EFFECT OF TRAINING NEEDS ASSESSMENT ON EMPLOYEE PERFORMANCE IN SELECTED TERTIARY INSTITUTIONS OF BORNO STATE, NIGERIA

Thesis Submitted for the Award of the Degree of

DOCTOR OF PHILOSOPHY

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Sociology

By

Sani Mustapha Kura

Registration Number: 11919267

Supervised by

Dr. Supreet Kaur (UID: 25026)

Sociology Department

Assistant Professor

LOVELY PROFESSIONAL UNIVERSITY, PUNJAB

2024

DECLARATION

I, hereby declared that the presented work in the thesis entitled "(**Effect of Training Needs Assessment on Employee Performance in Selected Tertiary Institutions of Borno State, Nigeria**)" in fulfilment of degree of **Doctor of Philosophy (Ph. D.)** is outcome of research work carried out by me under the supervision (**Dr. Supreet Kaur**), working as (**Assistant Professor**), in the (**Sociology**/School) of Lovely Professional University, Punjab, India. In keeping with general practice of reporting scientific observations, due acknowledgements have been made whenever work described here has been based on findings of other investigator. This work has not been submitted in part or full to any other University or Institute for the award of any degree.

(Signature of Scholar)

Name of the scholar: **Sani Mustapha Kura**

Registration No.: **11919267**

Department/school: **Sociology/ Languages & Humanities**

Lovely Professional University,

Punjab, India

CERTIFICATE

This is to certify that the work reported in the Ph. D. thesis entitled "**Effect of Training Needs Assessment on Employee Performance in Selected Tertiary Institutions of Borno State, Nigeria**" submitted in fulfillment of the requirement for the reward of degree of **Doctor of Philosophy (Ph.D.)** in the (Sociology/Languages and Humanities), is a research work carried out by (**Sani Mustapha Kura**), (Registration No. **11919267**), is bonafide record of his/her original work carried out under my supervision and that no part of thesis has been submitted for any other degree, diploma or equivalent course.

(Signature of Supervisor)

Name of supervisor: **Dr. Supreet Kaur**

Designation: **Assistant Professor**

Department/school: Sociology/ Languages & Humanities

University: Lovely Professional University, Punjab, India

ABSTRACT

This research studies the effect of training needs assessments on employee performance in selected tertiary institutions of Borno State, Nigeria. Training improves an employee's knowledge, ability, performance, and output by teaching new skills. Training is a science that improves skills for personal and professional use. To improve performance and broaden the skills and knowledge of the workforce within an organisation. Through evaluating the information and abilities that the employees need, the job assigned to the employee can be completed successfully. Training need analysis can be a tool that can assist employees in improving their abilities, attitude, and knowledge through participating in job-related training duties when career growth is their top priority. As a result, there are no issues with the employees' training being incompatible. The best workers will be produced for fulfilling the organization's objective and vision if the correct person is placed in the right position with the appropriate training. The main objective of the study is to examine the effect of training needs assessment on employee performance in the selected tertiary institutions of Borno State, Nigeria. While the specific objectives are to; examine the effect of training needs assessment on the performance of employees; examine the effect of training methods on the performance of employees; examine the effect of training content on performance of employees; examine the effect of employee job satisfaction on the performance of employees; identify the types of training needs employees are exposed to and examine how the various training offered to the employees is assessed. The study targeted the academic and non-academic staff of three selected institutions namely; Umar Ibrahim College of education, Science and Technology, Bama, Borno State, Ramat Polytechnic Maiduguri, Borno State and Waka Biu College of Education, Biu, Borno State, Nigeria. A total of 97 and 181 questionnaire were distributed respectively to academic and non-academic staff of Umar Ibrahim College of Education, Science and Technology, Bama, Borno State, but only 95 and 167 questionnaires were returned in the same order of respect; 196 questionnaires each to academic and non-academic staff of Ramat Polytechnic Maiduguri, Borno State, however only 157 and 152 questionnaires were returned in same order of respect. Finally 97 and 181 questionnaires were also respectively distributed to academic and non-academic staff of Waka Biu College of Education, Biu, Borno state whereas, Only 77 and 105 questionnaires, in that sequence, were returned. The analysis of the results was done based on the number of the returned questionnaires in all the selected institutions. The data obtained were analysed using descriptive statistics and regression analysis with **JMP version 11 software** (SAS Institute Inc., Cary, NC) and is considered significant at $p < 0.05$. The findings of the study revealed that training are used to reduce the level of employee turnover and employee skill sets evaluation is done regularly. In addition, mentor-mentee relationship is encouraged in skill development

as well as off the job training as a necessary as part of employee training methods. It also concluded that individuals engaged to offer training are well versed with what they trained and training content deep enough to cover the scope of skill gap. In the same vain, it is concluded that employees are satisfied with their pay and with the process employed by the institution to determine annual raised as well as feel valued for their contributions. Similarly, the training content have improved the accuracy level of staff in their work and employee training has improved the amount of work handled by individual staff. Furthermore, it is concluded that the basic types of training needs of the employees are acquisition of the Bachelor Degree or Higher National Diploma as well as attending of workshops and conferences. Lastly, it is also concluded that training offered to employee is access through the process of committee selection, by the faculty or school as well as random selection by the relevant authority responsible for staff training and development. It is recommended that training be given as a consequence of regular assessments of the organisations' training needs. Since the majority of trainings, including workshops, conferences, and seminars, are simply planned events and not the outcome of training need assessments. At tertiary institutions, mentoring and coaching for mentors, supervisors, and instructors should be thoroughly prepared and not just entrusted based on prior work experience. This is owing to the fact that even seasoned workers require training to keep their skills and knowledge up-to-date due to dynamics and globalisation, which have even altered working practices and environments. In higher institutions, job rotation should only be done within the employee's field of study and never outside of it. As job rotation outside of the employee's field of study can harm their career, this is done to safeguard them and assist them thrive in one career. The success of the training programme delivered to employees should be evaluated after each training session; in the event that this is not the case, prompt action and the planning of another training session should be taken. Finally, to improve employee performance and overall job performance, conducive work flow patterns should be implemented.

PREFACE/ACKNOWLEDGEMENTS

One of the cardinal points of the establishment of Tertiary Education Trust Fund (TETFUND) is for the staff training and development of public tertiary institutions across Nigeria to bridge skill gap identified within a benefiting institution.

However with the consistent funding of the scholarships awarded to many staff in Borno state, there seems to be a lingering existence of skill gaps across most of the benefiting public tertiary institutions across the state, thus prompting the factor for conducting this present study.

I would like to acknowledge my appreciation to Lovely Professional University, Punjab, India for the special support at various level such as the libraries where I found useful books, documentaries and researches that excellently assisted me to pursue my Ph.D.

My sincere gratitude is due to my supervisor DR. Supreet Kaur, her humble nature and openness consistently made this study to be my own work by steering me in the right direction to achieve this milestone.

I would like to extend my deep appreciation to Prof. Lawan Adamu of University of Maiduguri, Department of Veterinary, for his support in assisting me to run my data analysis with ease and excellence.

Furthermore, it is worthy to recognise the unique contributions of my entire family members, my brothers, sister, my wife and children for their support and understandings in achieving this milestone in life.

Finally, my unique appreciation and dedications of my achievements is attributed to the memory of my late parents “Alhaji Mustapha Kura and Hajiya Maryam and my late kid Brother Alhaji Umar; may Allah grant them Jannatul Firdaus.

22th December, 2022

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ACRONYMS

AATE	Academic Staff Assessment of Training Offered to Employee
AEJS	Academic Staff Employee Job Satisfaction
ATC	Academic Staff Training Content
ATM	Academic Staff Training Methods
ATNA	Academic Staff Training Needs Assessment
ATTNE	Academic Staff Types of Training Needs of Employee
HDR	Human Development Resources
KSA	knowledge, skills, and abilities
NATE	Non Academic Staff Assessment of Training Offered to Employee
NEJS	Non Academic Staff Employee Job Satisfaction
NTC	Non Academic Staff Training Content
NTM	Non Academic Staff Training Methods
NTNA	Non-Academic Staff Training Needs Assessment
NTTNE	Non Academic Staff Types of Training Needs f Employee
OBT	Outward-bound training method
OJB	On the job training
SLT	Social Learning Theory
TETFUND	Tertiary Education Trust Fund
TNA	Training Needs Assessment

CHAPTER ONE

1.1.Introduction

This chapter presents the background of the study, statement of the research problem, research objectives, Hypothesis, and research questions as well as the significance of the study, definition of terms and concepts, conceptual framework, research gap, and theoretical framework.

The science and practice of employee training have advanced significantly in recent years, and this has also been true of training needs assessments. On the theoretical side, the political, social, technological, and economic constraints have united to make it necessary for contemporary companies to examine their human resources generally and training specifically more closely (Thayer 1997, Howard 1995). In reality, for organizations to be economical, they now more than ever need to depend on improved performance and leadership training (London & Moore 1999). Furthermore, modern organizations view training as an integral, strategic aspects of a system rather than a unique, stand-alone activity. New approaches to training are currently being investigated, such as knowledge acquisition, just-in-time training, tutoring, mentoring, organizational capabilities, and retaining talent profiles. Finally, as we enter the new millennium, it is projected that the workforce will become older and more diverse, creating training demands for modern firms to address.

Conducting a training prerequisites analysis is widely considered as being one of the most crucial phases in the formulation of training. This initial stage of training development concentrates on choosing who and what needs to be taught. A training needs analysis is largely carried out to determine the sectors, subjects, and people who need training (Goldstein 1993). This stage has several results. One is the definition of knowledge goals, which in turn affects how training is designed and delivered as well as the process of developing criteria.

1.2.Background of the Study

Training is the procedure of learning new skills and proficiencies, with the specific goal of enhancing an employee's knowledge, capacity, performance, and output (Sudhakar & Basariya, 2018). More than before credentials for work, viewers of the job market have made it clear that they want to update and develop their abilities. To increase production, it is also crucial to invest in social, physical, mental, and intellectual training.

According to Sudhakar & Basariya (2018), training boosts employee improvement in any organisation and is a systematic improvement of the abilities and knowledge required by workers to successfully carry out a specific task or job. On-the-job training is just one of the methods that may be used to train employees. Prior research suggested that employee training and development greatly impact an organization's overall profitability and effectiveness (Sudhakar & Basariya, 2018). A technique that allows workers to modify their knowledge, capabilities, behaviour, and attitudes is employee training (Algharibeh, Almsafir & Alias, 2014). Employers prioritise training for employees to improve the capital competencies and talents of their employees.

Employee training is an important factor of human resource management in both private and public organisations (Muma, Iravo, & Omondi, 2014), and it has frequently come up in academic discussions. According to Ng'ethe (2014), training is more than just a technique to provide people having the abilities required to carry out their duties. It is frequently thought to be typical of employers' dedication to their staff (Muma et al., 2014). Nevertheless, it's critical to note that human resources strive to enhance a person's abilities and knowledge as well as their attitudes and conduct. Additionally, if these effects permeate the entire workforce, then the alterations in human capital, behaviours, attitudes, and the corresponding organisational environment ought to be appreciable enough to affect employer performance (Muma et al., 2014).

According to Muma et al. (2014), who referenced Armstrong (1995), any training programme must meet the pertinent and identified needs to be appropriate. Enhancing the value of human resources to get a viable edge is the crucial goal of each training programme (Michael, 2008).

Also, Goldstein and William (1990) referenced by Muma et al. (2014), highlighted some details of why employers believed that educating their personnel enabled them to obtain a competitive advantage. Initially, it aids in improving employee understanding and ensures that workers got the rudimentary skills to perform their work with improved technology, it also helps employees comprehend what to do excellently in groups to participate in quality service and makes sure that the employer's culture stress creativity, learning, and innovations, ensure the security of employment through the creation of means for workers to assist in the organisation when their interests and jobs change or their skills turn out to be outdated and lastly equip employees to agree to take and work extra effectively with each other (Goldstein and William, 1990). According to Barbazette, (2006) “training needs assessment ought to offer responses to queries such as, what,

who, and why of training". One of the greatest catastrophes in an organisational training exercise was the failure of employers to identify training needs (Muma et al., 2014).

An organisational analysis's goal is to list all of the organisational elements that could have an impact on how a training programme is delivered (Goldstein 1993). In other words, it emphasises how well training objectives align with organisational goals, resource limitations, and transfer support. Unfortunately, organisational disputes and limits that could have been detected and resolved prior to the implementation of training are the reason why many training programmes fall short of their objectives. Therefore, a crucial initial step in training design is to do an organisational study. Goldstein (1993) provides the most comprehensive analysis on this subject Organizational analysis has just recently come to the attention of training scholars. According to Rouiller and Goldstein (1993), one study in a group of fast-food outlets found that organisational environment (such as situational indications and penalties) was a significant determiner of employees' transferability of the acquired abilities. Tracey et al. (1995) found that organisational environment and society are closely correlated and connected to post-training behaviours in a second study they carried out in a chain of supermarkets. These two studies clearly show the significant impact that the workplace structure could influence if recently attained expertise, abilities, and approaches (KSAs) are put to use in the workplace. The necessity to assist firms in planning their human resources initiatives changes along with changes in employment requirements. According to Tannenbaum (1997), Martocchio & Baldwin (1997), and London & Moore (1999), there are several problems have surfaced in organisational analysis. For instance, the necessity to comprehend how the organisational context affects human resources strategies to successfully manage knowledge and to choose the optimal organisational approach (e.g., who is in charge of training?). Undoubtedly, organisational analysis is essential to a training program's effectiveness. The primary resource of any company is its workforce, and they play a crucial role in that workforce's performance. To fully benefit from job performance, training such as assets through efficient training is a herculean endeavour. In addition to preparing the individual to take on the problems of the work environment. This study would therefore examine the effect of training needs assessment on employee performance in selected Tertiary Institutions of Borno State, Nigeria.

1.3. Statement of Research Problem

In Nigeria and Borno State Tertiary Institutions, in particular, the need for employee training needs assessment has been recognised due to its dynamic and innovations in operating environments.

Good percentages of the Tertiary Education Trust Fund (Tet-Fund) financial funding through tertiary employee scholarships have been devoted to training. However, the training has been taking different forms depending on the forms of organisations and their needs. The choice for staff training and development funded by the Tertiary Education Trust Fund, State and Federal government scholarship schemes as well as independent tertiary institution staff development has suffered a lot of setbacks due to poor training needs assessment.

The essence of sending staff for training is to enhance capacity building in terms of knowledge and skill to improve the general performance of the organisation. This can only be achieved by identifying the skill gap that needs bridging through the specific interest of the organisation. The failures of most of the training programmes funded by the aforementioned organisations are due to the inability of the tertiary institutions to do proper training needs analysis that identifies the skill gap.

The present study is therefore exploring the possibilities of checkmating the problems associated with the inabilities of selected tertiary institutions to identify and improve on the training needs assessments of their various institutions. This can be achieved through the clearly defined objectives that serve as a roadmap or blues print that give a clear understanding of the concept of the study. The main objective of the study is to examine the effect of training needs assessment on employee performance in the selected tertiary institutions of Borno State, Nigeria.

In a similar vein, the effect of training needs assessments on employee performance in Nigeria and other countries has been examined in earlier studies. These studies include those by Nassazi (2013), Kura, Bukar & Abba (2018), Algharibeh, Almsafir & Alias (2014), Valentine (2017), Mahmud, Saira Wahid, Arif, & Belso-Martinez (2019), among others. However, studies were done in the Borno State of Nigeria, such as that by Kura et al. (2018), solely examined the staff training needs assessment at Ramat Polytechnic Maiduguri. So far as the researcher is aware, there seems to be no data on how training needs assessments affect employee performance in Borno State, Nigeria.

To fill the void in the literature on the influence of training needs assessment on employee performance in selected tertiary institutions in Borno State, Nigeria, this study examines the effect of TNA on employee performance.

1.4. Objectives of the Study

The main objective of the study is to examine the effect of training needs assessment on employee performance in selected tertiary institutions of Borno State, Nigeria. While the specific objectives are to:

i. examine the effect of training needs assessment on the performance of employees;
ii. examine the effect of training methods on the performance of employees;
iii. examine the effect of training content on performance of employees;
iv. examine the effect of employee job satisfaction on the performance of employees;
v. identify the types of training needs employees are exposed to;
vi. examine how the various training offered to the employees is assessed.

1.5. Research Questions

The study answers the following research questions:

i. What is the effect of training needs assessment on the performance of employees?
ii. What is the effect of training methods on the performance of employees?
iii. What is the effect of training content on the performance of employees?
iv. What is the effect of employee job satisfaction on the performance of employees?
v. What are the types of training needs employees are exposed to?
vi. How are the various training offered to the employees assessed?

1.6. Research Hypothesis

The following hypotheses were put forth for examination:

Hi: There is a significant relationship between training needs assessment (TNA) on the employee's performance;

H0: employee job satisfaction has no positive influence on the employee's performance;

1.7. Significance of the Study

The result of this study would benefit numerous government organizations such as tertiary institutions to articulate policies and programs that will regulate their staff training needs and other activities. These policies would result in improved performance of organizations leading to improved service delivery by the employee. This study would also guide the management of the

tertiary institutions in restructuring their training needs programs to attain high employee performance in the country. The results of this study will serve as a guide for decision-makers, academics, and students who may want to conduct an additional study on the influence of determining employee performance in the studied area.

1.8. Scope of the Study

The study would focus on the effect of training needs assessment on employee performance in selected tertiary institutions of Borno State, Nigeria. The study will be conducted in the year 2021 and it would rely on primary data that will be collected from the top management officials, records of the academic planning units, and staff of the tertiary institutions using a questionnaire for its analysis.

1.9. Definition of Terms

Training Needs Assessment (TNA): This is the approach for recognizing if there is a training need and, if so, what training is necessary to fill the need. TNA aims to determine with precision the levels of the current state in the objective studies, interviews, observations, secondary data, and/or workshops.

Employee Performance: This is how workers do their responsibilities and complete the necessary tasks. It speaks of the efficiency, efficacy, and quality of their work. The performance also adds to the evaluation of a worker's worth to the organisation.

Tertiary Institutions: any public or private institution, school, or higher education centre that isn't a university and whose goals include giving postsecondary education, conducting research, and publishing.

1.10. Conceptual Framework

In the modern workplace, organizations invest significantly in training programs to enhance employee performance. The effectiveness of these training programs hinges on several factors, including training needs assessment, training methods, training content, and employee job satisfaction. This conceptual framework explores how these independent variables interact and collectively impact employee performance, the dependent variable. (Fig:1.1)

Training Needs Assessment

Training needs assessment is a systematic process of identifying gaps in employee skills, knowledge, and abilities. It ensures that training programs are relevant and aligned with organizational goals (Brown, 2002). Effective training needs assessments lead to targeted training interventions, which can directly enhance employee performance by addressing specific deficiencies (Cheng & Ho, 2001).

Training Methods

The choice of training methods significantly affects the learning outcomes of employees. Various methods such as on-the-job training, e-learning, workshops, and seminars cater to different learning preferences and job requirements (Arthur et al., 2003). Effective training methods facilitate better understanding and retention of information, thereby improving job performance.

Training Content

Training content is another critical factor that influences employee performance. The relevance, comprehensiveness, and clarity of the training material determine how well employees can apply what they learn to their job roles (Noe, 2010). High-quality training content that is aligned with job requirements enhances employees' abilities to perform tasks efficiently and effectively.

Employee Job Satisfaction

Employee job satisfaction is a key predictor of performance. Satisfaction derived from training programs can enhance motivation and engagement, leading to improved performance (Huang & Su, 2016). When employees feel that the training they receive is beneficial and contributes to their career development, their job satisfaction increases, which in turn positively impacts their performance.

Employee Performance

Employee performance is the ultimate outcome of effective training programs. Performance improvements are observed when training programs are well-designed, incorporating thorough needs assessments, effective methods, relevant content, and enhancing job satisfaction (Jehanzeb & Bashir, 2013). Improved performance can manifest in various forms such as higher productivity, better quality of work, and increased efficiency.

Conclusion

This conceptual framework underscores the interconnectedness of training needs assessment, training methods, training content, and employee job satisfaction in enhancing employee

performance. By systematically addressing these elements, organizations can design and implement training programs that significantly improve performance outcomes.

CONCEPTUAL FRAMEWORK

Independent Variable **Dependent Variables**

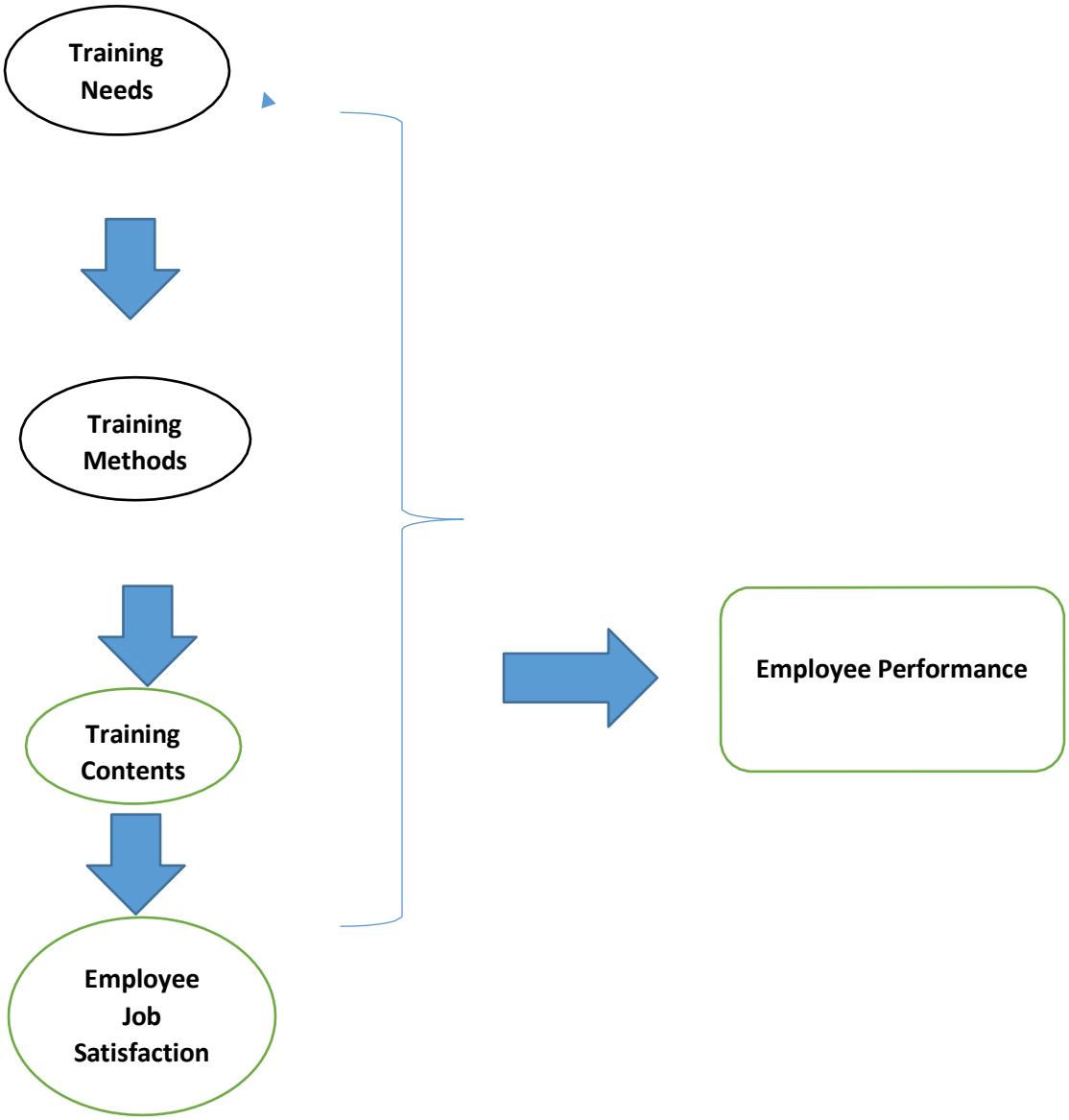

Fig 1.1. Conceptual Framework

Source: Researcher (2023)

1.11 Theoretical Framework

1.11.1. Social Learning Theory

Albert Bandura founded the social learning theory in the 1960s; this kind of study is frequently referred to as observant learning. Social Learning theory states that humans learn from others. The theory clarifies how individuals pick up new attitudes, values, and actions. It emphasizes learning through observation and calls for paying attention to the subject being seen, recalling the behavior seen, being able to respond similarly and being motivated to do so. According to the social learning theory, workers learn new abilities and knowledge by imitating coworkers they trust and regard as more knowledgeable and reliable (Bratton and Gold, 2007). The foundation of the social learning theory, according to (Blanchard and Thacker, 2004), is that experiences and outcomes in the learning context are cognitively processed before they are learned or have an impact on behavior. Finally, learning and behavioral changes result from the processing of information. The theory includes three cognitive processes as a component of social learning: motivation, which influences and is influenced by other learning processes, attention, which starts the learning process when the learner's attention becomes focused on specific objects and events in the environment, and retention, which occurs when the information is processed to make retention possible. Lastly, repeated actions result in the repetition of behavioral patterns.

Social learning theory integrated behavioral and cognitive theories of learning to explain the wide range of daily learning events. The theory was purely behavioural when it was first introduced by Bandura and Walters in 1963, according to (Renzett et al), but its emphasis on the role of imitation was what made it novel and more prominent. But as time went on, Bandura adopted a more cognitive viewpoint, which resulted in a significant revision of the theory in 1977 (Albert, 1977). According to (Grusec and Joan, 1992), the foundational principles of the Social Learning Theory were as follows at the time:

1. Learning is social, cognitive, and behavioural.

2. Observing behavior and its outcomes can educate (vicarious reinforcement).

3. Learning requires observation, information extraction, and behavior decision-making (observational learning or modeling). Learning can occur without noticeable behavioral changes.

4. Reinforcement is not the main component in learning, however it does play a role.

5. The learner is not just a mindless receiver of information. Environmental factors influence cognition and behaviour (reciprocal determinism).

6. Direct observation and experience

7. The majority of stimulus-response theories rely solely on first-hand knowledge of the stimulus to guide behaviour. Bandura expands the range of learning mechanisms by offering the possibility of observation. He adds modelling, which allows people to express actual consequences symbolically . Future repercussions are given the same weight in these cognitively mediated models as they would in a normal S-R theory. The idea of reciprocal determinism is crucial to the Social Learning Theory. According to this idea, just as the environment affects a person's behaviour, the environment also has an impact on that person's behaviour. So, an individual's surroundings, traits, and conduct all have an impact on one another. For instance, a youngster who engages in violent video game play is likely to encourage their friends to do the same, which motivates the child to play more frequently.

Similarly, standard theories of stimulus-response rely solely on sensory knowledge (of the motivation) to guide behaviour. Bandura expands the range of ways to learn by offering the possibility of observation. Albert (1971). Albert adds modelling, a skill that allows people to express actual results symbolically. Future repercussions are given the same weight in these cognitively mediated models as they would in a normal S-R theory. The idea of reciprocal determinism is crucial to the Social Learning Theory. According to this idea, just as the environment affects a person's behaviour, the environment also has an impact on that person's behaviour. Hence, a person's environment, qualities, and behavior affect each other. For instance, a youngster who engages in violent video game play is likely to encourage their friends to do the same, which motivates the child to play more frequently.

Underlying cognitive processes and modelling

The above-described idea of modelling is a key component of the Social Learning Theory. Three different modelling stimuli were outlined by Bandura:

1. Live models, in which someone exhibits the preferred behaviour

2. Verbal instruction, where someone describes the desired behavior and instructs the subject.

3. Symbolic, in which media like radio, television, the internet, literature, and movies are used to represent reality. Characters from literature or real life can serve as stimuli.

The kind of model used, together with several cognitive and behavioural processes, affects the specific information that can be learned via observation. These processes include:

• Attendance — for observers to learn, they must pay attention to the modelled behaviour. Experimental studies (Postman et al., 1961) have shown that learning results are significantly improved by understanding learning and reinforcement. Perceptual, cognitive, arousal, and past performance traits of the observer as well as qualities of the action or event have an impact on attention e.g (relevance, novelty, emotive valence, and utility). Social factors affect attention by affecting the applicability and utility of observation.

• Retention - Observers must be able to recall specifics of a seen activity to imitate it. Once more, the features of the observer (cognitive ability, cognitive rehearsal) and the specifics of the event affect this process (complexity). Bandura characterised the cognitive processes underlying retention as pictorial and spoken, with models described in their linguistic form being utilised more in complicated situations.

• Reproduction—Bandura means the model's use, not its diffusion. This involves some cognitive ability and, in some circumstances, sensorimotor skills. Reproduction can be challenging because it can be challenging to accurately observe behaviour self-observation-reinforced behaviors (he cites perfection in game). Others' opinions can be needed to provide self-correcting feedback. According to more recent research on feedback, providing participants with effective feedback that aids in observation and correction enhances their performance in activities.

• Motivation - The observer's motivations and expectations, including expected consequences and internal norms, determine whether they repeat a witnessed behavior. Bandura's concept of motivation is also dependent on environmental and social elements since motivational factors are influenced by the functional value of different behaviors in a given setting.

Furthermore, the theory of cultural intelligence has more recently been utilised in conjunction with and to support the application of social learning theory (Schaik, et al. 2011).

According to the cultural intelligence hypothesis, people have a particular set of behaviours and abilities that enable them to communicate across cultural boundaries (Herrmann et al 2007).
According to a hypothesis of human learning, human selection has expanded social learning chances. The idea expands on existing social theory by arguing that social learning skills link with other types of intelligence and learning in a similar way to how Bandura's cognitive processes are necessary for modelling. The idea that we have chosen for methods of social learning is supported by experimental data showing that humans over-imitate behaviour when compared to chimpanzees Whiten et al. Some academics contend that our progress as a species is a result of our capacity for social and cultural learning.
In a similar spirit, rewards aren't the only thing that motivates people, claims the social learning hypothesis. Thoughts, beliefs, morality, and feedback serve as our primary motivators. We also learn through bodily states, verbal persuasion, and vicariously experienced information. Modeling, also known as the situation in which we watch someone else's behaviour and take it on as our own, is a technique for assisting learning and cognitive processes. Jiang Qiqi et al (2011).

