



Staff Development Strategies and Effective Job Performance in Rivers State Universities

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Abstract:

Staff performance in Nigerian universities has been a great source of concern to the government and stakeholders in education. Despite improved academic and professional qualification of staff and massive government investment in educational sectors, the university education system has failed to produce people who can contribute in solving the problems of the 21st-century society. It is against this backdrop that this study was undertaken to examine the impact of staff development strategies on employees' job effectiveness in Rivers State universities. The scope of the study covered the two state-owned universities, namely, Rivers State University and Ignatius Ajuru University of Education, from 2015-2020. The study was guided by four research objectives and four corresponding research questions. The research adopted the Human Capital theory. A descriptive research design was employed for the study. The population of this study consisted of 2700 teaching and non-teaching staff in Rivers State universities. A sample size of 350 was used for the study through the aid of the Taro Yamane formula. Data were obtained through primary and secondary sources. The secondary sources were obtained from journal publications, textbooks and university bulletins, while primary data were obtained from the researchers' observation and study's questionnaire titled 'Staff Development Strategies for Effective Job Performance Questionnaire (SDSEJPQ)'. Data collected from the respondents were analysed using Percentages, Means and Standard Deviations. Some of the findings revealed that staff training on ICT, coaching, in-service training, and staff induction enhanced staff effective in Rivers State universities; there is no substitute for human resource development and training since it enhances job effectiveness and efficiency in the educational system. In fact, it would be unproductive to select the best employees with high qualifications without training them adequately because it will hinder the university from meeting its educational goals. The study performance recommended, among other things, that the universities leaderships should strengthen staff training on ICT, coaching, in-service training, and staff induction by formulating a robust policy to enhance employee development. This will enable the staff to handle challenges and become more competent in solving complicated office tasks that may arise.

Keywords: Staff, Development, Strategies, Effectiveness, Job, Performance.

I.

INTRODUCTION

Human resource is very essential for the development of the modern institution of learning. In recognition of this fact, institutions strive to develop human resources (HR) for ultimate performance. Universities as human institutions are managed by dedicated individuals, therefore, there is a need for effective staff development for institutional productivity. In line with the above, Sendawula, et al. (2018) noted that human resource development is crucial for business development and business success. The authors observe that there is no substitute for human resource development since it enhances the effectiveness of human labour as well as efficiency. They further affirm that it would be unproductive to select the best employees with high





qualifications in education level and certification without training them since they will not be efficient and effective in achieving the institutional goals.

Baum and Devine (2007) claim that development is a non-stop progression that affects the objectives and aspirations of educational institutions. The author affirms that money invested in development is money well invested and that organizations use HR practices as important tactical tools for stimulating favourable behaviour of employees by providing skills, knowledge and abilities which could increase employees' performance. Güttel and Antonacopoulou (2010) support this argument by affirming that it is for this reason that HR development has been recognized as the first activity of human resource management. Houger (2006) argue that human resource is an intellectual property of the organization and is a source of competitive advantage to the organization which could be enhanced by building the competencies of the employees. Houger (2006) further observes that the employee should obtain the necessary skills to improve in their performance.

It is recognised that the success of the modern university depends mainly on the relevant skills, knowledge and competency of the staff. The university recognises that its staff is fundamental to its success; therefore, numerous effort is made through in-service training, to improve staff performance. A strategic, professional approach to staff development helps the University to attract and retain high-calibre staff with the skills and competencies necessary to deliver its objectives. A robust staff development strategy is a panacea for universities striving for academic excellence.

Thus, staff development is an arrangement that is intended to assist the workforce of an organization such as the universities, to acquire relevant, desirable and expertise knowledge, ideas; skills competencies that will enable them to perform effectively and efficiently in achieving the goals of that organization. Staff development strategies are the various means by which all the categories of staff working in a university are encouraged to improve their capabilities and be more effective in their areas of assignment (Colomo&Casado, 2006). The developmental training makes employees valuable in the organization and at the same time permits them to meet both organizational and individual needs.

