making process (Enyi, 2001) incessant industrial disputes, brain-drain, under-funding or poor financing of quality education, cultism, corrupt practices and abuse of trust (Mukoro, 2013) which are major issues that lead to workers job performance. Furthermore, the act of teaching or lecturing is no longer a simple career path in the recent time as also indicated in several academic literatures. Many used to think that having a career path as an educator provides a work and family balance lifestyle and the most suitable job for women especially those who are married and have family. But today, with the upgrading status of universities and vocational centers, the job is becoming more and more demanding. Armstrong and Taylor (2017) posits that employee job performance is key determinant of organizational success. As a result, organizations are looking for different ways of motivating their employees, in order for them to give their best to deliver effective services to scholar and clients. Employee's performance is defined as the record of outcomes produced on a specified job function or activity during a specified time period (Obiageli, Uzochukwu & Ngozi, 2015). According to this definition employee performance is a set of outcomes produced during a certain time period. Hence the researchers developed a working definition of employee performance as an achievement of tasks assigned to employees within a particular period of time. In other words employee performance is the degree to which an employee executes the duties and responsibilities in a specific period of time.

Furthermore, academias are expected not only to teach, but they hold supervisory role in students' research, attend conferences, administrative works and other additional responsibilities in the college and university community at large. Apparently, providing an enabling work environment for employee is a component of corporate policies of the organization but domiciled as a function of human resource management. This is because human resource is one of the most vital assets for the organizational development (Alamadar, Muhammad, Muhammad, & Wasim, 2011). The vigorous nature of human resource practices in the modern times affirms the need for more research studies on human resource

management practices on employees' job performance. Meyer and Allen (1997) posit that the connection between human resource management practices and employee job performance should be examined extensively. One of the strategic approaches of human resource management practices is to manage people properly for effective performance. It also aim to initiate a more open, flexible and caring management style so that staff will be stimulated, developed and managed in ways in which they can give in their best to support organizations' missions.

Training: Training is the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies.

In today's hypercompetitive business environment, task accomplishment and contextual performance of the employees have been identified as crucial factors in achieving university administrative. Therefore, managers have given more concern about managing the task and contextual performance of their employees. Researchers have identified different factors that can affect job performance. Among them experience, ability, performance feedback, pay increase, job security, leader behavior, group process (Waldman, & Spangler, 1989); individual characteristics (Susana, Pauline, Dean & Awang, 2015); motivation (Mensah & Tawiah, 2016); organizational culture (Shahzad, 2014); effort (Mulki, & Heggde, 2014); organizational structure (Robbins, 2003); emotional intelligence (Kappagoda, 2012); job satisfaction (Kappagoda, 2012) are few antecedents of task and contextual performance.

Several scholars emphasized that the rising interest in human resource management practice is as a result of assuming that employees and the way in which they are cared for, are extremely important to the growth of an organization (Lado & Wilson, 1994; McWilliams, 1994). Also, several studies have been established on the training and employees' job performance in America, Europe, as well as various parts of Asian but not much has been done in Nigeria. The few studies that are carried out on training and employees' job performance in Nigeria, concentrates more on organizational strategy in public sectors and some other few from private organizations (Anankwe, 2002).

However, human resource management practices and employee performance has been a widely researched area for years. Several Scholars have noted that managing people is more difficult than managing

technology or capital (Barney, 1991; Lado & Wilson, 1994). However those firms that have learnt how to manage their human resources well would have an edge over others for a long time to come because acquiring and deploying human resources effectively is cumbersome and takes much longer time (Wright, Gardner & Moynihan, 2003). Therefore, it is essential that the management of an organization retains its best human resources and keep them committed to the firm so as to attract other quality employees. Results of studies, from developed and developing countries have been time and again showing that human resource management practices have significant impact on organizational performance (Delaney & Huselid, 1996; Katou & Budhwar, 2007; Singh, 2004; Tzafrir, 2006). But unfortunately, very insufficient numbers of studies have been conducted in this area in the context of Private Universities in Delta State, Nigeria and other developing countries. There is no research on the training and employee job performance in the Private Universities in Delta State. Hence, it becomes pertinent to measure the relationship between training and employee job performance of Private Universities in Delta State, Nigeria and to augment the contemporary research in the literature.

