

Effects of Training and Development on Organisational Performance in Health Sector

Author's Details:

- ⁽¹⁾**Enitilo, Olalekan**-Department of Business Administration & Management, Best Solution Polytechnic, Akure
⁽²⁾**Dada, Durojaye Joshua**-Department of Accountancy, Best Solution Polytechnic, Akure
⁽³⁾**Ajayi, Ibidolapo Ezekiel**-Department of Finance, Ekiti State University, Ado Ekiti - ⁽⁴⁾**Folorunso, Adeoye**-
Department of Finance, Ekiti State University, Ado Ekiti

Abstract

The study examined the effect of training and development on organisational performance. The specific objectives were coaching of staff; induction programme; employee's induction and organisational empowerment on organisational performance. The target population of the study was 202 employees of Saint Nicholas Hospital located at Obalende, Lagos. The employees comprised of health workers and administrative staff. A sample of one hundred and thirty-three respondents was sample using stratified sampling techniques. Descriptive and inferential statistics were employed. In the descriptive analysis, the use of percentages was used; more importantly in the areas of the frequency of respondents to their views on the questions of research instrument while inferential statistics used was multiple regression analysis at 0.05 level of significance. The results of the analysis were found to be significant at 0.931 showing that coaching, induction programme, job rotation, and organisational empowerment influences organisational performance. The results revealed that Job rotation has a negative relationship with organisational performance ($p= 0.438 > 0.05$), the findings of organisational empowerment and organisational performance has positive relationship ($p= 0.55 > 0.05$), the results between induction and organisational performance is positively related and is significant ($p= 0.000 < 0.05$) while the relationship between coaching and organisational performance is negatively related ($p= 0.483 > 0.05$). Based on this finding it is concluded that training and development affect organisational performance which implies that effort must be made to ensure that employees' skills and knowledge are fully underutilized through adequate and timely training design and implementation.

Keyword: training, organisational performance, induction programme, job rotation, coaching, organisational empowerment.

Introduction

As organisations strive to compete in the global economy, differentiation on the basis of the skills, knowledge, and motivation of their workforce takes on increasing importance. In order to keep abreast of this, everybody needs to double up his or her knowledge as knowledge itself becomes absolute in a short while. Therefore, any organization that wants to gain global importance must accord priority to training and developing employees as they are the main asset of the organisation.

Training and development of employees are critically in the organization in this era of competition due to the fact that organisations need to survive, grow and develop. Consequently, training and development have become an issue of strategic importance. Wills (1994) considered training as the process of upgrading the knowledge, developing skills, bringing about attitude and behavioural changes and improving the ability of the trainee to perform the task effectively and efficiently in organizations. According to Cole (2000) training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task. For example, the need to have efficient and safe in the operation of particular machines or equipment, or the need for an effective sales force. Gordon (1992) sees training as a planned and systemic modification of behavior through learning event, activities and programmes, which result in the participant achieving the level of knowledge, skills, competencies, and ability to carry out their work effectively. Employees may not feel motivated and may lack commitment due to insufficient knowledge and skill, which can be impacted by them through training. This insufficiency may result into conflict with organizational goal achievement and eventually affecting organisational performance. Therefore organisation must fill the gap desired (Sahinidis & Bouris, 2008).

In the same vein, development according to Ezeani and Oladele (2013) involves preparing employees for higher responsibilities in the future. Carrel and Kuzmits (1982) define development as the process of acquiring

management and technical skills on the job by managers, such management skills are in the area of decision making, coordinating, teaching and planning. Ezeuwa cited in Ezeani et al. (2013), he sees development as the use of human resources to quantitatively change man's physical and biological environment to his benefit, or it is ever seen as involving the introduction of new ideas into the social structure and causing alteration on the pattern of the organisation and social structure. In a nutshell, employee development is one of the most important functions of human resource management; employee development means to develop the abilities of an individual employee and organization as a whole. Hence employee development consists of individual or employee, and overall growth of the employee as these employees of the organization would develop the organisation. Organization will be more flourished, and the employee's performance would increase (Elena, 2000). There is a direct relationship between development and performance as when employees would be more developed; they would be more satisfied with the job, more committed with the job and performance would be increased. When employees' performance would increase, this will lead to organization effectiveness (Champathes, 2006).