Effective job performance is a criterion that relates to organizational outcomes and success. Katz as cited in Okae-Anti (2017) asserted that job performance is the qualitative and, quantitative measure of activities, duties and operations which a job holder achieves efficiently and effectively within a defined time limit. It could also be described as the ability to combine the right behavior skillfully towards the achievement of the university's goals. Effective job performance is enhanced through robust in-service training, mentorship, job orientation and staff induction programmes competencies.





Mentorship is the experience gotten from a skilled and competent employee through a working relationship between less experienced staff and a very experienced one. The use of proper guidance is explored to put the new staff on the right course of the conduct, and ways to carry out responsibilities given to him/her. Employees need to be updated through in-service training and development to acquire competencies they did not have at the time of appointment. All the staff above development programmes and activities are aimed at improving staff job performance in the universities.

Orientation is an introductory stage in the process of new employee assimilation and a part of his or her continuous socialization process in the college. According to Adebisi (2018), orientation is the planned introduction of new employees to their jobs, their co-workers and the culture of the organization. Adebisi (2018) posits that orientation provides new staff with the basic background required to perform their jobs satisfactorily, such as information on the rules, culture, tradition, objectives, and facilities of the educational organization. Also, orientation enhances the commitment of new staff, reduces his/her anxiety, helps him or she understand the university expectation and conveys what he or she can expect from the job and university at large. This act is often followed by induction training. Orientation is necessary for new employees in any organization (Daniel, 2019).

Induction training is tailored to a specific job position. Armstrong in Saks and Gruman (2011) explains that induction provides the opportunity to shape work-related attitudes and enhance school commitment. Through the induction, a new employee may be attached to older ones for guidance and mentorship. Staff training is cardinal to the sustainability of every organization. Staff training is the art of educating individuals to bring out their talents, potentials and innate abilities for the service of society. The success with which an educational institution survives depends largely on the ability and expertise of human resources who operate both at the managerial and teaching levels of operation. Such ability and expertise usually stem from the qualitative knowledge possessed and standard training received.

Effective job performance on the part of the staff is essential for the success of the organization. Such performance, to a large extent, will depend on their knowledge skills, and confidence in originating ideas to ascertain how to carry out the task of the job. Hence, there is a need for staff development programmes to improve the effectiveness of individuals at the workplace and for greater responsibilities. In most tertiary education in Nigeria, there may be an absence of opportunities to update their knowledge and skills through seminars, workshops and, conferences that will subsequently enhance their knowledge and skills. In order to respond to these trends, the Federal Republic of Nigeria (2013) in the National Policy on Education made provision for the development of employees by stating that teacher education shall continue to take





cognizance of the changes in methodology and the curriculum and that in-service training, workshops, conferences, symposia for teachers and non-teaching staff shall be regulated.

The importance of staff development programmes called for every staff to be constantly renewed and abreast with the rapidly changing society through staff development programmes. According to Omeodu and Amadi (2018), the functions of academic and non-academic staff in universities are not only multiple but also continuously changing in modern societies. This suggests the need for this category of staff to continuously undertake relevant development programmes. The competency of the management staff is usually observed in their interactions with other staff, their leadership roles, assessment of other staff, dealing with disciplinary issues, as well as other university activities. Likewise, the teaching staff of the institutions, their effectiveness in performing their functions of teaching and assessing the students demonstrated their level of professional training they have undergone in the course of their teaching. The author, further stresses that these categories of staff can be developed through orientation, induction, in-service training, conferences, seminars, workshops, and further educational studies, particularly in educational management and public administration. These development programmes are expected to improve upon the leadership skills and human relations dexterities of staff in the universities in Rivers State. Staff development activities help in the growth and development of employees, for adverse conditions and unforeseen situations. It helps in increasing employee's confidence within their role; it shows that the employees are appreciated thereby, enhancing their level of job satisfaction. The important role which staff development has for a sustainable university makes this study worthwhile to the general public and the universities in particular. Therefore, this research will explore the various staff development strategies for effective job performance in the two State-owned universities in Rivers State.