The Bandura's social learning theory is relevant to this study because training involves the cognitive aspects of motivation, attention within a conducive environment and retention that results in employee performance.

2.11. Research Gap

To equip workers with job-related skills and improve their capabilities for improved performance, there is a substantial need for employee training. Employee training, by Amadi (2014), prepares workers for success in greater positions of responsibility later in the workplace, the resolution of current and upcoming work-related issues, and the elimination of defects in their place of employment. Firms must invest seriously in staff training to boost organisational performance. The Tertiary Education Trust Fund (TETFUND) staff training programmes have greatly benefited the chosen tertiary schools in Borno State, Nigeria, however, the majority of their graduates seem to fall short of the national average. Therefore, it is important to investigate how employee performance is affected by the assessment of training needs in the selected tertiary institutions in Borno State, Nigeria.

In Nigeria and beyond, training needs assessment has been studied to improve employee performance. These studies include those by Nassazi (2013), Kura, Bukar & Abba (2018),

Algharibeh, Almsafir & Alias (2014), Valentine (2017), Mahmud, Saira Wahid, Arif, & Belso-Martinez (2019), Fard and Nda (2013), Mwapira (2015), Voegtlin et al. (2013), among others. However, studies were done in the Borno State of Nigeria, such as that by Kura et al. (2018), solely examined the staff training needs assessment at Ramat Polytechnic Maiduguri.

So far as the researcher is aware, there seems to be no data on how training needs assessments affect employee performance in Borno State, Nigeria. This study is designed to fill a gap in the literature by examining the influence of training needs assessment on employee performance in selected tertiary institutions in Borno State, Nigeria. The literature review related to the present study is discussed in the next chapter which dissects the concepts and understandings of training needs assessments from divergent scholarly contributions.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter discussed the literature reviews and conceptualisations of the present study. It further elucidates the meanings and understanding of the topic from various perspectives and ideas.

2.1 Conceptual Clarification of Training Needs Assessment

The definition of training needs assessment includes the procedure of identifying and assessing needs. It is the initial phase that must be reserved to effectively improve a training programme that is effective (Bleich, 2018). It is an essential method that aids organisations identify the proper training and training length they must offer their workers with so that they may become effective and efficient (Morrison, 2020). The terms needs analysis and needs assessment are when recognising performance issues and/or opportunities and assessing whether or not training is necessary to solve them, they serve separate but related tasks that are occasionally used alternately. (Christensen, 2018). Christensen goes on to say that the term value-added solution to a performance issue refers to the critical phases of needs assessment, needs analysis, and training requirements analysis. These procedures, however, can be challenging if terms are "misunderstood and employed wrongly" because the procedure takes a logical method that calls for a smooth move from one phase to the next to produce desirable outcomes. In addition, Christensen (2016) created an idea that illustrates the roles of requirements analysis and evaluation during the analysis procedure, opportunities, and/or challenges. The process starts with a needs assessment, which uses needs analysis to pinpoint any abilities or knowledge gaps. An organisation can determine which performance issue or prospect requires training involvement and which does not by completing a needs assessment. The following stage will be to organised a training needs analysis to determine what kind of training ought be given if there are difficulties that are suggested for training intervention.

In addition, "training needs analysis is the procedure of obtaining and analysing information to identify the training requirements that a firm must meet for its personnel" as cited by (Reed & Vakola, 2006). Training requirements analysis is described as a "methodological examination and

analysis into an organization's existing and desired performance levels, focusing largely on the abilities of its people and their support networks" by Carlisle et al. (2011, p. 688).

2.2. Employee Training Needs Assessment

The most frequent terminology used to describe either training needs analysis or training requirements evaluation are identification of training needs and both phrases are frequently used synonymously and interchangeably. (Rikkua & Chakrabartyb, 2013). The management of organisational change and changing employee orientation depend on identifying training requirements (Kapoor et al., 2015). Assessment of training needs is one of the key components to improving employee expertise, knowledge, and capacities to meet organisational and individual performance goals. Most models created since have been based on this three-tiered TNA framework, which is also regarded as the primary paradigm for evaluating training needs in the academic literature (McGehee and Thayer, 1961). Leigh et al. (2000) recognised that there have been various needs assessment models over the previous three decades, each with a different amount of emphasis. However, according to Goldstein, (1993) in relations of theory and application, the TNA models have not undergone any substantial changes over the previous 30 to 40 years. McGehee and Thayer created the TNA model's tripartite level for the first time in 1961, and subsequent TNA models were strongly impacted by this model, enterprise analysis, task analysis, and individual analysis are the three phases of needs assessment. The goal of organisational analysis is to determine areas of the organisation where training is needed (Goldstein and Ford, 2002). The organisation study defines performance inside the organisation. This level of investigation can assist in achieving organisational goals. The objective of organisational analysis, according to McGehee and Thayer, is to provide information about where and when training was necessary for a company (1961). Task evaluation determines the job-related tasks and KSAs needed to complete them. The goal of task or procedures of inquiry is to define the subject matter of training on what a worker needs to achieve to perform satisfactorily based on job analysis, task analysis, and analysis of the knowledge and talent gaps (Goldstein and Ford, 2002). This level of study emphasizes information, abilities, and talents needed to do specific jobs. At this level, it is possible to pinpoint the issues relating to what workers must learn and the kinds of training required to do tasks or jobs competently. Character Analysis the results of a person or individual analysis show how effectively each worker is carrying out the duties that are part of their employment (Goldstein and Ford, 2002). It evaluates a person's performance on a task or job.

This level outlines who needs the training and who should receive it, as well as the type of training that each person need and the analysis's intended use for it. Needs analysis is based on each of the three places that define the training requirements because they are all interrelated. The organisational, task, and individual training needs can all be generated to produce an effective training programme for their personnel. Both organisational needs and personnel needs are true in this regard. Muhammad and Rashid (2011) provide a justification for the use of training needs analyses in nine crucial areas of development and management of human resources, consisting of training programmes, goal-setting, capacity building, expertise, skills, and personality, an incentive for learning, efficacy, performance, and cost assessment. They argued that figuring out employees' training needs and figuring out the absence of training would aid in their professional and personal development, respectively. It highlights how crucial it is to develop human resources so they may participate in training that is appropriate for their needs and enhance organisational performance.

To comprehend the significance prediction that pertains to the training requirements assessment process, a few factors must act as a manual before the training programme begins. It can be analysed by determining the knowledge and capabilities of the employees themselves. By initially determining the training requirements, it is possible to address both the information and skill gaps that exist. Among the most crucial considerations while undergoing training should be this. Chiu et al. (1999) assert that the only option to overcome performance problems caused by employee knowledge and skill gaps is through training. According to Wright and Geroy (1992), training needs assessments are carried out to enhance organisational performance by assisting staff members in gaining the requisite knowledge and abilities. The factors that are crucial for determining the training needs assessment that should be addressed in an organisation are explained in the following description. To conduct a training needs assessment, it is important to identify a few key components of the training needs that must be addressed.

2.3. Assessment of Competencies for Knowledge and Skill

Training is a scientific process that helps people develop their knowledge and abilities for both personal and corporate purposes (Armstrong, 2012). By evaluating the information and abilities that the employees need, the job can be completed successfully (Gupta, 2007). Amna and Sumaira's (2012) assessment of knowledge and skills had an impact on their analysis of training

needs, which included 80 managers in the Islamic banking sector. Based on the urgent need to improve their competence, and the ability to manage people with greater efficacy and efficiency, they discovered that the manager knew they needed more training. The crucial elements that can be learned over the identification of organisational training needs are knowledge and skills. There are six reasons to use knowledge and skills assessments: the first is to take advantage of additional commercial possibilities; the second is to operate a novel apparatus or technology; the third is to update an existing training programme; the fourth is to incorporate new duties.; the fifth is to re-organised when an organisation needs to downsize; and the sixth is to support rapid organisational growth (Gupta, 2007). To evaluate the knowledge and abilities required for personnel to use a new information technology system, Fyffe and Fleck (1998) conducted a study. They employ the TNA technique, which includes surveys, focus groups, observation, and interviews. According to the results, there is a discrepancy between the perceived and real training requirements for the technical abilities needed and the requirement to use technology. It demonstrates that both of these components— abilities, and expertise —are significant predictors that are examined in determining the training requirements. Additionally, according to Breshnahan & Johnson (2013), the technique utilised in needs assessment allowed for the evaluation of skill gaps and the creation of a training plan. It also analyses the trainees' perspectives as well as the trainees' present knowledge or lack thereof. The variables that can be utilised to support the determination that personnel needs training is knowledge and skills. The use of training needs analysis can offer actual training while also enhancing the knowledge and abilities of potential learners. A study by Horng and Lin (2013) establish that the fuzzy Delphi method and 360-degree feedback are utilised to evaluate the worth of competency. The competency factor under investigation by Horng and Lin (2013) focuses on a framework for competency-based training that incorporates an approach for determining training needs. It demonstrates the value of using the Delphi technique and 360-degree feedback to evaluate the training requirements for individuals, tasks, and organisations. Expert opinions are used to confirm the importance of worker or trainee competencies when establishing training needs. It may be a sign of the abilities that can be enhanced and offered through precise training requirements. It could close the gap and deal with any issues that are preventing employees from performing up to par in the workplace. Through interviews or surveys, experts such as the general manager, director, experienced practitioner trainers, professors, and any other experts who match the stance on that training area can be suggested for inclusion in the

fuzzy Delphi approach. It demonstrates how competency assessments can be used to determine what kind of training is necessary. Competence has grown in importance in today's organisations, and each one chooses a skilled staff for their operation (Luann, 2012). Competent employees are better able to achieve organisational objectives, and any business should execute a training needs assessment to comprehend the staff's training demands (Luann, 2012) and allocate resources accordingly. This is because employees are any company's most valuable resource, and it is significant to adequately plan for the analysis of training needs. Additionally, Competencies in knowledge and skills are essential techniques that employees in a business need. A study by Kapoor et al. (2015) discover that organization uses various essential methods, such as performance evaluation, Direct observation, and the Client or Customer Satisfaction Index are used to determine knowledge and ability gaps in the team. As stated in the study, identifying training needs assessments allows for the smooth flow of information about the appropriate training and aids organisations in boosting employee morale, productivity, and competitiveness.

2.4. Assessment of Career Development

Rees et al. (2005) claim that organisational theory and practice have generally acknowledged the value of training and development. Employees receive guidance from training and development to advance their career development. According to Agnia (1996), there are a few requirements for identifying the employees' training requirements in an organisation, including the promotion of employees, the mobility of the task changes at work, and the acceptance of new employees to work there. According to Clarke (2003), the implications of the findings of the assessment of training needs are for the future job security and career opportunities of qualified individuals. Training need analysis can be a tool that can assist employees in improving their abilities, information, and attitude gained through training linked to their job duties when career growth is their top priority. As a result, there are no issues with the employees' training being incompatible.

The best workers will be produced for fulfilling the organization's objective and vision if the correct person is placed in the right position with the appropriate training. Additionally, management-level workers need longer-term, structured personal training plans and greater possibilities for lifetime learning (Hjalager & Anderson, 2001). It implies that a training requirements study should be undertaken before any employee training programmes are started.

The top employees can be kept on by focusing on their career development and ensuring that they participate in and attend the training that is required for their future career chances (Yang & Wan, 2004). Longer-term training requirements, according to Clough (2000), will be determined by each employee's development plan.

It implies that employers can evaluate employees' career development through training requirements and provide them with the chance to advance by participating in development programmes that are established by the firm. To prepare employees for their next role, firms must regularly evaluate the training and development needs of their present workforce. This is crucial for the organisation to understand because various employees will have varied training needs for career growth depending on their job position.

2.5. Performance Evaluation

Rothwell and Kazanas (2004) assert that Performance analysis is the study of differences between expected and actual performance, with issues that can be resolved either through instructional or non-instructional means. Swanson (1994) said that performance analysis is the analysis of performance variables to assess actual vs desired organisational, process, and personal performance. Organization, procedures, and individuals make up the three components of performance analysis (Castle, 2005). Rummer and Brache (1995) also backed it up when they said that the three elements are the technique for improving performance. According to Rummier and Brache (1995), the three components of a performance study are the individual level, which is the most in-depth level of performance improvement, the process level, which guarantees that procedures are in line with what customers want, and the organisational needs for making processes work effectively and efficiently. Organization level affects performance and provides problem-solving solutions. Following the identification of these three components, it will be simpler to analyse the training needs and develop a training plan that will meet the actual needs of both the employee and the organisation. The majority of organisations look at their staff members' performance reviews to analyse employee performance. The Performance evaluation is one of the factors that interact with the examination of the training that the organisation, as well as the employees, need. One of the techniques for assessing employee and job performance is this one. When performance is poor and both personal and professional performance is deficient, performance evaluation is used to determine what training is adequate and suitable to enhance a

person's job performance in the present and predicted performance based on the action of a training prerequisites assessment. According to Rebeka et al., (2011) the human resource division most frequently uses performance appraisals. Study on performance evaluations' effects on training needs analysis; 73.33 percent of respondents said that this practice is used frequently or always when analysing training needs in an organisation. Additionally, according to a study by Koech & Nzulwa (2017), employee performance reviews were utilised the most frequently to identify employees' training needs, accounting for 90% of respondents, followed by employee interviews at 7% and employee questionnaires at 3%. It demonstrates that performance evaluation is a tool that can be used to infer performance analysis and that this is the best way to recognise before putting training and development programmes in place for staff, consider the training needs assessment.

2.6. Job Evaluation

According to Bemis et al. (1983), Job analysis is to give an objective description of the job, not of the person executing it . In contrast, Gupta (2007) suggested that employees should be informed of the nature, obligations, and duties of their jobs. When the present Job descriptions fall short of utilising a more detailed task analysis, a job analysis is also conducted (Rothwell and Kazanas, 2004). After analysing the training challenge, job analysis comes next (Nolan, 1996). For workers who are unable to perform their jobs due to a lack of information and skills, training is the answer. The organisation should conduct a training need analysis to find the training that is appropriate for the employee after it is aware of the employee's actual jobs as determined by the job analysis. Job analysis identifies the precise task and can help match the employee's training requirements. It demonstrates that one of the variables in determining the training needs of people in an organisation should be job analysis.

The majority of local organisations focus minimal attention on the determination of training needs and mostly offer training for additional objectives (Chew, 2005). According to Yong (2003), local enterprises do not place enough emphasis on the need for training as they are less interested in expertise development, method training based on needs, and restrict training for a particular job. Local employers are seen negatively by local organisations. Employee commitment to lifelong learning, particularly in new technologies, is not something they are anticipating. Employees who are not devoted to their jobs do not demonstrate an interest in professional progress. The

development of social and intercultural skills and competency receives less attention instead of technical knowledge and skill training, and development. Employees in smaller organisations, as opposed to those working in larger ones, are more concerned about how job analysis obtained via training qualifications will affect organisational performance, according to Kitching & Blackburn (2002). Any type of training, according to Devins, Johnsin, and Sutherland (2004), can have an impact on an organization's performance. The employees were given the choice to select the training programme that best suited their needs after the organisation identified the job analysis.

It is a step in the process of analysing training needs, and if an organisation offers a variety of training opportunities, it can motivate staff members to develop their skills in line with job analyses. One of the methods of job analysis is the factors that can be matched with the kinds of training that employees require to improve their performance in the workplace.

2.7. Web-based Methodology

Many methods can determine staff development needs. A survey of the employees and their supervisors is the approach that is most frequently used to gauge the skill levels of the workforce. However, surveying is a time-consuming and tiresome traditional procedure. Yu Hui, Rosa, and Sun (2006) claim that the best method for determining training needs is a web-based tool that is available through internet technology. A web-based system for assessing training needs can help firms pursue core capabilities that are competitive. Recent developments in web technology offer a viable new route for the growth of applications for training provision. Meade (2000) underlined that web-based HRIS software gives employees and supervisors self-service accessibility over the Internet for interpersonal contact. Evans and Mathur (2005) outlined 16 key positive aspects of online surveys, including its worldwide length, adaptability and quickness, and timeliness, simplicity of low administrative costs, data entry, and analysis. They also discussed the significance of the survey study using the internet. The creation and the creation of web pages, which can take a lot of time, is the only thing standing in the way of technological data collection. Fortunately, this is easily supported by tools for creating questionnaires (Tao and Yang, 2000). Professionals in development of human resources (HRD) are aware of the potential of online technology to boost their productivity. The web-based system for assessing training needs for HRD professionals consequently favour competence-based training. Numerous keen HR managers who approached the examiners after the organisation display of the first-phase assessment to indicate

importance in using a full system that is informed by the prototype validated these assertions made by Yu-Hui et al. (2006). By using the web as a tool to gather data about the need for training by employees, training need analysis can be improved.

2.8. Training Methods

Employees who took part in training were found to possess greater proficiency than those who did not. According to Zahiruddin et al. (2012), a skilled worker carried out their task accurately and purposefully. Organizations are constantly trying to increase their performance, but this is difficult to do if the staff lacks the necessary skills. Tan & Khatijah (2017) claim that regardless of whether an employee is a recent hire who has just joined the company or a seasoned professional, training is necessary because it enables staff members to stay abreast of technological advancements and market information that enables them to effectively handle any situation that may arise (Elnaga& Imran, 2013). In addition, training can boost staff morale (Nischithaa & Rao, 2014). As a result of training, employees gain motivation and confidence, which enables them to work more productively, more sincerely, and with less stress while maintaining high standards of performance (Mohan & Gomathi, 2015; Khyzer et al, 2012). Any organisation's personnel are one of the most important success factors. Employees are a company's asset, and managers and business leaders are responsible for making prudent investments with this 'asset' in order to increase profits. Thus, it is believed that investing in training and development will raise employee performance, improve organisational performance, and lead to greater success (Khan et al, 2011).

2.8.1. On the Job Training

Employers frequently train their staff members on the job (OJT). The effectiveness of training programmes is evaluated using four criteria by Kirkpatrick (1976). The four of these are Behavior, Learning, and Result. The trainees' perceptions and presumptions about the training programme are referred to in his model as Reaction. The knowledge and skills that are acquired through learning aid employees in carrying out their tasks more successfully. Finally, Results include things like higher production, lower costs, and attaining goals. Behavior is the capability of workforces to apply that knowledge in real-world situations, (Tai, 2004). Only a few studies looked at the relationships between on-the-job training and motivation, dedication, and collaboration, knowledge, and contentment at work, despite current study attempts to link HR practices and job satisfaction, and subsequently job satisfaction and employee performance (Bowling, 2007).

(Bouris & Sahinidis, 2007). According to research from 2003 by Tsai and Tai, employee motivation is crucial for the attainment of training outcomes. Employee motivation is often greater for training programmes that are mandated by management than for those where participation is voluntary. Only trainings where the content, objectives, and outcomes are clear are taken seriously by the participants (Tai, 2004). Not all training investments result in productivity, according to Lynch and Black's (1995) finding that not all skilled workers possess a significant effect on organisational output (Eerde at al., 2008). The most crucial factors in developing a thorough organisation programme are the procedures for promoting capable personnel to positions where they can manage or oversee the frontline workforce. The training need assessment (TNA), which calls for a thorough comprehension of organisational requirements for the position of capable managers and people who can fill that function, is a solution to that problem (Patton & Pratt, 2002).

2.8.2. Off the Job Training

Employees are better able to concentrate when they attend training away from their workplace, in line with Shafini et al (2016), as there is far less chance of being interrupted by work activities than there would be if the training were held there. Mtulo (2014) asserts that off-the-job training enables workers to participate in the training session devoid of being diverted by outside dynamics because the training location is typically constructed in a way that enables the worker to focus entirely. Whatsoever equipment or tools are needed to conduct during the training session should be available. Off-the-job training, according to Ramya (2016), is generally better organised and with a solid agenda that optimises and provides a methodical learning experience while minimising learning time. Off-the-job training is crucial, particularly for specialised or technical abilities, claim Wright & Geroy (2001). Lynch (1992) concurs, noting that an expert in the field typically oversees off-the-job training. Employees are encouraged to learn practically in a controlled atmosphere through lectures paired with simulations and role-playing (Smith, 2002); Workers can engage when they receive training outside of their workplace, according to Shafini et al (2016), as there is far less chance of being interrupted by work activities than there would be if the training were held there. Mtulo (2014) asserts that off-the-job training enables workers to take part in the training programme deprived of being diverted by outside factors because the training location is typically set up in a way that allows the worker to focus entirely. The training session might have been conducted using any tools or equipment that were readily available. According to Ramya (2016), off-the-job training is typically more organized and has a good programme that maximise

offers a structured learning environment and learning time. Off-the-job training is crucial, particularly for specialised or technical abilities, claim Wright & Geroy (2001). Lynch (1992) concurs, noting that an expert in the field typically oversees off-the-job training. Employees are encouraged to learn in a practical approach in a controlled atmosphere through lectures paired with simulations and role-playing (Smith, 2002; Hamilton, 1990). Riley (2018) worries, meanwhile, that since off-the-job training involves time away from actual employment, it might lead to additional work once it's over. Since the project must be finished as quickly as possible, this could indirectly affect the caliber of the work. Hamilton, 1990). Riley (2018) worries, meanwhile, that since off-the-job training involves time away from actual employment, it might lead to additional work once it's over. Since the project must be finished as quickly as possible, this could indirectly affect the caliber of the work.

2.8.3. Methods of training Applications

1) On-the-job training method

a) Job rotation: By using this approach, an employee can work in a range of occupations, each with its own set of duties without paying any additional fees (Campion et al., 1994).

b) Job instruction: In this type of training, an employee is led by a trainer or supervisor who advises on the precise procedures to finish the job (Jacobs & Jones, 1995).

c) Coaching: Employee development is required in every organization both practically and theoretically. The majority of businesses choose this training strategy. In this approach, the business designates a coach to train each employee. The trainer also gives regular comments (Heslin et al., 2006).

d) Committee assignments: With this training technique, the organization conducts meetings or seminars where personnel address contemporary world issues to find proper solutions. As a result, every employee of the organization improves teamwork and leadership abilities (Hackman, 2002).

2) Off-the-job training method

a) Vestibule training method: The vestibule training technique is familiar among manual labourers. There are possibilities of malfunction to the company’s machines if workers organize a training program within the vicinity. This strategy involves organizing similar equipment outside the organization (Noe, 2010).

b) Case study method: A case study typically concentrates on an issue that a company is having. This allows for analysing the issue and developing a workable scenario. Employers are encouraged to think critically and creatively with this strategy. This approach stimulates critical and effective thought among employees (Christensen & Carlile, 2009).

c) Incident method: With this approach, the organization compiles a catalogue of real-world occurrences. The staff is then allowed to communicate how they feel about the situation or conditions. After that, the group sits down and makes a decision based on both personal and social decisions (Flanagan, 1954).

d) Conference: A conference happens when several people congregate to discuss a certain issue or topic. Each worker researches and participates in debates on various topics. Moreover, this approach permits every worker to express their perspective (Hunter, 1994).

e) Lecture method: Organizations have trained administrative or professional employees using the lecture method. Trainers provide organized talks on specific subjects. This approach is suitable for creating the fundamental theoretical understanding needed for practice. There is a large audience for audio-visual aids (Bligh, 2000).

f) Simulation method: This simulation training strategy uses specially designed tools or machines to improve employee operational awareness and abilities with an emphasis on proper use in the real world. Virtual reality or computer-based simulation training programs are used most frequently. The simulation method is typically employed when very expensive machinery or equipment is required to complete the task (Alessi & Trollip, 2001).

g) Outward-bound training method: The OBT approach mandates that managers and staff spend a set number of days living in cabins or tents away from the workplace. A variety of tests are administered to participants to evaluate their survival abilities. They learn more about their personalities, untapped potential, creative ability, and leadership skills. OBT is one of the most expensive development and training methods (Priest & Gass, 2005).

2.9. Training content

The training goals produced by the TNA define or specify the tasks and skills that must be learned. Diverse training delivery techniques can be chosen to teach different training topics because all training delivery methods have the potential to and are meant to convey to trainees information on a certain activity, skill, knowledge, or attitude. Similarly, for a particular task or set of training materials, certain training delivery strategies may be superior to others (Hamid, 1987). Wexley

and Latham (2002) emphasises the significance of taking skill and task characteristics into account while creating the most efficient training delivery methods. For categorising abilities and tasks, a variety of typologies have been proposed (Gagne, Briggs, and Wagner, 1997; Rasmussen, 1982), which can be divided into two groups: It is crucial to take people or professional knowledge into account while developing training programmes (Poon and Othman, 2000). Since their employees are undertrained in the skills that are most crucial in the information age, many firms fail. As much as they are necessary for both daily life and the workplace, however, people skills are especially difficult to develop because they centre on how people connect, such as when they communicate, listen, engage in debate, give feedback, work as a team, create solutions, and settle disputes, they are difficult to monitor, quantify, and measure (Coates, 2004). Menguin (2007) lists the subsequent benefits of people skills training: (1) providing a platform for showcasing technical skills;

(2) Assisting in the fast lane; (3) bringing forth leadership qualities; and (4) promoting personal development. It's a good idea to assess people skills beforehand by selecting leaders who can train and receive frequent feedback, support, and reinforcement from their superiors and subordinates. This will assure the right motivation and responsibility. Therefore, organisations might profit from a substantial investment in human resources training. Businesses should be aware that their staff members have access to the most recent technical skill training, which is created and delivered by businesses to help staff members update by the organization's technical training demands, objectives, and finances, and acquire new skills and technology. To analyse a full new recruiting training programme and carry out specific job activities, employees must develop a certain set of abilities (Hamid, 1987).

2.10. Employee Job Satisfaction

Job satisfaction is crucial to the success of every organization (Amburgey, 2005). Job satisfaction reflects the subjective feelings, objective beliefs, and behavioral objectives of an organization's employees, which aids in predicting employee behaviour (Brown et al., 2013). Job satisfaction can therefore be incorporated into assessments that lead to planning for organisational improvement by providing data on the results of previous projects as well as employee projections for the future. Long-term organisational performance depends on motivated, contented workers, and it's widely believed that job satisfaction and motivation go hand in hand in any company (Hee et al., 2019). Job satisfaction is crucial to the success of every organization (Amburgey, 2005). Job satisfaction

reflects the subjective feelings, objective beliefs, and behavioral objectives of an organization's employees, which aids in predicting employee behaviour (Brown et al., 2013). Job satisfaction can therefore be incorporated into assessments that lead to planning for organisational improvement by providing data on the results of previous projects as well as employee projections for the future. Long-term organisational performance depends on motivated, contented workers, and it's widely believed that job satisfaction and motivation go hand in hand in any company (Hee et al., 2019). According to a study, employees who are happy in their work are healthy both physically and psychologically, as opposed to those who are unhappy in their jobs who are usually disappointed and gloomy. Since every organisation has unique goals that reflect its philosophy of existence, job satisfaction is one of the most significant factors in the study of organisational behaviour. Employees are unhappy with their supervisor's activities regarding salary, internal policies, prospects for promotion, and organisational management claim Gupta and Garg (2017). One of the most noticeable outcomes of job dissatisfaction is a loss in performance, both quantitatively and qualitatively. Naturally, this will result in prolonged absences, irregular entry and exit, underemployment, and inaccuracy, all of which will negatively affect performance. This shows that people who are stressed out at work because they are unhappy at work cannot be expected to perform as effectively as people who are comfortable and stressed-free. Factors affecting job satisfaction or dissatisfaction are just one of the aspects affecting employees' performance. More study is therefore required to determine the issues inducing employees' good performance and to discover solutions to challenges, leading to increased organisational efficiency and effectiveness (Fu & Deshpande, 2014).

2.11. Employee Performance

Training enables skill upgrades and boosts commitment, well-being, and a sense of belonging, all of which support the competitiveness of the firm (Acton and Golden, 2002; Karia and Ahmad, 2000). The top management needs to design a workplace where committed employees have opportunities for involvement and effective performance evaluation so that they are less likely to leave for another job and perform at greater levels. It is impossible to study and evaluate an effective training programme separately. An efficient training programme, like any methodical procedure or programme is fueled by a variety of factors, including employee training commitment, which represents organisational commitment in developing training, thorough needs analysis in resolving organisational problems, use of adequate training programmes, their methods

of delivery, and their assessments are given after training programmes, which impacts the transmission of knowledge from the training program to the workplace (Wagonhurst, 2002).

One of the important aspects that correlate with employee performance is said to be training (Mahmud et al., 2019). Skilled people are better at decision-making, risk management, bargaining, etc (Hilton, Mahmud, Kabir & Parvez, 2016). Education is connected with an employee's abilities, knowledge, and analytical influence, say Habiba, Shaw, and Takeuchi (2012), Mahmud et al. (2014), Hilton et al. (2016), and Mahmud et al. (2019). A well-educated worker outperforms a less educated one (Hilton et al., 2016; Mahmud & Hilton, 2019) because education can equip workers.

According to Chen Dai, Kong, & Tan (2017) and Uppal, Mishra, & Vohra (2014), job experience affects worker performance. The employee's work experience aids in recognising the nature of the position correctly and also allows the worker to respond effectively, decreasing the likelihood that the tasks will be unsuccessfully completed (Mahmud et al., 2019). A new employee with more work experience than a new worker with less work experience performed better (Beus, Jarrett, Taylor, and Wiese, 2014). Undoubtedly, a worker with more work experience than a worker with less work experience can respond to difficult situations more professionally (Mahmud et al., 2019).

Aguinis, Joo, & Gottfredson (2013), Nyberg, Pieper, & Trevor (2016), and Mahmud et al. (2019) claim that financial rewards (compensation, salary, and bonus) affect employee performance. When compared to an employee who receives lower financial benefits, the employee who receives significant financial benefits is more driven to complete the tasks at hand (Mahmud et al., 2019). In their study, Hilton et al. (2016) found that access to resources, information, and services is significantly influenced by an employee's mobility. Over time, this raises the employee's level of performance (Mahmud et al., 2019).

