

TRAINING AND STAFF JOB PERFORMANCE IN IGBO-EZE NORTH LOCAL GOVERNMENT AREA IN ENUGU STATE, NIGERIA

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Abstract

The study investigated training and staff job performance in Igbo-Eze North LGA Enugu State. The purpose of the study was to find out the extent of the relationship between training and job performance. Four research questions were answered while corresponding four hypotheses were tested. The study adopted a correlation research design with a population of 285 staff in the LGA. The sample size of 71 staff was drawn to represent 25% of the population. The sample size was arrived at through simple random sampling technique. Two instruments, Training Scale (TS) and Job performance Scale (JPS) were used for data collection. The instruments were faced validated by three educational experts. The internal consistency reliability coefficients of 0.88 and 0.81 were computed for Training Scale (TS) and Job Performance Scale (JPS) through Cronbach alpha. Linear regression was used to answer the research questions while t-test associated with linear regression was used to test the null hypotheses at 0.05 level of significance.. The study concluded that training programmes

are necessary and indispensable in the achievement of job performance in the LGA. Specifically, leadership training, technical training and quality assurance training were revealed to have significant relationship with job performance to a high extent. While time management training, was revealed to have significant relationship with job performance to a low extent. It was recommended that LGAs in Nigeria particularly, the Igbo-Eze North LGA should constantly make use of training to improve staff job performance..

Key words; Training and Staff Job performance

Introduction

Local Government Authorities [LGA] all over the world has been recognized as the potent instruments for socio-economic development of individual and that of the society in general. In Nigeria, the Federal Republic of Nigeria [FRN, 1999] affirmed Local government Areas as the third tiers of government that is responsible for the administration and implementation of government policies and programmes at the local levels. According to Ugwu and Ugwuja [2016] Local government is refers to as the closest government to people that is directly responsible for the determination and execution of government's plans and programmes to the members of the public. In a related view, Ayedeji [2023] asserted Local government, as the third tier of government that is responsible for the provision of socio-economic amenities to the members of the public in the area of education, primary health care services and local road constructions among others. The main goals of the Local governments, according to the Federal Republic of Nigeria [FRN, 1999] include;

1. To promote participatory democracy at the grassroots

2. To mobilize local reserves for rapid social and economic development
3. To provide certain basic amenities and services at the rural areas
4. To encourage initiative, and leadership potential in managing local affairs
5. To develop agriculture and natural resources other than the exploitation of mineral
6. To provide and maintain primary adult and vocational education
7. To decentralize political power and institutionalizing co-operative federalism

The realization of the above goals of the Local government as identified depends largely on the job performance of the workforce of the local government.

Job performance refers to the degree at which workers discharge their primary responsibilities of achieving the goal and objectives of their organizations. According to Cultoro [2022] job performance is the extent to which workers use their capacity to accomplish organizational goals based on their skills and expertise. In a related view, Abutu [2024] affirmed job performance as the extent to

which employees of an organization achieve the responsibilities given to them in a timely and efficient manner. Corroborating the above view, Agbasoga. & Fortune. [2023] defined job performance as the degree to which workers in an organization improve progressively in productivity, quality work delivery and in punctuality to work. In another view, Silvia [2023] opined job performance as the individual behavior that is capable of generating value and competitive advantage for his organization. The author identified four dimensions of job performance in an organization to include; quality work, productivity, punctuality and effective time management quality of the staff. Summarizing the above view, Wakkala (2022), described job performance as the duties performed by a staff at a particular period and for the purpose of achieving the goals and objectives of their organization. In the context of this study therefore, job performance is the extent to which workers of an organization are able to deliver quality work, sustained punctuality in work and improve productive in their respective departments.

Quality work is refers to work that meets and exceed clients or organizational expectations. According to indeed [2024] quality work refers to work that meets and exceeds client or company expectation. According to the author, quality work often has to be free of errors or mistakes and must meets the entire deliverable target set by an organization. In a related view, Konopelski [2024] defined quality work as work that meets and exceeds client or company expectations. It

could also refer to as the state of using skills to complete duties with the highest standard.