In an attempt for Nigeria as a developing country to meet up with the ever changing business environment, it is important that the strategic practice of training and development be inculcated into the business organization for optimum performance. Training and development practices are used as one of the strategies of enhancing organizational effectiveness. Furthermore, training and development of employees is a systematic process that intends to ensure that the organization has effective employees to meet the exigencies of its dynamic environment. This is inclusive of an adding to the employees' knowledge, skills, and attitude required by an individual to improve his performance in the organization. Adeniyi (1995) observed that staff training and development is a work activity that can make a very important contribution to the overall effectiveness and predictability of the organization, he, therefore, provides a systematic approach to training, which increases the main element of training. Oribabor (2000) submitted that training and development aim at developing competencies such as technical, human, conceptual and managerial for the furtherance of individual and organizational growth. Isyaka (2000) postulated that the process of training and development is a continuous one.

Although many scholars have conducted research on training and development practices in the organisation in both developing and developed economies, it is worth mentoring that most of the researchers have concentrated on the benefits of training in general, there is, however, limited focus on evaluation of training and development practices in medical organisations, and yet training and development of employees is critical to the survival and growth of the entity. This study is that it provides insight among owners, managers, policymakers, and scholars on how training and development practices in the medical organisation (St. Nicholas Hospital) could be enhanced to improve organizational effectiveness and retain human capital. A lot has also been said and done by the previous researchers whose works are major in either training or development and not necessary for considering the importance of the organization performance. Again, past research dwell most by studying the importance of these two variables on other organizations such as manufacturing, processing, transportation, education, Banking among others, but the need to study the effects of training and development in the Health sector is rare in literature, taking into consideration that they deal with life which is dynamic. The main objective of the study, therefore, is to ascertain the effect of training and development in general and to focus on the evaluation of training and development practices in Medical or organizations. To achieve these objectives, this paper is structured into five sections.

The scope of the Study

The research covers St Nicholas Hospital in Lagos State; it covers the general workforce of the study area racking from the least employee to the management in general. Meanwhile, this study is limited by time constraint, refusal of respondent to provide valid information to buttress the research work, also capital constraints, lack of basic facilities like machine and storage devices to keep valid information for further usage and management incompetence.

Literature Review

The benefit of training and development

Training and development are dispensable strategic tools for effective and individual organization performance. Thus, organization is spending money on it with confidence that it will earn them a competitive advantage in the world of business. Echard and Berge (2008) also provide that effective training and development improves the culture of quality in business, workforce and ultimately the final product. Arnof (1971) observed that training and development fosters the initiative and creativity of employees and help to prevent manpower obsolescence, which may be due to age, attitude or inability of a person to adopt him or herself to technological changes. It would be difficult for a new employee to grow on the job and become a manager without adequate training and development. According to Momoria (1995) cited in Obisi (2011) training is a practical and vital necessity because it enables employees to develop and rise within the organization and increase their market value, earning power and job security. Momoria explains that training helps to mold employees' attitude and help them to contribute meaningfully to the organisation. The organisation benefits because of the enhanced performance of employees. He further states that a well-trained employee would make better and economic use of materials and equipment which would go a long way to minimize wastage. Employees' training and development is a strategic determination to facilitate learning of the job related knowledge, skills, ability and behaviour that are crucial for efficient performance capable of enhancing organizational effectiveness (Noe, 2002). Training and development increase employees' efficiencies, innovation, invention, capacity to accept new technologies and techniques (McNamara, 2008). It is also important to note that organization must be able to identify the need for training and development and select techniques suitable for these needs, plan how to implement them and thereafter evaluating the outcome (McCourt & Derek, 2003). Isyaku (2000) provided that the process of training and development is a continuous one, it is an avenue to acquire more and new knowledge and develop further skills and techniques to function effectively.

Method of Training and Development

There are many methods of training an employee in the organization. The range of training method used has been expanded by the application of technology in its 'hard' (for example through instructional design) approaches Sadler-Smith et al. (2001). Training of employees is intended to increase the expertise of trainees in particular areas. When thinking about the training method to use, it is useful to consider the level of expertise that trainees possess Sims (1996) cited in (Ongori & Chishamis, 2002). Once you have decided to train the employee and have identified training needs and goals, you have to design a training programme (Dessler, 2005). The training can be generally categorized as either on the job or off the job. The training delivery options for either method can be sourced from in-house or external sources, or a combination of both (Coles, 2000).