Statement of the Problem

Staff performance has been a great concern to stakeholders in education in recent times due to the deteriorating students' academic performance in Nigerian universities. Parents, stakeholders, lecturers, and the government have expressed dissatisfaction with the quality of teaching and learning taking place in the universities in Rivers State. Despite improved academic and professional qualifications of employees and huge government investment in education, the university education system seems to have failed to produce people who can contribute in solving the problems of society. Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE) made substantial moves to improve employees' performance through staff motivational strategies but to no avail. It seems that many universities that organizes staff training programmes in Nigeria have a wrong perception that staff development programmes require placing few people with high potentials in a training programme, while ignoring the rest of the staff. It is, of course, difficult to identify the potential of prospective staff, but to rely on a few trainees is also risky. It is even





much hazardous when the trainees are selected based on friendship or kinship with the school authority without regard to capabilities. Therefore, why is staff training important for effective performance? How can it be used as a strategy to improve staff performance? These questions would guide us in examining how staff development strategies can enhance performance in Rivers State universities.

Research Questions

The following research questions were formulated to guide the study:

1. Why is staff training on ICT necessary for effective job performance in Rivers State universities?
2. How can staff coaching enhance effective job performance in Rivers State universities?
3. How can staff in-service training enhance effective job performance in Rivers State universities?
4. Why is staff induction a necessary strategy to enhance effective job performance in Rivers State universities?

Objectives of the Study

The aim of this study is to investigate the impact of staff development strategies for effective job performance in universities in Rivers State. Specifically, the objectives are:

1. To examine how staff training on ICT can enhance effective job performance in Rivers State universities
2. To examine how staff coaching can enhance effective job performance in Rivers State universities.
3. To examine how staff in-service training can enhance effective job performance in Rivers State universities.
4. To examine how staff induction can enhance effective job performance in Rivers State universities.

II. Theoretical Framework

The study is anchored on Human Capital Theory (HCT). The HCT has developed rapidly since Mincer (1958, 1962), Schultz (1960, 1961), Becker (1962) and Ben-Porath (1967) laid their foundations. Human capital is the stock of competencies, knowledge, and personality traits embodied in the ability to perform labour in order to generate economic value. It refers to the skills and abilities acquired by a worker through education and experience. The work of human capital theory is based on the assumption that manpower training and development are highly beneficial, if not required, for improving the school's production capacity.

The human capital theory emphasizes how education boosts worker productivity and efficiency by increasing the cognitive stock of economically productive human capability, which is a result of innate abilities and investment in people. The provision of formal education is viewed as a productive investment in human capital, which the theory's proponents consider to be as valuable as, if not more valuable than,





physical capital. The human capital theory sees training as an investment. It involves costs and benefits, which can be assessed by using financial criteria such as present value and the internal rate of return. Initially, Bwengi, E.B. (2015) cited in Bwengi (2015) studied the impact on wage levels of two types of human capital operating in a perfectly competitive labor market that had no imperfections or distortions. One type of human capital can be transferred to other organizations, which encourages employees to cover the costs and to obtain all the benefits of training. The second type of human capital is regarded as specific to a company and cannot be transferred to other companies, which incentivizes employers and employees to share the costs and benefits of training (Becker, 1962). According to Garcia (2005), as employees do not obtain considerable pay increases due to increased productivity after attending specific training sessions, they will not be motivated to finance their training requirements. On the other hand, companies will be keen to cover these training costs, as they will obtain almost all the returns from the enhanced productivity produced by the new skills generated (Garcia, 2005, p. 1693-1694). Baum and Devine (2017) opined that the rationality behind the training of staff in university is based on three arguments:

1. That the new generation must be given the appropriate parts of the knowledge which has already been accumulated by previous generations;
2. That new generation should be taught how existing knowledge should be used to develop new products, to introduce new processes and production methods and social services; and
3. That people must be encouraged to develop entirely new ideas, products, processes and methods through creative approaches.