The implication of the above definitions is that, quality work is a state of demonstrating a history of timely deadline accomplishment. It could also means a state of handling of a high volume of work without sacrificing quality and showing capability to work independently, while achieving all organizational goals on time. The importance of quality work in the job performance of staff cannot be over emphasized; quality work leads to staff career growth, enhances organizational reputation and improves staff compliance to standard of operation [SOP]. However, the qualities of work of workers depend largely on their punctuality at workplace.

Punctuality is described as the extents to which staff of an organizations appear prompt at work, attend appointment and submit assignment given to them on time. According to Jamie [2023] punctuality is the characteristic of completing a required task or fulfilling an obligations before or at a previously designated time. The importance of punctuality in staff job performance cannot be over emphasized, Punctuality at work, proves the staff reliability, improve his professionalism and his productivity in the organization.

Productivity which is another indicator of job performance in an organization refers to the amount of work an individual or group of staff are able to accomplish within certain amount of time. According to Cultoro [2022] productivity is the measures of how efficient and effective a worker or a group of workers contribute to accomplishment of organizational goals. In a related view, Subham [2023]

asserted that, productivity isn't just a buzzword; it is the life blood that fuels growth, innovation and successes of an organization. The author also identified the importance of productivity in staff job performance to include; maximization of the organizational resources, fostering of innovation, meetings. of organizational demand and empowerment.

From all the above, it can be deduced that the importance of job performance in an organization cannot be over-emphasized, this is because staff job performance in an organization tend to, increases staff effectiveness, staff efficiency and general improvement of the organizational output. It also acts as one of the best indicator of monitoring and evaluation of staff progress and promotions in a workplace (Ojugo & Olubo, 2021).

However, despite the importance of the above job performance in the achievement of organizational goals, it has been observed that Local government workers particularly those from Igbo-Eze, Nigeria do not report to duty as expected, they display unfavorable attitude to punctuality and in work delivery. The workers were also observed of inability to receive, analyze, store, retrieve, manipulate and transmit quantitative and qualitative internet data despite the availability of such facilities in their offices. Some of the offices have these ICT facilities on ground, which were provided by the local government, yet these ICT facilities are left idle without been put to use. These lack of skill and poor attitudes to work are indicators of poor job performances in most LGAs in Nigeria especially in the Igbo-Eze North. In trying to address this ineffectiveness

in job performance among Local Government workers, Owan, (2012) identified poor motivation, non-involvement of worker in decision making, poor leadership styles of heads of personnel managers, poor working environment, uneven distribution of task, and training needs as some of the factors impeding the workers' job performance in Nigeria. From all the above identified factors, training needs of the workers appear to be on the lead on job performance in Nigeria. This is because training is the ability and competence required by workers to improve on their job performance (Felicia, 2022).

Training refers to programmes that will keep workers abreast with current happenings in their area of specialization to enable them acquire knowledge, skills, values and competencies to effectively monitor and control all the activities of their organization and ensuring that everything run according to organizational plans. According to Rhoda and Pius (2022), training is the entire process of assessing and re-building on the best knowledge, skills, attitudes and other resources needed by an individual or group to do their job efficiently and effectively. Similarly, Uwakwe [2017] defined training as the efforts, strategies and methodologies taken towards improving the level of knowledge, skills and attitudes possessed by personnel of an organization. Summarizing the above views, Okenjom, Akoloh, Ikurite, & Ihekoronye (2017) asserted that training is a deliberate programmes planned for administrators to acquire a wide range of competencies, skills and knowledge which is to be used in implementing government policies and programmes.

However, in this study, training is the effort and deliberate programmes that will enable the worker to acquire the knowledge, skills, competencies and attitude of discharging their job's responsibilities for a better job performance.