On the Job Training Method

On the job training is having a person to learn the job by actually doing it. Tennanat et al., (2002) define on the job training as a method where the learner develops skills in the real work environment by actually using the machinery and the materials during the training. Coles, (2000) concludes that it is an effective method because the learners apply their training in real-time rather than sitting in a classroom environment and forgetting what they had learned when they returned to their work. Klink and Streumer (2002) suggested that the frequent use of this type of training stems from three incentives, the favorable relationship between training cost and benefits, the responsibility to train just-in time and the expectation of opposite transfer of what was learned to the employees' work situation. The following are the method used in training on the job employees'; job rotation lectures.

Off the Job Training

This means conducting training away from the work setting. According to Ejiogu, (2000) cited in Obisi, (2001) off the job training would include lecture, vestibule training, role playing, case study, discussion, and simulation. Armstrong, (1995) listed group exercises, team building, distance learning, outdoor and workshop

as part of off-the-job training. He further explains that off-the-job training may be provided by members of the training department, external education and training establishment or training providers-training consultants or guest speakers. He encourages line managers to be closely involved in bringing reality into the classroom, to ease the transfer of learning and to make sure that those involved in off-the-job training are carefully selected, briefed and monitored so as to ensure they make the right contribution.

In the case of development, it is a process whereby an organization takes into consideration the willingness of the employees to learn, therefore making available all techniques that are capable of transferring the necessary skills, knowledge, attitude, and education among others to prepare such employees for further higher responsibility. Some of the methods adopted by managers to develop employees individual include but not limited to empowerment, delegation, and participation.

Dimensions of Training and Development in Organization

Though several approaches are used to measure training and development in organization there is no one best way of evaluation. Considering the current study area, this study limits itself to six variables of training and development. Three under training, which are job rotation, lectures and induction; and three under development which are Empowerment, Coaching, and Mentoring.

Job Rotation

This means moving trainees from the department to department to broaden the understanding of all activities of the business and to test their abilities (Dessler, 2005). Similarly, Matthew and Ueno (2000) argued that job rotations are the transferring of executives from job to job and from plant to plant on a coordinated, planned basis to get a holistic view of the activities of the organization. The benefit of job rotation is that it provides a variety of job experiences for those judged to have the potential for added responsibilities. It can, therefore, be seen that job rotation serves the purpose of breaking down departmental provincialism- the feeling that only my department is important and others problem is not worthy of my concern. Furthermore, job rotation injects new ideas into the different departments of the organization (Matthew & Cleno, 2000). In terms of organizational debates, job rotation is divided into four general types, namely, high, Low, horizontal and Vertical and out of the organization. Promotion (high), reduction or degradation (low), transition and changing of the place of work (horizontal), work suspension, dismissal, resignation (out of the organization) (Sa'dat, 2005).

Lecture

This involves trainers communication through spoken word, i.e., what they want the trainees to learn (Noe, 2005). Classroom lecture is used in any organization to impact information to trainees. Classroom lectures are oral presentations covering particular topics and concepts. The advantages of lecture method are that it is a quick and a simple way to provide knowledge to a large group; its least expensive and less time-consuming way to present a large amount of information effectively, in an organized manner, and can be applied to large groups of trainees. Similarly, lecture method has its own limitations like communication of learned capabilities; it is primarily one-way from the trainer to the audience and lecture method tends to lack participant involvement and feedback to gauge whether learners have understood or not.

Induction

Induction has become one of the fundamental types of organizational training programs (Klein & Wenver, 2000). Induction is the logical and most important step in the human resources management process. This process starts from the period where the new employee is taken around the offices, factory and the facilities/amenities available. Induction ensures that a new employee is provided with information and assistance, when commencing employment, with an organization, clearly outlining what the organization stands for, and requires, thereby reducing the risk of regulatory breaches and enabling employees to respond effectively to new responsibilities. The induction action is the process of receiving employees when they begin to work, introducing them to the company and their colleagues and informing them of the activities, customs, and traditions of the company (Armstrong, 2003). Ogunbameru, (2004) opined that the objectives of any induction process are to facilitate the transition of new employees into the working environment and enable them to respond effectively to new responsibilities. Armstrong (2003) explained that induction provides the opportunity to shape work-related attitudes and enhance organizational commitment. Mostly, induction comes in to form, is

formal training programmes and second, is informal induction, which is often carried out by the workers and supervisors or a combination of both of them (Klein & Weaver, 2000). These programmes vary depending on the roles, status and the variety of programme activity of the new employee (Wesson & Gogus, 2005).