Adamu (2008) asserted that education contributes to economic growth and development through its ability to manage staff and increase the productivity of an existing labour force in a variety of ways.; because education plays such a large and important role in a country's economy, therefore, educational expenditures are considered a type of investment.

This theory is not only important but also necessary for achieving educational and organisational goals. As a result, when staff are well-trained, their morale rises, they will perform their duties more effectively thereby, increasing organizational productivity. As a result, a poorly trained teacher would not be concerned with job satisfaction. In the school system, various task performances take place (Okere, 2013). As a result, teachers and school administrators must receive formal training. That is why Kyule (2017) stated that organisational staff member training and development should be based on the premise that their skills need to be improved in order to bring about growth in the organisation and then take it to the next destination, which is quality education. The stem resource model becomes relevant in that it supports and encourages training and





development (monitoring devices), allowing an organisation to achieve set goals (quality education) that the public desires.

Training and development serve as monitoring devices because they allow organisational personnel to advance in their task performance, which has an impact on quality in the school system. Fejoh and Faniran (2016) emphasised that human resources necessitate the provision and management of personnel who comprise any system's production department. According to the human capital theory, such provision and development of organisational personnel must be monitored, and their maintenance must correspond to improvements in skills and product quality. That is why Hacer (2012) maintained that manpower training and development contribute the most to an organization's effectiveness. Thus, Rivers State universities can reduce the extent to which it relies on resources outside its borders through staff training and development and robust strategies to improve staff performance.

III. Methodology

This heading described the methodology adopted in carrying out this study.

Research Design: The study adopted a descriptive survey design. The design is appropriate for the study because it enables the researcher to elicit valuable information through a questionnaire on how effective staff development strategies are on job performance in universities in Rivers State. Secondly, the design helped the researcher to make an inductive conclusion on the effectiveness of staff development strategies in universities in Rivers State based on the sampled opinion of the respondents in the two State-owned universities.

The population of the Study: The population of this study consisted of 2790 teaching and non-teaching staff in two state-owned universities; Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE). RSU has 1817 staff (Office of the Registrar, RSU, 2019); and IAUE has 973 (Office of the Registrar, IAUE, 2019). The sample of the study was drawn from the population of these universities.

Sources and Nature of Data: The study is a conglomeration of both primary and secondary data. The primary source comprised data from direct responses to interviews with selected respondents, participant observation and structured questionnaires. These instruments enabled us to elicit valuable information on the problems which the study seeks to unravel. However, the secondary sources of data include materials from the internet, review of existing literature, government bulletins, journals and conference/seminar papers. The secondary data were used to validate the primary data from the respondents.

Sample Size and Sampling Technique: A sample size of 350 was adopted for this study. The figure was realized through the help of Taro Yamane's formula. This number was considered enough and adequate





given the statistical requirements, time frame, and available resources for the study. Thereafter, two sampling techniques were utilised in selecting the respondents within the sample size of 350 staff. First the researcher adopted proportional sampling technique in selecting 184 respondents from RSU and 166 respondents from IAUE. The same sampling technique was used in selecting respondent from both teaching and non-teaching staff in the above universities. This sampling technique is necessary because it helped the researchers in selecting respondents based on their classification (teaching and non-teaching staff) from the two State universities, in line with their staff strength without being bias. Then, the question is how can we distribute these questionnaires to the teaching and non-teaching staff in the above universities?

Thus, in addressing this challenge, the convenience sampling technique (accidental sampling) was employed by selecting staff that was close at hand due to the limited period of time and resource within the disposal of the researchers for the study. This sampling technique enabled the researchers to overcome some of the bureaucratic bottlenecks which initially hindered the researchers from distributing the questionnaire to some of the high-ranking officials in the two universities. Thus, the convenience sampling technique helped the researchers to fill this gap by distributing the questionnaires to the accessible staff in the universities based on their classifications. Based on convenience sampling technique adopted, 93 teaching staff and 92 non-teaching staff in Rivers State University were accidentally sampled, while 83 teaching staff and 82 non-teaching staff in IAUE were also accidentally sampled.