The importance of training on job performance cannot be over-emphasized. It is with an effective and efficient training that workers can be able to plan, and implement quality programmes that will achieve a predetermined job performance and by extension the goal of the organization where they work. Corroborating the above view, Khan (2011) asserted that training equip workers with desired skills, which enable them to manage respective organization's resources effectively and increase their productivity. The author however, identified training programmes for effective job performance in a workplace to include; open-training programmes, customized training programmes and E-learning programmes. Corroborating further, Gyrus, [2023] described the importance of training as a vital component of human resource management as including equipping employees with skills, knowledge, and resources necessary for them to perform successfully in their work. The author also highlighted training programmes for improving job performance to include; leadership training, compliance training ,technical training, Quality assurance training, change management, stress management training and time management training, However, in this study, leadership training, Technical training, Quality training and time management training were adopted as factors of job performance in a workplace.

Leadership Training

Leadership training is a form of training that focuses on the development of leadership skills and abilities for individuals in leadership positions or those who aspire to become leaders. According to Rafferty and Griffin [2004] leadership training shapes the behavior of followers by motivating them to achieve performance beyond expectations by transforming their attitudes, beliefs and values as opposed to simply gaining compliance. The implication of the above definition is that, leadership training provides trainees with the knowledge, skills and resources necessary to effectively lead their teams, departments, or organizations. It is specifically designed to help leaders develop the necessary skills to lead in areas such as effective communication, problem-solving, decision-making and conflict resolution in their respective organizations. It has also been empirically proven to having significant impact on staff job performance in a workplace [Jeevans and Sonia,2017].However, it also important for the workers to undergo technical training.

Technical Training

In today's rapidly changing technological landscape, where everything seems to evolve constantly, technical training is critical to ensure that employees have the necessary knowledge and skills to perform their job functions effectively. According to Ashley [2019] technical training is refers to specific vocational training, meaning the hard skills that employee need to perform their daily job tasks and that managers can clearly measure in terms of proficiency. Technical training therefore, is primarily focused on developing the

technical competencies required for specific job functions, such as the ability to operate: tools, systems technologies used in the workplace. However, the employee technical training may depend largely on quality assurance services.

Quality Assurance training

Quality assurance training is a form of training that concentrates on the principles and practices involved in ensuring the quality of products and services. According to Padmavathi [2024] quality assurance are designed to equip individuals with the necessary skills and knowledge to excel in their field. The training aims to help individuals and organizations develop the necessary competencies to implement effective quality assurance programs. It provides individuals with the skills and knowledge they need to ensure that products and services are of high quality, meet customer needs, and comply with regulatory requirements. Quality assurance training typically covers a variety of topics, including: Quality management systems, quality standards and regulations, process improvement methodologies, quality metrics and measurement, quality auditing among others. The successes of any quality assurance system depend largely on the time management strategies of the employees of such organization.

Time Management Training

Time management training refers to the initiative of training employees and helping them to design strategies that will significantly improve their productivity and time management skills. According to Traqq [2023] time management training is critical for leaders just as much as it is for

team members. It's focused on exercising mindful control of one's time spent on various tasks. Once time management skills are learned and applied, it leads to an increase in output, competence and overall effectiveness in one's roles. The primary objective of time management training is to equip individuals with the skills and knowledge necessary to manage their time effectively. This training can lead to: increased productivity, reduced stress and burnout and a better work-life balance for individuals. Additionally, organizations can benefit from: their employees' increased productivity and efficiency, reduced costs associated with time wastage, .improved effectiveness. Time management training generally encompasses a range of topics, including: principles of effective time management, prioritizing tasks, setting goals, delegation and time blocking among others.

Based on all the above information of this study, it is suggestive that training may have a role to play in the achievement of effective job performance in the workplace. The research is worried and investigated to find out the extent of the relationship between training and job performance in Igbo-Eze North LGA, Enugu State.