2.12. Feedback

In everyday human existence, all circumstances are occasionally characterized by actions that take place in a routine setting where people can do a variety of jobs and receive feedback on their talents (Eberlin et al, 2009). The need for responses from employees about their working environments and situations exists in all work environments, whether they are service or production-oriented (Timothy and Clinton, 2005). They added that through feedback and the right response, a slight increase in productivity had been attained. Feedback is a fundamental tool for training people since it helps them overcome obstacles to advancing their efforts toward the goals assigned to them in

their working environments (Watts, 2007). Because of this, individuals and organizations cannot create standards that could satisfy the simplified aims without adequate feedback. The comments of the employees prove useful in eradicating undesirable habits that are special to them as well as analyzing the information gleaned from them to produce good ideas associated with their development and preparing them for higher future positions (Van and Geoffrey, 2005). Current bosses' subordinates are tomorrow's managers today. If unfavorable circumstances that could be obstacles on their path to advancing toward those positions are avoided, they will become managers and leaders of the future. Feedback serves as a link between unsatisfactory working circumstances for employees and management's response. Large businesses strive to establish an environment where their staff members have the abilities and ability to work in any domestic or global context. While the knowledge of the 360-degree view is extremely crucial, it equips every level of employee to clear up any ambiguities in their daily tasks and polish their talents by making them useful for goal attainment (Luthans. K. W, 2002). Criticism from workers at all levels and all angles is useful to management on the one hand while also letting workers realize how far they have strayed from their objectives. They become more committed to setting and achieving goals as a result. According to Kathiravan and Zakkeer (2006), receiving feedback can help to raise the caliber of products and boost employee productivity. As a result, it specifies how to remove obstacles between employees' abilities and the outcomes expected of them by the organization. Students in learning establishments use the feedback procedure to make their ideas on pertinent themes and their content. Additionally, the teachers give the students comments to let them know whether their approaches to a particular subject or study are true and pertinent or if they are departing from the genuine notion (Ertmer et al, 2007).

2.13. Appraisal

The talent and characteristics of any organization's employees are key factors in its success. The employees are an essential part of any organisation because they are its foundation. Organisations could accomplish their objectives and goals without them. Anyone working needs something to do, therefore look forward to or be motivated by if they want to be motivated to work in the company's best interest. This demonstrated the more planned method of managing human resources (HRM) procedures, which is required to connect business objectives with worker productivity. The main aims, ambitions, and objectives of the organisation are communicated through the performance appraisal process and integrated into the performance management

process. (2005) Wilkinson and Marchington Baron et al. (2005) claim that managers judge the performance of their subordinates using a more limited technique that entails a top-down review during the annual performance appraisal meeting. Similarly, Chapman (2009) stated that significant changes to UK employment law against age perception went into effect in October 2006, having an impact on all forms of assessments as well as work performance and appropriateness assessments make that the instruction and resources for appraisals are up to date with employment law. It is advantageous to comprehend this most recent legislation whether you are young or old and being appraised. The Employment Equality (Age) Regulations 2006, which came into power on October 1 and are in line with European law, prohibit age discrimination. This has several ramifications for how staff evaluations are conducted, the materials that are utilized, and how staff members are trained. According to Armstrong (2006), the purpose of a performance appraisal is to serve as a tool for foreseeing what personnel inside a company will need to accomplish to carry out their responsibilities and deal with new challenges. Additionally, improved use of technology talents and skills (Szilagy & Wallace 1990) will develop organisational and personal capabilities and help organisations accept the fact that much of their decision-making depends on the effectiveness of their people in producing data. Due to the yearly performance reviews, management can measure and track the fulfillment of established norms, potentials, and goals as well as the distribution of responsibilities and tasks. The opportunity for businesses to examine and plan for training needs is provided through staff performance reviews, which also help determine individual training needs. Performance reviews have often simply comprised a supervisory and employee procedure. Through teamwork, employee growth, and client provision have received additional consideration, the importance has shifted to worker feedback from the full circle of sources feedback represented in the multiple-input method to performance feedback, which is frequently referred to as 360-degree assessment (McLean, VA, U.S., 1997) Organizations typically have annual performance reviews that include the supervisor's feedback on the employee's performance. Foremost Indian businesses are, however, using a 360-degree approach or management by objectives to implement a more modern approach to performance management (MBO). A performance appraisal system, according to Wise (2005), can assist an employee in learning about his or her abilities, and shortcomings and in making decisions regarding their career. A component of performance management is performance appraisal which includes many measurements across organisations, if a company wants to maximise the value of

its most important resource—its staff—and achieve a competitive advantage edge through human capital. The goal of performance evaluation is to help these people develop. Although there are other organisational processes, such as those involving technology and design, the human side is the most challenging to imitate and, hence, the most valuable (Armstrong & Baron, 2005). The best at putting strategy into practice and accomplishing the organisational strategic goal are high performers (Michlitsch, 2000). There are other stated goals for performance reviews as well. The ultimate result of the performance evaluation approach is that it successfully empowers the individual to achieve both their own performance goals and those of the organisation through driven self-learning. By linking individual performance goals to the organization's overarching objective, it also assists the organisation in achieving and even surpassing its strategic objectives. In the performance management process, 65% of the firms tested employed individual annual performance reviews, and 27% used them twice a year, as shown by (the CIPD survey, 2005). To ensure fairness and equity among employees, personnel, and staff, institutions must review program effectiveness to find future talent and to increase staff excitement and competition. According to Ahmed (2007), by monitoring and assessing the effectiveness of key processes carried out by human resources management, an organisation can determine the efficacy of the programmes and policies regardless of whether they are ones for hiring, vetting, and when selecting individuals for training, development, and monitoring their workers. The impact of TQM (total quality management) principles on the methodology for evaluating employee performance is discussed in (Wael, Mohamed & Jibril, 2009). Customer satisfaction is the goal of an entire quality organization and since employees, authorities, as well as overseas customers and suppliers, are all clients, the level of their satisfaction can be used to determine the level of performance in multi-resident agencies when seen from this angle. When a team is working together, individuals are judged collectively rather than separately as was done in the past. In contrast to the system of performance appraisal that is in line with comprehensive quality management, the conventional system of performance evaluation, which had previously placed a heavy number of qualities and unquantifiable standards, with the resident is a person inclines to be characterised more than others, will be unfair and does not produce correct outcomes. Mohammed (2007).

The following ideas are provided for efficient performance management: Such programmes ought to include regular manager assessments by an evaluation by the manager's superior and the management's subordinates. They ought to be influenced by a mindset that values the worker as

well as performance reviews. The effectiveness of performance management systems can be improved by placing more emphasis on teamwork. Another factor that influences how useful an employee is asking clients and suppliers for feedback on how well they performed. The performance appraisal procedure, which has gained widespread popularity, is one of the most crucial ways to improve business performance through effective teaching. Al-Sultan, (2007). This broad adoption was a direct result of awareness and comprehension of the connection concerning the precision, efficacy, and effectiveness of the performance review process and the growth of organisational human resources. Since they assist assess how well employees are performing on the job and ensure they complete their jobs with suitable quality, which affects their income, performance evaluations are crucial in businesses. Knowing their capabilities, performance, and areas for improvement is also crucial for them to meet departmental goals. The appraisal system must be current to support corporate objectives and growth. Managers carry out staff evaluations by their duties under the appraisal system before delivering the outcomes to the HR division to gather performance rankings and set rewards. Each organisation, whether or not it is educational, has a specific method for figuring out whether or not its idea and goals have been met. Like this, annual reviews of employee performance are conducted to determine how effectively they match the demands of the evolving environment.

2.14. Application of Social Learning theory to organisation

The social learning hypothesis states that incentives cannot be the only thing boosting an employee's motivation. Emotions, beliefs, ethics, and feedback are a few additional aspects that can boost motivation. Learning involves three processes: indirect experience, spoken influence, and physiological circumstances. Learning, psychological conditions, and the perceptual process are all supported by modeling, which is the situation where a person takes on and practices another person's behaviours as his own.

The social learning theory provides a number of recommendations for the ideal learning environments. To demonstrate how the social learning theory can be applied to industrial training, twenty assertions concerning the requirements for effective training are provided. Give the learner a verbal model of the task when modeling it to help them accomplish it, for instance. The greatest verbal models will provide guidelines for how to respond to that assignment, but they will be as simple to recall as feasible. The learner is most likely to discover how to compensate oneself for

doing well, and that he has a big effect on how the work succeeds. Managers have been taught how to deal with interpersonal issues that develop at work more successfully using a training programme based on social learning theory which has also been used to anticipate which subordinates would emulate the conduct of their supervisors. In light of these circumstances, the current study aims to apply this theory to the research issue.

2.14.1. A Conceptual Basis for Social Learning Theory

Although there is discussion over whether social skills are either essential or adequate criteria of competence, social abilities are thought to provide the basis for proficiency in the majority of current theories e.g., "Cavell, 1990; Crick & Dodge, 1994; Dubois & Felner, 1996; Rose-Krasnor, 1997). In contrast to earlier conceptualizations of social skills, which focused on more fundamental and measurable units of behaviour, more recent conceptions of social competence encompass a complete cognitive and emotional spectrum, behavioural ability, motivation, and expectation sets, among other things (McFall, 1982, Dubois & Felner, 1996). The growing importance of the social learning perspectives was the driving force behind this conceptual change. Current cognitive-behavioral approaches were founded on the incorporation of these viewpoints into behavioral psychology, and as a result, have substantial conceptual and practical ramifications for social skills assessment and intervention. We use a broad definition of social learning theory for our objectives. It combines various strategies that share some fundamental components. These methods include learning and cognitive psychology concepts, as well described by Maisto, Carey, and Bradizza (1999). The operant theories on which social learning approaches were based shared the conviction that conduct is acquired and affected by environmental causes and effects. In contrast to operant theories, cognitive processes are thought to mediate learning significantly. A person's cognitive processing of environmental information may be as significant as the environment itself, if not more so. As a result, learning is seen as a complicated process involving interactions between factors related to cognition, behavior, and the environment. A person can learn something directly through operant conditioning or indirectly through modeling and imitation. Social learning theory, like its operant antecedent, lays a strong emphasis on the social setting, but it goes a step further by introducing the idea of reciprocal determinism. In other words, cognitions and behavior are both influenced by the social setting.

The idea that the similar learning mechanisms that underlie the natural environment, skill development, and upkeep are presumptively at work in the therapeutic context is fundamental to therapies based on SLT. The cognitive mechanisms that influence situations and behaviour are given increasing attention, even while the significance of environmental context and first-hand learning experiences are emphasized. Dysfunctional actions are thought to result from a complicated relationship between cognition, emotion, overt behaviour, and contextual settings and events, such as social skill impairments (Foster et al., 1988). Foster and colleagues emphasize that a range of techniques, such as direct ones (such as behavioral training, strengthening, and feedback), indirect ones (such as modeling), or ones based on symbolically expressed experience, can be used to induce change e.g., training in social problem-solving abilities and self-educational abilities; Foster et al., 1988). Deficits in social skills are thought to be the result of either a failure to learn the abilities or a failure to adequately reinforce already acquired abilities in the natural setting. Remembering the distinction between ability and performance, the alternative hypothesis is that some of the competency-related elements have been learned but are not utilized as a result of interfering beliefs or affects (such as poor self-efficacy beliefs) (e.g., anxiety). Noting that one or more of the "interlocking" skill mechanisms required for performing is missing, this would be considered an instance of poor skill development from an SLT perspective. Unnecessary reinforcement of a response that has already been learned can lead to a skills deficit, which is probably the easiest intervention scenario. In this situation, the clinician could apply for contingent assistance on a more regular plan within the beneficial environment, gradually reduce the reinforcement, and then try to transfer its supply to important others.

When the client's repertoire does not contain the skill, reinforcement alone is insufficient. In these situations, instruction, modeling, rehearsal, feedback, and reinforcement are used in succession. Each targeted skill must first be defined, described, and demonstrated clearly before training can begin. Additionally, a justification for acquiring the skill is typically given since it aids in helping the client while learning to comprehend the advantages of ability use and the purposes fulfilled by the talent. Modeling can be utilized to give the customer a chance to observe instances of competent execution of skill and to elicit favorable results for the model by leveraging the observational learning processes previously mentioned. It can come in a variety of shapes. A commentary that helps draw attention to specific parts of the model's conduct or describes managing self-statements may accompany the performance, which may be live, recorded, or

imagined (Foster et al., 1988). Modeling can be used to teach clients skills that are missing from their repertoire in addition to eliciting responses that are already in their repertoire, reducing or increasing the likelihood of the client's focus on specific environmental signals, adjusting stimulation levels, and delivering new information affecting self-regulatory mechanisms (such as outcome potentials) will all be used to display responses already in the repertoire (Foster et al., 1988). The development of self-instruction abilities and social problem-solving skills are two examples of techniques that place more focus on the reasoning facilitation processes that are crucial to SLT. Clients get the largely cognitive abilities necessary to more accurately characterize and resolve difficult situations through social problem-solving training. According to D'Zurilla and Goldfried (1971; Spivack & Shure, 1974), Defining the issue and the desired result, coming up with a variety of potential solutions, evaluating those solutions for their expected effects, and other related component target competencies, choosing the greatest resolution, creating a plan for putting it into action, and assessing the result. From an SLT perspective, a major benefit of this kind of interference is that it enables a person to experiment with different solutions and think about their possible results in a more symbolic manner as opposed to repeatedly testing them in the actual setting. Self-instruction talent training teaches clients how to set objectives, utilize verbal cues to motivate, lead, and preserve performance toward achieving those objectives, and compensate oneself when those goals are met to improve self-control (e.g., Meichenbaum & Goodman, 1971). The self-regulatory mechanisms that were previously mentioned and are essential to the SLT perspective are utilized in this intervention strategy.

2.15. Empirical Literature Review

Kura et al. (2018) use primary data gathered through questionnaires and in-depth interviews to analyses staff training needs assessment in Ramat Polytechnic, Maiduguri, Borno State, Nigeria. The academic personnel at the Polytechnic received about 250 surveys, whilst the non-academic staff received 150. The respondents were academic and non-academic workers. To test their theories, they employed Chi-Square. They found that neither a training needs assessment nor a staff priority for training existed in the research area. The results also indicated that there was a strong correlation between staff training needs and training approval.

The impact of training needs analysis on organisational performance in Kenyan counties was examined by Laban, Thuo, and Mutegi (2017). Their research was mostly focused on Nairobi City

County. Organizational performance was the dependent variable in a study by Laban, Thuo, and Mutegi (2017) that used four variables: the needs assessment of the organisation, the needs assessment of the work, and the needs assessment of the individual. They used a cross-sectional survey research design for their investigation. A sample size of 84 employees and approximately 161 employees was used. Through the use of surveys and random sampling, the population for the study was chosen. The study's findings suggested that assessing training needs has an impact on how well an organisation performs. The individual needs assessment was the most important part of the training needs analysis. The assessment of individual training needs includes consideration of both those demands of the individual and anything that can make the department or organisation run as efficiently as feasible. The study suggests that the skills, knowledge, and abilities necessary for the impacted occupational categories should be examined as part of the assessment of training needs.

In 2019, Mahmud, Saira Wahid, Arif, and Belso-Martinez evaluated the effect of training needs assessments (TNAs) on the productivity of the workforce in Bangladesh's telecommunications industry. They made use of primary information that was gathered from two telecommunication firms' profitable department personnel. Using the simple random sample (SRS) method, they chose 136 employees. The influence of TNA on employee performance was estimated using the ordinary least square (OLS) method. The study's conclusions showed that TNA contributed favourably to raising staff productivity.

To increase employee productivity in the social service sector, Ludwikowska (2018) looked into the efficiency of the training process and its phases. The municipal social assistance centre in Poland employed staff from all divisions as the research's study population of social workers. The study sample consisted of 157 social service workers. The personnel took part in a thorough training session that the researchers used as a baseline to gauge their level of productivity. They used social workers' perceptions of how well the training was delivered and how well employees performed in their study. To gather primary data, self-evaluation surveys on a five-point Likert Type Scale were employed. Employee productivity and training programme efficacy were the two variables they used. To determine the connection between each training phase and worker effectiveness, they used a correlation coefficient. The study's findings suggest a favourable link between factors like training needs analysis, training transfer, and employee productivity.

The performance of employees at the Federal Polytechnics in Nigeria is examined by Paul & Audu (2019) about the consequences of the training of academic staff. To gather information from the respondents, they used a structured, closed-ended questionnaire with a 5-point Likert scale. Using a stratified random selection technique, 220 people were randomly selected from 7 schools and the Polytechnic Library to receive the questionnaire. The data were analysed using an ANOVA and an ordinary least squares (OLS) regression model. The outcomes demonstrate that training academic staff has a significant effect on staff productivity, improved service delivery timeliness, and work quality.

The scientific literature on training needs assessment (TNA) was thoroughly evaluated by Ferreira & Abbad (2013); based on studies of issues like where we are. Where should we go next? They assessed the current level of scientific output on TNA and identified certain areas that could use improvement. Databases like Ovid, Proquest, Web of Knowledge, Wiley Online Library, PsycNet, Emerald, CAPES Database, and Scielo were consulted by Ferreira & Abbad (2013). They looked at 51 articles. The findings indicate that there is little agreement on the best way to quantify training needs that theoretical definitions are required to fill in any gaps in TNA, that most TNA models and methods are sensitive and actively ignore contextual factors and multiple levels of analysis, and that there is little interest in creating new TNA theories and concepts.

Algharibeh et al. (2014) looked into the connection between training programmes and worker performance in Jordan's public universities. They used three independent variables, including training quality, training for the job, and training approach. They gathered information from 63 staff members and managers at Jordanian public universities. A favourable and significant association between quality training, job training, training strategy, and employee performance was found in the study, which took a quantitative approach. Quality training was the factor that had the biggest impact on employee performance.

Muma et al. (2014) look at how Jomo Kenyatta University of Agriculture and Technology employees' commitment to their jobs is affected by their evaluation of training needs. In addition to a descriptive survey methodology, they used both qualitative and quantitative techniques. Using a random selection technique, 1,731 staff employees served as the responders. The data were collected via a questionnaire, and both descriptive and inferential statistical analysis were performed on them. Inferential statistics' findings indicate that employee commitment was

impacted by training. The investigation confirmed that Jomo Kenyatta University of Agriculture and Technology and other public universities did not efficiently analyse training needs. This led to the employees' lack of dedication to their work.

The impact of training on worker performance in Uganda's telecommunications industry was examined by Nassazi (2013). Three case studies from the major telecommunications companies active in the study area were used in his work. Using a questionnaire and a qualitative research methodology, data for the study were acquired. The conclusion suggests that employees' performance in telecommunications enterprises was impacted by training.

A study was carried out in Dar es Salaam by Mwapira (2015) to look into how staff training affects organizational performance. The study set out to answer questions like: Is there a significant correlation between worker and training performance and managerial performance? Do employee training and performance have a good relationship? Does the performance of an organization's employees have any bearing on that of the employees? Is there a link between organizational performance and personnel training? The case study project acquired data using questionnaires, interviews, and a literature review. The research's classification of on-the-job training as coaching, job rotation, mentorship, apprenticeship, and understudy revealed that it was the most common form of employee training utilized in TRA.

A study on the Evaluation of training programs in Russian industrial businesses was undertaken in Russia by Manokhina (2017). The study used a survey methodology in which questionnaires were used to gather data. The study's findings showed that training evaluation techniques for production employees, specialists, and managers differ greatly. They also showed that methods of evaluation including questionnaires, worker testing, assessments of individual performance, and Return on Investment differ significantly. However, the survey found that questionnaires are the most frequently utilized approach for managers and experts to evaluate their training, followed by worker testing for both production employees and individuals, and ROI for managers and specialists. The cross-sectional correlational survey approach was used in the Ocen et al. (2017) study in Uganda on the importance of training in fostering worker commitment: the facilitating effect of work satisfaction. Data was gathered by questionnaires, and the findings revealed a good link between training and employee relations, a positive connection between training and job satisfaction, and a positive relationship between employee guarantee and job satisfaction. In

conclusion, the study shows that training has a direct, beneficial influence on employee commitment. Additionally, job satisfaction aids in transmitting some of that benefit.

Improvement of performance was cited as a benefit of staff training in research by Mwapira (2015), along with the acquisition of technical skills, abilities, and capacities that enhance service quality. Another study on the impact of training in enhancing the performance of Tanzania's police force was carried out by Mwakyosi (2013) in Dar es Salaam. To gather information from the police officers, the study used a case study research design, employing questionnaires, interviews, observations, discussions, and documentary reviews. The study's findings revealed the importance of training in enhancing organisational performance. 85% of respondents agreed that training is important for improving performance, and 90% said that training affects performance.

In a study on employee empowerment, Voegtlin et al. (2013) found that training can increase the collective empowerment of work units. The study intends to investigate theoretically and practically how employee training programs can improve work units' organizational empowerment. The study's findings showed a correlation between participation in training and rising levels of psychological collective empowerment, with diverse effects on the dimensions of empowerment. White and Knight (2018) showed a second study in Britain to investigate the effects of training, career mobility, and employee satisfaction. The study used an exploratory methodology in which panel data regression with fixed effects (FE) was used to gather and evaluate the data. The study's findings demonstrate that receiving training has been associated with modest short-term gains in earnings and larger medium-term increases in earnings. With appropriate consideration, the study demonstrates the strong link between employee happiness and training.

According to a study by Licombe (2015) that looked at how training and development affected workers' performance in the public sector in Tanzania. Data were analyzed with SPSS and a straightforward descriptive statistic utilizing the study's descriptive methodology. The study's findings indicate that the presence of employee training programs has an impact on employees' performance in terms of skill enhancement, improved performance, bridging the skill gap between job necessities and the abilities required to carry out the job, and team spirit building, all of which lead to increased productivity.

In Malaysia, Fard and Nda (2013) showed a second study on the effect of employee training and development on employee productivity. The study's findings showed that employee training and development increases both employee productivity and organizational productivity. The goal of the study carried out by Khan et al. (2011) in Pakistan was to comprehend how training and growth affect organizational performance. The study was based on secondary data and involved a thorough literature review. The study's findings showed that the delivery method, on-the-job training, and training design all significantly affect organizational performance. Additionally, because it enhances organizational performance, it has a favorable impact on that performance.

Rahman et al. (2013) conducted a study in Malaysia on the topic of knowledge management processes' moderating effects on training and organizational effectiveness. The study utilized a descriptive design, which involved using questionnaires to gather data. The study's findings demonstrate the relationship between variables and the impact that managerial or individual skill development has on organizational success. Subsequently, process skill training interacts with information acquisition, knowledge application, and knowledge protection to improve organisational effectiveness.

Landa (2018) carried out a second study at Tanga to study the impact of training on worker performance. Data were gathered for the study using a case design, which included surveys, interviews, and document reviews. The quantitative survey data was analyzed using SPSS. The study's findings suggest that training significantly affects employee performance. Training programs help organizations become more effective and productive as well as improve customer satisfaction and obtain a competitive edge.

To determine the impact of HR practices on organizational performance and the moderating impact of Islamic beliefs in Pakistani corporate organizations, Rana and Malik (2017) conducted a study there. Data for the study were gathered using questionnaires using a 5-point Likert scale and were then analyzed using SPSS. The study's findings indicate that human resources practices such as employee involvement, performance evaluation, compensation, and training are significantly and favorably associated with organizational performance. A regression study using centered variables demonstrates a significant and favourable link between Islamic application and organizational performance as well as between training and both.

Impact of Training on Job Satisfaction

Several studies have empirically demonstrated the positive impact of training on job satisfaction. For example, a study by Jehanzeb and Bashir (2013) found that training positively influences job satisfaction among employees in the banking sector. The study concluded that employees who perceive their training needs as met are more likely to be satisfied with their jobs, as training helps them develop new skills and enhances their career prospects.

Sector-Specific Findings

Different sectors show varying levels of training impact on job satisfaction. In the healthcare sector, training that addresses specific competencies and patient care skills has been linked to higher job satisfaction among nurses (Li et al., 2014). Similarly, in the technology sector, continuous professional development and skills enhancement through training are crucial for job satisfaction, given the rapid pace of technological advancement (Huang & Su, 2016).

Training Needs Analysis

Training Needs Analysis (TNA) is a systematic process that identifies the training requirements of employees to bridge the gap between current and desired performance levels. A study by Brown (2002) emphasized the importance of TNA in designing effective training programs that enhance job satisfaction. The study found that when organizations accurately identify and address the specific training needs of their employees, job satisfaction levels significantly increase.

Factors Influencing the Relationship

Perceived Organizational Support

Perceived Organizational Support (POS) is a critical factor that influences the relationship between training and job satisfaction. When employees perceive that their organization values their contributions and cares about their well-being, they are more likely to experience higher job satisfaction (Eisenberger et al., 1986). Training programs that are well-supported by the organization enhance this perception, thereby boosting job satisfaction.

Job Relevance and Application

The relevance and applicability of training content to an employee's job role are crucial determinants of the training's impact on job satisfaction. Cheng and Ho (2001) found that training programs that are directly applicable to employees' daily tasks and career goals significantly enhance job satisfaction. Employees appreciate training that helps them perform better and advance in their careers.

Training Quality and Delivery

The quality and delivery of training programs also play a vital role in determining their effectiveness in enhancing job satisfaction. Arthur et al. (2003) conducted a meta-analysis that highlighted the importance of well-designed training programs, competent trainers, and interactive training methods in improving job satisfaction. High-quality training that engages employees and meets their learning needs leads to higher levels of job satisfaction.

Practical Implications

Designing Effective Training Programs

Organizations should invest in designing training programs that are tailored to the specific needs of their employees. This involves conducting thorough TNAs and involving employees in the training design process to ensure the programs are relevant and beneficial (Noe, 2017). Customized training programs that address both the skills gap and career aspirations of employees can significantly enhance job satisfaction.

Continuous Professional Development

Continuous professional development (CPD) opportunities are essential for maintaining high levels of job satisfaction. Organizations should provide ongoing training and development programs that allow employees to continuously update their skills and knowledge (Huang & Su, 2016). CPD initiatives demonstrate the organization's commitment to employee growth and can lead to sustained job satisfaction.

Supportive Organizational Culture

Creating a supportive organizational culture that values training and development is crucial for enhancing job satisfaction. Organizations should foster an environment where training is seen as a strategic priority and employees are encouraged to take advantage of development opportunities (Eisenberger et al., 1986). Supportive leadership and recognition of training achievements can further boost job satisfaction.

Conclusion

The relationship between training needs and job satisfaction is well-established in the literature. Addressing training needs through effective training programs enhances job satisfaction by improving employee competencies, career prospects, and perceived organizational support. Organizations that invest in tailored training programs, continuous professional development, and supportive cultures are likely to see significant improvements in job satisfaction. Future research

should continue to explore sector-specific training needs and the long-term impact of training on job satisfaction.

The next chapter elucidates the methodology of the present study. It succinctly gives the understanding of the study area, research design and sampling technique, population of the study, sample for the study, pilot study, reliability test study, reliability of the research instrument, source of data collection, descriptive and data analysis and ethical considerations.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

The research methodology used is described in this chapter. It explains the research design, study region, target population, sample, sampling methodologies, data sources, and data analysis. Furthermore, the chapter discusses the reliability and validity techniques used in this study as well as pertinent ethical concerns.

3.2. Study Area

With a total land area of 69,435 square kilometres or about 7.67% of the country's total land area, Borno State is one of Nigeria's largest states (Ministry of Land and Survey, 2009). The state lies approximately between latitudes 10002'N and 13004N and between longitudes 110040E and 14004E (Ministry of Land and Survey, 2009). Its neighbours are Yobe State to the east, Gombe State to the southeast, and Adamawa State to the south. Additionally, it shares international borders with Cameroon to the southwest and the northwest with the Republic of Chad. Borno State had 4, 151,193 people living there as of the 2006 census, which corresponds to a population density of about 60 people per square kilometre (National Population Commission (NPC), 2006). The state is presently structured into 27 Local Government Areas that include: Maiduguri, Jere, Bama, Gowza, Kala Balge, Ngala, Mafa, Marte, Monguno, Guzamala, Bayo, Kuya Kusar, Biu, Shani, Kaga, Askira Uba, Hawul, Gubio, Kukawa, Abadam, Mobbar, Magumeri, Nganzai, Konduga, Dikwa, Bama and Chibok. There are eight (8) Tertiary Institutions in Borno State; these include the College of Education Waka Biu (CEW), Ramat Polytechnic Maiduguri (Rampoly), Umar Ibn Ibrahim College of Education, Science and Technology Bama (UICEST), College of Business and Administrative Studies Konduga (CBAS), Mohamet Lawan College of Agriculture Maiduguri (MLCA), Mohammed Goni College of Legal and Islamic Studies Maiduguri (MOGOLIS) and the newly established Borno State University Maiduguri (BOSU).

Three naturally occurring agro ecological zones, including the Sahel savannah in the far north, the Sudan savannah in the centre, and the northern Guinea Savannah in the south, define the primarily agrarian state (Folorunsho, 2006).

The dry and wet seasons of the region define its climate. The dry season runs from October to April, and the wet season is from March to October. With a maximum of 450C in March and a minimum of 150C during the dry harmattan season, the average yearly temperature is roughly 300C. In the northern section, annual rainfall ranges from 400mm to 700mm, and in the southern part, it ranges from 500mm to 900mm (Folorunsho, 2006). Clay, sandy loam, clay loam, sandy, etc. are the many types of soil. Along with common weeds like Sudan grass, Pennisetum spp. spear grass, Striga spp. gamba grass, etc., as well as herbs and shrubs. Millet, sorghum, groundnuts, rice, wheat, cowpea, Bambara nuts, and other major crops are farmed in the region. Tomatoes, okra, onions, peppers, and other vegetables, as well as cattle, sheep, goats, pigs, camels, horses, and donkeys. Farming, cattle raising, and fishing are the main industries in the region. The main ethnic groups are the Gwoza, Bura, Marghi, Shuwa/Arab, and Kanuri. Others are the Hausa and Fulani.