A well-packaged induction programme involves effective use of proper planning. This plan prepares the new staff in coping with stress and other contingencies like fear of the unknown, inferiority complex, anxiety which are likely to set in during one of the most stressful times in their organizational life (Wanous & Reichers, 2000). Therefore, to reduce these problems, the induction program should be made in a way that will make the new staff feel more comfortable and proactive in the organization. Sussman (2005) says that the outcome of successful induction program may significantly bring about job enrichment and acceptable attitude among employees that conform to the culture and practice of the organization, which will invariably lead to higher productivity and commitment.

Empowerment

In the era of globalization, there is a need for employees' empowerment in organization so that employees will be in the position to make a quick decision and respond quickly to any changes in the environment. Organization that is committed to employees' empowerment are in a position to motivate and retain their employees. Although, it's a complex management tool which needs to be matured and handled with a lot of care. Employees' empowerment is a motivational technique that is designed to improve performance. If managed properly through increased levels of employees' participation and self-determination.

The first formal study of empowerment dates to Mary Parker Follett's management ideas. She distinguished between 'Power-with' and "Power-over" and suggested the process of integration to increase power-with while decreasing power-over. This human relations movement had a great impact on employees' empowerment. Mohammed et al., (1998) state that empowerment is a state of mind. An employee with an empowered state of mind experience, control over the job to be performed, awareness of the context in which the work is performed, accountability for the unit and organizational performance and equity in the rewards based on individual and collective performance. Rodwell, 1996; Hage and Corensen (2005) label empowerment as an 'enabling process' or an object that occurs from a joint allocation of possessions and prospects which boost 'decision making' to accomplish change. Empowerment has been said to have two major approaches; situational approach and psychological approach (Conger & Kanungo, 1988) cited in Gaudreau, (2012). The situational approach concerns passing power from higher level management to employees by involving them in decision making, this approach is also known as relational or management practice approach. On the other hand, the psychological approach puts less emphasis on delegation of decision making; instead, this approach stresses motivational processes in workers. The psychological approach views empowerment as various psychological cognition that contributes to enhanced intrinsic motivation.

Coaching

It is a short intervention aimed at performance improvement or developing a particular competence. Coaching is considered 'Intent-organization practice' in which the job of a coach is to improve an individual's performance that ultimately benefits the organization. Coach executes his job by encouraging trainees, facilitating him with skill development required for the job and ultimately evaluating performance and giving feedback (Cummings & Worley, 2001). Organization arranges coaching programs according to the requirement. Such coaching programs are in alignment with performance improvement needed for individual employees and required psychological and physical capabilities needed for performance improvement. It might be considered that coaching serves the single purpose, but in reality, coaching also provides support to individuals to face current challenges and to become brave enough to face them in the future. Coach, first analysis the person's current position, that is, "self-sufficiency" of a person and then tries to boost up this level and make them confident enough to face upcoming challenges (Chiaramonte, 1993). Coach aims to enhance 'self-propelling force' of an individual to work well. Hay (2003) highlighted two styles of coaching 'pull style' and 'push styles.' Push style of coaching occurs when the major power resides with the coach. In this, coach dominates the relationship where he or she has an authority and decision making power and demands employees to do what is said by the coach. On the other hand, pull style occurs when major work is the responsibility of an employee as a learner.

In this style, the coach empowers an employee to make his or her own decisions finding the optimal solution to problems provided with guided and constructive feedback. Lismerrick (2010) identified two types of coach an internal coach and professional external coach. The internal coach also known as an individual line manager or internal professional coach are specially trained champions of coaching within the organization. They are aligned with organizational talent development agenda, and employing the services of this type of coach is cost effective, especially, when coaching larger number of employees; while external coach, most often, professional coaches, work outside the organization, they offer value of wider experience and independent approach, maintain confidentiality, and provide fresh ideas and knowledge and, above all, often offer more experienced coaching skill set.

Empirical Review

Ongori and Chishamiso (2001) noted that training and development practice in an organization; an intervention to enhance organizational effectiveness remark, organizations tend to recognize the need for and potential of, training programmes for their existence. However, training and development of employee is an important issue for organizations in general, and it is particularly an issue for all organization in both private and public sectors due to the potential loss of valuable knowledge and skills that measurement from with the departure of key people within the organization.