Statement of the Problem

Job performance is the targets of every organization. It is refers to as the extent to which workers of an organization are able to deliver quality work, sustained punctuality in work and improve productive in their respective departments. It is worrisome to note that most government workers particularly those from Igbo-Eze, Nigeria do not report to duty as expected, they display unfavorable attitude to punctuality and in work delivery. The workers were also observed of inability to

receive, analyze, store, retrieve, manipulate and transmit quantitative and qualitative internet data despite the availability of such facilities in their offices. Some of the offices have these ICT facilities on ground, which were provided by the local government, yet these ICT facilities are left idle without been put to use. These lack of skill and poor attitudes to work are indicators of poor job performances in most LGAs in Nigeria especially in the Igbo-Eze North. This poor job performance may be attributed to factors like lack of administrative strategies, poor communication skills, among others. Therefore, the researcher is worried and wants to investigate whether the poor job performances as experienced in the LGA were as a result of inadequate training. Hence, the problem of this study put in a question form which is, what is the extent of the relationship between training and staff job performance in Igbo-Eze North LGA?

Purpose of the Study

The aim of this study is to investigate the relationship between training and staff's job performance in Igbo-Eze North LGA, Specifically, the study sought to

1. determine the extent of relationship between leadership training and staff's job performance in Igbo-Eze North LGA .
2. ascertain the extent of relationship between technical training and staff's job performance in Igbo-Eze North LGA

3. examine the extent of relationship between quality assurance and staff job performance in Igbo-Eze North LGA.
4. Find out the extent of relationship between time management training and staff's job performance in Igbo-Eze North LGA,.

Research Questions

The following research questions were answered in this study.

1. What is the extent of relationship between leadership training and staff job performance in Igbo-Eze North LGA?
2. What is the extent of relationship between technical training and staff job performance in Igbo Eze North LGA?
3. What is the extent of the relationship between quality assurance and staff job performance in Igbo-Eze North LGA
4. What is the extent of the relationship between time management and staff job performance

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. Leadership training does not have significant relationship with job performance in Igbo-Eze North.
2. Technical training does not have significant relationship with job performance in Igbo-Eze North LGA.
3. Quality assurance training does not have significant relationship with job performance in Igbo-Eze North LGA

4. Time management training does not have significant relationship with job performance in Igbo-Eze North LGA.

LITERATURE REVIEW

Conceptual

Framework

Concept of Local government Authority

Local Government [LG] all over the world has been recognized as the potent instrument for socio-economic development of individual and that of the society in general. In Nigeria, the Federal Republic of Nigeria [FRN, 2009] affirmed Local government Areas as the third tiers of government that is responsible for the administration and implementation of government policies and programmes at the local levels. According to Ugwu and Ugwuja [2016] Local government is refers to as the closest government to people that is directly responsible for the determination and execution of government's plans and programmes to the members of the public. In a related view, Ayedeji [2023] asserted Local government, as the third tier of government that is responsible for the provision of socio-economic amenities to the members of the public in the area of education, primary health care services and local road constructions among others. The realization of these local government activities depends on the job performance of the local government employees.

Concept of Job performance

Job performance refers to the degree at which workers discharge their primary responsibilities of achieving the goal and objectives of their organizations. According to Cultoro [2022] job performance is the extent to

which workers use their capacity to accomplish organizational goals based on their skills and expertise. In a related view, Abutu [2024] affirmed job performance as the extent to which employees of an organization achieve the responsibilities given to them in a timely and efficient manner. Corroborating the above view, John [2023] defined job performance as the degree to which workers in an organization improve progressively in productivity, quality work delivery and in punctuality to work. In another view, Silvia [2023] opined job performance as the individual behavior that is capable of generating value and competitive advantage for his organization. The author identified four dimensions of job performance in an organization to include; quality work, productivity, punctuality and effective time management quality of the staff. Summarizing the above view, Wakkala (2022), described job performance as the duties performed by a staff at a particular period and for the purpose of achieving the goals and objectives of their organization. In the context of this study therefore, job performance is the extent to which workers of an organization are able to deliver quality work, sustained punctuality in work and improve productive in their respective departments. However, it has been observed that job performance of employees of so many organization depend largely on their level of training.