Method of Data Collection: The researcher used a questionnaire for data collection titled "Staff development Strategies for Effective Performance Questionnaire (SDSEPQ)". The items were rated on a four-point Likert scale ranging from 1=Strongly Agree (SA), 2=Agree (A), 3=Disagree (D) and 4=Strongly Disagree (SD). The scale was used to find out the respondent's agreement with the variables under study. The secondary data were generated for the literature review and discussion of findings.

Validity and Reliability of the Instrument: The instrument was validated by experts in Department of Political Science in Ignatius Ajuru University of Education Port Harcourt. To ascertain the reliability of the instrument, a test-retest was conducted on the respondents outside the sampled frame on 30 participants. The reliability of the instrument was obtained using Cronbach Alpha (SPSS version 25) which gave a reliability index of 0.78. This proves that the instrument was highly reliable. The instruments were administered to the respondents by the researchers.

Method of Data Analysis: Data collected were analysed using frequency and simple percentage for the demography of respondents, while Mean and Standard Deviation was used for the research questions with the aid of SPSS version 25. Decision Rule: less than ($<$) 2.5=Disagreed, greater than ($>$) 2.5= Agreed.

Formula for Mean =





Total number of distribution

$$\text{The formula for Mean} = \frac{\text{Total number of distribution}}{\text{Number of occurrences}}$$

$$\text{Example} = \frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$$

IV. Result and Discussion

This session dealt with the presentation and analysis of data based on the objectives of this research as it was stated in this study.

3.0 Questionnaire Report

Table 4.1: Field report

RSU	Administered Questionnaires	Returned/Relevant Questionnaires
Total no.	185	172
Percentage		49% of the sample(350)
IAUE	Administered Questionnaires	Returned/Relevant Questionnaires
Total no.	165	152
Percentage		43.4% of the sample(350)
Grand Total	350	324
		92.7% of the sample (350)

Source: Field Work, 2021

Table 4.1 showed that the administered questionnaires were 350 (100%), the returned and relevant questionnaires from RSU were 172 (49%), from IAUE, and 165 questionnaires were administered, while 152 representing 43.4% questionnaires were returned and relevant. Thus, the total returned and relevant questionnaires were 324 questionnaires representing 92.7% of the sample.

Research Question One: Why is staff training on ICT necessary for effective job performance in universities in Rivers State?

Table 2: Percentages, Means and Standard Deviations on why staff training on ICT necessary for effective job performance in Rivers State in universities.

S/N	Items	SA	A	D	SD	Mean	Std.	Remark
1	Staff training on ICT influence staff commitment to work	169 (52.2%)	132 (40.7%)	10 (3.1%)	13 (4%)	3.41	0.74	Agreed
2	Staff training on ICT enhance my ability to handle an emergency situations	109 (33.6%)	202 (62.3%)	13 (4%)	--	3.30	0.54	Agreed
3	I was able to use ICT in solving some complicated office problem	135 (41.7%)	137 (42.3%)	52 (16%)	--	3.26	0.72	Agreed
4.	The use of ICT in my office enhance fast delivery of my office tasks	110 (34%)	139 (42.9%)	62 (19.1%)	13 (4%)	3.07	0.83	Agreed



5	The used of ICT encourages the adoption of new ideas and technologies in solving educational problems	153 (47.2%)	118 (36.4%)	39 (12%)	14 (4.3%)	3.27	0.83	Agreed
Grand Mean						3.26	0.73	Agreed

Table 2 showed why staff training on ICT as a staff development strategy enhance effective job performance in Rivers State universities. The table with the grand mean of 3.26 and standard deviation of 0.73, showed that training on ICT as a staff development strategy strongly enhance effective job performance in Rivers State universities such that Staff training on ICT influences commitment to work, ability to handle emergency situation, ability to solve some complicated office problems, enhance office fast delivery of office tasks, and encourages the adoption of new ideas and technologies in solving educational problems.