Vemic (2007) remarked that many of our managers are under the influence of prejudices such as training is expensive, training is an expense burdening the current business, it is not rewarding, and training is for the young, knowledge is expensive, but ignorance is more expensive. Human possibility to learn is unlimited unless individuals do not limit their abilities within their minds. Employees training and development has to be connected with the organizational goals and strategy; they need to fulfill the new requirement of the environment.

Kulkarni, (2013) examined training and development and quality of work life. He showed that the introduction of training and development are significantly related to the work life of the employee thereby concluded that training and development play a vital role in every organization, employees are inclusive.

Imran (2013) remarked in his study: the effect of training on organizational performance that based on the collection and analysis of result of studies, reports, periodical, and books related to the topic of the study, the researchers found that management does not recognize the importance of training and the effect on employee performance or they believe that training increases the company cost. In an effort to correct the problem, management will decide what this poor performance need is training, but unless poor performance is caused by a real lack of knowledge or skill, training will have little or no effect on the problem.

Furthermore, findings from Ndulue, (2012) examined the impact of training and development on workers performance in an organization is not different from the earlier reviewed authors, her studies further pinpoint that in the absence of training and development of employees, majority of staff now sees it as a necessity to sponsor themselves to one formal or informal training and development to update their knowledge and skills in order to match up with the both present challenges of their future career pursuit and this is important for the organization to compete globally.

Watad and Ospini, (1999) who worked on training and development of employees found out that: training and development needs should be identified by a training needs analysis so that the time and money invested in training and management development is linked to the mission or core business of the organization, to be effective, training and development programs need to take into account that employees are adult learners.

Knowles's (1990) theory of adult learning or "Andragogy" is based on five ideas:(a) adults need to know why they are learning something, (b) adults need to be self-directed, (c) adults bring more work-related experiences into the learning situation, (d) adults enter into a learning experience with a problem-centered approach to learning, and (e) adults are motivated to learn by both extrinsic and intrinsic motivators. Having a problem-centered approach means that workers will learn better when they can see how learning will help them perform tasks or deal with problems that they confront in their work (Aik & Tway, 2006). At different stages of their careers, employees need different kinds of training and different kinds of development experiences, although a business degree might prepare students for their first job, they will need to gain knowledge and skills through

education and experience as they progress through their career. Peters (2006) suggests that there are four stages of management education with different learning outcomes:

- i. Functional competence, an understanding of finance, accounting, marketing, strategy, information technology, economics, operations, and human resources management;
- ii. Understanding context and strategy and how organizational processes interrelate, to make sense of societal changes, politics, social values, global issues, and technological change;
- iii. Ability to influence people, based on a broad understanding of people and motivations; and
- iv. Reflective skills, to set priorities for work efforts and life goals. Therefore, to maximize the effectiveness of training and development, organizations must constantly assess their employees' current training and development needs and identify training and development needs to prepare employees for their next position. This requires that organizations recognize that different employees will have different needs and that these needs will change over time as these workers continue in their career.

Critically looking at the author's studies, it can be deduced that the importance of training and development in the performance of an employee is inevitable. Hence, management should engage in training and developing their staff in order to sustain organisations performance in contemporary stiff competitive business environment. Looking at the health sector which is very dynamic considering the fact that they deal with life's, necessity is therefore placed on them irrespective of their financial capability, to train and develop their employees for better work performance.

Methodology

Research Design

The study employed the descriptive case study design. The case study design was preferred because it is effective for collecting in depth information within a short time and facilitates understanding of a population from a small part of it (Mugenda and Mugenda, 2003). It is also suitable for studying a single entity (Oso and Onen, 2008). The empirical data for the study were collected through a well-structured questionnaire, which was prepared and distributed among the respondents, Saint Nicolas Hospital, Lagos.

The population of the Study

The target population of the study is 202 employees who were the staff of Saint Nichola Hospital located at Obalende, Lagos. The employees comprised of health workers and administrative staff. All the employees were chosen because they were considered to be in a position to supply the crucial information the researcher is interested in.

Sample and Sampling Techniques

A sample is a part of the target or accessible population that has been procedurally selected to represent it (Oso & Onen, 2008). To determine the sample size, Taro model formula was used. The formula is given as thus:

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

Where n= anticipated total sample size; N= population size; e= error term (0.05)

Therefore, the sample size is calculated thus

$$n = \frac{202}{1+202(0.05)^2}$$
$$n = 134$$

From the above, the sample size of the study was 134 respondents.