Concept of Training

Training refers to programmes that will keep workers abreast with current happenings in their area of specialization to enable them acquire knowledge, skills, values and competencies to effectively monitor and

control all the activities of their organization and ensuring that everything run according to organizational plans. According to Rhoda and Pius (2022), training is the entire process of assessing and re-building on the best knowledge, skills, attitudes and other resources needed by an individual or group to do their job efficiently and effectively. Similarly, Uwakwe [2017] defined training as the efforts, strategies and methodologies taken towards improving the level of knowledge, skills and attitudes possessed by personnel of an organization. Summarizing the above views, Okenjom, Akoloh, Ikurite, & Ihekoronye (2017) asserted that training is a deliberate programmes planned for administrators to acquire a wide range of competencies, skills and knowledge which is to be used in implementing government policies and programmes. However, in this study, training is the effort and deliberate programmes that will enable the worker to acquire the knowledge, skills, competencies and attitude of discharging their job's responsibilities for a better job performance.

Theoretical Framework

Human Capital Theory by Schultz (1967)

The human capital theory propounded by Schultz in (1967), held the notion that education and training are the tools for improving human capital, stimulating productivity, and boosting the levels of technology among work force across the globe. This theory is therefore significant to this current study because it encourages the training and development of people working with an organization with a view of improving their productive outcome.

The implication of this theory to the current study therefore is that, for the staff of Igbo-Eze North LGA to be able to achieve better productivity and job performance in the LGA. They may have to be adequately trained.

Related Empirical Review

Uwakwe (2017) carried out a study on capacity building needs of school principals for effective student personnel services in secondary schools in South-East Nigeria. To achieve this purpose, three specific objectives and three corresponding research questions, as well as two null hypotheses, were formulated and tested at a 0.05 level of significance. The design of the study was a descriptive survey research design. The population of the study comprised all the principals and teachers in public secondary schools in five states of Abia, Anambra, Ebonyi, Enugu and Imo states in the South-east geopolitical zone. The sample of the study was 1239, made up of 162 principals and 1077 teachers drawn from three states of Anambra, Eboni and Enugu states using proportionate simple random sampling techniques. The research instrument used to collect data for the study was a questionnaire (Principals capacity building needs Questionnaire). Five experts, two from the department of education foundations, two from the department of arts education and one from measurement and evaluation, all from the faculty of education, university of Nigeria, Nsukka validated the instrument. The Cronbach Alpha method was used to compute the reliability coefficient of the PCBNQ. Mean and standard deviation were used to analyze the data collected for the study. Mean was used to

answer research question one and two. Need Gap Index was used to answer research questions 3 while t-test was used to test the two null hypotheses at 0.05 level of significance. Major findings of the study were that school principals require capacities for effective student personnel and school principals perform poorly in all the capacities in student personnel management. The study also determined the capacity building needs of School principals for effective student management. The study recommended that Government should organize and fund capacity building programs for the retraining of school principals to upgrade the capacity to effectively perform their student personnel services and sponsor school principals to attend compulsorily capacity building programs, like workshops, seminars, symposia to acquire the required capacities for effective personnel management.

In another related study, Nnebedum and Ofojebe (2019) conducted an investigation on capacity building needs of principals for the management of federal unity schools in South East, Nigeria. Mismanagement of school funds, dilapidated school facilities as well as lateness and absenteeism among personnel in Federal unity schools in South, East, Nigeria and indicated the unsatisfactory state of affairs which demands immediate response through the determination of capacity building needs of principals. Three research questions guided the study. The research design employed for the study was a descriptive survey. The population of the study comprised 12 principals in the federal unity schools in South-East, Nigeria

and all were used for the study. The instrument for data collection was a researchers-developed questionnaire titled Capacity Building Needs of Principals Questionnaire (CBNPQ). Data collected were analyzed using arithmetic mean and standard deviation. The results of the study revealed among others that the capacity building needs of principals for facilities management in federal unity schools in South-east, Nigeria included; keeping an accurate record of school facilities, regular inspection of the available school plant, planning for procurement of school plant, renovation of school buildings, regular repair of school furniture and servicing of school machines to keep them in functioning states. On the basis of these findings, the researchers recommended among others that government should increase reasonably the budgetary allocation for regular training of principals to enable them to keep abreast with the knowledge of personnel management in school.