Objective of the study

The purpose of the study was to elicit empirical evidence on the relationship between training and employee job performance of Private Universities in Delta State, Nigeria. In line with this purpose, the study seeks to provide answers to the following research questions:

1. To what extent does training affect task performance of Private Universities in Delta State, Nigeria?
2. To what extent does training affect contextual performance of Private Universities in Delta State, Nigeria?

LITERATURE REVIEW

Training

Training is the organized way in which organizations provide development and enhance quality of new and existing employees. Training is viewed as a systematic approach of learning and development that improve individual, group and organization (Goldstein & Ford, 2002) in Khawaja & Nadeem (2013). There are two major form of training: these are on-the-job training and off-the-job training. Thus it is the series of activities embarked upon by organization that leads to knowledge or skills acquisition for growing purposes which contribute to the well-being

and performance of human capital, organization, as well as the society at large. According to Noe (2008) training is a planned effort to facilitate the learning of job related skills, knowledge, and behavior by employees of an organization. Training programs were used in the fast growth organizations to accomplish their objectives and give emphasis to employee progression to a significantly larger range than their slow growth counterparts. Organizations that systematically train and develop their employees develop their market value more favorably thus, there will be higher efficiency and growth. Training programmes improves morale of employees; training helps the employee to get job security and job satisfaction. The more satisfied the employee is and the greater is his morale, the more he will contribute to organizational success and the lesser will be employee absenteeism and turnover.

Apparently, organizations that systematically train and develop their employees develop their market value more favorably thus, there will be higher efficiency and growth. Becker and Huselid (2006) argued that the monetary yields of wide-ranging training are very likely to be taken up by the organization if employees are motivated to stay and contribute immensely to the organization's achievement nurtured by selective hiring, competitive reward packages and team oriented workplace. Learning new skills triggers renewed interest in aspects of the job for which they were learned. Through training, new recruited and current employees acquires the knowledge and skills to perform assigned jobs in a more effective way. The employees who enhance their skills through training are more likely to engage fully in on work and the tendency to be highly motivated and satisfied with mastering new tasks (Swarnalatha & Prasanna, 2012). According to Khan (2010) training and developmental activities are important and like every other human resource functions, it improves the abilities of any employee. Tomlinson (2002) agrees with the view that organizations can keep the leading edge in this competitive world by having their employees well trained in the latest technologies.

Employee Job Performance

Job performance is the degree of accomplishment of a task that makes up in an individual's job specifications. Performance shows how well an employee is fulfilling the requirements of a job task. Performance is often confused with effort and measured, in terms of result gotten in an organization. The performance of an individual plays pivotal role in an organization. High performance of an individual brings self-efficacy,

satisfaction and motivation in his career (Sonnentag, Volmer, & Spychala, 2008). Employee may exact higher effort with a relatively low result. When individuals and organization interact with each other, the result can be described as performance. Performance then is an outcome that occurs as a function of individuals' organization behaviour (Szilagyi, & Wallace, 2008). Hence, job performance is the net effect of a person's effort as modified by his role performance. This definition implies that performance in a given situation can be viewed as resulting from the interrelationship between effort, abilities and role (or task) perceptions.

However, the need for performance is well recognized in all successful organization throughout the world of economy. Its purpose is to determine how effectively an employee has the job for which he is being hired. Performance appraisal is a daily activity. Supervisors oversee the performance of their subordinates from time to time and attempt to give them feedback. Going by the postulated of Lyman and Edward (1968) performance is determined by the interrelationships of several factors. According to Trebvarths and Newport (2006) it is difficult to measure or determine correctly the productivity and efficiency of certain rotational and technical personnel. Regardless of the measurement problems, performance must be continuously evaluated. It is to control the overall managerial effectiveness.