At the initial stage of this study, a closed-ended questionnaire was utilized for the pilot study. Before conducting the pilot study, a closed-ended questionnaire involving two experienced supporting administrative

staff. Then, were administered during the pilot study, another questionnaire involving an assistant human resource manager, head of the Training Unit, and eight experienced supporting staff who work in the hospital were selected.

They were selected based on purposive sampling. The purpose was that the employees have good knowledge and experience about the design and administration of training programs. Information gathered from such employees helped the researchers to understand the nature of the supervisor's role and job performance features, as well as the relationship between such variables in the target organisation.

Research Instrument

The major instrument used by the research for the study was a structured questionnaire of thirty-five (35) items, which covers the methods of manpower training and development, objectives of manpower training and development and its benefits/relevance in achieving organizational performance. Five Likert point scale response categories ranging from Strongly Disagree, Disagree, Undecided, Agree and Disagree was adopted. The research instrument was divided into two Sections; the first obtained the respondent demographic characteristic while the second part contained the items regarding the constructs of the subject matter. Descriptive methods of analysis were used to analyse the data.

Method of Data Collection

The study relied on primary data. Primary data were generated through a structured questionnaire administered among the staff of Saint Nicolas Hospital, Obalende, Lagos State. However, the data collected in the research field was sorted, coded and analysed using regression analysis.

Method of Data Analyses

To achieve the set objectives, both descriptive and inferential statistics were employed. In the descriptive analysis, the use of percentages was used; more importantly in the areas of the frequency of respondents views on the questions in the research instrument. In specific terms, multiple regression analysis was used to test the hypothesis.

The multiple regression of the model is shown below as:

$$OP = \beta_0 + \beta_1JR + \beta_2OE + \beta_3I + \beta_4C$$

$$OP = 0.421 - 0.40JR + 0.137OE + 0.750I - 0.44C$$

(Where OP =organisational performance; JR= Job rotation; OE =Organisational empowerment; I= Induction; C= Coaching).

Results and Discussion

4.1: Demographic Distribution of Respondents

Variables	Frequency	Percentage
Sex Distribution		
Male	50	49.5
Female	51	50.5
Total	101	100
Age Distribution		
18-25 Years	27	26.7
26-36 Years	32	31.7
36-45 Years	28	27.7
46-55 Years	8	7.9
56 Years and Above	6	5.9
Total	101	100
Marital Status		
Single	41	40.6
Married	47	46.5
Divorced	7	6.9
Widow	6	5.9
Total	101	100
Educational Qualification		
SSCE	10	9.9
OND	12	11.9
B.Sc./HND	37	36.6
M.Sc./MBA	24	23.8
Doctors	10	9.9
Others	8	7.9
Total	101	100
Work Experience		
1-9Years	54	53.5
10-19 Years	30	29.7
20 Years and Above	17	16.8
Total	101	100

Source: Computed output, (2017)

The total sample for this research work was one hundred and thirty-four questionnaires, among the total sample; one hundred and one questionnaires were duly returned which represented 75.4% of the total administered questionnaire, which is observable for the research work. Below are the analyses of the response.

The sex distribution revealed that fifty (49.5%) was male out of one hundred and one of the respondents and fifty-one (50.5%) were Female. This showed that Female workers are more than male workers in Saint Nicholas Hospital, Obalende, Lagos.

The Age distribution of the respondents showed that 26.7% of the respondents were between 18-25 years of age, 31.7% were between 26-35 years, 27.7% of the respondents were between 36-45 years, 7.9% of the respondents are between 46-55 years and 5.9% of the respondents were between 56 and above years. This implies that the age ranges between 26-35 years are more than others of the working staff at Saint Nicholas Hospital.

The marital Status indicated that forty-one (40.6%) were single among the staff of the respondents and forty-seven (46.5%) were married, seven (6.9%) respondents are divorced, and six (5.9%) respondents were a widow. This shows that majority of the staff are married. This implies that the married are more than the single, divorced and widow in Saint Nicholas Hospital.

The Educational background showed that ten (10%) of the total respondents possess SSCE certificates, twelve (11.9%) hold OND higher certificate, thirty-seven (36.6%) of the respondents possessed B.Sc./HND certificate, twenty-four (23.8%) hold M.Sc./MBA certificate and ten (9.9%) hold Doctorate certificate. This implies that majority of the respondents have the necessary qualifications that can prompt an objective opinion on the subject matter, as the majority of them are B.Sc./HND holders and M.Sc./MBA holders.