The above reviewed empirical studies were closely related to this study in their topics, but differed in their research designs. They were both descriptive designs while this study was correlational. The above studies had larger samples which comprised different states and regions, while this study was delimited to local government area with a small and definitive number of staff to ensure maximum scrutiny and analysis, giving the need for a simple random sampling technique to be adopted unlike others. The method for data analysis for the reviewed studies were both t-test, while this present study adopted the linear regression while t-

test associated with linear regression was also used to test the null hypotheses at 0.05 level of significance to discovered the existing relationships between training and staff job performance. Although, a lot of

Method

The study adopted a correlation research design with a population of 285 staff in the LGA. The sample size of 71 staff was drawn to represent 25% of the population. The sample size was arrived at through simple random sampling technique. Two instruments, Training Scale (TS) and Job performance Scale (JPS) were used for data collection. The Training Scale (TS) has two sections of A and B. The section A elicited demographic information from the respondents such as their designation and departments. The section B of Training Scale (TS) has four clusters. Each of the clusters has 3 items making a total of 12 items. The second instrument, Job performance Scale (JS) has 8 items that measured the workers'

studies has been done in this areas, but not much has been done in the area of training and staff job performance in Igbo-Eze North LGA which is the major reason for this current study.

job performance. The instrument was face validated by three educational experts, two from Educational Administration and Planning in the Department of Educational Foundations, and one in Measurement and Evaluation from Science Education, all from the Faculty of Education, University of Nigeria, Nsukka. The internal consistency reliability coefficients of 0.88 and 0.81 were computed for Training Scale (TS) and Job performance Scale (JPS) through Cronbach alpha. Linear regression was used to answer the research questions while t-test associated with linear regression was used to test the null hypotheses at 0.05 level of significance. The decision rule were thus: Very Low Extent 0-25, High Extent 25.-50, High Extent 50-75, Very High Extent 75.-100 respectively.

Results

Presentation and Interpretation of the Results

Research question 1. What is the extent of the relationship between leadership training and staff job performance in Igbo-Eze North LGA?

Table 1: linear regression on the extent of relationship between leadership training and staff job performance

Model	R	R Square	Adjusted R Square	Decision
1	.75 ^a	.57	.56	High extent

Very Low Extent 0-25, Low Extent 25.-50, High Extent 50-75, Very High Extent 75.-100

Data on table 1 revealed that the regression and regression square coefficients are 0.75 and 0.57. The coefficient of determinism of 57% revealed that leadership training has relationship with job performance to a high extent. It is worthy to note that the 43% variance in job performance is not accounted by leadership training.

Research question 2: What is the extent of the relationship between technical training and staff job performance in Igbo-Eze North LGA?

Table 2: linear regression on the extent of relationship between technical training and staff job performance

Model	R	R Square	Adjusted R Square	Decision
1	.99 ^a	.99	.99	Very high extent
Very Low Extent 0-25, low Extent 25.-50, High Extent 50-75, Very High Extent 75.-100				

Data on table 2 revealed that the regression and regression square coefficients are 0.99 and 0.57. The coefficient of determinism of 99% revealed that technical training has relationship with staff job performance to a very high extent. It is worthy to note that the 1% variance in staff job performance in the LGA was not accounted by technical training..

Research question 3: What is the extent of relationship between quality assurance training and staff job performance in Igbo-Eze North LGA?

Table 3: linear regression on extent of relationship between quality assurance training and staff job performance

Model	R	R Square	Adjusted R Square	Decision
1	.65 ^a	.55	.44	High Extent
Very Low Extent 0-25, Low Extent 25.-50, High Extent 50-75, Very High Extent 75.-100				

Data on table 3 revealed that the regression and regression square coefficients are 0.65 and 0.55. The coefficient of determinism of 55% revealed that quality assurance training has relationship with job performance in Igbo-Eze North LGA to a high extent. It is however worthy to note that the 45% variance in staff job performance in the LGA was not accounted by

quality assurance.