Contextual Performance

Borman and Motowidlo (1993) described a two-factor theory of job performance in which most jobs consist of task performance and contextual performance. Contextual performance refers to the range of behaviours that is displayed by the employees which goes beyond what is required of them for example acts of being conscientious especially when the employees are working on an important projects which requires alertness and comprehensiveness (Okpara, 2017). Borman and Motowidlo (1993) defined contextual performance as an individual's performance, which maintains and enhances an organization's social network and the psychological climate that supports technical tasks.

Furthermore, contextual performance includes activities that may not represent formal work tasks, although they still make an important contribution to the effectiveness of an organization. This type of performance is often not written in a job description, but it is considered to be an important component of job performance. Often it is not sufficient to comply with the formal job requirements; hence the need to

go beyond what is formally required. Contextual performance consists of behaviour which supports the organizational, social and psychological environment so that the technical core is enhanced for optimal performance.

Contextual performance is different from task performance as it includes activities that are not formally part of the job description. It indirectly contributes to an organization's performance by facilitating task performance. Borman and Motowidlo (1997) enumerate five categories of contextual performance which include volunteering for activities beyond a person's formal job requirements, persistence of enthusiasm and application when needed to complete important task requirements, assistance to others, following rules and prescribed procedures even when it is inconvenient and openly defending organization objectives. Other examples of contextual performance are demonstrating extra effort, following organizational rules and policies, helping and cooperating with others, or alerting colleagues about work-related problems (Borman & Motowidlo, 1997).

Task Performance

They defined task performance as the behavior that is directly linked to completion of the job. Task related behaviors contribute to the technical core of the organization. Behavior in the domain of task performance is usually recognized as a formal requirement of an individuals' job. Job description often explicitly stipulates that the job holders must perform these activities. Task performance is a measure of an employee's performance and involves their contribution to overall organizational productivity and effectiveness; it refers to actions that are part of the formal reward system and addresses the prescription as indicated in the descriptions of the role (Williams & Karau, 1991). It shows the level or the extent an employee achieves a given target. In general, task performance comprises of activities that translates the organizations policies, missions and resources into tangible and intangible goods produced by the organization and to enable efficient operation of the organization (Motowidlo, 1997).

Thus, task performance covers the fulfillment of the requirements that are part of the agreement between the employee and the organization. Borman and Motowidlo (1993) pointed out that task performance is the effectiveness and efficiency with which job incumbents perform activities

that contribute to the organization's technical core and assist in moulding the psychological state of the organization (Borman and Motowidlo, 1993). They further suggested that in accomplishing a given task there are two aspects to it, which are interpersonal facilitation and job dedication. Interpersonal facilitation includes cooperative and helpful acts that help the effectiveness of co-employee.

Empirical Review

Prasadiand Morais (2019) examine the impact of training and development on organizations performance: A study of managerial level employees in the Apparel Industry. The managerial level employees in a large apparel company in Sri Lanka were the targeted population for this study. The Pearson's Correlation Coefficient analysis revealed positive relationship between the main variables of employee training and employee performance. The study has found a strong link between training and performance.

Onyango and Wanyoike (2014) study the effects of training on organizations in health workers in Siaya County, Kenya. The general objective of this study was to assess the effect of training on the performance of staff in the public health institutions in Kenya. The target population is the doctors, clinical officers, nurses and subordinate staff serving in public health facilities within Siaya County. From our study it shows there is a strong positive relationship between training of employees and performance.

Owen's (2006) empirical study on the relationship between training and organizational outcomes found that training has a positive effect on commitment and turnover cognitions. Training employed by organization which seeks to improve employee asset, upsurge mutuality, enables the employee identify with the organization, and helps to reduce alternative employment options will increase employee's commitment to the organization. Green, (2000), study of British firms established that training sought to improve and enhance a culture of identification between the organization and the employee and it reduces substantially the intent to search for other jobs.

According to Rothwell and Kazanas (2006) employee performance is as a result of effective employee training that is being employed by the organization. It brings about effectiveness, accuracy, good work and

satisfactory customer services. Noe, (2003), points that as employees go through training, it boosts their self-confidence and confirms their values in the organization. And also, by ways of training, new skills and knowledge and changing attitudes are related to the employees so as to increase awareness of their current skills and knowledge. Thus, an employee who is clever and properly trained contributes to the productivity and success of an organization.