3.4. Research Design and Sampling Techniques

The research design employed for this study is the survey type. Only three out of the six (6) of the Tertiary Institutions in Borno State, Nigeria operating in the same category were purposively selected for the study. These are the Tertiary Institutions that are benefiting from the Tertiary Education Trust Fund (TETFUND) Staff Training Programs and they offer National Diploma, National Certificate of Education, and Higher National Diploma in various fields in the State. These include Ramat Polytechnic Maiduguri (Rampoly), College of Education Waka Biu (CEW), and Umar Ibn Ibrahim College of Education, Science and Technology Bama (UICEST). The staff of the selected Tertiary Institutions was stratified into Academic and Non-Academic and a sample size of Academic (373) and Non-Academic (490) were randomly and proportionately selected from Tertiary Institutions using simple random sampling techniques from the list of staff that was obtained from the Managements of the Institutions. The sample size of Rampoly (Academic (196) Non-Academic (196)), CEW (Academic (80) Non-Academic (113)) and UICEST (Academic (97) Non-Academic (181)) would be selected out of the sample frame of Rampoly (Academic (397) Non-Academic (384)), CEW (Academic (97) Non-Academic (159)) and UICEST (Academic (123) Non-Academic (328)) and would be used for the analysis.

The remaining four tertiary institutions were excluded for the study because they are not beneficiary of the government scholarship scheme (TETFund) for staff training and development and for that reason there is no specified means of staff training data available in those institution.

These institutions are: College of Business and Administrative Studies Konduga (CBAS), Mohamet Lawan College of Agriculture Maiduguri (MOLCA) and Mohammed Goni College of Legal and Islamic Studies Maiduguri (MOGOLIS).

3.5. Population for the study

The population of the study is Academic and Non-Academic staff in the selected Tertiary Institutions in Borno State, Nigeria. The staff is composed of both Academic and Non-Academic Staff in the selected Tertiary Institutions. The staff was considered for this study because of the effect of the training policies on their service delivery. The estimated distribution of Academic and Non-Academic staff in the selected Tertiary Institutions according to Ministry for Higher Education, Science, Technology and Innovation, Borno State (2021) are presented in table 3.1:

Table 3.1 Estimated Distribution of Academic and Non Academic Staff in the Selected Tertiary Institutions in the Study Area

		Population of Staff	
S/N	**Tertiary Institutions**	**Academic Staff**	**Non Academic Staff**
1.	Ramat Polytechnic Maiduguri (Rampoly)	397	384
2.	College of Education Waka Biu (CEW)	97	159
3.	Umar Ibn Ibrahim College of Education, Science and Technology Bama (UICEST)	123	328
	Total	**617**	**871**

Source: Ministry for Higher Education, Science, Technology and Innovation, Borno State (2021)

3.6. Sample for the Study

A total sample size of (863) was randomly and proportionately selected in Rampoly (Academic (196) Non-Academic (196)), CEW (Academic (80) Non-Academic (113)) and UICEST (Academic (97) Non-Academic (181)) and were used for the study. According to Krejcie & Morgan (1970) and Yamane (1967), a total sample size of (863) is adequate for this study. The formula for determination of the sample size is therefore expressed as:

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

Where:

n = Sample size

N = Population size (sample frame)

e = Level of significance = 5%

1 = constant

The estimated sample size that was selected from the Tertiary Institutions for the study is presented in table 3.2:

Table 3.2. Estimated Sample Size Distribution of Academic and Non Academic Staff in the selected Tertiary Institutions

		Sample Size for the Study	
S/N	**Tertiary Institutions**	**Academic Staff**	**Non Academic Staff**
1.	Ramat Polytechnic Maiduguri (Rampoly)	196	196
2.	College of Education Waka Biu (CEW)	80	113
3.	Umar Ibn Ibrahim College of Education, Science and Technology Bama (UICEST)	97	181
Total		**373**	**490**

Source: Ministry for Higher Education, Science, Technology and Innovation, Borno State (2021)

3.7. Pilot Study

A pilot study was carried out on a small representative sample of the Academic and Non-Academic in the selected Tertiary Institutions to evaluate the reliability and validity of the sources of data collection and analytical techniques. The pilot study help to check errors in the questionnaire and analytical tools that were used for the study. The questionnaire was administered to one hundred (100) Academic and Non-Academic staff from the selected Tertiary Institutions and was used for the analysis.

3.8. Reliability Test Analysis

Internal consistency refers to how consistently a group of items on an instrument behaves. This is significant because scale items on research instruments should evaluate the same underlying construct. Therefore, these items ought to have appropriate internal relationships. An indicator of

a scale's internal consistency is its Cronbach's alpha (Ω) value, which can range from 0 to 1, with possible values between 0.7 and 0.9. Creswell & Creswell (2018)

3.8.1. Reliability of the Research Instrument

Cronbach's alpha Reliability test analysis was conducted on the various sections of the research instrument. The result of the analysis is shown below:

Table 3.3. Case Processing Summary

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded[a]	0	.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

The table below is the outcome of the Cronbach's Alpha reliability test of the present study that demonstrates a positive outcome indicating ".843" Cronbach Alpha indicating a reliable value for the test of the research instrument.

Table 3.4: Reliability statistics

Cronbach's Alpha	N of Items
.843	72

The table below illustrates the result of the values of Cronbach's Alpha of the various sections of the research instrument/questionnaire determining its reliability. As shown below, it demonstrates that the overall values of the whole research instrument are strongly reliable.

Table 3.5: Item-Total Statistics

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
TNA1	210.56	1024.673	.428	.839
TNA2	210.64	1011.061	.618	.837
TNA3	210.06	1014.481	.475	.838
TNA4	210.14	1022.546	.369	.839
TNA5	210.10	1017.000	.441	.838
TNA6	210.46	1017.746	.500	.838
TNA7	210.57	1025.702	.304	.840
TNA8	210.38	1019.632	.487	.839
TNA9	210.37	1020.801	.455	.839
TNA10	210.57	1018.288	.516	.838
TNA11	210.54	1032.109	.280	.841
TNA12	210.20	1015.071	.431	.838
TNA13	210.34	1025.580	.404	.840
TNA14	211.10	1009.343	.393	.838
TM1	210.58	1021.600	.423	.839
TM2	210.53	1016.454	.513	.838
TM3	210.39	1018.139	.464	.838
TM4	210.40	1020.949	.472	.839
TM5	210.16	1010.277	.603	.837
TM6	210.20	1028.727	.258	.841
TM7	210.31	1020.559	.386	.839
TM8	210.17	1011.941	.499	.838
TM9	210.39	1016.644	.450	.838
TM10	210.38	1018.076	.501	.838
TM11	210.38	1017.773	.496	.838
TM12	211.21	1020.652	.323	.840
TC1	210.55	1019.402	.438	.839
TC2	210.43	1025.561	.352	.840
TC3	210.39	1021.412	.441	.839
TC4	210.16	1021.429	.440	.839
TC5	210.47	1019.767	.457	.839
TC6	210.32	1013.594	.534	.838
TC7	210.94	999.330	.460	.837
EJS1	209.74	1033.649	.230	.841
EJS2	210.03	1020.231	.411	.839
EJS3	210.03	1016.979	.425	.839
EJS4	210.19	1017.145	.457	.838
EJS5	210.17	1020.870	.409	.839
EJS6	210.45	1027.947	.357	.840
EJS7	210.08	1019.286	.401	.839
EJS8	210.06	1016.764	.434	.839
EJS9	210.32	1021.371	.395	.839
EJS10	210.47	1030.171	.385	.840
EJS11	210.18	1013.381	.441	.838
EJS12	210.34	1015.681	.472	.838
EJS13	211.10	1007.626	.449	.838
EP1	210.81	1027.388	.410	.840
EP2	210.62	1012.379	.569	.837
EP3	210.46	1019.503	.545	.838
EP4	210.33	1021.355	.451	.839
EP5	210.35	1017.442	.483	.838
EP6	210.41	1012.729	.618	.837
EP7	210.37	1025.266	.381	.840

EP8	211.00	1008.586	.352	.839
TTNE1	206.38	1042.379	-.015	.853
TTNE2	206.52	1044.030	-.014	.851
TTNE3	205.79	1035.663	.047	.847
TTNE4	205.39	1026.463	.122	.844
TTNE5	205.47	1061.100	-.101	.850
TTNE6	205.23	1038.623	.039	.847
TTNE7	205.00	1049.232	-.028	.849
TTNE8	204.89	1041.796	.008	.849
TTNE9	204.93	1034.833	.053	.847
TTNE10	205.27	1015.755	.147	.845
TTNE11	205.11	1012.382	.211	.842
TTNE12	205.08	1064.559	-.119	.852
TTNE13	205.02	1045.515	-.010	.849
TTNE14	205.21	1015.925	.154	.845
ATE1	209.66	1054.893	-.066	.845
ATE2	209.55	1053.220	-.056	.844
ATE3	209.44	1043.118	.143	.842
ATE4	209.59	1048.265	.017	.844

3.9. Sources of Data

Data were gathered from both primary and secondary information sources. A systematic questionnaire was used to obtain the main data. These were used to collect information from Academic and Non-Academic in the selected Tertiary Institutions. Secondary information was obtained from management of the selected Tertiary Institutions, past thesis, journals, conference proceedings, records of academic planning units of the Institutions, etc.

3.10. Analytical Techniques

The analytical tools that were employed for this study include descriptive statistics, a 5-point Likert Scale, and Regression analysis.

3.11. Descriptive Statistics

The descriptive statistics that were employed for this study include frequency, percentage, mean, median, standard deviation, etc. These were used to organize, summarize and analyze the data.

3.12. Likert Scale

The 5-point Likert Scale that was employed in this study is expressed as follows:

Key:

1= Strongly Disagreed

2= Disagreed

3= Undecided

4= Agreed

5= Strongly Agreed

3.13. Regression Analysis

The regression analysis was used to test the hypotheses: There is a significant relationship between training needs assessment (TNA) on the employee's performance and Employee job satisfaction has no positive influence on employee's performance.

3.14. Ethical Consideration

In the context of research, ethics can be defined as the moral principles that direct research behaviour with regard to the rights of individuals who participate in the study or are otherwise impacted by it (Saunders et al, 2012). In this research study, the researcher addresses ethical considerations at every phase of the study, including before the study is conducted, when it is being conducted, during data collecting and analysis, and ultimately, when the study is being reported, stored, and shared.

CHAPTER FOUR

ANALYSIS, FINDINGS AND DISCUSSIONS

4.1. Introduction

This chapter presents research findings per specific objectives. It also presents findings and gives discussion of the outcome.

The study targeted the academic and non-academic staff of three selected institutions namely; Umar Ibrahim College of Education, Science and Technology, Bama, Borno State, Ramat Polytechnic Maiduguri, Borno State and Waka Biu College of Education, Biu, Borno State, Nigeria.

A total of 97 and 181 questionnaires were distributed respectively to the academic and non-academic staff of Umar Ibrahim College of Education, Science and Technology, Bama, Borno State, but only 95 and 167 questionnaires were returned in the same order of respect; 196 questionnaires each to the academic and non-academic staff of Ramat Polytechnic Maiduguri, Borno State, however only 157 and 152 questionnaires were returned in the same order of respect. Finally, 80 and 113 questionnaires were also respectively distributed to academic and non-academic staff of Waka Biu College of Education, Biu, Borno state whereas, only 77 and 105 questionnaires were returned in the same order of respect. The analysis of the results was done based on the number of returned questionnaires in all the selected institutions. The collected data were analysed with JMP version 11 software (SAS Institute Inc., Cary, NC) using descriptive statistics and regression analysis, and are regarded as significant at $p < 0.05$. The present study is purely a quantitative perspective. The design deal with the data analysis by objectively interpreting the outcome of the present study quantitatively.

DATA ANALYSIS OF UMAR IBN IBRAHIM COLLEGE OF EDUCATION, SCIENCE & TECHNOLOGY, BAMA BORNO STATE

Table 4. 1 Evaluation of Training Needs Assessment

Academic staff			Non-academic staff		
Variables	**Mean**	**Standard error**	**Variables**	**Mean**	**Standard error**
ATNA1	1.25	0.09	NTNA1	1.51	0.06
ATNA2	0.90	0.07	NTNA2	1.70	0.06
ATNA3	1.24	0.10	NTNA3	2.07	0.08
ATNA4	1.11	0.09	NTNA4	2.17	0.07
ATNA5	1.13	0.09	NTNA5	2.19	0.09
ATNA6	0.92	0.07	NTNA6	2.09	0.09
ATNA7	1.05	0.09	NTNA7	2.16	0.08
ATNA8	1.07	0.09	NTNA8	2.16	0.07
ATNA9	1.08	0.09	NTNA9	2.22	0.08
ATNA10	0.95	0.08	NTNA10	2.11	0.09
ATNA11	1.01	0.08	NTNA11	2.02	0.08
ATNA12	1.35	0.11	NTNA12	2.29	0.09
ATNA13	1.04	0.08	NTNA13	1.96	0.08

ATNA1=Regular skill set evaluation, ATNA2= Regular skill set that brings out trained employee deficiency, ATNA3= Employee skill set evaluation done regularly, ATNA4= Training of staff tailored to task performance, ATNA5= Objective evaluation of skill set, ATNA6= Employee training improves commitment level, ATNA7= Clear policies on Training Needs assessment, ATNA8= Training content related skill needs and requirement, ATNA9= Training contents are tailored to skill gap, ATNA10= Training equip staff with new format of task accomplishment, ATNA11=Training is tailored to improve competencies, ATNA12=Training reduce level of employee turnover, ATNA13=Training gap inform the training methods to be applied. **(**Note: N=Non-Academic**, Thus same interpretation applies to variable of the second column)

The mean of the factors responsible for the assessment of the academic staff training needs in the present study ranged from 0.90 to 1.35 (mean = 0.90 ± 0.07 to 1.35 ± 0.11). The factor, Trainings are used to reduce the level of employee turnover has the highest mean score whereas, the factor, Regular evaluation of skills set bring out areas of deficiency that employees are to be trained on showed the lowest mean score value.

The mean of the factors responsible for the assessment of the non-academic staff training needs in the present study ranged from 1.51 to 2.29 (mean = 1.51 ± 0.06 to 2.29 ± 0.09). The factor, Trainings are used to reduce the level of employee turnover has the highest mean score whereas, the factor, There are regular skills set evaluation showed the lowest mean score value.

Table 4. 2: Evaluation of Training Methods

Academic staff			Non-academic staff		
Variables	**Mean**	**Standard error**	**Variables**	**Mean**	**Standard error**
"ATM1	1.02	0.08	NATM1	1.79	0.07
ATM2	1.04	0.08	NATM2	1.68	0.06
ATM3	1.11	0.09	NATM3	1.81	0.07
ATM4	1.14	0.09	NATM4	1.83	0.08
ATM5	0.99	0.09	NATM5	1.72	0.06
ATM6	1.34	0.12	NATM6	2.44	0.09
ATM7	1.11	0.09	NATM7	1.77	0.07
ATM8	1.19	0.09	NATM8	1.87	0.07
ATM9	1.19	0.09	NATM9	1.93	0.08
ATM10"	1.24	0.11	NATM10	1.95	0.08
ATM11	1.13	0.09	NATM11	1.83	0.09

ATM1=Methods of training employee in line with organisational culture, ATM2= Method of employee training in line with organisational structure, ATM3= Method of employee training in line with available resources, AATM4=Qualified experts conduct training, ATM5= On the job training is available, ATM6= Off the job training is necessary, ATM7= Experience employee allocate task to junior staff, ATM8=Qualified employees allocate task to junior staff, ATM9= Experience staff are responsible for task delegated to junior staff, ATM10= Mentor-mentee relationship is encourage in skill development., ATM11=Inter-departmental transfer allowed for skill development.. **(**Note: N=Non-Academic**, Thus same interpretation applies to variable of the second column)

The mean of the factors responsible for training method of the academic staff in the present study ranged from 0.99 to 1.24 (mean = 0.99 ± 0.06 to 1.24 ± 0.11). The factor, Mentor-mentee relationship is encouraged in skills development has the highest mean score whereas, the factor, The Company allows on the job training for its staff showed the lowest mean score value.

The mean of the factors responsible for training method of the non-academic staff in the present study ranged from 1.68 to 2.44 (mean = 1.68 ± 0.06 to 2.44 ± 0.09). The factor, Off the job training as necessary has the highest mean score whereas, the factor, The methods of training employees are in line with organizational structure showed the lowest mean score value.

Table 4. 3: Evaluation of Training Content

Academic staff			Non-academic staff		
Variables	**Mean**	**Standard error**	**Variables**	**Mean**	**Standard error**
ATC1	1.05	0.09	NTC1	1.58	0.07
ATC2	1.22	0.11	NTC2	1.90	0.06
ATC3	1.26	0.11	NTC3	1.76	0.07
ATC4	1.25	0.10	NTC4	1.89	0.06
ATC5	1.23	0.10	NTC5	1.72	0.08
ATC6	1.19	0.09	NTC6	1.76	0.06

ATC1=Content of training in line with training needs established, ATC2= Training content deep enough to cover scope of skill gap, ATC3= Trainers verse in their training skill, ATC 4= Training content developed with level of employee in the organisation, ATC5= Training content allows for feedback for greater learning impact, ATC6=Training content within organisational policies and procedures. **(**Note: N=Non-Academic**, Thus same interpretation applies to variable of the second column)

The mean of the factors responsible for training content of the academic staff in the present study ranged from 1.05 to 1.26 (mean = 1.05 ± 0.09 to 1.26 ± 0.11). The factor, the individuals engaged to offer training to staff are well versed with what they train has the highest mean score whereas, the factor, the content of trainings for staff are in line with the training needs established showed the lowest mean score value.

The mean of the factors responsible for training content of the non-academic staff in the present study ranged from 1.58 to 1.90 (mean = 1.58 ± 0.07 to 1.90 ± 0.06). The factor, training content is always deep enough to cover the scope of skills gap has the highest mean score whereas, the factor, the content of trainings for staff are in line with the training needs established showed the lowest mean score value.

Table 4. 4: Evaluation of Employee Job Satisfaction

Academic staff			Non-academic staff		
Variables	**Mean**	**Standard error**	**Variables**	**Mean**	**Standard error**
AEJS1	1.37	0.11	NEJS1	1.93	0.08
AEJS2	1.25	0.10	NEJS2	1.84	0.06
AEJS3	1.29	0.10	NEJS3	1.92	0.07
AEJS4	1.14	0.09	NEJS4	1.80	0.06
AEJS5	1.13	0.09	NEJS5	1.90	0.06
AEJS6	0.99	0.09	NEJS6	1.77	0.06
AEJS7	1.12	0.09	NEJS7	1.96	0.08
AEJS8	1.17	0.09	NEJS8	1.91	0.08
AEJS9	1.12	0.09	NEJS9	1.83	0.07
AEJS10	1.16	0.09	NEJS10	1.60	0.06
AEJS11	1.31	0.11	NEJS11	1.75	0.07
AEJS12	1.11	0.09	NEJS12	2.00	0.07

AEJS1= I am satisfied with my job, EJS2= Satisfied with the benefits offered, AEJS3= Satisfied with the process of annual raises, AEJS4= I am happy at my place of work, AEJS5= career progress exist at my place of work, AEJS6= I find my work meaningful, AEJS7= There is adequate opportunities for promotion and career development, AEJS8= Availabilities of tools and technology exist at workplace, AEJS9= Employee skills and abilities are utilized property, AEJS10= Job responsibilities clearly defined, AEJS11= Institution management are transparent, AEJS12= Employee contributions are valued. **(**Note: N=Non-Academic**, Thus same interpretation applies to variable of the second column)

The mean of the factors responsible for employee job satisfaction of the academic staff in the present study ranged from 0.99 to 1.37 (mean = 0.99 ± 0.09 to 1.37 ± 0.11). The factor, Am satisfied with my pay has the highest mean score whereas, the factor, I find my work meaningful showed the lowest mean score value.

The mean of the factors responsible for employee job satisfaction of the non-academic staff in the present study ranged from 1.60 to 2.00 (mean = 1.60 ± 0.06 to 2.00 ± 0.07). The factor, I feel valued for my contributions has the highest mean score whereas, the factor, My job responsibilities are clearly defined showed the lowest mean score value.

Table 4. 5: Evaluation of Types of Training Needs of Employees (ATTNE)

Academic staff			Non-academic staff		
Variables	**Mean**	**Standard error**	**Variables**	**Mean**	**Standard error**
ATTNE1	1.46	0.12	NTTNE1	2.90	0.08
ATTNE2	1.76	0.13	NTTNE2	2.82	0.07
ATTNE3	1.71	0.13	NTTNE3	2.69	0.08
ATTNE4	1.59	0.13	NTTNE4	2.57	0.08
ATTNE5	1.59	0.13	NTTNE5	2.89	0.09
ATTNE6	1.87	0.14	NTTNE6	2.79	0.08
ATTNE7	1.78	0.14	NTTNE7	2.83	0.08
ATTNE8	1.65	0.13	NTTNE8	2.82	0.07
ATTNE9	1.58	0.13	NTTNE9	2.71	0.07
ATTNE10	1.63	0.13	NTTNE10	2.54	0.08
ATTNE11	1.64	0.13	NTTNE11	2.62	0.07
ATTNE12	1.69	0.13	NTTNE12	2.76	0.08
ATTNE13	1.67	0.13	NTTNE13	2.69	0.07
ATTNE14	1.67	0.13	NTTNE14	2.69	0.07

ATTNE1= Workshop training, ATTNE2= ICT Training, ATTNE3= Conference attendance, ATTENE4= on the job training, ATTNE5= off the job training, ATTNE6 Apprenticeship Training, ATTNE7= Specialty Training, ATTNE8= Master's Degree Qualification, ATTNE9=PhD Qualification, ATTNE10= Bachelor/HND Qualification, ATTNE11= Post graduate Diploma Qualification, ATTNE12= Diploma/NCE Qualification, ATTNE13= Certificate Courses Qualification, ATTNE14=Vocational/SSCE Qualification. **(**Note: N=Non-Academic**, Thus same interpretation applies to variable of the second column)

The mean of the factors responsible for types of training needs of employees of the academic staff in the present study ranged from 1.46 to 1.87 (mean = 1.46 ± 0.12 to 1.87 ± 0.14). The factor, Degree/HND has the highest mean score whereas, the factor, Workshop showed the lowest mean score value.

The mean of the factors responsible for types of training needs of employees of the non-academic staff in the present study ranged from 2.54 to 2.90 (mean = 2.54 ± 0.08 to 2.90 ± 0.08). The factor, Workshop has the highest mean score whereas, the factor, Diploma/NCE showed the lowest mean score value.

Table 4. 6: Evaluation of Assessment of Trainings offered To the Employees (AATE)

Academic staff			Non-academic staff		
Variables	**Mean**	**Standard error**	**Variables**	**Mean**	**Standard error**
AATE1	1.49	0.12	NATE1	2.29	0.08
AATE2	1.54	0.12	NATE2	2.46	0.06
AATE3	1.55	0.12	NATE3	2.75	0.06
AATE4	1.51	0.12	NATE4	3.16	0.07

AATE1= Department, AATE2= Faculty, AATE3= Training selection committee, AATE4= randomly. **(**Note: N=Non-Academic**, Thus same interpretation applies to variable of the second column)

The mean of the factors responsible for assessment of trainings offered to the employees of the academic staff in the present study ranged from 1.49 to 1.55 (mean = 1.49 ± 0.12 to 1.55 ± 0.12).

The factor, Training Selection Committee has the highest mean score whereas, the factor, Department showed the lowest mean score value.

The mean of the factors responsible for assessment of trainings offered to the employees of the non-academic staff in the present study ranged from 2.29 to 3.16 (mean = 2.29 ± 0.08 to 3.16 ± 0.07). The factor, randomly has the highest mean score whereas, the factor, Department showed the lowest mean score value.

Table 4. 7: Evaluation of Employee Performance (Dependent Variable)

Academic staff			Non-academic staff		
Variables	**Mean**	**Standard error**	**Variables**	**Mean**	**Standard error**
AEP1	0.99	0.07	NEP1	1.55	0.06
AEP2	1.10	0.08	NEP2	1.73	0.05
AEP3	1.05	0.08	NEP3	1.72	0.07
AEP4	1.14	0.09	NEP4	1.82	0.07
AEP5	1.08	0.08	NEP5	1.89	0.07
AEP6	1.07	0.08	NEP6	1.96	0.07
AEP7	1.11	0.09	NEP7	1.93	0.07

AEP1= Proper training needs identification has improved employee performance, AEP2=Adequate skill evaluation has improved employee accuracy, AEP3=Employee training has improved the level of creativity, AEP4=Employee training has improved the span of managers control, AEP5=Employee training has improved the amount of work handled by staff, AEP6= Development programmes has improved the level of staff efficiency, AEP7= Training contents have improved the accuracy level of staff in their work. **(**Note: N=Non-Academic**, Thus same interpretation applies to variable of the second column)

The mean of the factors responsible for employee performance of the academic staff in the present study ranged from 0.99 to 1.14 (mean = 0.99 ± 0.07 to 1.14 ± 0.09). The factor, Employee training has improved the span of control of managers has the highest mean score whereas, the factor, Proper training needs identification has improved employee performance showed the lowest mean score value.

The mean of the factors responsible for employee performance of the non-academic staff in the present study ranged from 1.55 to 1.96 (mean = 1.55 ± 0.06 to 1.96 ± 0.07). The factor, Development programs have improved the level of efficiency among staff has the highest mean score whereas, the factor, Proper training needs identification has improved employee performance showed the lowest mean score value.

Table 4. 8: Relationships between Regular skill set that brings out trained employee deficiency on other variables in the model of training needs assessment in College of Education, Borno state, Nigeria

Variables	Estimate	Standard Error	t-Ratio	p-value
ATNA8	0.40	0.07	5.36	<.0001
ATNA10	0.20	0.08	2.66	0.0087
ATNA9	-0.18	0.08	-2.19	0.0300
Effects of ATNA2 on other variables in the model of training needs assessment in College of Education, Borno state, Nigeria				
Variables	**Df**	**Sum of Squares**	**F-ratio**	**p-value**
ATNA8	1	7.95	28.71	<.0001
ATNA9	1	1.33	4.79	0.0300
ATNA10	1	1.96	7.07	0.0087

ATNA2= Regular skill set that brings out trained employee deficiency, ATNA8= Training content related skill needs and requirement, ATNA9= Training contents are tailored to skill gap, ATNA10= Training equip staff with new format of task accomplishment.

The academic staff training needs assessment in College of Education Bama, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between regular skill set that brings out trained employee deficiency (dependent variable on training needs assessment) with training content related skill needs and requirement, training equip staff with new format of task accomplishment and training contents are tailored to skill gap. Similarly, there is a significant effect of regular skill set that brings out trained employee deficiency on training content related skill needs and requirement, training contents are tailored to skill gap and training equip staff with new format of task accomplishment.

Table 4. 9: Relationships between regular skill set that brings out trained employee deficiency on other variables in the model of training needs assessment in College of Education, Borno state, Nigeria

Variables	Estimate	Standard Error	t-Ratio	p-value
NTNA1	0.46	0.07	6.90	<.0001
NTNA10	0.17	0.05	3.14	0.0020
NTNA8	-0.16	0.06	-2.65	0.0090
NTNA4	0.14	0.06	2.40	0.0178
NTNA6	0.12	0.06	2.03	0.0443
Effects of NTNA2 on other variables in the model of training needs assessment in College of Education, Borno state, Nigeria				
Variables	**Df**	**Sum of Squares**	**F-ratio**	**p-value**
NTNA1	1	15.32	47.58	<.0001
NTNA4	1	1.85	5.74	0.0178
NTNA6	1	1.32	4.11	0.0443
NTNA8	1	2.26	7.00	0.0090
NTNA10	1	3.17	9.84	0.0020

NTNA1=Regular skill set evaluation, NTNA2= Regular skill set that brings out trained employee deficiency, NTNA4= Training of staff tailored to task performance, NTNA6= Employee training improves commitment level, NTNA8= Training content related skill needs and requirement, NTNA10= Training equip staff with new format of task accomplishment.

The non-academic staff training needs assessment in College of Education Bama, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between regular skill set that brings out trained employee deficiency (dependent variable on training needs assessment) with regular skill set evaluation, training equip staff with new format of task accomplishment, training content related skill needs and requirement, training of staff tailored to task performance and employee training improves commitment level. Similarly, there is a significant effect of regular skill set that brings out trained employee deficiency on regular skill set evaluation, training of staff tailored to task performance, employee training improves commitment level and training content related skill needs and requirement.

Table 4. 10: Relationships between satisfied with the benefits offered on other variables in the model of training needs assessment in College of Education, Borno state, Nigeria

Variables	**Estimate**	**Standard Error**	**t-Ratio**	**p-value**
AEJS1	0.37	0.05	6.75	<.0001
AEJS8	0.28	0.09	3.31	0.0012
AEJS3	0.26	0.08	3.08	0.0025
Effects of "Satisfied with the benefits offered" **on other variables in the model of training needs assessment in College of Education, Borno state, Nigeria**				
Variables	**Df**	**Sum of Squares**	**F-ratio**	**p-value**
AEJS1	1	13.59	45.60	<.0001
AEJS3	1	2.83	9.48	0.0025
AEJS8	1	3.263689	10.9488	0.0012

AEJS1= I am satisfied with my job, AEJS2= Satisfied with the benefits offered, AEJS3= Satisfied with the process of annual raises, AEJS8= Availabilities of tools and technology exist at workplace

The academic staff employee job satisfaction in College of Education Bama, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between the factor, satisfied with the benefits offered (dependent variable on employee job satisfaction) with I am satisfied with my job, availabilities of tools and technology exist at workplace and satisfied with the process of annual raises. Similarly, there is a significant effect of satisfied with the benefits offered on I am satisfied with my job, availabilities of tools and technology exist at workplace and satisfied with the process of annual raises.

Table 4. 11: Relationships between satisfied with the benefits offered on other variables in the model of training needs assessment in College of Education, Borno state, Nigeria

Variables	Estimate	Standard Error	t-Ratio	p-value
NEJS1	0.24	0.05	4.64	<.0001
NEJS3	0.28	0.06	4.48	<.0001
NEJS11	0.18	0.06	2.99	0.0032
NEJS5	0.14	0.06	2.22	0.0279
Effects of NEJS2 on other variables in the model of training needs assessment in College of Education, Borno state, Nigeria				
Variables	**Df**	**Sum of Squares**	**F-ratio**	**p-value**
NEJS1	1	6.50	21.54	<.0001
NEJS3	1	6.05	20.03	<.0001
NEJS5	1	1.49	4.93	0.0279
NEJS11	1	2.70	8.94	0.0032

NEJS1= I am satisfied with my job, NEJS2= Satisfied with the benefits offered, NEJS3= Satisfied with the process of annual raises, NEJS5= career progress exist at my place of work, NEJS11=

The non-academic staff employee job satisfaction in College of Education Bama, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between the factor satisfied with the benefits offered (dependent variable on employee job satisfaction) with i am satisfied with my job, satisfied with the process of annual raises, institution management are transparent and career progress exist at my place of work. Similarly, there is a significant effect of satisfied with the benefits offered on I am satisfied with my job, Satisfied with the process of annual raises, career progress exist at my place of work and institution management are transparent.