Research question 4: What is the extent of relationship between time management training and staff job performance in Igbo-Eze North LGA?

Table 3: linear regression on extent of relationship between time management training and staff job performance

Model	R	R Square	Adjusted R Square	Decision
1	.50 ^a	.25	.24	Low Extent

Very Low Extent 0-25, Low Extent 25.-50, High Extent 50-75, Very High Extent 75.-100

Data on table 3 revealed that the regression and regression square coefficients are 0.50 and 0.25. The coefficient of determinism of 25% revealed that time management training has relationship with job performance in Igbo-Eze North LGA to a low extent. It is however worthy to note that the 75% variance in staff job performance in the LGA was not accounted by time management.

Hypothesis 1: Leadership training has no significant relationship with job performance in Igbo-Eze North LGA.

Table 5: t-test associated with linear regression of the relationship between leadership training and staff job performance

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	5.89	2.10			2.81	.01
	Leadership training	.85	.06	.753		13.57	.00

Table 5 showed that the t-test value associated with linear regression is 13.57. The hypothesis is significant because the significant value of 0.00 is less than the alpha value of 0.05. Therefore, leadership training has significant relationship with staff job performance in Igbo-Eze North hence; the null hypothesis is hereby rejected

Hypothesis 2: Technical training has no significant relationship with staff job

performance in Igbo-Eze North LGA.

Table 6: t-test associated with linear regression of the extent of relationship between of Technical training and staff job performance

Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
		B		Beta		
1	(Constant)	.10	.13		.78	.44
	Technical training	.99	.00	.999	258.10	.00

Table 6 showed that the t-test value associated with linear regression is 25810. The hypothesis is significant because the significant value of 0.00 is less than the alpha value of 0.05. Therefore, Technical training has significant relationship with staff job performance in Igbo-Eze North LGA, hence, the null hypotheses is hereby rejected

Hypothesis 3: Quality assurance training has no significant relationship with staff job performance in Igbo-Eze North LGA.

Table 7: t-test associated with linear regression of the extent of relationship between Quality assurance training and staff job performance

Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
		B		Beta		
1	(Constant)	.24.00	.5.39		5.32.	.00
	Quality assurance training	.59	.20	.650	4.07	.00

Table 7 showed that the t-test value associated with linear regression is 4.07. The hypothesis is significant because the significant value of 0.00 is less than the alpha value of 0.05. Therefore, Quality assurance training has significant relationship with staff job performance in Igbo-Eze North LGA, hence, the null-hypotheses is rejected

Hypothesis 4: Time management training has no significant relationship with staff job performance in Igbo-Eze North LGA.

Table 8: t-test associated with linear regression of the extent of relationship between Time management training and staff job performance

Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
		B		Beta		
1	(Constant)	.34.00	.6.39		5.32.	.00
	Time management training	.47	.17	.50	3.09	.00

Table 8 showed that the t-test value associated with linear regression is 3.09. The hypothesis is significant because the significant value of 0.00 is less than the alpha value of 0.05. Therefore, time management training has significant relationship with staff job performance in Igbo-Eze North LGA, therefore, the null-hypotheses is rejected.

Major findings of the study

The summary of the findings are presented as shown below:

1. It was found out that leadership training has significant relationship with staff job performance in Igbo-Eze North LGA to a high extent.
2. The finding also revealed technical training as having significant relationship with staff job performance in Igbo-Eze North LGA to a very high extent.
3. The finding of the study showed that quality assurance training has

significant relationship with job performance to a high extent, and

4. The findings revealed that time management training has significant relationship with staff job performance to a low extent in Igbo-Eze North LGA.