Bartel (1994) used training as her predictor variable, and labor efficiency as the criterion variable and found that the application of proper employee training programs has a significant relationship with labor efficiency gains. Thus, the study showed a connection between the practice of training programs and efficiency growth. Karia (1999) surveyed the relationship between training and development and organizational commitment and revealed a significant relationship between the variables. Based on the findings of the reviewed empirical works and the operational framework of this present study, the study attempts to ascertain the relationship between training and employee job performance (task accomplishment, contextual performance, service quality) in the Deposit Money Banks in Rivers State, Nigeria by testing the three hypotheses below. Using the literature review, conceptual framework and the research questions, the following relevant research hypotheses were developed:

Ho₁ There is no significant relationship between training and task performance of Private Universities in Delta State, Nigeria

Ho₂ There is no significant relationship between training and contextual performance of Private Universities in Delta State, Nigeria

METHODOLOGY

The study adopts a cross-sectional survey design as it sought to describe data and characteristics about the population or phenomenon being studied. The target population of this study was consists of all the academic staff of the Private Universities in Delta State, Nigeria, hinging on the data sourced from these institutions payroll the population for the study was one thousand, and forty nine academic staff of the five private universities (1,049). These are: Admiralty University, Ibusa Delta State, Michealand Cecilia Ibru University, Agbara-Otor, Delta State, Edwin Clark University, Kaigbodo, Delta State, Novena University, Ogume, Kwale, and Western Delta University, Oghara. Hence, from this assertion, Krejcie and Morgan (1970) sample size determination table was

employed in determining the sample size. From the table, therefore the sample size for the study was 289 academic staff of the five Private Universities in Delta State, Nigeria. The source of data that was used to obtain necessary information for this study was primary and secondary source. Questionnaire was effectively designed to obtain information relevant for providing answers to research questions and hypotheses stated. The research instrument was subject to content and face validity. The study verifies reliability outcomes through confirmatory test of internal consistency on the instrument with our sample using Cronbach alpha. This calculated the average of all possible reliability Coefficient and the threshold level, 0.7 which is generally accepted by the rule of thumb (Nunnally, 1978) was considered adequate.

Data collected from the field was sorted and cleaned. It was then categorized and coded thematically and entered into the data editor of Statistical Package for Social Sciences (SPSS 25.0). Descriptive statistics in the form of frequencies, tables, percentages, mean and standard deviation was used for the demographic profiles and items related to the characteristics of respondents. The Pearson Product Moment Correlation Coefficients was used to test research hypotheses.

DATA ANALYSIS AND FINDINGS

Demographic Analysis

In this study the output of the demographic analysis were presented. These presentations further enable the understanding of demographic distribution of the respondents in the private universities under study.

Table 1 Gender of Respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	100	46.1	46.1	46.1
	Male	117	53.9	53.9	100.0
Total		217	100.0	100.0	

Source: SPSS 22.0 Output, 2021

Table 1 showed that 100(46.1%) of the workers are male while 117 representing (53.9%) of the workers are female.

Table 2 Age of Respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25 yrs	26	12.0	12.0	12.0
	26-34 yrs	59	27.2	27.2	39.2
	35-44 yrs	77	35.5	35.5	74.7
	45-54 yrs	40	18.4	18.4	93.1
	55 yrs and Above	15	6.9	6.9	100.0
	Total	217	100.0	100.0	

Source: SPSS 22.0 Output, 2021

Table 2, observed that 26 representing 12.0 percent of the respondents are between 18-25 years of age. Also, 59 respondents representing 27.2 percent fall within the 26-34 years age bracket. Furthermore, 77 of the respondents representing 35.5 percent were observed to have fallen within the 35-44 years age bracket and also 40(18%) percent of the respondents are 45-54 years, finally 15(6.9%) of respondents were 55 years and above.