The year of work experience reveals that fifty-four (53.5%) have spent between 1-9 years, thirty (29.7%) have spent between 10-19 years, seventeen (16.8%) have spent 20 and above years. This implies that the staff the majority of the staff had spent some reasonable number of years in the Hospital.

Hypothesis testing

To test this hypothesis, the respondents' scores on five variables, coaching, induction, job rotation, organisational empowerment and organisational performance were computed and subjected to multiple regression analysis. The results are shown on table 4.2 In table 4.2, the results of the analysis were found to be significant at 0.931 showing that coaching, induction programme, job rotation, and organisational empowerment influence organisational performance in Saint Nicholas Hospital. Adjusted r-square showed that training and development and organisational performance caused 86.2% variance in organisational performance of Saint Nicholas Hospital. In other words, an estimated 0.862 of organisational performance accounted is by the independent variable, training and development that is coaching, induction programme, Job rotation and organisational empowerment.

The unstandardized and standardized beta coefficient of Job rotation are -0.420 and -0.70 respectively with $t=5.849$ and ($p=0.438 > 0.05$). These results showed a negative relationship between job rotation and organisational performance of Saint Nicholas Hospital. It was not significant; therefore we reject alternative hypothesis and accept the null hypothesis. This means that respondents' reason for organisational performance is strongly not influenced by Job rotation. The finding is negatively related to the work of Shiri, Yari, and Dehghani (2012) that revealed that there is a significant relationship between job rotation and organizational commitment.

The unstandardized and standardized beta coefficient of organisational empowerment are 0.137 and 0.243 respectively with $t=1.941$ and ($p=0.55 > 0.05$). These results showed that organisational empowerment does not have an effect on organisational performance of Saint Nicholas Hospital. It was not significant; therefore we reject alternative hypothesis and accept the null hypothesis. This means that respondents' reason for organisational performance is strongly not influenced by organisational empowerment.

The unstandardized and standardized beta coefficient of induction are 0.750 and 0.856 respectively with $t=16.054$ and ($p=0.000 < 0.05$). These results showed that induction programme does have a significant impact on organisational performance of Saint Nicholas Hospital. It was found significant; therefore we reject alternative hypothesis and accept the alternative hypothesis. This means that respondents' reason for organisational performance is strongly influenced by the induction programme.

The unstandardized and standardized beta coefficient of coaching are -0.44 and -0.069 respectively with $t=-0.705$ and ($p=0.483 > 0.05$). These results showed a negative relationship between coaching on organisational performance of Saint Nicholas Hospital. It was not significant; therefore we reject the null hypothesis and accept the alternative hypothesis. This means that respondents' reason for organisational performance is strongly influenced by employees' coaching.

Table 4.2: Estimated effect of Training and Development on Organisational Performance

Variables	B	Std. Error	t value
Coaching	-0.044	0.062	-0.705
Induction	0.750	0.047	16.084*
Organisational Empowerment	0.137	0.070	1.941
Job rotation	-0.040	.051	-0.778
Constant	0.421	.072	5.849*
N	= 101		
R-Square	= 0.867		
F	= 156.952		

Conclusion and Recommendations

Conclusion

Coaching, organisational empowerment, job rotation and induction programme are importation for the survival of any organisation. It is also imperative for effective organisational performance, enhancement of employees' ability to adapt to the changing and challenging business environment and technology for better performance, increase employees' knowledge to develop creative and problem-solving skills. Meanwhile, all the relationships proposed among the variables in the research model were tested, and it was found that relationship exists amongst the variables having subjected the collected data to empirical analysis with the use of descriptive statistics. However, the results of the findings indicated that training and development affect organisational performance which implies that effort must be made to ensure that employees' skills and knowledge are fully underutilized through adequate and timely training design and implementation. The overall result showed that the proposed hypotheses tested were accepted.

Recommendations

It is therefore recommended that Individual should be more proactive and seek to be more creative and innovative to contribute their quota through their profession and skill. Employers of labour and decision makers should endeavor to create enabling training environment that coaching, job rotation, induction programme, organisational empowerment and favorable training policies that will give every worker the opportunity to attend training. Management of the Hospital should also take into consideration the training need of each worker and act as appropriate.

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