Discussion

It was found that leadership training significantly relates with staff job performance to a high extent in Igbo-Eze North. The findings of this study is supported by Rafferty and Griffin [2004] who reported that leadership training shapes the behavior of

followers by motivating them to achieve performance beyond expectations. by transforming their attitudes, beliefs and values as opposed to simply gaining compliance. Still in support of the findings of this study, Rafferty and Griffin further reported that leadership skills have association with staff job performance. In corroboration with the findings of this study, was the report that leadership training is a determinant of staff performance (Okorji, 2016), the implication of this definition is that, leadership training provides trainees with the knowledge, skills and resources necessary to effectively lead their teams, departments, or organizations. It was specifically designed to help leaders develop the necessary skills to lead in areas such as effective communication, problem-solving, decision-making and conflict resolution in their respective organizations. It has also been empirically proven to having significant impact on staff job performance in a workplace [Jeevans and Sonia,2017]. Also, the finding of this study showed that technical training has significant relationship with staff job performance to a very high extent. The finding of this study is buttressed by the submission that technical skills are associated with staff performance (Ashley [2019]). In tandem with the findings

of this study was the report that technical skills have relationship with job performance in workplaces (Oboegbulem & Owurah, 2011). The implication of this result is traceable on the fact that technical training refers to specific vocational or hard skills that employee need to perform their daily job tasks and that managers can clearly measure in terms of proficiency. Technical training therefore, is primarily focused on developing the technical competencies required for specific job functions, such as the ability to operate: tools, systems technologies used in the workplace. Furthermore, this study revealed that quality assurance training has significant relationship with job performance to a high extent in Igbo-Eze North LGA. This finding is buttressed by Padmavathi [2024] who found that quality assurance training is designed to equip individuals with the necessary skills and knowledge to excel in their field. The training aims to help individuals and organizations develop the necessary competencies to implement effective quality assurance programs. It also provides individuals with the skills and knowledge they need to ensure that products and services are of high quality, meet customer needs, and comply with regulatory requirements. Quality assurance training typically covers a

variety of topics, including: Quality management systems, quality standards and regulations, process improvement methodologies, quality metrics and measurement, quality auditing among others.

The findings were further corroborated by the submission the quality assurance should be part of your organization operational excellence strategy, which focuses on; engaging employees, controlling costs, improving productivity and surpassing market competitors [Beekeeper,2022]. Another findings of the study is that time management training has significant relationship with staff job performance in Igbo-Eze North LGA. This finding is buttressed by Traqq [2024] who reported that time management training is critical for leaders just as much as it is for team members. It's on exercising the mindful control of one's time spent on various tasks. Once time management skills are learned and applied, it leads to an increase in output, competence and overall effectiveness in one's roles. The primary objective of time management training is to equip individuals with the skills and knowledge necessary to manage their time effectively. This training can lead to: increased productivity,

reduced stress and burnout and a better work-life balance for individuals. Additionally, organizations can benefit from: their employees' increased productivity and efficiency, reduced costs associated with time wastage, improved effectiveness. Time management training generally encompasses a range of topics, including: principles of effective time management, prioritizing tasks, setting goals, delegation and time blocking among others. Based on the functionality of time management training, it was found that organization make use of their staff time management skills to improve their overall performance. Furthermore, time management skills are instrumental in assisting individuals in prioritizing tasks, curtails stress, aids in accomplishing goals more effectively and efficiently, and generally resulting in enhanced work-life equilibrium.[Vlad,2024].

Conclusion

Based on the findings of this study, the researcher concluded that trainings are necessary and indispensable instruments for the achievement of staff job performance in Igbo-Eze North LGA. Specifically, leadership training, technical training, quality assurance training have shown significant

relationships with staff job performance to high extent while time management training was revealed to have significant relationship with staff job performance in the LGA to a low extent.

Recommendations

Based on the findings and conclusion, the following recommendations were made:

1. The local government authority should conduct leadership training for members of staff since it has a significant relationship with staff job performance to a high extent.
2. Technical training programmes

should be conducted for the members of staff to strengthen their technical capacity in the LGA.

3. Quality assurance training should be organized for staff of the local government area to improve their job performance and
4. Time management training should be organized for the staff of the local government since it has shown significant relationship with the staff job performance as revealed by the study.

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