Table 3 Educational Qualification of Respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	M.Sc	52	24.0	24.0	24.0
	B.Sc	51	23.5	23.5	47.5
	Ph.D	69	31.8	31.8	79.3
	HND/Diploma	45	20.7	20.7	100.0
	Total	217	100.0	100.0	

Source: SPSS 22 Output, 2021

Table 3 portrays the educational qualification of the respondents in the universities under studied. From the results above, 45 respondents indicating 20.7 percent are Higher National and Diploma certificate holders, 69 of the respondents indicating 31.8 percent hold Doctor of Philosophy Degree, while 51 respondents representing 23.5 percent were Bachelor of Science Degree holders and 52 respondent indicating 24.0 percent of the respondents had Master of Science Degree.

Univariate Analyses

Table 4 Descriptive Statistics on Training

	N	Sum	Mean	Std. Deviation
1. Errors are likely to occur if the employees lack knowledge and skills required for doing a particular job	217	609	2.81	1.536
2. The new employee always organized for a tour of the facility, explaining the location of physical facilities in the organization	217	720	3.32	1.300
3. The preparing of our staff has helped us in accomplishing the recent and future issues the firm	217	667	3.07	1.438
Valid N (listwise)	217			

Source: SPSS 22.0 Output, 2021

The data in table 4 indicates the response rates and frequency for training and measured on a 3-item instrument and scaled on a 5-Point Likert scale. All the mean scores in the above table are considered to be moderately agree, item two in the table has the highest mean (x-3.32 with SD-1.300) followed by item three, with mean score (x-3.07 and SD-1.438) while the last item also gave a mean score (x-2.81 and SD-1.536) all the responses are on the moderately agree range of the scale. The response rate indicates that training is a strong factor of the study.

Table 5 Descriptive Statistics on Task Performance

	N	Sum	Mean	Std. Deviation
1. My ability to be responsive to assigned task has improved greatly.	217	752	3.47	1.050
2. When a customer is dissatisfied, I always attend to their concerns to their admiration.	217	672	3.10	1.074
3. My organization promotes team morale and builds commitment towards achieving a target.	217	782	3.60	1.269
Valid N (listwise)	217			

Source: SPSS 22.0 Output, 2021

The data in table 5 indicates the response rates and frequency for task performance and measured on a 3-item instrument and scaled on a 5-point Likert scale. All the items in the above table are considered to be in the moderately agree range, item three in the table respondent are on the high range of mean score (x-3.60 with SD-1.269) followed by item one,

with a mean score (\bar{x} -3.47 and SD-1.050) while the last item also gave a mean score (\bar{x} -3.10 and SD-1.074) all the responses are on the moderately agree range of the scale. The response rate indicates that task performance is a strong factor of the study.

Table 6 Descriptive Statistics on Contextual Performance

	N	Sum	Mean	Std. Deviation
1. I have responsibilities that brings ones closer to top managers	217	579	2.67	1.672
2. Gaining political patronage from top managers is my joy	217	774	3.57	1.181
3. I enjoy carrying out activities not part of one's job	217	712	3.28	1.287
Valid N (listwise)	217			

Source: SPSS 22.0 Output, 2021

The data in table 6 indicates the response rates and frequency for contextual performance measured on a 3-item instrument and scaled on a 5-point Likert scale. All the items in the above table are considered to be in the moderately agree range, item three in the table respondent are on the moderate agree range of mean score (\bar{x} -3.57 with SD-1.181) followed by item one, with a mean score (\bar{x} -3.28 and SD-1.050) while the last item also gave a mean score (\bar{x} -2.67 and SD-1.672) all the responses are on the moderately agree range of the scale. The response rate indicates that contextual performance is a strong factor of the study.

Bivariate Analysis

Relationship between Training and Employee Job Performance

The result of the Pearson Product-Moment Correlation Coefficient (PPMCC) for the relationship between training and the measures of job performance was showed below while the correlation matrix obtained for the first research questions provide the result of the statistical test of significance (p-value), and further generalize the finding to the population of the study.