Table 4. 12: Relationships between AEP2 on other variables in the model of training needs assessment in College of Education, Borno state, Nigeria

Variables	Estimate	Standard Error	t-Ratio	p-value
AEP1	0.68	0.07	10.30	<.0001
AEP3	0.26	0.07	3.66	0.0003
AEP5	-0.16	0.06	-2.48	0.0143
Effects of AEP2 on other variables in the model of training needs assessment in College of Education, Borno state, Nigeria				
Variables	**Df**	**Sum of Squares**	**F-ratio**	**p-value**
AEP1	1	11.94	106.16	<.0001
AEP3	1	1.51	13.42	0.0003
AEP5	1	0.69	6.14	0.0143

AEP1= Proper training needs identification has improved employee performance, AEP2=Adequate skill evaluation has improved employee accuracy, AEP3=Employee training has improved the level of creativity, AEP5=Employee training has improved the amount of work handled by staff

The academic staff employee performance in College of Education Bama, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between the factor, adequate skill evaluation has improved employee accuracy (dependent variable on employee performance) with

proper training needs identification has improved employee performance, employee training has improved the level of creativity and employee training has improved the amount of work handled by staff. Similarly, there is a significant effect of adequate skill evaluation has improved employee accuracy on proper training needs identification has improved employee performance, employee training has improved the level of creativity and employee training has improved the amount of work handled by staff.

Table 4. 13: Relationships between NEP2 on other variables in the model of training needs assessment in College of Education, Borno state, Nigeria

Variables	Estimate	Standard Error	t-Ratio	p-value
NEP1	0.24	0.07	3.66	0.0003
NEP3	0.23	0.06	3.84	0.0002
NEP5	0.15	0.06	2.39	0.0182

Effects of AEP2 on other variables in the model of training needs assessment in College of Education, Borno state, Nigeria

Variables	Df	Sum of Squares	F-ratio	p-value
NEP1	1	4.72	13.42	0.0003
NEP3	1	5.19	14.76	0.0002
NEP5	1	2.00	5.69	0.0182

NEP1= Proper training needs identification has improved employee performance, NEP2=Adequate skill evaluation has improved employee accuracy, NEP3=Employee training has improved the level of creativity,

The non-academic staff employee performance in College of Education, Bama, Borno state, Nigeria showed that there was a significant ($P < 0.05$) relationship between the factor, adequate skill evaluation has improved employee accuracy (dependent variable on employee performance) with Proper training needs identification has improved employee performance, employee training has improved the level of creativity and employee training has improved the amount of work handled by staff. Similarly, there is a significant effect of adequate skill evaluation has improved employee accuracy on Proper training needs identification has improved employee performance, employee training has improved the level of creativity and employee training has improved the amount of work handled by staff.

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Table 4. 14: Evaluation of Training Needs Assessment

Academic staff			Non-academic staff		
Variables	**Mean**	**Standard error**	**Variables**	**Mean**	**Standard error**
ATNA1	2.24	0.09	NTNA1	1.96	0.09
ATNA2	1.63	0.84	NTNA2	1.74	0.06
ATNA3	2.47	0.16	NTNA3	2.13	0.09
ATNA4	2.18	1.27	NTNA4	2.13	0.10
ATNA5	2.25	1.19	NTNA5	2.01	0.09
ATNA6	1.63	0.06	NTNA6	1.58	0.07
ATNA7	2.09	1.19	NTNA7	1.93	0.07
ATNA8	2.09	0.09	NTNA8	1.96	0.07
ATNA9	2.08	0.06	NTNA9	2.09	0.09
ATNA10	1.74	0.09	NTNA10	1.84	0.08
ATNA11	1.63	0.07	NTNA11	1.53	0.06
ATNA12	2.60	1.26	NTNA12	2.17	0.08
ATNA13	1.92	0.08	NTNA13	1.76	0.06

ATNA1=Regular skill set evaluation, ATNA2= Regular skill set that brings out trained employee deficiency, ATNA3= Employee skill set evaluation done regularly, ATNA4= Training of staff tailored to task performance, ATNA5= Objective evaluation of skill set, ATNA6= Employee training improves commitment level, ATNA7= Clear policies on Training Needs assessment, ATNA8= Training content related skill needs and requirement, ATNA9= Training contents are tailored to skill gap, ATNA10= Training equip staff with new format of task accomplishment, ATNA11=Training is tailored to improve competencies, ATNA12=Training reduce level of employee turnover, ATNA13=Training gap inform the training methods to be applied. **(**Note: N=Non-Academic**, Thus same interpretation applies to variable of the second column)

The mean of the factors responsible for the assessment of the academic staff training needs in the present study ranged from 1.63 to 2.60 (mean = 1.63 ± 0.06 to 2.60 ± 1.26). The factor, Trainings are used to reduce the level of employee turnover has the highest mean score whereas, the factor, Employee trainings improve employee commitment levels showed the lowest mean score value.

The mean of the factors responsible for the assessment of the non-academic staff training needs in the present study ranged from 1.53 to 2.17 (mean = 1.53 ± 0.06 to 2.17 ± 0.08). The factor, Trainings are used to reduce the level of employee turnover has the highest mean score whereas, the factor, Trainings are tailored on improving employee competencies showed the lowest mean score value.

Table 4. 15: Evaluation of Training Methods

Academic staff			Non-academic staff		
Variables	**Mean**	**Standard error**	**Variables**	**Mean**	**Standard error**
ATM1	1.02	0.08	NATM1	1.71	0.07
ATM2	1.04	0.08	NATM2	1.64	0.07
ATM3	1.11	0.09	NATM3	1.70	0.06
ATM4	1.14	0.09	NATM4	1.64	0.07
ATM5	0.99	0.09	NATM5	1.66	0.06
ATM6	1.34	0.12	NATM6	2.29	0.10
ATM7	1.11	0.09	NATM7	1.87	0.08
ATM8	1.19	0.09	NATM8	2.00	0.09
ATM9	1.19	0.09	NATM9	2.07	0.09
ATM10	1.24	0.11	NATM10	2.11	0.09
ATM11	1.13	0.09	NATM11	1.91	0.09

ATM1=Methods of training employee in line with organisational culture, ATM2= Method of employee training in line with organisational structure, ATM3= Method of employee training in line with available resources, AATM4=Qualified experts conduct training, ATM5= On the job training is available, ATM6= Off the job training is necessary, ATM7= Experience employee allocate task to junior staff, ATM8=Qualified employees allocate task to junior staff, ATM9= Experience staff are responsible for task delegated to junior staff, ATM10= Mentor-mentee relationship is encourage in skill development.ATM11= Inter-department transfer allowed for skill development. . **(**Note: N=Non-Academic**, Thus same interpretation applies to variable of the second column)

The mean of the factors responsible for training method of the academic staff in the present study ranged from 1.87 to 2.69 (mean = 1.87 ± 0.07 to 2.69 ± 0.11). The factor, Off the job training as necessary has the highest mean score whereas, the factor, The methods of training employees are in line with organizational structure showed the lowest mean score value.

The mean of the factors responsible for training method of the non-academic staff in the present study ranged from 1.64 to 2.29 (mean = 1.64 ± 0.07 to 2.29 ± 0.10). The factor, Off the job training as necessary has the highest mean score whereas, the factor, The methods of training employees are in line with organizational structure showed the lowest mean score value.

Table 4. 16: Evaluation of Training Content

Academic staff			Non-academic staff		
Variables	**Mean**	**Standard error**	**Variables**	**Mean**	**Standard error**
ATC1	1.92	0.08	NTC1	1.60	0.07
ATC2	2.29	0.09	NTC2	2.00	0.08
ATC3	2.12	0.09	NTC3	1.79	0.07
ATC4	2.12	0.07	NTC4	1.68	0.06
ATC5	2.08	0.09	NTC5	1.68	0.06
ATC6	2.09	0.08	NTC6	1.63	0.05

ATC1=Content of training in line with training needs established, ATC2= Training content deep enough to cover scope of skill gap, ATC3= Trainers verse in their training skill, ATC4= Training content developed with level of employee in the organisation, ATC5= Training content allows for feedback for greater learning impact, ATC6=Training content within organisational policies and procedures. **(**Note: N=Non-Academic**, Thus same interpretation applies to variable of the second column)

The mean of the factors responsible for training content of the academic staff in the present study ranged from 1.92 to 2.29 (mean = 1.92 ± 0.08 to 2.29 ± 0.09). The factor, Training content is

always deep enough to cover the scope of skills gap has the highest mean score whereas, the factor, The content of trainings for staff are in line with the training needs established showed the lowest mean score value.

The mean of the factors responsible for training content of the non-academic staff in the present study ranged from 1.60 to 2.00 (mean = 1.60 ± 0.07 to 2.00 ± 0.08). The factor, Training content is always deep enough to cover the scope of skills gap has the highest mean score whereas, the factor, The content of trainings for staff are in line with the training needs established showed the lowest mean score value.

Table 4. 17: Evaluation of Employee Job Satisfaction

Academic staff			Non-academic staff		
Variables	**Mean**	**Standard error**	**Variables**	**Mean**	**Standard error**
AEJS1	2.87	0.09	NEJS1	2.24	0.09
AEJS2	2.63	0.09	NEJS2	2.51	0.20
AEJS3	2.76	0.09	NEJS3	2.19	0.08
AEJS4	2.30	0.09	NEJS4	1.99	0.07
AEJS5	2.23	0.09	NEJS5	1.99	0.07
AEJS6	1.88	0.08	NEJS6	1.84	0.07
AEJS7	2.34	0.09	NEJS7	2.13	0.09
AEJS8	2.58	0.09	NEJS8	2.31	0.09
AEJS9	2.06	0.08	NEJS9	1.96	0.08
AEJS10	1.95	0.07	NEJS10	1.86	0.08
AEJS11	2.63	0.10	NEJS11	2.26	0.09
AEJS12	1.99	0.09	NEJS12	2.19	0.09

AEJS1= I am satisfied with my job, EJS2= Satisfied with the benefits offered, AEJS3= Satisfied with the process of annual raises, AEJS4= I am happy at my place of work, AEJS5= career progress exist at my place of work, AEJS6= I find my work meaningful, AEJS7= There is adequate opportunities for promotion and career development, AEJS8= Availabilities of tools and technology exist at workplace, AEJS9= Employee skills and abilities are utilized property, AEJS10= Job responsibilities clearly defined, AEJS11= Institution management are transparent, AEJS12= Employee contributions are valued. **(**Note: N=Non-Academic**, Thus same interpretation applies to variable of the second column)

The mean of the factors responsible for employee job satisfaction of the academic staff in the present study ranged from 1.88 to 2.87 (mean = 1.88 ± 0.08 to 2.87 ± 0.09). The factor, Am satisfied with my pay has the highest mean score whereas, the factor, I find my work meaningful showed the lowest mean score value.

The mean of the factors responsible for employee job satisfaction of the non-academic staff in the present study ranged from 1.84 to 2.51 (mean = 1.84 ± 0.07 to 2.51 ± 0.20). The factor, Am satisfied with the benefit offered to me by the institution has the highest mean score whereas, the factor I find my work meaningful" showed the lowest mean score value.

Table 4. 18: Evaluation of Types of Training Needs of Employees (ATTNE)

Academic staff			Non-academic staff		
Variables	**Mean**	**Standard error**	**Variables**	**Mean**	**Standard error**
ATTNE1	2.52	0.08	NTTNE1	2.80	0.09
ATTNE2	3.09	0.07	NTTNE2	2.72	0.09
ATTNE3	3.00	0.07	NTTNE3	2.60	0.09
ATTNE4	2.88	0.09	NTTNE4	2.46	0.09
ATTNE5	2.89	0.09	NTTNE5	2.81	0.09
ATTNE6	3.38	0.09	NTTNE6	2.76	0.09
ATTNE7	3.17	0.08	NTTNE7	2.77	0.09
ATTNE8	2.91	0.08	NTTNE8	2.74	0.08
ATTNE9	2.77	0.09	NTTNE9	2.71	0.07
ATTNE10	2.89	0.09	NTTNE10	2.43	0.09
ATTNE11	2.89	0.08	NTTNE11	2.58	0.09
ATTNE12	2.98	0.09	NTTNE12	2.68	0.09
ATTNE13	2.92	0.09	NTTNE13	2.62	0.08
ATTNE14	2.94	0.09	NTTNE14	2.62	0.09

ATTNE1= Workshop training, ATTNE2= ICT Training, ATTNE3= Conference attendance, ATTENE4= on the job training, ATTNE5= off the job training, ATTNE6 Apprenticeship Training, ATTNE7= Specialty Training, ATTNE8= Master's Degree Qualification, ATTNE9=PhD Qualification, ATTNE10= Bachelor/HND Qualification, ATTNE11= Post graduate Diploma Qualification, ATTNE12= Diploma/NCE Qualification, ATTNE13= Certificate Courses Qualification, ATTNE14=Vocational/SSCE Qualification. **(**Note: N=Non-Academic**, Thus same interpretation applies to variable of the second column)

The mean of the factors responsible for types of training needs of employees of the academic staff in the present study ranged from 2.52 to 3.38 (mean = 2.52 ± 0.08 to 3.38 ± 0.09). The factor, Degree/HND has the highest mean score whereas, the factor, Workshop showed the lowest mean score value.

The mean of the factors responsible for types of training needs of employees of the non-academic staff in the present study ranged from 2.54 to 2.90 (mean = 2.54 ± 0.08 to 2.90 ± 0.08). The factor, Conference has the highest mean score whereas, the factor, PhD showed the lowest mean score value.

Table 4. 19: Evaluation of Assessment of Training offered to Employee

Academic staff			Non-academic staff		
Variables	**Mean**	**Standard error**	**Variables**	**Mean**	**Standard error**
AATE1	2.65	0.08	NATE1	2.15	0.08
AATE2	2.71	0.08	NATE2	2.42	0.07
AATE3	2.71	0.06	NATE3	2.68	0.08
AATE4	2.67	0.08			

AATE1= Department, AATE2= Faculty, AATE3= Training selection committee, AATE4= randomly. **(**Note: N=Non-Academic**, Thus same interpretation applies to variable of the second column)

The mean of the factors responsible for assessment of trainings offered to the employees of the academic staff in the present study ranged from 2.65 to 2.71 (mean = 2.65 ± 0.08 to 2.71 ± 0.08).

The factor, Faculty/school has the highest mean score whereas, the factor, Department showed the lowest mean score value

The mean of the factors responsible for assessment of trainings offered to the employees of the non-academic staff in the present study ranged from 2.15 to 2.68 (mean = 2.15 ± 0.08 to 2.68 ± 0.07). The factor, Training selection committee has the highest mean score whereas, the factor, Department showed the lowest mean score value.

Table 4. 20: Evaluation of Employee Performance

Academic staff			Non-academic staff		
Variables	**Mean**	**Standard error**	**Variables**	**Mean**	**Standard error**
AEP1	1.72	0.06	NEP1	1.73	0.08
AEP2	1.86	0.06	NEP2	1.93	0.09
AEP3	1.81	0.07	NEP3	1.74	0.07
AEP4	1.99	0.08	NEP4	2.06	0.09
AEP5	1.96	0.07	NEP5	2.08	0.09
AEP6	1.82	0.07	NEP6	1.81	0.07
AEP7	2.06	0.08	NEP7	2.11	0.09

AEP1= Proper training needs identification has improved employee performance, AEP2=Adequate skill evaluation has improved employee accuracy, AEP3=Employee training has improved the level of creativity, AEP4=Employee training has improved the span of managers control, AEP5=Employee training has improved the amount of work handled by staff, AEP6= Development programmes has improved the level of staff efficiency, AEP7= Training contents have improved the accuracy level of staff in their work. **(**Note: N=Non-Academic**, Thus same interpretation applies to variable of the second column)

The mean of the factors responsible for employee performance of the academic staff in the present study ranged from 1.72 to 2.06 (mean = 1.72 ± 0.06 to 2.06 ± 0.08). The factor, Training contents have improved the accuracy levels of staff in their work has the highest mean score whereas, the factor, Proper training needs identification has improved employee performance showed the lowest mean score value.

The mean of the factors responsible for employee performance of the non-academic staff in the present study ranged from 1.73 to 2.08 (mean = 1.73 ± 0.08 to 2.08 ± 0.09). The factor, Employee training has improved the amount of work handled by individual staff has the highest mean score whereas, the factor, Proper training needs identification has improved employee performance showed the lowest mean score value.

Table 4. 21: Relationships between ATNA2 on other variables in the model of training needs assessment in Ramat Polytechnic Maiduguri, Borno state, Nigeria

Variables	Estimate	Standard Error	t-Ratio	p-value
ATNA3	-0.24	0.07	-3.23	0.0015
ATNA6	0.27	0.09	2.88	0.0046
ATNA5	0.17	0.07	2.60	0.0104
ATNA10	0.16	0.06	2.54	0.0120
ATNA8	0.16	0.07	2.44	0.0160

Effects of ATNA2 on other variables in the model of training needs assessment in Ramat Polytechnic Maiduguri, Borno state, Nigeria

Variables	Df	Sum of Squares	F-ratio	p-value
ATNA3	1	5.36	10.42	0.0015
ATNA5	1	3.46	6.73	0.0104
ATNA6	1	4.26	8.28	0.0046
ATNA10	1	3.33	6.48	0.0120
ATNA8	1	3.06	5.94	0.0160

ATNA2= Regular skill set that brings out trained employee deficiency, ATNA3= Employee skill set evaluation done regularly, ATNA5= Objective evaluation of skill set, ATNA6= Employee training improves commitment level, ATNA8= Training content related skill needs and requirement, ATNA10= Training equip staff with new format of task accomplishment

The academic staff training needs assessment in Ramat Polytechnic Maiduguri, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between the factor, Regular skill set that brings out trained employee deficiency (dependent variable on training needs assessment) with Employee skill set evaluation done regularly, Employee training improves commitment level, Objective evaluation of skill set, Training equip staff with new format of task accomplishment and Training content related skill needs and requirement. Similarly, there is a significant effect of Regular skill set that brings out trained employee deficiency on Employee skill set evaluation done regularly, Objective evaluation of skill set, Employee training improves commitment level, Training equip staff with new format of task accomplishment and Training content related skill needs and requirement.

Table 4. 22: Relationships between NTNA2 on other variables in the model of training needs assessment in Ramat Polytechnic Maiduguri, Borno state, Nigeria

Variables	Estimate	Standard Error	t-Ratio	p-value
NTNA13	0.14	0.06	2.21	0.0284
NTNA10	0.22	0.05	4.03	0.0001
NTNA9	0.15	0.05	2.84	0.0052
NTNA7	0.19	0.08	2.55	0.0119
NTNA6	0.29	0.07	4.09	0.0001

Effects of NTNA2 on other variables in the model of training needs assessment in Ramat Polytechnic Maiduguri, Borno state, Nigeria

Variables	Df	Sum of Squares	F-ratio	p-value
NTNA13	1	1.75	4.91	0.0284
NTNA10	1	5.78	16.26	0.0001
NTNA9	1	2.87	8.05	0.0052
NTNA7	1	2.31	6.48	0.0119
NTNA6	1	5.95	16.74	0.0001

NTNA2= Regular skill set that brings out trained employee deficiency, NTNA6= Employee training improves commitment level, NTNA7= Clear policies on Training Needs assessment, NTNA9= Training contents are tailored to skill gap, NTNA10= Training equip staff with new format of task accomplishment, NTNA13=Training gap inform the training methods to be applied

The non-academic staff training needs assessment in Ramat Polytechnic Maiduguri, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between the factor, Regular skill set that brings out trained employee deficiency (dependent variable on training needs assessment) with Training gap inform the training methods to be applied, Training equip staff with new format of task accomplishment, Training contents are tailored to skill gap, Clear policies on Training Needs assessment and Employee training improves commitment level. Similarly, there is a significant effect of Regular skill set that brings out trained employee deficiency on Training gap inform the training methods to be applied, Training equip staff with new format of task accomplishment, Training contents are tailored to skill gap, Clear policies on training needs assessment and Employee training improves commitment level.

Table 4. 23: Relationships between AEJS2 on other variables in the model of training needs assessment in Ramat Polytechnic Maiduguri, Borno state, Nigeria

Variables	Estimate	Standard Error	t-Ratio	p-value
AEJS1	0.49	0.06	8.43	<.0001
AEJS3	0.29	0.07	3.61	0.0004
AEJS8	0.25	0.08	2.97	0.0035
AEJS10	0.17	0.08	2.02	0.0456

Effects of AEJS2 on other variables in the model of training needs assessment in Ramat Polytechnic Maiduguri, Borno state, Nigeria

Variables	Df	Sum of Squares	F-ratio	p-value
AEJS1	1	71.02	71.03	<.0001
AEJS3	1	6.62	13.00	0.0004
AEJS8	1	4.49	8.83	0.0035
AEJS10	1	2.07	4.06	0.0456

AEJS1= I am satisfied with my job, EJS2= Satisfied with the benefits offered, AEJS3= Satisfied with the process of annual raises, AEJS8= Availabilities of tools and technology exist at workplace, AEJS10= Job responsibilities clearly defined

The academic staff employee performance in Ramat Polytechnic Maiduguri, Borno state, Nigeria showed that the employee job satisfaction in Ramat Polytechnic Maiduguri, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between Satisfied with the benefits offered (dependent variable on employee job satisfaction with I am satisfied with my job, Availabilities of tools and technology exist at workplace, Satisfied with the process of annual raises and Job responsibilities clearly defined. Similarly, there is a significant effect of Satisfied with the benefits offered on I am satisfied with my job, Availabilities of tools and technology exist at workplace, Satisfied with the process of annual raises and Job responsibilities clearly defined.

Table 4. 24: Relationships between NEJS2 on other variables in the model of training needs assessment in Ramat Polytechnic Maiduguri, Borno state, Nigeria

Variables	Estimate	Standard Error	t-Ratio	p-value
NEJS12	-0.57	0.23	-2.42	0.0166
NEJS10	0.68	0.28	2.40	0.0176
NEJS11	0.56	0.25	2.24	0.0265

Effects of NEJS2 on other variables in the model of training needs assessment in Ramat Polytechnic Maiduguri, Borno state, Nigeria

Variables	Df	Sum of Squares	F-ratio	p-value
NEJS12	1	31.80	5.88	0.0166
NEJS10	1	31.24	5.77	0.0176
NEJS11	1	27.18	5.02	0.0265

NEJS2= Satisfied with the benefits offered, NEJS10= Job responsibilities clearly defined, NEJS11= Institution management are transparent, NEJS12= Employee contributions are valued.

The non-academic staff employee performance in Ramat Polytechnic Maiduguri, Borno state, Nigeria showed that The employee job satisfaction in Ramat Polytechnic Maiduguri, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between Satisfied with the benefits

offered (dependent variable on employee job satisfaction with Job responsibilities clearly defined, Institution management are transparent, and Employee contributions are valued. Similarly, there is a significant effect of Satisfied with the benefits offered on Job responsibilities clearly defined, Institution management are transparent, and Employee contributions are valued.

Table 4. 25: Relationships between AEP2 on other variables in the model of training needs assessment in Ramat Polytechnic Maiduguri, Borno state, Nigeria

Variables	Estimate	Standard Error	t-Ratio	p-value
AEP1	0.53	0.08	6.60	<.0001
AEP3	0.16	0.07	2.39	0.0180
AEP4	0.18	0.06	3.21	0.0016
AEP5	-0.19	0.07	-2.90	0.0043

Effects of AEP2 on other variables in the model of training needs assessment in Ramat Polytechnic Maiduguri, Borno state, Nigeria

Variables	Df	Sum of Squares	F-ratio	p-value
AEP1	1	14.41	43.61	<.0001
AEP3	1	1.89	5.72	0.0180
AEP4	1	3.40	10.30	0.0016
AEP5	1	2.78	8.40	0.0043

AEP1= Proper training needs identification has improved employee performance, AEP2=Adequate skill evaluation has improved employee accuracy, AEP3=Employee training has improved the level of creativity, AEP4=Employee training has improved the span of managers control, AEP5=Employee training has improved the amount of work handled by staff

The academic staff employee performance in Ramat Polytechnic Maiduguri, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between the factor, Adequate skill evaluation has improved employee accuracy (dependent variable on employee performance) with the factors, Proper training needs identification has improved employee performance, Employee training has improved the level of creativity, Employee training has improved the span of managers control and Employee training has improved the amount of work handled by staff. Similarly, there is a significant effect of adequate skill evaluation has improved employee accuracy on Proper training needs identification has improved employee performance, Employee training has improved the level of creativity, Employee training has improved the span of managers control and Employee training has improved the amount of work handled by staff.

Table 4. 26: Relationships between NEP2 on other variables in the model of training needs assessment in Ramat Polytechnic Maiduguri, Borno state, Nigeria

Variables	Estimate	Standard Error	t-Ratio	p-value
NEP1	0.27	0.07	3.67	0.0003
NEP4	0.50	0.08	6.48	<.0001
NEP7	0.19	0.07	2.55	0.0119

Effects of AEP2 on other variables in the model of training needs assessment in Ramat Polytechnic Maiduguri, Borno state, Nigeria

Variables	Df	Sum of Squares	F-ratio	p-value
NEP1	1	5.26	13.50	0.0003
NEP4	1	16.34	41.93	<.0001
NEP7	1	2.53	6.49	0.0119

NEP1= Proper training needs identification has improved employee performance, NEP2=Adequate skill evaluation has improved employee accuracy, NEP4=Employee training has improved the span of managers control, NEP7= Training contents have improved the accuracy level of staff in their work

The non-academic staff employee performance in Ramat Polytechnic Maiduguri, Borno state, Nigeria showed that there was a significant ($P < 0.05$) relationship between Adequate skill evaluation has improved employee accuracy (dependent variable on employee performance) with the factors, Proper training needs identification has improved employee performance, Employee training has improved the span of managers control and Training contents have improved the accuracy level of staff in their work. Similarly, there is a significant effect of adequate skill evaluation has improved employee accuracy on Proper training needs identification has improved employee performance, Employee training has improved the span of managers control and Training contents have improved the accuracy level of staff in their work.

DATA ANALYSIS OF WAKA BIU COLLEGE OF EDUCATION, BORNO STATE, NIGERIA

Table 4. 27: Evaluation of Training Needs Assessment

Academic staff			Non-academic staff		
Variables	**Mean**	**Standard error**	**Variables**	**Mean**	**Standard error**
ATNA1	1.89	0.11	NTNA1	1.68	0.09
ATNA2	1.76	0.11	NTNA2	1.68	0.09
ATNA3	2.49	0.14	NTNA3	2.26	0.11
ATNA4	2.28	1.15	NTNA4	2.20	0.11
ATNA5	2.32	0.15	NTNA5	2.22	0.11
ATNA6	1.91	0.13	NTNA6	1.88	0.09
ATNA7	1.71	0.14	NTNA7	1.65	0.10
ATNA8	1.99	0.11	NTNA8	2.08	0.11
ATNA9	2.04	0.12	NTNA9	2.05	0.10
ATNA10	1.78	0.12	NTNA10	1.83	0.09
ATNA11	1.87	0.12	NTNA11	1.77	0.09
ATNA12	2.25	1.16	NTNA12	2.04	0.12
ATNA13	1.99	0.11	NTNA13	1.94	0.09

ATNA1=Regular skill set evaluation, ATNA2= Regular skill set that brings out trained employee deficiency, ATNA3= Employee skill set evaluation done regularly, ATNA4= Training of staff tailored to task performance, ATNA5= Objective evaluation of skill set, ATNA6= Employee training improves commitment level, ATNA7= Clear policies on Training Needs assessment, ATNA8= Training content related skill needs and requirement, ATNA9= Training contents are tailored to skill gap, ATNA10= Training equip staff with new format of task accomplishment, ATNA11=Training is tailored to improve competencies, ATNA12=Training reduce level of employee turnover, ATNA13=Training gap inform the training methods to be applied. **(**Note: N=Non-Academic**, Thus same interpretation applies to variable of the second column)

The mean of the factors responsible for the assessment of the academic staff training needs in the present study ranged from 1.71 to 2.49 (mean = 1.71 ± 0.14 to 2.49 ± 0.14). The factor, Employee skills set evaluation is done regularly has the highest mean score whereas, the factor, There are clear policies on training needs assessment showed the lowest mean score value.

The mean of the factors responsible for the assessment of the non-academic staff training needs in the present study ranged from 1.68 to 2.26 (mean = 1.68 ± 0.09 to 2.26 ± 0.11). The factor, Employee skills set evaluation is done regularly has the highest mean score whereas, the factor, There are regular skills set evaluation and Regular evaluation of skills set bring out areas of deficiency that employees are to be trained on showed the lowest mean score values.

Table 4. 28: Evaluation of Training Methods

Academic staff			Non-academic staff		
Variables	**Mean**	**Standard error**	**Variables**	**Mean**	**Standard error**
ATM1	2.63	0.11	NATM1	1.79	0.07
ATM2	3.14	0.09	NATM2	1.68	0.06
ATM3	2.96	0.09	NATM3	1.81	0.07
ATM4	2.86	0.14	NATM4	1.83	0.08
ATM5	2.96	0.14	NATM5	1.72	0.06
ATM6	3.47	0.12	NATM6	2.44	0.09
ATM7	3.12	0.12	NATM7	1.77	0.07
ATM8	2.84	0.12	NATM8	1.87	0.07
ATM9	2.78	0.13	NATM9	1.93	0.08
ATM10	2.93	0.12	NATM10	1.95	0.08
ATM11	2.91	0.11	NATM11	1.83	0.09

ATM1=Methods of training employee in line with organisational culture, ATM2= Method of employee training in line with organisational structure, ATM3= Method of employee training in line with available resources, AATM4=Qualified experts conduct training, ATM5= On the job training is available, ATM6= Off the job training is necessary, ATM7= Experience employee allocate task to junior staff, ATM8=Qualified employees allocate task to junior staff, ATM9= Experience staff are responsible for task delegated to junior staff, ATM10= Mentor-mentee relationship is encourage in skill development., ATM11= Inter-departmental transfer allowed for skill development. **(**Note: N=Non-Academic**, Thus same interpretation applies to variable of the second column)

The mean of the factors responsible for training method of the academic staff in the present study ranged from 2.63 to 3.47 (mean = 2.63 ± 0.11 to 3.47 ± 0.12). The factor, Off the job training as necessary has the highest mean score whereas, the factor, The methods of training employees are in line with organizational culture showed the lowest mean score value.