Research Question Two: How can staff coaching enhance effective job performance in universities in Rivers State?

Table 3: Percentages, Means and Standard Deviations on how staff coaching enhance effective job performance in Rivers State universities

S/N	Items	SA	A	D	SD	Mean	Std.	Remark
6	Staff coaching equip employees in handling future educational problems	128 (39.5%)	160 (49.4%)	36 (11.1%)	--	3.28	0.65	Agreed
7	Staff coaching created a sense of belonging on the employees	170 (52.5%)	130 (40.1%)	24 (7.4%)	--	3.45	0.63	Agreed
8	Coaching makes employees' become more self-reliant in the organisation	187 (57.7%)	107 (33%)	30 (9.3%)		3.48	0.66	Agreed
9	Staff coaching encourages employees to take responsibility on their work	145 (44.8%)	146 (45.1%)	23 (7.1%)	10 (3.1%)	3.31	0.74	Agreed
10	Coaching encourages job and life satisfaction thereby making an organisation to be more productive	128 (39.5%)	160 (49.4%)	36 (11.1%)	--	3.28	0.65	Agreed
Grand Mean						3.36	0.67	Agreed

Table 3 showed how coaching as a staff development strategy can enhance effective job performance in universities in Rivers State. With the grand mean of 3.36 and standard deviation of 0.67, the table showed staff coaching as a staff development strategy can enhance effective job performance in Rivers State



universities such that it equips employees in handling future educational problems, creates a sense of belonging on the employees, makes employees' become more self-reliant in the organization, encourages employees to take responsibility on their work, and encourages job and life satisfaction thereby making an organisation to be more productive.

Research Question Three: How can in-service training enhance effective job performance in Rivers State universities?

Table 4: Percentage Analysis how in-service training can enhance effective job performance in universities in Rivers State

S/N	Items	SA	A	D	SD	Mean	Std.	Remark
11	My Performance and productivity increase due to enhanced competency exhibited.	170 (52.5%)	130 (40.1%)	24 (7.4%)	--	3.45	0.63	Agreed
12	My organization's productivity increase due to the positive attitude of employees	187 (57.7%)	107 (33%)	30 (9.3%)		3.48	0.66	Agreed
13	I perform more when given in-service training	145 (44.8%)	146 (45.1%)	23 (7.1%)	10 (3.1%)	3.31	0.74	Agreed
14.	My organization's productivity greatly depend on in-service training & staff development	129 (39.8%)	185 (57.1%)	10 (3.1%)	--	3.30	0.64	Agreed
15	Due to in-service training, my competency level increases.	129 (39.8%)	185 (57.1%)	10 (3.1%)	--	3.37	0.54	Agreed
	Grand Mean					3.38	0.64	Agreed

Table 4 shows how in-service training as staff development can enhance effective job performance in universities in Rivers State. With the grand mean of 3.38 and standard deviation of 0.64, the table showed that in-service training as staff development can enhance effective job performance in Rivers State universities, that is, staff performance and productivity increase due to enhanced competency exhibited, organization's productivity increase dues to the positive attitude of employees, staff perform more when given in-service training, and organization's productivity greatly depend on in-service training & staff development.

Research Question Four: Why is staff induction a necessary strategy for effective job performance in Rivers State universities?