Table 7 Showed the Correlations Matrix on Training and (Task and Contextual Performance)

Correlations		Training	Task	Contextual
Training	Pearson Correlation	1	.735**	.688**
	Sig. (2-tailed)		.000	.000
	N	217	217	217
Task	Pearson Correlation	.735**	1	.843**
	Sig. (2-tailed)	.000		.000
	N	217	217	217
Contextual	Pearson Correlation	.688**	.843**	1
	Sig. (2-tailed)	.000	.000	
	N	217	217	217

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS 22.0 Output, 2021

Hypothesis 1

Ho₁ There is no significant relationship between training and task performance of Private Universities in Delta State, Nigeria

Table 7a, showed the statistical result of training and task performance. The result indicates that a strong positive and significant relationship between training and task performance. The ($r = 0.735$, $P-v = 0.000 < 0.05$) indicates a significant relationship. Therefore, based on the empirical result the null hypothesis is hereby rejected and the alternate accepted. Thus, it stated that there is a positive and significant relationship between training and task performance of Private Universities in Delta State, Nigeria.

Hypothesis 2

Ho₂ There is no significant relationship between training and contextual performance of Private Universities in Delta State, Nigeria

Table 7b, showed the statistical result of training and contextual performance. The result indicates that a strong positive and significant relationship between training and contextual performance. The ($r = 0.688$, $P-v 0.000 < 0.05$) indicates a significant relationship. Therefore, based on the empirical result the null hypothesis is hereby rejected and the alternate accepted. Thus, it stated that there is a positive and significant relationship between training and contextual performance of Private Universities in Delta State, Nigeria.

DISCUSSION OF FINDINGS

The test of hypothesis one and two as shown in table (7) depicts a positive relationship between training and each of the measures of employee job performance in the Private Universities in Delta State, Nigeria. The positive values of (0.735) and (0.688) shows the strength of the relationships between the study variables. Furthermore, the p-value (0.00) is less than the level of significance of (0.05); therefore the study rejects the null hypothesis and concludes that there was a positive and significant relationship exists between (task and contextual performance) in the Private Universities in Delta State, Nigeria.

The finding corroborates with Howard Gardner (1983) who expanded the knowledge of interpersonal and intrapersonal skills in the mid-1980s. Cantor and Kihlstrom (1987) define social skill as possessing knowledge of social norms, and having the ability to get along well with others. Mayer and Salovey (1993) refer to social skills as adapting to social situations and using social knowledge to act accordingly. The study of Rothwell and Kazanas (2006), found that employee performance is as a result of effective employee training that is being employed by the organization. It brings about effectiveness, accuracy, good work and satisfactory customer services. Noe et al., (2003), points that as employees go through training, it boost their self-confidence and confirms their values in the organization. And also, by ways of training, new skills and knowledge and changing attitudes are related to the employees so as to increase awareness of their current skills and knowledge. Thus, an employee who is clever and properly trained contributes to the productivity and success of an organization.

When training is maintained and appreciated in an enabling environment by employees, it leads to greater attainment of job performance outcome (Bartlett, 2001). Training ought to be ongoing to render a sense of acknowledgment and feeling to employees that their development is of importance to the firm. Bartel (1994), used training as her predictor variable, and labor efficiency as the criterion variable and found that the application of proper employee training programs has a significant relationship with labor efficiency gains. Thus, the study showed a connection between the practice of training programs and efficiency growth. Also, Karia (1999) surveyed the relationship between training and development and organizational performance and revealed a significant relationship between the variables.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The purpose of this study was to examine the relationship between training and employee job performance in Private Universities in Delta State, Nigeria. Based on the findings obtained from the summary and empirical examined, the study concluded that: training significantly influenced task performance and contextual performance in the Private Universities in Delta State, Nigeria. Compensation had a negative and significant relationship between task performance while it had a positive and significant relationship with contextual performance in the Private Universities in Delta State, Nigeria. Health, safety and environment had a moderate significant influence on task performance and contextual performance in the Private Universities in Delta State, Nigeria

RECOMMENDATIONS

Based on the findings and conclusion, the following were recommended:

1. The study recommended that the Private Universities in Delta State, Nigeria under studied needs to utilize ongoing employee training programs, as this is able to enhance employees (task and contextual) performance in the institutions in order to deliver excellent students in society at large.
2. Management in the Private Universities in Delta State, Nigeria should take step to ensure that health and safety policies in their institutions meet legal requirement to improve safety and welfare of workers and students in the university environment.

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