The mean of the factors responsible for training method of the non-academic staff in the present study ranged from 1.68 to 2.44 (mean = 1.68 ± 0.06 to 2.44 ± 0.09). The factor, Off the job training as necessary has the highest mean score whereas, the factor, The methods of training employees are in line with organizational structure showed the lowest mean score value.

Table 4. 29: Evaluation of Training Content

Academic staff			Non-academic staff		
Variables	**Mean**	**Standard error**	**Variables**	**Mean**	**Standard error**
ATC1	2.74	0.11	NTC1	2.67	0.10
ATC2	2.55	0.04	NTC2	2.66	0.09
ATC3	2.59	0.11	NTC3	2.72	0.08
ATC4	2.76	0.12	NTC4	2.63	0.09
ATC5	2.75	0.11	NTC5	2.26	0.09
ATC6	2.74	0.11	NTC6	2.39	0.08

ATC1=Content of training in line with training needs established, ATC2= Training content deep enough to cover scope of skill gap, ATC3= Trainers verse in their training skill, ATC 4= Training content developed with level of employee in the organisation, ATC5= Training content allows for feedback for greater learning impact, ATC6=Training content within organisational policies and procedures. **(**Note: N=Non-Academic**, Thus same interpretation applies to variable of the second column)

The mean of the factors responsible for training content of the academic staff in the present study ranged from 2.55 to 2.76 (mean = 2.55 ± 0.04 to 2.76 ± 0.12). The factor, The training content is developed with the level of employees in the organization has the highest mean score whereas, the

factor, Training content is always deep enough to cover the scope of skills gap showed the lowest mean score value.

The mean of the factors responsible for training content of the non-academic staff in the present study ranged from 2.26 to 2.72 (mean = 2.26 ± 0.09 to 2.72 ± 0.08). The factor, The individuals engaged to offer training to staff are well versed with what they train has the highest mean score whereas, the factor, The training contents allow provision of feedback for greater learning impact showed the lowest mean score value.

Table 4. 30: Evaluation of Employee Job Satisfaction

Academic staff			Non-academic staff		
Variables	**Mean**	**Standard error**	**Variables**	**Mean**	**Standard error**
AEJS1	2.71	0.09	NEJS1	1.91	0.11
AEJS2	3.12	0.11	NEJS2	1.82	0.08
AEJS3	2.30	0.10	NEJS3	1.98	0.09
AEJS4	2.05	0.11	NEJS4	1.89	0.08
AEJS5	1.93	0.09	NEJS5	1.96	0.08
AEJS6	1.66	0.11	NEJS6	1.81	0.08
AEJS7	1.97	0.10	NEJS7	1.92	0.09
AEJS8	2.04	0.11	NEJS8	1.89	0.09
AEJS9	1.92	0.09	NEJS9	1.86	0.08
AEJS10	1.92	0.09	NEJS10	1.67	0.08
AEJS11	2.28	0.13	NEJS11	1.81	0.08
AEJS12	1.89	0.09	NEJS12	2.02	0.09

AEJS1= I am satisfied with my job, EJS2= Satisfied with the benefits offered, AEJS3= Satisfied with the process of annual raises, AEJS4= I am happy at my place of work, AEJS5= career progress exist at my place of work, AEJS6= I find my work meaningful, AEJS7= There is adequate opportunities for promotion and career development, AEJS8= Availabilities of tools and technology exist at workplace, AEJS9= Employee skills and abilities are utilized property, AEJS10= Job responsibilities clearly defined, AEJS11= Institution management are transparent, AEJS12= Employee contributions are valued. **(**Note: N=Non-Academic**, Thus same interpretation applies to variable of the second column)

The mean of the factors responsible for employee job satisfaction of the academic staff in the present study ranged from 1.66 to 3.12 (mean = 1.66 ± 0.11 to 3.12 ± 0.11). The factor, Am satisfied with the process employed by the institution to determine annual raises has the highest mean score whereas, the factor, I find my work meaningful showed the lowest mean score value. The mean of the factors responsible for employee job satisfaction of the non-academic staff in the present study ranged from 1.67 to 2.02 (mean = 1.67 ± 0.08 to 2.02 ± 0.09). The factor, I feel valued for my contributions has the highest mean score whereas, the factor, My job responsibilities are clearly defined showed the lowest mean score value.

Table 4. 31: Evaluation of Types of Training Needs of Employee

Academic staff			Non-academic staff		
Variables	**Mean**	**Standard error**	**Variables**	**Mean**	**Standard error**
ATTNE1	2.63	0.11	NTTNE1	2.79	0.11
ATTNE2	3.14	0.09	NTTNE2	2.68	0.10
ATTNE3	2.96	0.09	NTTNE3	2.61	0.09
ATTNE4	2.86	0.14	NTTNE4	2.48	0.10
ATTNE5	2.96	0.15	NTTNE5	2.79	0.11
ATTNE6	3.47	0.12	NTTNE6	2.85	0.10
ATTNE7	3.11	0.12	NTTNE7	2.75	0.09
ATTNE8	2.84	0.12	NTTNE8	2.79	0.09
ATTNE9	2.78	0.13	NTTNE9	2.65	0.09
ATTNE10	2.93	0.12	NTTNE10	2.54	0.09
ATTNE11	2.91	0.11	NTTNE11	2.63	0.09
ATTNE12	3.01	0.12	NTTNE12	2.71	0.10
ATTNE13	2.95	0.12	NTTNE13	2.63	0.09
ATTNE14	2.91	0.13	NTTNE14	2.69	0.09

ATTNE1= Workshop training, ATTNE2= ICT Training, ATTNE3= Conference attendance, ATTENE4= on the job training, ATTNE5= off the job training, ATTNE6 Apprenticeship Training, ATTNE7= Specialty Training, ATTNE8= Master's Degree Qualification, ATTNE9=PhD Qualification, ATTNE10= Bachelor/HND Qualification, ATTNE11= Post graduate Diploma Qualification, ATTNE12= Diploma/NCE Qualification, ATTNE13= Certificate Courses Qualification, ATTNE14=Vocational/SSCE Qualification. **(**Note: N=Non-Academic**, Thus same interpretation applies to variable of the second column)

The mean of the factors responsible for types of training needs of employees of the academic staff in the present study ranged from 2.63 to 3.47 (mean = 2.52 ± 0.11 to 3.47 ± 0.12). The factor, Degree/HND has the highest mean score whereas, the factor, Workshop showed the lowest mean score value.

The mean of the factors responsible for types of training needs of employees of the non-academic staff in the present study ranged from 2.48 to 2.85 (mean = 2.48 ± 0.10 to 2.85 ± 0.10). The factor, Degree/HND has the highest mean score whereas, the factor, PhD showed the lowest mean score value.

Table 4. 32: Evaluation of Assessment of Training offered to Employee

Academic staff			Non-academic staff		
Variables	**Mean**	**Standard error**	**Variables**	**Mean**	**Standard error**
AATE1	2.62	0.12	NATE1	2.22	0.09
AATE2	2.68	0.11	NATE2	2.47	0.08
AATE3	2.68	0.09	NATE3	2.76	0.08
AATE4	2.75	0.10	NATE4	3.15	0.09

AATE1= Department, AATE2= Faculty, AATE3= Training selection committee, AATE4= randomly. **(**Note: N=Non-Academic**, Thus same interpretation applies to variable of the second column)

The mean of the factors responsible for assessment of trainings offered to the employees of the academic staff in the present study ranged from 2.62 to 2.75 (mean = 2.62 ± 0.12 to 2.75 ± 0.10).

The factor, randomly has the highest mean score whereas, the factor, Department showed the lowest mean score value.

The mean of the factors responsible for assessment of trainings offered to the employees of the non-academic staff in the present study ranged from 2.22 to 3.15 (mean = 2.22 ± 0.09 to 3.15 ± 0.09). The factor, randomly has the highest mean score whereas, the factor, Department showed the lowest mean score value.

Table 4. 33: Evaluation of Employee Performance

Academic staff			Non-academic staff		
Variables	**Mean**	**Standard error**	**Variables**	**Mean**	**Standard error**
AEP1	1.68	0.07	NEP1	1.63	0.08
AEP2	1.93	0.09	NEP2	1.73	0.07
AEP3	1.83	0.07	NEP3	1.75	0.08
AEP4	2.01	0.09	NEP4	1.87	0.09
AEP5	1.88	0.09	NEP5	1.92	0.09
AEP6	1.87	0.08	NEP6	2.00	0.09
AEP7	1.95	0.10	NEP7	2.03	0.09

AEP1= Proper training needs identification has improved employee performance, AEP2=Adequate skill evaluation has improved employee accuracy, AEP3=Employee training has improved the level of creativity, AEP4=Employee training has improved the span of managers control, AEP5=Employee training has improved the amount of work handled by staff, AEP6= Development programmes has improved the level of staff efficiency, AEP7= Training contents have improved the accuracy level of staff in their work. **(**Note: N=Non-Academic**, Thus same interpretation applies to variable of the second column)

The mean of the factors responsible for employee performance of the academic staff in the present study ranged from 1.68 to 2.01 (mean = 1.68 ± 0.07 to 2.01 ± 0.09). The factor, Employee training has improved the span of control of managers has the highest mean score whereas, the factor, Proper training needs identification has improved employee performance showed the lowest mean score value.

The mean of the factors responsible for employee performance of the non-academic staff in the present study ranged from 1.63 to 2.03 (mean = 1.63 ± 0.08 to 2.03 ± 0.09). The factor, Training contents have improved the accuracy levels of staff in their work has the highest mean score whereas, the factor, Proper training needs identification has improved employee performance showed the lowest mean score value.

Table 4. 34: Relationships between ATNA2 on other variables in the model of training needs assessment in College of Education, Waka Biu, Borno state, Nigeria

Variables	Estimate	Standard Error	t-Ratio	p-value
ATNA6	0.33	0.09	3.71	0.0004
ATNA9	0.27	0.11	2.31	0.0241
ATNA4	0.18	0.09	2.10	0.0395
ATNA1	0.24	0.11	2.08	0.0415
Effects of ATNA2 on other variables in the model of training needs assessment in College of Education, Waka Biu, Borno state, Nigeria				
Variables	**Df**	**Sum of Squares**	**F-ratio**	**p-value**
ATNA1	1	2.21	4.33	0.0415
ATNA4	1	2.26	4.42	0.0395
ATNA6	1	7.04	13.77	0.0004
ATNA9	1	2.73	5.35	0.0241

ATNA1=Regular skill set evaluation, ATNA2= Regular skill set that brings out trained employee deficiency, ATNA4= Training of staff tailored to task performance, ATNA6= Employee training improves commitment level, ATNA9= Training contents are tailored to skill gap

The academic staff training needs assessment in College of Education, Waka Biu, Borno state, Nigeria, showed that there is a significant ($P < 0.05$) relationship between Regular skill set that brings out trained employee deficiency (dependent variable on training needs assessment) with Employee training improves commitment level, Training contents are tailored to skill gap, Training of staff tailored to task performance, and Regular skill set evaluation. Similarly, there is a significant effect of Regular skill set that brings out trained employee deficiency on Regular skill set evaluation, Training of staff tailored to task performance, Employee training improves commitment level, and Training contents are tailored to skill gap.

Table 4. 35: Relationships between NTNA2 on other variables in the model of training needs assessment in College of Education, Waka Biu, Borno state, Nigeria

Variables	Estimate	Standard Error	t-Ratio	p-value
NTNA6	0.25	0.07	3.37	0.0011
NTNA1	0.29	0.09	3.19	0.0019
NTNA9	0.19	0.09	2.02	0.0467
Effects of NTNA2 on other variables in the model of training needs assessment in College of Education, Waka Biu, Borno state, Nigeria				
Variables	**Df**	**Sum of Squares**	**F-ratio**	**p-value**
NTNA1	1	4.29	10.19	0.0019
NTNA6	1	4.77	11.33	0.0011
NTNA9	1	1.71	4.07	0.0467

NTNA1=Regular skill set evaluation, NTNA2= Regular skill set that brings out trained employee deficiency, NTNA6= Employee training improves commitment level, NTNA9= Training contents are tailored to skill gap

The non-academic staff training needs assessment in College of Education, Waka Biu, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between Regular skill set that brings out trained employee deficiency (dependent variable on training needs assessment) with

Employee training improves commitment level, Regular skill set evaluation, and Training contents are tailored to skill gap. Similarly, there is a significant effect of Regular skill set that brings out trained employee deficiency on Regular skill set evaluation, Employee training improves commitment level, and Training contents are tailored to skill gap.

Table 4. 36: Relationships between AEJS2 on other variables in the model of training needs assessment in College of Education, Waka Biu, Borno state, Nigeria

Variables	Estimate	Standard Error	t-Ratio	p-value
AEJS1	0.41	0.14	2.84	0.0060
Effects of AEJS2 on other variables in the model of training needs assessment in College of Education, Waka Biu, Borno state, Nigeria				
Variables	**Df**	**Sum of Squares**	**F-ratio**	**p-value**
AEJS1	1	6.92	8.07	0.0060

AEJS1= I am satisfied with my job, EJS2= Satisfied with the benefits offered.

The academic staff employee job satisfaction in College of Education, Waka Biu, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between the factor, Satisfied with the benefits offered (dependent variable on employee job satisfaction) with I am satisfied with my job. Similarly, there is a significant effect of the factor Satisfied with the benefits offered on I am satisfied with my job.

Table 4. 37: Relationships between NEJS2 on other variables in the model of training needs assessment in College of Education, Waka Biu, Borno state, Nigeria

Variables	Estimate	Standard Error	t-Ratio	p-value
NEJS1	0.34	0.07	4.80	<.0001
NEJS3	0.26	0.09	3.07	0.0028
Effects of NEJS2 on other variables in the model of training needs assessment in College of Education, Waka Biu, Borno state, Nigeria				
Variables	**Df**	**Sum of Squares**	**F-ratio**	**p-value**
NEJS1	1	8.48	23.02	<.0001
NEJS3	1	3.47	9.41	0.0028

NEJS1= I am satisfied with my job, NEJS2= Satisfied with the benefits offered, NEJS3= Satisfied with the process of annual raises

The non-academic staff employee job satisfaction in College of Education, Waka Biu, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between the factor, Satisfied with the benefits offered (dependent variable on employee job satisfaction) with I am satisfied with my job, and Satisfied with the process of annual raises. Similarly, there is a significant effect of the factor Satisfied with the benefits offered on I am satisfied with my job, and Satisfied with the process of annual raises.

Table 4. 38: Relationships between AEP2 on other variables in the model of training needs assessment in College of Education, Waka Biu, Borno state, Nigeria

Variables	Estimate	Standard Error	t-Ratio	p-value
AEP1	0.60	0.11	5.62	<.0001
Effects of AEP2 on other variables in the model of training needs assessment in College of Education, Waka Biu, Borno state, Nigeria				
Variables	**Df**	**Sum of Squares**	**F-ratio**	**p-value**
AEP1	1	7.31	31.59	<.0001

AEP1= Proper training needs identification has improved employee performance, AEP2=Adequate skill evaluation has improved employee accuracy.

The academic staff employee performance in College of Education, Waka Biu, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between the factor, Adequate skill evaluation has improved employee accuracy (dependent variable on employee performance) with Proper training needs identification has improved employee performance. Similarly, there is a significant effect of the factor, Adequate skill evaluation has improved employee accuracy on Proper training needs identification has improved employee performance.

Table 4. 39: Relationships between NEP2 on other variables in the model of training needs assessment in College of Education, Waka Biu, Borno state, Nigeria

Variables	Estimate	Standard Error	t-Ratio	p-value
NEP1	0.29	0.08	3.82	0.0002
NEP3	0.17	0.08	2.17	0.0324
NEP5	0.17	0.08	2.12	0.0368
Effects of AEP2 on other variables in the model of training needs assessment in College of Education, Waka Biu, Borno state, Nigeria				
Variables	**Df**	**Sum of Squares**	**F-ratio**	**p-value**
NEP1	1	4.92	14.62	0.0002
NEP3	1	1.59	4.71	0.0324
NEP5	1	1.51	4.48	0.0368

NEP1= Proper training needs identification has improved employee performance, NEP2=Adequate skill evaluation has improved employee accuracy, NEP3=Employee training has improved the level of creativity, NEP5=Employee training has improved the amount of work handled by staff.

The non-academic staff employee performance in College of Education, Waka Biu, Borno state, Nigeria showed that there was a significant ($P < 0.05$) relationship between the factor, Adequate skill evaluation has improved employee accuracy (dependent variable on employee performance) with Proper training needs identification has improved employee performance, Employee training has improved the level of creativity and Employee training has improved the amount of work handled by staff. Similarly, there is a significant effect of the factor, Adequate skill evaluation has improved employee accuracy on Proper training needs identification has improved employee

performance, Employee training has improved the level of creativity and Employee training has improved the amount of work handled by staff.

4.2. Discussion

The development of learning goals to solve the identified deficiencies is accomplished through the systematic process of training needs assessment (TNA), which uses work analysis methods and techniques to pinpoint training needs that have been associated with performance gaps in the individual, team, or organisational performance. To close the gaps in those, skills, abilities, or other characteristics (KSAOs) or competencies that are connected to the identified performance shortfalls, training must be designed, implemented, and evaluated by these evidence-based objectives.

In the present study, Training Needs Assessment, the item with the statement factor, Training is used to reduce the level of employee turnover has the highest mean score whereas, the factor, Regular evaluation of skills set bring out areas of deficiency that employees are to be trained on showed the lowest mean score value. The reason for this is that a devoted employee will stick with the organization. To ascertain the veracity of this claim, several research studies have been carried out over the years. Many have ultimately concluded that more committed employees stay with the company longer than less committed ones. According to Richard Steers' (1977) theory, which was confirmed, employees are less likely to want to leave an organisation the more devoted they are. The purpose to stay with the organization, the drive to show up for work, and the attitude about their employment were all shown to be higher in these very committed personnel. Employee turnover and commitment were both strongly and adversely correlated, according to Steers (1977: 54). However, in Table 4.1, representing the Non-academic training needs assessment, the result indicated that the factor, Training is used to reduce the level of employee turnover has the highest mean score whereas, the factor; There are regular skills set evaluation showed the lowest mean score value. The result of the first statement is the same as that of the table1 represented as academic staff evaluation. Similarly, the second statement in the current study, which received the least amount of responses, may indicate that Employee performance can be a focus of training and development just like any other area influenced by a variety of circumstances. It could be brought on by the leaders' attitudes, personal problems, obligations, responsibilities, norms, and standards, claims Arinanye (2015). Additional factors mentioned by Asim (2013) include a lack of suitable

tools and skills, a large workload, a lack of support staff, key human resource absences, insufficient manager routines, unclear goals or performance standards, a weak organisational statement, peer pressure to deliver a condensed presentation, and a low level of productivity. Similarly, some businesses might not be methodically evaluating employee performance. The concern with this strategy is that it leads to ambiguous, ineffective, and inaccurate evaluation outputs (Ahmed, Sultana, Paul, & Azeem, 2013).

Although a company's commitment to employee training has a beneficial impact on employee retention and produces desired results, there are numerous categories and forms of training (Switzer and Kleiner, 1996; Huang, 2001; Mathews, Ueno, et al., 2001). Organizational commitment to training must be intimately linked to appropriate, effective training techniques and training delivery mechanisms to yield favourable results. What may be appropriate for one organisation (or employee) in terms of training approaches may not be for another.

A training programme that uses cutting-edge training methods and techniques is considered to be effective. Every organisation has different training methods that are chosen by management or leaders depending on several variables, such as the training resources accessible to employees, the features of the students (such as whether they are individuals, groups, or teams), the departmental training, the type of training (general or technical), and the requirements that were recognised and motivated the training activity are all factors to consider.

Table 4.2 represents the element; Mentor-mentee relationships are encouraged in skills development has the highest mean score in the current study, whereas the component; The Company allows on-the-job training for its personnel has the lowest mean score value. This is because in the first statement the result indicates a well-organized tradition of mentoring its employee as such the outcome. According to Githinji (2014), every approach selected for training and employee performance sharing should be feasible and inexpensive, and should thus be assessed for both its usability and cost-effectiveness. To impart the information in a way that the trainees can easily understand, the trainers need also be qualified and experienced in practical training. Similarly, Wenzel (2014) notes that the company's aims and values must be communicated to the individual or people chosen to give the training, whether they are external or internal trainers.

The second factor indicates that the Company allows on-the-job training for its staff which showed the lowest mean score value. This could be a result of poor training methods or approach by the institution or it may be due to a lack of consistency on the part of the training unit. Organisational leadership must take the trainees' degree of knowledge into account while arranging training activities for its workers. This can be achieved by evaluating the tacit knowledge they currently possess and identifying strategies for expanding their knowledge base. Methods like an apprenticeship, in which a skilled or experienced employee divides work responsibilities and offers additional jobs to less experienced workers to train them Rusinovci (2015) identifies two key, varied approaches that businesses can choose from for employee skill development and training. This includes both on-the-job and off-the-job training. While off-the-job training requires removing employees from their regular work environs and instead focusing all attention on the training, on-the-job training is provided to organisational employees while executing irregular work at the same working locations.

Similarly, the factor; Off-the-job training as necessary has the highest mean score whereas, the factor; The methods of training employees are in line with organizational structure showed the lowest mean score value. This is an affirmation that the training methods are more suitable for the non-academic staff of the institution simply because of their roles and task-related responsibilities within their jurisdiction. Given that all training can impart specific knowledge, abilities, attitudes, or task information to learners, some training delivery techniques may be more suitable for a particular task or set of training materials than others. To convey different training contents, different training delivery methods can be utilized, Kiruja & Mukuru (2018). Anitha (2014) emphasises that when choosing the best training methods, it is important to take skill and task aspects into account. It's essential when creating training programmes to consider the various typologies that have been proposed for classifying activities and skills, which can be broadly divided into two categories: people or technical skills.

In the present study, Table 4.3, represents an evaluation of academic staff training content. The item with the statement of the factor; The individuals engaged to offer training to staff are well versed with what they train has the highest mean score whereas, the factor; The content of staff training is in line with the training needs establishing showed the lowest mean score value. The first statement in the present study indicates the presence of an ideal and qualified professional

employee executing their responsibilities. According to Anitha (2014), it is important to comprehend the significance of taking skill and task characteristics into account while choosing the most efficient training methods. Different training methodologies can be selected to convey distinct training materials, claim Kiruja & Mukuru (2018). Some training delivery techniques may be more effective than others for a given task or training materials because all training is capable of imparting specific skills, knowledge, attitudes, or task information to learners. The second statement that connotes the lowest means scores could be the result of poor training needs assessment as such creating ways for skill gaps in the organisation. According to Lancaster, Di Milia, and Cameron (2013), many organizations have failed due to their employees being undertrained in the abilities that are genuinely crucial in the age of information, which supports their claim. However, because they have to do with how people relate to one another, such as through communication, listening, dialogue, giving feedback, teamwork, problem-solving, and conflict resolution, the requirement for people skills in daily life and at work makes them frequently challenging to observe, define, and assess.

Table 4.3, also represent Non-academic staff training content evaluations. The factor; Training content is always deep enough to cover the scope of skills gap has the highest mean score whereas, the factor; The content of staff training is in line with the training needs to be established showed the lowest mean score value. The first statement is an affirmation that there is a continuous training programme for non-academic staff domiciled in the institution and is being appropriately utilised as expected. However, the factor statement indicating the lowest score value could be a result of poor training content and training needs analysis thus indicating the low output. This can be enhanced by improving the training methodology in the institution with much emphasis on the skill gap identified within the non-academic staff.

One of the main mindsets that affect people's behaviour at work is job satisfaction (Newstrom, & Davis, 1986). Therefore, occupational behaviour researchers are interested in accurately assessing job happiness and comprehending its implications for individuals at work. Yousef (2017) described how strongly people feel either categorically or negatively about their professions. It is an enthusiastic reaction to one's obligations as well as to the social and physical circumstances at work. Job satisfaction also demonstrates how much an individual's expectations are met. People

who comprehend an initiating commitment to regulate their relationship with the employer organisation may have higher job satisfaction.

Table 4.4, represents an evaluation of academic employee job satisfaction. The factor; Am satisfied with my pay has the highest mean score whereas, the factor; I find my work meaningful showed the lowest mean score value. The first statement is an indication of employee job satisfaction in the institution which reflects in the outcome of the survey. It revealed that the employees take home pay is reasonable and satisfactory. This is consistent with Maicibi's definition of salary as compensation for labour performed in 2005. He went on to list additional measures of compensation, such as basic pay, earnings, health and pension plans, transportation expenses, overtime pay, and responsibility allowances. These variables are key contributors to worker happiness and have a multiplier effect on organisational success.

The second statement with the lowest statement could be a reflection of poor training and misplaced priority on the parts of employees and the institutions. Employees working in a department of not their choice could have a negative response in their overall performance as such not be satisfied with their jobs. Furthermore, Job satisfaction has been observed as a key element that is carefully linked with organizational output. Job satisfaction is a metric used to determine if a worker appears to be satisfied with their position when in reality they are not. According to Judge, Weiss, Kammeyer-Mueller, and Hulin (2017), when a person is happy in their job, it creates fun pressure within the organisation, motivates the worker to do a good job, and the organisation can achieve great achievement thanks to them. While a disgruntled employee will quickly try to avoid responsibilities, there will be an increase in absenteeism, and even if they are working, they will try to avoid thinking about organisational issues, which will harm the production of the organisation.

Table 4.4, also represents an evaluation of non-academic staff employee job satisfaction (NEJS). The outcome of the study with the statement the factor; I feel valued for my contributions has the highest mean score whereas, the factor; my job responsibilities are clearly defined showed the lowest mean score value. The two statements indicated the essence of employee recognition and appreciation of employees from the organisation. It shows how important employees are to the organisation and invariably indicates there is employee job satisfaction.

Table 4.5, represents the Evaluation of academic staff types of training needs (ATTNE). The factor; Degree/HND has the highest mean score whereas, the factor; Workshop showed the lowest mean score value. This is not unconnected with the fact that the organisation of the study is an institution of higher learning as such most of the employees are expected to meet up to the global standard with the minimum of a first degree.

Table 4.5, also represents the evaluation of non-academic staff types of training needs (NTTNE). The factor; Workshop has the highest mean score whereas, the factor; Diploma/NCE showed the lowest mean score value. This outcome showed that non-academic staff participates more in attending workshops than other types of training options.

Table 4.6, is representing the Evaluation of academic staff assessment of training offered (AATE). The factor; Training Selection Committee has the highest mean score whereas, the factor; Department showed the lowest mean score value. This table is showing how the employee training selection process is performed. The factor training selection committee has the highest mean value because the committee is a higher organ body responsible for employee training selection and process. However, the Department works hand in hand with the other committee toward achieving such goals as such it could not have absolute authority in selecting employees for training rather can only recommend them.

Table 4.6, also represents the Evaluation of the assessment of training offered to the employees of the non-academic staff (NATE). The factor; randomly has the highest mean score whereas, the factor; Department showed the lowest mean score value. This table also represents selection methods and processes for non-academic employee training. The concept; randomly appears to have value in the process because of the poor training needs identification in the non-academic staff units. This could lead to poor performance and lack of employee job satisfaction as selection for training is done randomly and not based on needs and skill gap identification.

Table 4.7 represent evaluation of Academic staff employee performance. The factor; Employee training has improved the span of control of managers has the highest mean score whereas, the factor; Proper training needs identification has improved employee performance showed the lowest mean score value. The statements is an indication that training has improve the employee perceptions and performance in the organisation. Armstrong (2006) asserts that it is the responsibility of the top manager to create a high performance culture, while Gruman and Saks

(2011) believe that performance management is a crucial component of organisational effectiveness. Similar to that, performance management is a systematic process that includes workload planning, defining expectations, continual performance motorization, developing performing capacity, evaluating performance on a regular basis, and rewarding outstanding performance (United States Office of Personnel Management, 2001).

Similarly, Table 4.7 also represents evaluation of Non-academic employee performance. The outcome showed that the factor; Development programs have improved the level of efficiency among staff has the highest mean score whereas, the factor; Proper training needs identification has improved employee performance showed the lowest mean score value. The first statement is pointing out the essence of employee training and development which clearly indicates that the staff of the organisation are benefitting. As an employee's productivity and effectiveness in their present organisation or job role can be improved, employee training and development is a programme that aids in learning a certain skill as well as knowledge. It helped emphasis on greater staff growth and developed future performance. The second statement is also revealing the essence of proper training needs identification as a necessity for better employee efficiency and performance because a properly trained employee is key to improve employee performance.

Table 4.8, indicated that the academic staff training needs assessment in College of Education Bama, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between; Regular skill set that brings out trained employee deficiency (dependent variable on training needs assessment) with Training content related skill needs and requirement, Training equip staff with the new format of task accomplishment and Training contents are tailored to skill gap. Similarly, there is a significant effect of Regular skill set that brings out trained employee deficiency on Training content related skill needs and requirement, Training contents are tailored to skill gap and Training equips staff with the new format of task accomplishment.

In addition, Table 4.9, is also representing non-academic staff training needs assessment in College of Education Bama, Borno state, Nigeria, and it showed that there is a significant ($P < 0.05$) relationship between Regular skill set that brings out trained employee deficiency (dependent variable on training needs assessment) with Regular skill set evaluation, Training equip staff with a new format of task accomplishment, Training content related skill needs and requirement, Training of staff tailored to task performance and Employee training improves commitment level.

Similarly, there is a significant effect of Regular skill set that brings out trained employee deficiency on Regular skill set evaluation, Training of staff tailored to task performance, Employee training improves commitment level and Training content related skill needs and requirement.