Table 5: Percentage Analysis on why staff induction is a necessary strategy for effective job performance in Rivers State universities

S/N	Items	SA	A	D	SD	Mean	Std.	Remark
16	Induction training is used to educate and develop	109 (33.6%)	202 (62.5%)	13 (4.0%)	--	3.30	0.54	Agreed



	employee attitudes toward organisational goal							
17	Induction training helps the new employees in reducing the costs of waste and equipment maintenance in an organisation	136 (42%)	122 (37.7%)	66 (20.4%)	--	3.22	0.76	Agreed
18	Induction helps employees to acquire skills for promotion and growth in the organisation	123 (38%)	153 (47.2%)	35 (10.8%)	13 (4%)	3.19	0.78	Agreed
19	Induction programs can increase productivity and reduce short term turnover of staff.	167 (51.1%)	118 (36.4%)	39 (12%)	--	3.40	0.69	Agreed
20	Staff induction enable the new starter to become a useful, integrated member of the team.	125 (38.6%)	172 (53.1%)	27 (8.3%)	--	3.30	0.62	Agreed
	Grand Mean					3.28	0.68	Agreed

Table 5 showed that staff induction as a staff development strategy is necessary for effective job performance in Rivers State universities. With the grand mean of 3.28 and standard deviation of 0.68, the table indicated that staff induction as a staff development strategy can enhance effective job performance in Rivers State universities this is because induction training is use to educate and develop employee attitude toward organisational goal, help the new employees in reducing the costs of waste and equipment maintenance in an organization, helps employees to acquire skills for promotion and growth in the organization, increase productivity and reduce short term turnover of staff, and enable the new starter to become a useful, integrated member of the team.

Summary of Findings

1. Staff training on ICT as a staff development strategy enhances effective job performance in universities in Rivers State.
2. Staff coaching as a staff development strategy enhances effective job performance in universities in Rivers State.
3. Staff in-service training as staff development enhances effective job performance in universities in Rivers State.
4. Staff induction as a staff development strategy enhances effective job performance in universities in Rivers State to a high extent.

V. Discussion of Findings

The heading dealt with the discussion of findings based on the objectives of the study.

Staff Training on ICT and effective Job Performance





Table 2 showed the extent can staff training on ICT as a staff development strategy enhance effective job performance in universities in Rivers State. The table with the grand mean of 3.26 and standard deviation of 0.73, showed that to a high extent staff training on ICT as a staff development strategy can enhance effective job performance in universities in Rivers State. The result revealed that staff training on ICT as a staff development strategy influences effective job performance in Rivers State. Staff training on ICT influences commitment to work, ability to handle emergencies, ability to solve some complicated office problems, enhance office fast delivery of office tasks, and encourages the adoption of new ideas and technologies in solving educational problems. The above finding is inconsonant with the findings of Onyango and Wanyoike (2014) which showed that there is a strong and positive relationship between training of employees and performance. The result is also in agreement with Angela's (2014) study which revealed that training influences employee performance by positively influencing employee engagement to change processes; innovation; better performance and enhance enthusiasm to work. It further concludes that training enhances employee performance by positively influencing employee motivation levels through employee recognition; alignment to organizational goals; positive leadership traits; and motivation for work performance.

Staff Coaching and Effective Job Performance in Universities

Table 3 showed the extent to which staff coaching as a staff development strategy can enhance effective job performance in universities in Rivers State. Research question two has a grand mean of 3.36 and a standard deviation of 0.67; the table showed that to a high extent, staff coaching as a staff development strategy can enhance effective job performance in universities in Rivers State. Staff training equips employees in handling future educational problems, creates a sense of belonging in the employees, makes employees more self-reliant in the organization, encourages employees to take responsibility for their work, and encourages job and life satisfaction thereby making an organisation more productive. The above findings are in agreement with the work of Grande, et al. (2015) which revealed that coaching helps firms improve their competitive position via effects on organisational performance, sales increases and productivity growth. The study was also inconsonant with the work of Murithi (2016) which shows a positive relationship of managerial coaching with role clarity, job performance and organizational commitment, similarly positive relationship between role clarity and organizational commitment and role clarity and job performance while there exists a mediating role of role clarity and organizational commitment between the relationship of managerial coaching and job performance.