Table 4.10, on the other hand, is the academic staff employee job satisfaction in College of Education Bama, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between the factor; Satisfied with the benefits offered (dependent variable on employee job satisfaction) with the factor I am satisfied with my job, Availabilities of tools and technology exist at the workplace and Satisfied with the process of annual raises. Similarly, there is a significant effect of Satisfied with the benefits offered on I am satisfied with my job, Availabilities of tools and technology exist at the workplace and Satisfied with the process of annual raises.

Table 4.11, on the other hand, is representing relationships between Satisfied with the benefits offered on other variables in the model of training needs assessment in the College of Education, Borno state, Nigeria. The outcome indicates that non-academic staff employee job satisfaction in College of Education Bama, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between the factor Satisfied with the benefits offered (dependent variable on employee job satisfaction) with I am satisfied with my job, Satisfied with the process of annual raises, Institution management are transparent and career progress exist at my place of work. Similarly, there is a significant effect of Satisfied with the benefits offered on I am satisfied with my job, Satisfied with the process of annual raises, career progress exists at my place of work and Institution management is transparent.

Table 4.12 on the other hand is the relationships between Adequate skill evaluation has improved employee accuracy on other variables in the model of training needs assessment in College of Education, Borno state, Nigeria. The outcome indicates that the academic staff employee performance in College of Education Bama, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between the factor; Adequate skill evaluation has improved employee accuracy (dependent variable on employee performance) with Proper training needs identification has improved employee performance, Employee training has improved the level of creativity and Employee training has improved the amount of work handled by staff. Similarly, there is a significant effect of Adequate skill evaluation has improved employee accuracy on Proper training

needs identification has improved employee performance, Employee training has improved the level of creativity and Employee training has improved the amount of work handled by staff.

Furthermore, Table 4.13 is a representative of relationships between Adequate skill evaluation has improved employee accuracy on other variables in the model of training needs assessment in College of Education, Bama, Borno state, Nigeria. The non-academic staff employee performance in College of Education, Bama, Borno state, Nigeria showed that there was a significant ($P < 0.05$) relationship between the factor; Adequate skill evaluation has improved employee accuracy (dependent variable on employee performance) with Proper training needs identification has improved employee performance, Employee training has improved the level of creativity and Employee training has improved the amount of work handled by staff. Similarly, there is a significant effect of Adequate skill evaluation has improved employee accuracy on Proper training needs identification has improved employee performance, Employee training has improved the level of creativity and Employee training has improved the amount of work handled by staff.

In addition, a knowledge-based economy and living in a globalised environment present new challenges for personal function. Radical technology advancements result is a requirement for effective workers who possess new abilities that must be updated and enhanced over time. Professional development requirements must be approached with consideration and commitment if personnel are to increase their efficiency (Kai Ming Au, Allman, Roussel, 2008). The best strategy for equipping employees with specific abilities or enabling them to close efficiency gaps is through training, one of the techniques of employee development (Shree, 2017). The more training is provided, the more benefits there are for the personnel, the more abilities and talents are further developed, and the more advantages accrue to the business. Employees who have received the proper training are the cornerstone of any competitive business. Training should be considered as a continuously updated process with outlined, checked, updated, and enhanced goals to provide an organisation with long-term advantages (Denby, 2010). Like any other investment, training must be supported by a clear understanding of the organization's objectives and tailored to the demands of the business.

Table 4.14, in the present study, is the evaluation of the training needs of the academic staff of Ramat polytechnic Maiduguri. The outcome of the study indicates that the factor; Training is used to reduce the level of employee turnover has the highest mean score whereas, the factor Employee

training improves employee commitment levels showed the lowest mean score value. The first-factor statement is an indication that the training needs assessment is achieved and has improved employee job satisfaction and invariably leading to low employee turnover. This can as well result in overall employee performance as well as efficiency. This claim is consistent with the concept of human capital; according to Becker (1962), investing in human resources is a way to boost worker earnings, productivity, and well-being because these elements will encourage good performance inside the company. As a result, it can be advantageous for both businesses and employees. Organizations are convinced that initiatives should be taken to maintain and advance, and advance the personnel in light of the significant cost of employee turnover. Therefore, it is more important than ever for employees to communicate effectively and collaborate harmoniously. [Osborne and Hammoud, 2017], [Sanjeev, 2017], [Praseto, Partano, and Wulansari, 2019]. Therefore, [Carlton, 2011] makes the case that greater employee participation in organisational processes and decision-making might boost satisfaction. The author further mentioned that a strong sense of belonging among employees boosts employee motivation while also strengthening the organisation.

The second-factor statement on the other hand indicates the lowest mean value could be a result of choosing poor training methods. This could lead to poor employee training outcomes and as such show, a negative result response and that could also lead to poor employee commitment levels. Sentimental and normative commitment, according to researchers like Shore and Wayne (1993), explain the favourable and stronger association between job satisfaction and the results of organisational productivity. Constant dedication is demonstrating a bad correlation between job satisfaction and organisational production. Additionally, according to Guest (1991), greater organisational commitment reduces staff turnover and boosts productivity, both of which result in high levels of job satisfaction.

Table 4.14, also is the evaluation training needs of Non- the academic staff of Ramat Polytechnic Maiduguri, Borno State, Nigeria. The outcome indicates that the factor, Training is used to reduce the level of employee turnover has the highest mean score whereas, the factor Training are tailored on improving employee competencies showed the lowest mean score value. The outcome showed that there is a continuous training program in the organisation likewise there the training needs of the employees are identified and actualized. This factor could be the reason for reducing employee

turnover and has improved employee job satisfaction, employee commitments and finally increased employee performance.

The second-factor statement on the other hand showed low response level could be an indication that the selection of the training types and method is not in line with the needs of the employee and as such could be the factor for the poor employee competencies. The collection of behavioural traits that an employee must possess to perform their duties and responsibilities effectively according to Woodruffe (1992, p. 17), is one definition of competency. So, according to Woodruffe, competency refers to a worker's actions essential for completing the job effectively and efficiently. According to Parry (1998), skills are a group of connected information, attitudes, and abilities that have a significant impact on one's job, are correlated with job performance, can be tested against industry standards, and can be developed through training and education.

Table 4.15, is the evaluation of the training methods of the academic staff of Ramat Polytechnic Maiduguri, Borno state, Nigeria. The result showed that the factor; Off-the-job training as necessary has the highest mean score whereas, the factor The methods of training employees are in line with organizational structure showed the lowest mean score value. Employees are better able to focus when individuals participate in training away from their place of employment, in line with Shafini et al (2016), because there is far less chance that they will be distracted by job activities than if the training were held there. Off-the-job training, by Mtulo (2014), enables employees to engage in the training programme without being interrupted by outside influences because the training location is typically set up in a way that allows for the employee's complete concentration. Any tools or equipment required for the training programme would have been readily available.

The second-factor statement indicates lowest mean score could be due to poor choice in training methods which is not in line with the organizational structure. According to Holton (1996), the type, quality, method, and resources of training are equally as important as the need for it since only when employees can apply their learning to real-world everyday operations will a company be able to succeed.

Similarly, Table 4.15 also represents an evaluation of the training methods of non-academic staff of Ramat polytechnic, Maiduguri. The outcome showed that the factor; Off-the-job training as

necessary has the highest mean score whereas, the factor The methods of training employees are in line with organizational structure showed the lowest mean score value.

The term training content refers to any information given to learners to impart knowledge or skills. This means that training materials can be in text, static visual and video, audio, and interactive formats.

Table 4.16, represents an evaluation of the training content of the academic staff of Ramat Polytechnic, Maiduguri, Borno State, Nigeria. The factor; Training content is always deep enough to cover the scope of skills gap has the highest mean score whereas, the factor, the content of staff training is in line with the training needs to be established showed the lowest mean score value. The first-factor statement showed that the training content used for employee training in Ramat Polytechnic, Maiduguri is in line with the organizational structure and has filled up the identified skill gap.

However, the second-factor statement indicates that the content of the training of staff is not favourably in line with the training need established, thus giving the lowest mean score. This could be the result of poor training need identification as well as poor execution of the training methods.

Table 4.16, also is the representation of the evaluation of the training content of Non-academic staff of Ramat Polytechnic, Maiduguri, Borno State, Nigeria. The factor; Training content is always deep enough to cover the scope of skills gap has the highest mean score whereas, the factor The content of staff training is in line with the training needs to be established showed the lowest mean score value. The first-factor statement reaffirms the availability of good training content with the Polytechnic that can cover all the skill needs and gaps identified.

However, the second-factor statement is of a divergent view and pointed out that the content of the training needs established may not be in line with the established norms. This could be a result of poor training methods as well as improper identification of training needs on the part of the non-academic staff of the Polytechnic.

Job satisfaction is characterised as a sense of personal accomplishment and success. Most people concur that it directly affects productivity and effectiveness at work as well as personal and professional well-being. One needs to enjoy what they are doing, perform well, and be appreciated for their efforts to be happy at work (Kaliski, 2007; Aziri, 2011).

Table 4.17, in the present study, is the evaluation of employee job satisfaction of academic staff of Ramat Polytechnic, Maiduguri, Borno state, Nigeria. The factor; Am satisfied with my pay has the highest mean score whereas, the factor I find my work meaningful showed the lowest mean score value. The first-factor statement indicates good remunerations as a factor in job satisfaction and is positively accepted as having the highest mean score.

However, the second-factor statement indicates that the employees do not find their work meaningful indicating a lack of job satisfaction. This could be the result of dissatisfaction of the employee as a result of some factors. Job satisfaction entails a lot of factors and it does not only requires good remunerations but other factors like the working environment, recognition, promotions, interrelationships, etc.

Table 4.17, also in the present study is the evaluation of employee job satisfaction of non-academic staff of Ramat Polytechnic, Maiduguri, Borno state, Nigeria. The factor; Am satisfied with the benefit offered to me by the institution has the highest mean score whereas, the factor I find my work meaningful showed the lowest mean score value. The first-factor statement also indicates the essence of good remuneration and thus shows having the highest mean score. Likewise, the second-factor statement indicating the lowest mean score could be the result of dissatisfaction due to certain factors on the part of the supervisor, management, or lack of good relationships among the employees.

Table 4.18, is a representation of the evaluation of the types of training needs of an employee of the academic staff of Ramat Polytechnic, Maiduguri, Borno State, Nigeria. The factor; Degree/HND has the highest mean score whereas, the factor Workshop showed the lowest mean score value. The first-factor statement showing the highest mean score could be because the organisation is an academic environment and as such academic qualifications are a requirement. The second-factor statement on the other hand could be due to poor training methods or due to lack of resources hindering employees from benefiting from such training such could have an adverse effect on the way employees responds to its benefits.

Table 4.18, also in the present study the types of training needs of an employee of non-academic staff of Ramat Polytechnic, Maiduguri, Borno State. The factor; Conference has the highest mean score whereas, the factor Ph.D. showed the lowest mean score value. The first-factor statement indicating conference obtained the highest mean score could be because the non-academic staff is

more exposed and given more opportunities to attend conferences and workshops as against going for further studies. The second-factor statement with Ph.D. indicating a low mean score could be because the non-academic staff is not included in the TETFund Scholarship scheme for further studies such as Ph.D., thus the lack of financial resources and policy statement of the public institution in Borno State, Nigeria could be a hindrance to them as such the response showing lowest.

Table 4.19, in the present study, is the assessment of training offered to the employees of the academic staff of Ramat Polytechnic, Maiduguri, Borno State, Nigeria. The factor; Faculty/school has the highest mean score whereas, the factor Department showed the lowest mean score value. This table is showing the result of academic staff selection procedures for training. The first-factor statement faculty/school showed to have the highest mean score is because the faculty is superior to the department in terms of administrative power as such it has the final approving decision, unlike the department which can only recommend. The second-factor statement is responsible for identifying the skill gap and recommending it to the higher authority for approval, thus, the reason or factors for obtaining a low mean score are because of its low influence in selection procedures.

Table 4.19, also in the present study is the assessment of training offered to the employees of the non-academic staff of Ramat Polytechnic, Maiduguri, Borno State, Nigeria. The factor; Training selection committee has the highest mean score whereas, the factor Department showed the lowest mean score value. The training selection committee is the highest organ in the Polytechnic constituted to undertake and oversee affairs of training of employees, thus, the reason for obtaining the highest mean score. However, the Department on the other hand is responsible for identifying skill gaps within the department and further recommending staff for training in the identified skill gap, thus, it is only responsible for identifying and recommending. This could be the reason for obtaining the lowest mean score by the respondents in the present study.

Al Mehrzi and Singh (2016) define performance as the result or level of accomplishment of a person over the course of a certain period in carrying out tasks in contrast to other alternatives, such as work standards, targets, or mutually agreed-upon defined criteria. Additionally, according to Yang et al., (2016) performance fundamentally refers to what employees do or do not do. A company's or organisations overall effectiveness, as well as the achievement of each individual and each work unit, are all factors that are improved through performance management.

Table 4.20 in the present study is the evaluation of employee performance of academic staff of Ramat Polytechnic, Maiduguri, Borno State, Nigeria. The factor; Training contents have improved the accuracy levels of staff in their work has the highest mean score whereas, the factor Proper training needs identification has improved employee performance showed the lowest mean score value. The knowledge and abilities your workers need to succeed in their roles and at your company are communicated through excellent training materials. Achieving consistently high performance depends on developing information that learners can relate to, remember, and use in the workplace. Likewise, proper identification of training needs of employee is paramount and key to organizational performance.

Table 4.20 in the present study also represents the evaluation of employee performance of non-academic staff of Ramat Polytechnic, Maiduguri, Borno State, Nigeria. The highest mean score is for the component; Employee training has improved the amount of tasks handled by individual staff, while the lowest mean score is for the factor Proper training needs identification has improved employee performance. To bridge the performance gaps between present and desired performance, training and development play a crucial role in human resources management (Elnaga & Imran, 2013; Nassazi, 2013). Likewise, the lowest mean score showing in the factor statement proper training needs identification could be the result of poor training methods, poor identification of skill gap and poor supervision on the part of management staff.

Table 4.21, in the present study, represents relationships between the Regular skill set that brings out trained employee deficiency on other variables in the model of training needs assessment in Ramat Polytechnic Maiduguri, Borno state, Nigeria. The outcome of the study indicated that the academic staff training needs assessment in Ramat Polytechnic Maiduguri, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between the factor; Regular skill set that brings out trained employee deficiency (dependent variable on training needs assessment) with Employee skill set evaluation done regularly, Employee training improves commitment level, Objective evaluation of skill set, Training equip staff with the new format of task accomplishment and Training content related skill needs and requirement. Similarly, there is a significant effect of Regular skill set that brings out trained employee deficiency on Employee skill set evaluation done regularly, Objective evaluation of skill set, Employee training improves commitment level, Training equips staff with the new format of task accomplishment and Training content related skill needs and requirement.

Table 4.22, represents relationships between NTNA2 on other variables in the model of training needs assessment in Ramat Polytechnic Maiduguri, Borno state, Nigeria. The results indicate The non-academic staff training needs assessment in Ramat Polytechnic Maiduguri, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between the factor; Regular skill set that brings out trained employee deficiency (dependent variable on training needs assessment) with Training gap inform the training methods to be applied, Training equip staff with the new format of task accomplishment, Training contents are tailored to skill gap, Clear policies on Training Needs assessment and Employee training improves commitment level. Similarly, there is a significant effect of Regular skill set that brings out trained employee deficiency on Training gap inform the training methods to be applied, Training equips staff with the new format of task accomplishment, Training contents are tailored to skill gap, Clear policies on Training Needs assessment and Employee training improves commitment level.

Table 4.23, in this present study, is the relationships between AEJS2 on other variables in the model of training needs assessment in Ramat Polytechnic Maiduguri, Borno state, Nigeria. The result indicates that the academic staff employee performance in Ramat Polytechnic Maiduguri, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between the factor; Adequate skill evaluation has improved employee accuracy (dependent variable on employee performance) with the factor Proper training needs identification has improved employee performance, Employee training has improved the level of creativity, Employee training has improved the span of managers control and Employee training has improved the amount of work handled by staff. Similarly, there is a significant effect of adequate skill evaluation has improved employee accuracy on Proper training needs identification has improved employee performance, Employee training has improved the level of creativity, Employee training has improved the span of managers control and Employee training has improved the amount of work handled by staff.

Table 4.24, in the present study, is the relationship between adequate skill evaluations has improved employee accuracy on other variables in the model of training needs assessment in Ramat Polytechnic Maiduguri, Borno state, Nigeria. The outcome indicates that the non-academic staff employee performance in Ramat Polytechnic Maiduguri, Borno state, Nigeria showed that there was a significant ($P < 0.05$) relationship between the factor; Adequate skill evaluation has improved employee accuracy (dependent variable on employee performance) with Proper training

needs identification has improved employee performance, Employee training has improved the span of managers control and Training contents have improved the accuracy level of staff in their work. Similarly, there is a significant effect of adequate skill evaluation has improved employee accuracy on Proper training needs identification has improved employee performance, Employee training has improved the span of managers control and Training contents have improved the accuracy level of staff in their work.

Similarly, Table 4.25 in the present study is the relationships between AEP2 on other variables in the model of training needs assessment in Ramat Polytechnic Maiduguri, Borno state, Nigeria. The outcome of the study indicates that the academic staff employee performance in Ramat Polytechnic Maiduguri, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between the factor; adequate skill evaluation has improved employee accuracy (dependent variable on employee performance) with the factors Proper training needs identification has improved employee performance, Employee training has improved the level of creativity, Employee training has improved the span of managers control and Employee training has improved the amount of work handled by staff. Similarly, there is a significant effect of adequate skill evaluation has improved employee accuracy on Proper training needs identification has improved employee performance, Employee training has improved the level of creativity, Employee training has improved the span of managers control and Employee training has improved the amount of work handled by staff.

In the same vain, Table 4.26 in the present study is the relationships between NEP2 on other variables in the model of training needs assessment in Ramat Polytechnic Maiduguri, Borno state, Nigeria. The result of the study indicates that the non-academic staff employee performance in Ramat Polytechnic Maiduguri, Borno state, Nigeria showed that there was a significant ($P < 0.05$) relationship between adequate skill evaluation has improved employee accuracy (dependent variable on employee performance) with the factors Proper training needs identification has improved employee performance, Employee training has improved the span of managers control and Training contents have improved the accuracy level of staff in their work. Similarly, there is a significant effect of adequate skill evaluation has improved employee accuracy on Proper training needs identification has improved employee performance, Employee training has

improved the span of managers control and Training contents have improved the accuracy level of staff in their work.

Furthermore, an organization's performance requirements or needs are to be identified through a training needs assessment to better assign to the areas where they are most needed, particularly those that are directly related to achieving the aims and purposes of the organisation, boosting productivity, and offering high-quality goods and services.

Table 4.27, in the present study, is the evaluation of the training needs assessment of the academic staff of Waka Biu College of Education. The item with the statement factor Employee skills set evaluation is done regularly has the highest mean score whereas, the factor There are clear policies on training needs assessment showed the lowest mean score value. The first-factor statement is an affirmation that employee evaluation is given essential attention being a process of identifying skill gaps. A systematic method for evaluating employee performance may not be used by all firms. As a result, this move raises concerns that the evaluation results it generates may be confusing, ineffective, and unclear (Ahmed, Sultana, Paul, & Azeem, 2013).

The second-factor statement, on the other hand, is an indication of the existence of a poorly drafted non-functional training needs policy in the organisation. Since these documents lay out the rules or procedures for determining and addressing employees' developmental needs, organisational rules and processes frequently guarantee employee performance appraisals carried out promptly and effectively. (Nassazi, 2013).

Table 4.27, also in the present study is the evaluation of the training needs assessment of Non-academic staff of Waka Biu College of Education. The factor “Employee skills set evaluation is done regularly” has the highest mean score whereas, the factor There are regular skills set evaluation and regular evaluation of skills set bring out areas of deficiency that employees are to be trained on showed the lowest mean score values. The first-factor statement is an affirmation of the earlier academic staff factor statement indicating that the organisation is consistent with its skill evaluation process. However, regular skill set evaluation and regular skillset bring out areas of deficiency in employee training and performance shown to be lacking and thus resulting in the lowest factor statement. This could be due to poor management policies, favouratism, poor supervision, lack of resources/funds, and poor timing on part of the evaluation department.

Table 4.28, in the present study, represents an evaluation of the training methods of the academic staff of Waka Biu College of Education, Borno State, Nigeria. The Outcome indicates that The factor; Off-the-job training as necessary has the highest mean score whereas, the factor The methods of training employees are in line with organizational culture showed the lowest mean score value. The first-factor statement showing the highest mean score could be because the study is on academic staff and additional qualifications like master's Degrees and Ph.D. is a necessity for progression in the organisation. As such it could be understood that Off the Job training method is necessary and more suitable for the academic staff of the institution.

The second-factor statement on the other hand indicates that there is no organisational culture in line with the training methods and thus reflecting with the lowest mean score. This is because Organizational culture is acknowledged as a factor in how people act in organisations, more or less ethically. It is also becoming more widely recognised that management can and should affect this quality to enhance organisational performance. When something goes wrong in an organisation, managers look to the culture as the root of the issue and the foundation for a remedy.

Any information offered to learners to impart knowledge or skills is included in the official definition of training content. As a result, training materials can be created using text, audio, static graphics and video, and interactive features. Training content that is good must be created primarily with learners in mind. You must be well aware of their needs, objectives, and preferences to do this. Relevant, interesting, on-demand, linked with your learners' processes, and bite-sized content are all requirements.

In the same vein, table 28, also showed the outcome of the evaluation of training methods of non-academic staff of Waka Biu College of Education. The results indicate that The factor; Off-the-job training as necessary has the highest mean score whereas, the factor The methods of training employees are in line with organizational structure showed the lowest mean score value.

Table 4.29, in the present study, is the evaluation of the training content of academic staff of Waka Biu College of education Borno State, Nigeria. The factor; The training content is developed with the level of employees in the organization has the highest mean score whereas, the factor Training content is always deep enough to cover the scope of skills gap showed the lowest mean score value. The first-factor statement indicates that the types of training content are domiciled to cover the levels of its employee that is to say it is a homegrown policy training content. Kirkpatrick

(1994), on the other hand, claimed that learning is the second level of training efficacy and that the training's knowledge and capabilities are of utmost importance. Kauffeld and Lehmann-Willenbrock claim (2010), adding the essential competencies for a profession will improve the training's content validity... The second-factor statement indicates the inability of the training content to cover deep enough the skill gap within the organisation as such showing a low mean score in the present study. The difficulty is that work-related knowledge quickly becomes out of date, even though increasing amounts of money are being spent on improving employee skill bases. In terms of content validity, this refers to how closely trainees believe the training material corresponds to their job requirements. This necessitates giving the training program's material enough thought. Kauffeld and Lehmann-Willenbrock (2010).

Table 4.29, also in the present study represents an evaluation of the training content of non-academic staff of Waka Biu College of education, Borno State, Nigeria. The factor; The individuals engaged to offer training to staff are well versed with what they train has the highest mean score whereas, the factor The training contents allow the provision of feedback for greater learning impact showed the lowest mean score value. The first-factor statement indicates that the institutions used professionals for their training programmes. However, the second-factor statement is an indication of a shortfall in its improvement procedures by not creating feedback opportunities for learners. This could be the result of a poor choice of training methods or poor supervision of the parts of the management in charge of training programmes.

Employment satisfaction is a term used to describe how one feels or perceives their job. It is a subjective perception of work because what one employee thinks to be gratifying might not be the same for another, claim Rowden and Conine (2005). Job satisfaction has been the subject of extensive research since it is a topic that most individuals spend a large portion of their time discussing at work (Curtis, 2007). Knowing the elements that affect job satisfaction is crucial to enhancing people's general well-being. One human resource role that aids in changing employee behaviour is support for personal development from the company since it produces positive responses from workers, such as engagement and commitment (Maurer and Lippstreu, 2008).

Table 4.30, in the present study, is an evaluation of employee job satisfaction of academic staff of the College of Education waka Biu, Borno State, Nigeria. The factor; Am satisfied with the process employed by the institution to determine annual raises has the highest mean score whereas, the

factor; I find my work meaningful showed the lowest mean score value. The first-factor statement is indicating the essence of remuneration as a factor of employee job satisfaction. Compensation is the primary source of an employee's motivation to perform successfully and effectively. Compensation has an impact on worker motivation. Employees' salaries are a significant source of revenue and have an effect on their style of living. Salary affects the productivity and performance of employees. The second-factor statement is an indication that some employees are not satisfied with their job settings. This could be the result of poor identification of employee needs assessments, poor remunerations, attitudes of supervisors, and environmental factors.

Table 4.30, also the present is the evaluation of employee job satisfaction of non-academic staff of Waka, Biu College of Education, Borno State, Nigeria. The factor; I feel valued for my contributions has the highest mean score whereas, the factor, My job responsibilities are clearly defined showed the lowest mean score value. The first-factor statement is an affirmation of employee job satisfaction by way of appreciative commendation on the part of the organisation's management. The second-factor statement is an indication that employee job responsibilities are lacking, this could be a result of poor supervision on the part of organisations management and could harm employee performance.

In terms of procedure, results, significance, and success, employee performance is a function of people. Nassazi, (2013). The main success indicators, in accordance with Arinanye (2015), are the work's productivity, efficiency, effectiveness, quality, and attendance. In comparison to set accuracy, cost, and speed norms, it describes how successfully a task was accomplished overall. Additionally, it can be used to describe a proactive strategy for increasing organisational effectiveness through worker performance.

Table 4.31, in the present study, is the evaluation of types of training needs of employees of the academic staff of Waka, Biu College of Education, Borno State. The factor; Degree/HND has the highest mean score whereas, the factor Workshop showed the lowest mean score value. The factors above showed that in the first statement, obtaining a Degree certificate is essential and thus has the highest mean score. This is because, in the academic cycle of the institution, it is a requirement for mobility. Workshop on the other hand is also a form of training type to enhance skills and develop new ideas but is not as essential as acquiring a higher degree, thus the reason for having a low mean score in the outcome of the study.

Table 4.31, also in the present study types of training needs of employees of the non-academic staff of Waka Biu College of Education. Borno State, Nigeria. The factor; Degree/HND has the highest mean score whereas, the factor Ph.D. showed the lowest mean score value. The first factor indicates obtaining an HND certificate is enough to attain mobility at the workplace within the non-academic cycle of the institution. This is enshrined in the institution's scheme of service otherwise known as the institution's employee policy guide. The Ph.D. training program has the lowest mean score could be due to the simple reason that it is not a requirement for non-academic staff to attain mobility or hold a higher office as the basic requirement is only a bachelor's degree.

Table 4.32, in the present study, is the evaluation of the assessment of training offered to the employees of the academic staff of Waka Biu College of Education, Borno State, Nigeria. The factor; randomly has the highest mean score whereas, the factor Department showed the lowest mean score value. The first-factor statement with the concept randomly is indicating the selection for the training process whereby randomly has the highest mean scores. This could be because such selections were done by the staff committee charged with developing choosing and sending staff to training established on the skill gap identified within the various departments of the staff concern. The choice is done randomly and objectively without any form of favouratism. The second-factor statement on the other hand indicates the choice of staff for training from the department obtaining a low mean score. This is not unconnected with the fact that even though the Department is involved in the training process of its staff, it doesn't have the final approval, but rather can only recommend staff to the higher authority within the institution for final approval.

Table 4.32, also in the present study is the evaluation of the assessment of training offered to the employees of the non-academic staff of Waka Biu College of education, Borno State, Nigeria. The factor randomly has the highest mean score whereas, the factor; Department showed the lowest mean score value. The first-factor statement just like its counterpart the academic staff has the result of having randomly with the highest mean score. That is to say, the staff development committee in both the academic and non-academic staff of the institution has the final approval and it selects randomly. The same thing implies to the second-factor statement indicating that the department can only recommend to the higher authority for approval, thus, the reason for obtaining a low mean score in the present study.

Table 4.33 in the present study is the evaluation of employee performance of academic staff of Waka Biu College of education, Borno State, Nigeria. The factor; Employee training has improved the span of control of managers has the highest mean score whereas, the factor Proper training needs identification has improved employee performance showed the lowest mean score value. The first factor statement indicates the essence of employee training and development as key for employee performance. HR training and development fills performance gaps (Elnaga & Imran, 2013; Nassazi, 2013).

Table 4.33 in the present study is also the evaluation of employee performance of non-academic staff of Waka Biu College of education, Borno State, Nigeria. The factor; Training contents have improved the accuracy levels of staff in their work has the highest mean score whereas, the factor Proper training needs identification has improved employee performance showed the lowest mean score value. The first factor statement affirmed the existence of many types of training content which resulted in a satisfactory training methods within the non-academic staff of the institution. The term training content refers to any and all information offered to learners with the intention of imparting knowledge or skills. The second factor statement on the other hand showed that there is no proper training needs identification thus resulting in low mean score. This could be as a result of poor training needs identification analysis and couple with the multi- diverse nature of the non-academic staff of the institution. This is because of the multi role responsibilities of the staff that falls within this category as well as the continuous changes they pass through over time.

Table 4.34, in the present study, represents relationships between Regular skill set that brings out trained employee deficiency on other variables in the model of training needs assessment in the College of Education, Waka Biu, Borno state, Nigeria. The outcome of the study indicates that the academic staff training needs assessment in the College of Education, Waka Biu, Borno state, Nigeria, showed that there is a significant ($P < 0.05$) relationship between Regular skill set that brings out trained employee deficiency (dependent variable on training needs assessment) with Employee training improves commitment level, Training contents are tailored to skill gap, Training of staff tailored to task performance, and Regular skill set evaluation. Similarly, there is a significant effect of Regular skill set that brings out trained employee deficiency on Regular Skill set evaluation, Training of staff tailored to task performance, Employee training improves commitment level, and Training contents are tailored to skill gap.

Table 4.35, in the present study, is the relationship between Regular skill set that brings out trained employee deficiency on other variables in the model of training needs assessment in the College of Education, Waka Biu, Borno state, Nigeria. The non-academic staff training needs assessment in College of Education, Waka Biu, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between Regular skill set that brings out trained employee deficiency (dependent variable on training needs assessment) with Employee training improves commitment level, Regular skill set evaluation, and Training contents are tailored to skill gap. Similarly, there is a significant effect of Regular skill set that brings out trained employee deficiency on Regular skill set evaluation, Employee training improves commitment level, and Training contents are tailored to skill gap.