Staff In-service Training and Effective Job Performance in Universities in Rivers State

Table 4 showed the extent to which staff in-service training as a staff development strategy can enhance effective job performance in universities in Rivers State. The table has a grand mean of 3.38 and a standard





deviation of 0.64; showed that to a high extent in-service training as a staff development strategy can enhance effective job performance in universities in Rivers State. Staff performance and productivity increase due to enhanced competency exhibited, organization's productivity increase due to the positive attitude of employees, staff perform more when given in-

service training, and organization's productivity greatly depends on in-service training & staff development. The study conformed with the work of Onyango and Wanyoike (2014) showed there is a strong positive relationship between in-service training of employees and organizational performance. The study's finding is also consonant with the work of Adika (2018) which found out that there was a significant effect of in-service teachers' training on teachers' performance. Finally, the study corroborated with the work of Chimezie (2013) which revealed that there was a significant relationship between in-service training and employee productivity. In-service training/development significantly affects the growth and promotion of an employee. The study concluded that human asset is the engine in the organization and should be properly maintained.

Staff Induction as Staff Development Strategy and Effective Job Performance in Universities in Rivers State

Table 5 showed the extent to staff induction as a staff development strategy enhances effective job performance in universities in Rivers State. The table has a grand mean of 3.28 and a standard deviation of 0.68; which indicated that staff induction as a staff development strategy enhanced effective job performance in universities in Rivers State. This is because induction training is used to educate and develop employees' attitudes toward organizational goals. It helped the new employees in reducing the costs of waste and equipment maintenance in an organization; it helps employees to acquire skills for promotion and growth in the organization, increase productivity and reduce short term turnover of staff, and enable the new starter to become a useful, integrated member of the team.

The above findings corroborated with the work of Dragomiroiu, et al. (2014) which revealed that organized induction reduces the negative effects of the drastic change of the environment and lifestyle, and accelerates adaptation to conditions that employees meet at the new job. The study is also in consonant with the work of Mokey (2019) which revealed that employee induction plays an important role in the organisational context. Induction helps the new employees in getting a brief image of the organisation. The organizational values and principles can be introduced adequately to the new employees of the organisation. It provides a competitive advantage to the organisation. The new employee can also perform well because of the employee induction in the organisation.

VI. Conclusion and Recommendations





The study explored the influence of in-service training, coaching, staff training on ICT, and staff induction on employees; productivity in the two tertiary institutions in Rivers State. It was therefore found that staff training on ICT, staff coaching, staff in-service training, and staff induction as staff development strategies enhanced staff effective job performance in universities in Rivers State. The study showed that human resource (HR) is very essential for the development of the modern institution of learning in Rivers State; therefore, tertiary institutions should strive to develop human resources for ultimate performance. There exists no substitute for human resource development and training since it enhances the effectiveness of human labour as well as efficiency in the educational system. It would be unproductive to select the best employees with high qualifications in education level and certification without training them since they will be not efficient and effective in conducting the organization goals. Development is a non-stop progression that affects the objectives and aspirations of the tertiary institutions as it nature it in growth as individuals grow. Money invested in human development is money well invested. HR Practices are important tactical tools for stimulating favourable behaviour of workforce and providing skills, knowledge and abilities which increases employees' performance. Therefore, there is a need for effective staff development (Human Resources) for institutional productivity in tertiary institutions in Rivers State.

Based on the identified findings, the following recommendations were highlighted:

1. The university leadership should strengthen staff training on ICT. This will enable staff to meet up with their work challenges, and become more competent in solving complicated office problems.
2. The university leadership should increase Staff coaching for their employees should be maintreamed. This will help the employees to handle future educational problems, thus, increasing the employees' sense of belonging in the workplace.
3. University administrators should take staff in-service training seriously for the staff. The provision of in-service will lead to an increase in staff competency and organizational productivity.
4. Staff induction for all incoming staff should be a routine exercise. This will enable the new staff to be acquitted with the institutional ethics for effective performance in the workplace and develop a good attitude towards institutional goals.

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