Table 4.36, is a representation of the relationships between Satisfied with the benefits offered on other variables in the model of training needs assessment in the College of Education, Waka Biu, Borno state, Nigeria. The outcome of the study indicates that the academic staff employee job satisfaction in College of Education, Waka Biu, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between the factor Satisfied with the benefits offered(dependent variable on employee job satisfaction) with I am satisfied with my job. Similarly, there is a significant effect of the factor Satisfied with the benefits offered on I am satisfied with my job.

Table 4.37, in the present study, is the relationship between the factor Satisfied with the benefits offered on other variables in the model of training needs assessment in College of Education, Waka Biu, Borno state, Nigeria. The outcome of the study showed that the non-academic staff employee job satisfaction in College of Education, Waka Biu, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between the factor Satisfied with the benefits offered (dependent variable on employee job satisfaction) with I am satisfied with my job, and Satisfied with the process of annual raises. Similarly, there is a significant effect of the factor Satisfied with the benefits offered on I am satisfied with my job, and Satisfied with the process of annual raises.

In addition, Table 4.38 in the present study is the relationships between adequate skill evaluation has improved employee accuracy on other variables in the model of training needs assessment in College of Education, Waka Biu, Borno state, Nigeria. The academic staff employee performance in College of Education, Waka Biu, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between the factor adequate skill evaluation has improved employee accuracy

(dependent variable on employee performance) with Proper training needs identification has improved employee performance. Similarly, there is a significant effect of the factor adequate skill evaluation has improved employee accuracy on Proper training needs identification has improved employee performance.

A further association between adequate skill evaluations has enhanced employee accuracy and other variables in the model of training requirements assessment in the College of Education, Waka Biu, Borno state, Nigeria, is shown in Table 4.39 of the current study. The non-academic staff employee performance at the College of Education in Waka Biu, Borno state, Nigeria, revealed a significant ($P< 0.05$) relationship between the factors Proper training needs identification has improved employee performance, Employee training has improved the level of creativity, and Employee training has improved the amount of work handled by staff. The factors Proper training needs identification has improved employee performance, Employee training has improved the level of creativity, and Employee training has improved the amount of work handled by staff are also significantly impacted by the factor Adequate skill evaluation has improved employee accuracy.

Overall Findings of the Study

The study comprised three institutions namely; Umar Ibn Ibrahim College of Education Bama, Borno State, Nigeria, Ramat Polytechnic, Maiduguri, Borno State, Nigeria, and Waka Biu College of Education, Biu, Borno State, Nigeria. The main objective of the study is to examine the effect of training needs assessment on employee performance in the selected tertiary institutions of Borno State, Nigeria.

The findings of the study in Umar Ibrahim College of Education Science and Technology, Bama Borno State revealed that the first objective sought to examine the effect of training needs assessment on the performance of employees and the result shows that the factor Training is used to reduce the level of employee turnover has the highest mean score for the academic staff of the institution whereas, Training is used to reduce the level of employee turnover has the highest mean score for the non-academic staff.

The second objective sought to examine the effect of training methods on the performance of employees, the finding indicates that the factor; Mentor-mentee relationship is encouraged in skills

development has the highest mean score for the academic staff whereas, the factor Off the job training as necessary has the highest mean score for the non-academic staff.

The third objective sought to examine the effect of training content on the performance of employees, the outcome showed that the factor; The individuals engaged to offer training to staff are well versed with what they train has the highest mean score for academic staff whereas, the factor Training content is always deep enough to cover the scope of skills gap has the highest mean score for the non-academic staff.

The fourth objective sought to examine the effect of employee job satisfaction on the performance of employees, the findings showed that the factor; Am satisfied with my pay has the highest mean score for academic staff whereas, the factor; I feel valued for my contributions has the highest mean score for the non-academic staff.

The fifth objective sought to identify the types of training needs employees are exposed to, the result showed that the factor; Degree/HND has the highest mean score for academic staff whereas, the factor Workshop has the highest mean score for the non-academic staff.

The sixth objective sought to examine how the various training offered to the employees is assessed, the outcome indicated that the factor; Training Selection Committee has the highest mean score for academic staff whereas, the factor Randomly has the highest mean score for the non-academic staff.

In addition, the evaluation of employee performance indicated that the factor; Employee training has improved the span of control of managers has the highest mean score for academic staff whereas, the factor Development programs have improved the level of efficiency among staff has the highest mean score for the non-academic staff.

The outcome of the Hypothesis test revealed that the academic staff training needs assessment in College of Education Bama, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between Regular skill set that brings out trained employee deficiency (dependent variable on training needs assessment) with Training content related skill needs and requirement, Training equip staff with the new format of task accomplishment and Training contents are tailored to skill gap. Similarly, there is a significant effect of Regular skill set that brings out trained

employee deficiency on Training content related skill needs and requirement, Training contents are tailored to skill gap and Training equips staff with the new format of task accomplishment.

In the same vein, the non-academic staff training needs assessment in College of Education Bama, Borno state, Nigeria indicated that there is a significant ($P < 0.05$) relationship between Regular skill set that brings out trained employee deficiency (dependent variable on training needs assessment) with Regular skill set evaluation, Training equip staff with the new format of task accomplishment, Training content related skill needs and requirement, Training of staff tailored to task performance and Employee training improves commitment level. Similarly, there is a significant effect of Regular skill set that brings out trained employee deficiency on Regular skill set evaluation, Training of staff tailored to task performance, Employee training improves commitment level and Training content related skill needs and requirement.

The academic staff employee job satisfaction in College of Education Bama, Borno state, Nigeria revealed that there is a significant ($P < 0.05$) relationship between the factor; Satisfied with the benefits offered (dependent variable on employee job satisfaction) with I am satisfied with my job, Availabilities of tools and technology exist at the workplace and Satisfied with the process of annual raises. Similarly, there is a significant effect of the factors; Satisfied with the benefits offered on I am satisfied with my job, Availabilities of tools and technology exist at the workplace and Satisfied with the process of annual raises.

The non-academic staff employee job satisfaction in College of Education Bama, Borno state, Nigeria disclosed that there is a significant ($P < 0.05$) relationship between the factor; Satisfied with the benefits offered (dependent variable on employee job satisfaction) with I am satisfied with my job, Satisfied with the process of annual raises, Institution management are transparent and career progress exist at my place of work. Similarly, there is a significant effect of Satisfied with the benefits offered on I am satisfied with my job, Satisfied with the process of annual raises, career progress exists at my place of work and Institution management is transparent.

Similarly, the academic staff employee performance in College of Education Bama, Borno state, Nigeria indicated that there is a significant ($P < 0.05$) relationship between the factor; Adequate skill evaluation has improved employee accuracy (dependent variable on employee performance) with Proper training needs identification has improved employee performance, Employee training has improved the level of creativity and Employee training has improved the amount of work

handled by staff. Similarly, there is a significant effect of the factors; Adequate skill evaluation has improved employee accuracy on Proper training needs identification has improved employee performance, Employee training has improved the level of creativity and Employee training has improved the amount of work handled by staff.

However, the non-academic staff employee performance in College of Education, Bama, Borno state, Nigeria showed that there was a significant ($P < 0.05$) relationship between the factor; Adequate skill evaluation has improved employee accuracy (dependent variable on employee performance) with Proper training needs identification has improved employee performance, Employee training has improved the level of creativity and Employee training has improved the amount of work handled by staff". Similarly, there is a significant effect of the factors; Adequate skill evaluation has improved employee accuracy on Proper training needs identification has improved employee performance, Employee training has improved the level of creativity and Employee training has improved the amount of work handled by staff.

In addition, the study findings for Ramat polytechnic Maiduguri, Borno State, Nigeria Indicate that the first objective sought to examine the effect of training needs assessment on the performance of employees and the result shows that the factor; Training is used to reduce the level of employee turnover has the highest mean score for the academic staff whereas, Training are used to reduce the level of employee turnover has the highest mean score for the non-academic staff.

The second objective sought to examine the effect of training methods on the performance of employees, the finding indicates that the factor; Off the job training as necessary has the highest mean score for the academic staff whereas, The factor; Off the job training as necessary has the highest mean score.

The third objective sought to examine the effect of training content on the performance of employees, the outcome showed that the factor; Training content is always deep enough to cover the scope of skills gap has the highest mean score for academic staff whereas, the factor Training content is always deep enough to cover the scope of skills gap has the highest mean score for the non-academic staff.

The fourth objective sought to examine the effect of employee job satisfaction on the performance of employees, the findings showed that the factor; Training contents have improved the accuracy

levels of staff in their work has the highest mean score for academic staff whereas, the factor Employee training has improved the amount of work handled by individual staff has the highest mean score for the non-academic staff.

The fifth objective sought to identify the types of training needs employees are exposed to, the result showed that the factor; Degree/HND has the highest mean score for academic staff whereas, the factor; Conference has the highest mean score for the non-academic staff.

The sixth objective sought to examine how the various training offered to the employees is assessed, the outcome indicated that the factor; Faculty/school has the highest mean score for academic staff whereas, the factor, Training selection committee has the highest mean score for the non-academic staff.

Furthermore, the evaluation of employee performance in Ramat Polytechnic, Maiduguri, indicates that the factor; Training contents have improved the accuracy levels of staff in their work has the highest mean score for academic staff whereas the factor, Employee training has improved the amount of work handled by individual staff has the highest mean score for non-academic staff.

In the same vain, the hypothesis testing revealed that the academic staff training needs assessment in Ramat Polytechnic Maiduguri, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between the factor; Regular skill set that brings out trained employee deficiency (dependent variable on training needs assessment) with Employee skill set evaluation done regularly, Employee training improves commitment level, Objective evaluation of skill set, Training equip staff with the new format of task accomplishment and Training content related skill needs and requirement. Similarly, there is a significant effect of the factors; Regular skill set that brings out trained employee deficiency on Employee skill set evaluation done regularly, Objective evaluation of skill set, Employee training improves commitment level, Training equips staff with the new format of task accomplishment and Training content related skill needs and requirement.

The non-academic staff training needs assessment in Ramat Polytechnic Maiduguri, Borno state, Nigeria indicated that there is a significant ($P < 0.05$) relationship between the factor; Regular skill set that brings out trained employee deficiency (dependent variable on training needs assessment) with Training gap inform the training methods to be applied, Training equip staff with the new format of task accomplishment, Training contents are tailored to skill gap, Clear policies on

Training Needs assessment and Employee training improves commitment level. Similarly, there is a significant effect of the factors; Regular skill set that brings out trained employee deficiency on Training gap inform the training methods to be applied, Training equips staff with the new format of task accomplishment, Training contents are tailored to skill gap, Clear policies on Training Needs assessment and Employee training improves commitment level.

The academic staff employee job satisfaction in Ramat Polytechnic Maiduguri, Borno state, Nigeria disclosed that there is a significant ($P < 0.05$) relationship between Satisfied with the benefits offered (dependent variable on employee job satisfaction with I am satisfied with my job, Availabilities of tools and technology exist at workplace, Satisfied with the process of annual raises and Job responsibilities clearly defined. Similarly, there is a significant effect of being Satisfied with the benefits offered on the I am satisfied with my job, Availabilities of tools and technology exist at the workplace, Satisfied with the process of annual raises, and Job responsibilities clearly defined.

The non-academic staff employee job satisfaction in Ramat Polytechnic Maiduguri, Borno state, Nigeria revealed that there is a significant ($P < 0.05$) relationship between Satisfied with the benefits offered (dependent variable on employee job satisfaction with Job responsibilities clearly defined, Institution management are transparent, and Employee contributions are valued. Similarly, there is a significant effect of being satisfied with the benefits offered on Job responsibilities clearly defined, Institution management is transparent, and Employee contributions are valued.

Likewise, the academic staff employee performance in Ramat Polytechnic Maiduguri, Borno state, Nigeria indicated that there is a significant ($P < 0.05$) relationship between the factor; Adequate skill evaluation has improved employee accuracy (dependent variable on employee performance) with the factors, Proper training needs identification has improved employee performance, Employee training has improved the level of creativity, Employee training has improved the span of managers control and Employee training has improved the amount of work handled by staff. Similarly, there is a significant effect of the factors; Adequate skill evaluation has improved employee accuracy on Proper training needs identification has improved employee performance, Employee training has improved the level of creativity, Employee training has improved the span of managers control and Employee training has improved the amount of work handled by staff.

The non-academic staff employee performance in Ramat Polytechnic Maiduguri, Borno state, Nigeria showed that there was a significant ($P < 0.05$) relationship between adequate skill evaluation has improved employee accuracy (dependent variable on employee performance) with the factors; Proper training needs identification has improved employee performance, Employee training has improved the span of managers control and Training contents have improved the accuracy level of staff in their work. Similarly, there is a significant effect of the factors; Adequate skill evaluation has improved employee accuracy on Proper training needs identification has improved employee performance, Employee training has improved the span of managers control and Training contents have improved the accuracy level of staff in their work.

Furthermore, the research findings for Waka Biu College of Education, Biu, Borno State, Nigeria disclosed that the first objective sought to examine the effect of training needs assessment on the performance of employees and the result shows that the factor; Employee skills set evaluation is done regularly has the highest mean score for academic staff whereas the factor, Employee skills set evaluation is done regularly has the highest mean score for the non-academic staff.

The second objective sought to examine the effect of training methods on the performance of employees, the finding indicates that the factor; Off the job training as necessary has the highest mean score for the academic staff whereas, the factor, Employee skills set evaluation is done regularly has the highest mean score.

The third objective sought to examine the effect of training content on the performance of employees, the outcome showed that the factor; The training content is developed with the level of employees in the organisation has the highest mean score for academic staff whereas, the factor, The individuals engaged to offer training to staff are well versed with what they train has the highest mean score for the non-academic staff.

The fourth objective sought to examine the effect of employee job satisfaction on the performance of employees, the findings showed that the factor; Am satisfied with the process employed by the institution to determine annual raises has the highest mean score for the academic staff whereas, the factor, I feel valued for my contributions has the highest mean score for the non-academic staff.

The fifth objective sought to identify the types of training needs employees are exposed to, the result showed that the factor; Degree/HND has the highest mean score for academic staff whereas, the factor, Degree/HND has the highest mean score for the non-academic staff.

The sixth objective sought to examine how the various training offered to the employees is assessed, the outcome indicated that the factor; Random selection has the highest mean score for both academic and non-academic staff of the institution.

In addition, the evaluation of employee performance showed that the factor; Training contents have improved the accuracy levels of staff in their work has the highest mean score for academic staff whereas, the factor, Employee training has improved the amount of work handled by individual staff has the highest mean score for non-academic staff.

Similarly, the hypothesis testing indicates that the academic staff training needs assessment in College of Education, Waka Biu, Borno state, Nigeria, disclosed that there is a significant ($P < 0.05$) relationship between Regular skill set that brings out trained employee deficiency (dependent variable on training needs assessment) with Employee training improves commitment level, Training contents are tailored to skill gap, Training of staff tailored to task performance, and Regular skill set evaluation. Similarly, there is a significant effect of the factors; Regular skill set that brings out trained employee deficiency on Regular skill set evaluation, Training of staff tailored to task performance, Employee training improves commitment level, and Training contents are tailored to skill gap.

The non-academic staff training needs assessment in College of Education, Waka Biu, Borno state, Nigeria revealed that there is a significant ($P < 0.05$) relationship between Regular skill set that brings out trained employee deficiency (dependent variable on training needs assessment) with Employee training improves commitment level, Regular skill set evaluation, and Training contents are tailored to skill gap. Similarly, there is a significant effect of the factors; Regular skill set that brings out trained employee deficiency on Regular skill set evaluation, Employee training improves commitment level, and Training contents are tailored to skill gap.

The academic staff employee job satisfaction in College of Education, Waka Biu, Borno state, Nigeria indicated that there is a significant ($P < 0.05$) relationship between the factors, Satisfied with the benefits offered (dependent variable on employee job satisfaction) with I am satisfied with

my job. Similarly, there is a significant effect of the factors, Satisfied with the benefits offered on I am satisfied with my job.

The non-academic staff employee job satisfaction in College of Education, Waka Biu, Borno state, Nigeria showed that there is a significant ($P < 0.05$) relationship between the factors; Satisfied with the benefits offered (dependent variable on employee job satisfaction) with I am satisfied with my job, and Satisfied with the process of annual raises. Similarly, there is a significant effect of the factors, Satisfied with the benefits offered on I am satisfied with my job, and satisfied with the process of annual raises.

On the other hand, the academic staff employee performance in Ramat Polytechnic Maiduguri, Borno state, Nigeria indicated that there is a significant ($P < 0.05$) relationship between the factors; Adequate skill evaluation has improved employee accuracy (dependent variable on employee performance) with the factors, Proper training needs identification has improved employee performance, Employee training has improved the level of creativity, Employee training has improved the span of managers control and Employee training has improved the amount of work handled by staff. Similarly, there is a significant effect of the factors; Adequate skill evaluation has improved employee accuracy on Proper training needs identification has improved employee performance, Employee training has improved the level of creativity, Employee training has improved the span of managers control and Employee training has improved the amount of work handled by staff.

The non-academic staff employee performance in Ramat Polytechnic Maiduguri, Borno state, Nigeria revealed that there was a significant ($P < 0.05$) relationship between the factors; Adequate skill evaluation has improved employee accuracy (dependent variable on employee performance) with the factors, Proper training needs identification has improved employee performance, Employee training has improved the span of managers control and Training contents have improved the accuracy level of staff in their work. Similarly, there is a significant effect of the factors; Adequate skill evaluation has improved employee accuracy on Proper training needs identification has improved employee performance, Employee training has improved the span of managers control and Training contents have improved the accuracy level of staff in their work.

The following chapter deals with the summary, conclusion, and recommendation. It further sheds light on the limitations of the study suggesting areas for further studies.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter presents a conclusion, a summary of the study's findings, and recommendations for further research on the unmet need for studies on the relevance of the effects of employee training needs assessments on employee performance.

This research aimed to study the effects of training needs assessments on employee performance in selected tertiary institutions in Borno State, Nigeria. The summary and conclusion are presented by themes extracted from the research objectives as follows.

5.2. Comparative findings of the study

To provide an academic comparison of the findings from the study, the focus is on the objectives and outcomes across the three institutions: Umar Ibn Ibrahim College of Education, Ramat Polytechnic Maiduguri, and Waka Biu College of Education. All three institutions shared similar objectives in their study of training needs assessment and employee performance.

Findings and Analysis

Training Needs Assessment on Performance

Umar Ibn Ibrahim College of Education: Training aimed at reducing employee turnover had the highest impact.

Ramat Polytechnic Maiduguri: Similar findings, with training reducing employee turnover having the highest score.

Waka Biu College of Education: Regular skill set evaluation showed the highest impact.

Training Methods on Performance

Umar Ibn Ibrahim College of Education: Mentor-mentee relationships were most effective for academic staff, while off-the-job training was preferred by non-academic staff.

Ramat Polytechnic Maiduguri: Off-the-job training was most effective for both academic and non-academic staff.

Waka Biu College of Education: Off-the-job training was highlighted for academic staff, whereas skill set evaluations were emphasized for non-academic staff.

Training Content on Performance

Umar Ibn Ibrahim College of Education: Trainers being well-versed in content was crucial for academic staff, while comprehensive content was key for non-academic staff.

Ramat Polytechnic Maiduguri: Comprehensive training content was important for both academic and non-academic staff.

Waka Biu College of Education: Development of content according to employee level was vital for academic staff, whereas expertise of trainers mattered more for non-academic staff.

Employee Job Satisfaction

Umar Ibn Ibrahim College of Education: Pay satisfaction was highest for academic staff, feeling valued was highest for non-academic staff.

Ramat Polytechnic Maiduguri: Training content accuracy was crucial for academic staff, while workload improvement was key for non-academic staff.

Waka Biu College of Education: Satisfaction with annual raise processes was important for academic staff, feeling valued was crucial for non-academic staff.

Types of Training Needs

Umar Ibn Ibrahim College of Education: Degree/HND for academic staff, workshops for non-academic staff.

Ramat Polytechnic Maiduguri: Degree/HND for academic staff, conferences for non-academic staff.

Waka Biu College of Education: Degree/HND for both academic and non-academic staff.

Assessment of Training

Umar Ibn Ibrahim College of Education: Training selection committee was essential for academic staff, random selection for non-academic staff.

Ramat Polytechnic Maiduguri: Faculty/school assessment for academic staff, training selection committee for non-academic staff.

Waka Biu College of Education: Random selection for both academic and non-academic staff.

Hypothesis Testing

The hypothesis testing results indicated significant relationships and effects of various factors on training needs assessment, job satisfaction, and employee performance across all institutions. However, specifics varied:

Umar Ibn Ibrahim College of Education: Training content tailored to skill gaps had significant effects.

Ramat Polytechnic Maiduguri: Regular skill set evaluation and tailored training were crucial.

Waka Biu College of Education: Commitment level and tailored training content were significant.

Across all three institutions, the study highlighted the importance of tailored training content, regular skill evaluation, and methods suited to both academic and non-academic staff. The consistency in the objectives and significant findings underscores the universal need for strategic training programs to enhance employee performance and satisfaction in educational institutions in Borno State, Nigeria.

Summary of the study findings

The study examined the effect of training needs assessment on employee performance in three tertiary institutions in Borno State, Nigeria: Umar Ibn Ibrahim College of Education, Ramat Polytechnic Maiduguri, and Waka Biu College of Education. Key findings are summarized as follows:

Training Needs Assessment: Training to reduce employee turnover was most impactful for both academic and non-academic staff across institutions. Regular skill evaluations and tailored training content significantly improved performance.

Training Methods: Off-the-job training and mentor-mentee relationships were highly valued, particularly for academic staff. Training methods tailored to identify skill gaps were essential for performance enhancement.

Training Content: Training content depth and relevance to skills gaps were crucial. Well-versed trainers and appropriate training content significantly benefited both academic and non-academic staff.

Employee Job Satisfaction: Satisfaction with pay and feeling valued for contributions were significant factors. For non-academic staff, clear job responsibilities and transparent management were key to job satisfaction.

Types of Training Needs: Academic staff valued degree and HND programs, while non-academic staff preferred workshops and conferences. Training needs assessment was regularly conducted to align with performance requirements.

Training Assessment: Academic staff preferred faculty/school assessments, while non-academic staff favoured training selection committees and random assessments. Effective training assessments led to improved accuracy and work handling.

Hypothesis Testing: Significant relationships were found between regular skill evaluations, tailored training content, and improved employee performance. Training needs assessment was shown to enhance commitment levels and performance accuracy.

Overall, the study highlights the importance of tailored training programs, regular skill evaluations, and job satisfaction in enhancing employee performance in tertiary institutions.

Conclusion

Across all three institutions, the study highlighted the importance of tailored training content, regular skill evaluation, and methods suited to both academic and non-academic staff. The consistency in the objectives and significant findings underscores the universal need for strategic

training programs to enhance employee performance and satisfaction in educational institutions in Borno State, Nigeria.

5.4. Recommendations

- It is recommended that training be given as a consequence of regular assessments of the organisations' training needs. Since the majority of training, including workshops, conferences, and seminars, are simply planned events and not the outcome of training needs assessments.
- At tertiary institutions, mentoring and coaching for mentors, supervisors, and instructors should be thoroughly prepared and not just entrusted based on prior work experience. This is because even seasoned workers require training to maintain their knowledge and abilities due to dynamics and globalisation, which have even altered working practices and environments.
- Job rotation in higher education should never be beyond the employee's field of study. This protects employees and helps them succeed in one career by preventing job rotation outside their field of study.
- The success of the training programme delivered to employees should be evaluated after each training session; if this is not the case, prompt action and the planning of another training session should be taken.
- To improve worker productivity and overall task performance, conducive workflow patterns should be implemented.

5.5. Limitations/Recommendations for further studies

- The study only considered the objectives of the study without the bio-data of the respondents in its data collection. Further studies on the topic should also capture the bio-data of the respondents so that issues like the gender dimension and other subjective factors be considered.
- The research only looked into the effects of training needs on employee performance in a small number of tertiary schools; further research on employees' educational advancement is needed. Although training and development cannot be separated, there are times when a person, a position, or an organization's needs call for growth instead of just training.
- Additionally, a comparison study between employee training programmes for on-the-job and off-the-job employees is necessary. This will provide information on how widely the

two training methods are employed within the organization and which is best and appropriate for employee training.

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APPENDIX I

SURVEY QUESTIONNAIRE

Dear Sir,

REQUEST FOR COOPERATION TO BE INTERVIEWED

This questionnaire is for a PhD research work titled ''**Effect of Training Needs Assessment on Employee Performance in Selected Tertiary Institutions of Borno State, Nigeria**'' I am soliciting for information on training needs assessment, training methods, training content, employee job satisfaction, types of training needs of employees and assessment of trainings offered to the employees in your institution.

The aim of this study is to ensure the improvement in quality of employee performance in the tertiary institutions. The data required for this study is from Academic and Non Academic Staff, Management and records of academic planning units of the Institutions. All the information provided will be treated strictly confidential and for the purpose of the study only. Thank you.

Sani Mustapha Kura

Registration No. 11919267

INSTRUCTION: Please kindly indicate your response in the spaces or choose the options provided for you where applicable.

SECTION A: TRAINING NEEDS ASSESSMENT

NOTE: SA =Strongly Agreed, A=Agreed, SD =Strongly Disagreed, D = Disagreed, U=Undecided

Items	**SA**	**A**	**SD**	**D**	**U**
There are regular skills set evaluation					
Regular evaluation of skills set bring out areas of deficiency that employees are to be trained on					
Employee skills set evaluation is done regularly					
Trainings for staff are tailored to tasks performed by each staff					
The evaluation of skills set is done objectively					
Employee trainings improve employee commitment levels					
There are clear policies on training needs assessment					
Training contents are tailored to the needs as per the skills Required					
Training contents are tailored to the gaps in skills possessed					
Trainings equip employees with new formats of accomplishing their tasks					

Trainings are tailored on improving employee competencies					
Trainings are used to reduce the level of employee turnover					
The training gaps inform the training methods to be applied					

SECTION B: TRAINING METHODS

Items	**SA**	**A**	**SD**	**D**	**U**
The methods of training employees are in line with organizational culture					
The methods of training employees are in line with organizational structure					
The methods of training employees are in line with available resources					
Well qualified experts in different fields are engaged to conduct the training					
The company allows on the job training for its staff					
Off the job training is necessary					
Well experienced employees allocate work to junior staff					
Well qualified employees allocate work to junior staff					
Experienced staff are responsible for the work delegated to their					

Juniors					
Mentor-mentee relationship is encouraged in skills development					
Employee are allowed to transfer to other departments from time to time to develop their skills					

SECTION C: TRAINING CONTENT

Items	**SA**	**A**	**SD**	**D**	**U**
The content of trainings for staff are in line with the training needs established					
Training content is always deep enough to cover the scope of skills gap					
The individuals engaged to offer training to staff are well versed with what they train					
The training content is developed with the level of employees in the organization					
The training contents allow provision of feedback for greater learning impact					
The trainings keep in line with organizational policies and Procedures					

SECTION D: EMPLOYEE JOB SATISFACTION

Items	SA	A	SD	D	U
Am satisfied with my pay					
Am satisfied with the benefit offered to me by the institution					
Am satisfied with the process employed by the institution to determine annual raises					
I am happy at my place of work					
There is career progression at my place of work					
I find my work meaningful					
My work place offer adequate opportunities for promotion and career development					
My institution provide me with tools and technologies required to do my job well					
My skills and abilities are utilizes as much as possible in my job place					
My job responsibilities are clearly defined					
The management of my institution is transparent					
I feel valued for my contributions					

SECTION E: EMPLOYEE PERFORMANCE

Items	SA	A	SD	D	U
Proper training needs identification has improved employee performance					
Adequate skills evaluation has improved employee accuracy					
Employee training has improved the level of employee creativity					
Employee training has improved the span of control of managers					
Employee training has improved the amount of work handled by individual staff					
Development programs have improved the level of efficiency among staff					
Training contents have improved the accuracy levels of staff in their work					

SECTION F: TYPES OF TRAINING NEEDS OF EMPLOYEES

1. Please indicate the types of training and the training needs of employees in your institution

Types of Trainings	Training Needs of Employees

SECTION G: ASSESSMENT OF TRAININGS OFFERED TO THE EMPLOYEES

1. Please indicate how you assess the training offered to your employee
   a) …….
   b) ……..
   c) ……
   d) …….

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Effects of Employee Job satisfaction on Performance in Ramat Polytechnic, Maiduguri, Borno State, Nigeria

Sani Mustapha Kura
Department of Sociology
Lovely Professional University
Punjah, India
Email:sanimkura 19730-gmatl.com

DR. Supreet Kaur
Depattment of Sociology
Lovely Professional University
PunJab, India
Email:supreet.25026@ lpu.com.m

Abstract

One of the fundamental mmd-scts that affects how people perform at work IS JOb satisfaction. It IS an ecstatic response to one's ties to the social and physical environment of the workplace. Job satisfaction IS a notion that also shows the extent to which psychological expectations are met. The study aim is the effect of employee JOb satisfaction in Ramat Polytechnic, Maiduguri, Barno State, Nigeria. The goal is to investigate the determinant of employee job satisfaction and performance. A sample of !57 questionnaires was distributed across academic and non-academic staff of the polytechnic. The outcome of the study revealed that high remu ncrat ion is essential for employee job satisfaction and performance. Likewise. there is a significant rel ationship and effects between employeejob satisfaction and performance.

Keywords: *Job satisfaction, performance, Remuneration, Employee*

Int•·oduction

A sense of fulfilment or a sense of success that an employee denves from thc1r work is known as JOb sansfacllon. One can fulfil their professional values or take care of their basic necessities thanks to the evaluation's outcome. Additionally, a person's thoughts about their employment, both positive and ncgat1vc, make up their level of work satisfaction. Determining how much someone likes or dislikes their work is helpful. It was also well established that job performance, contextual performance, and adapti,·e performance all ha,·e an unpact on how sallsficd one IS at work. Additionally, employee producti\-lty and happiness are imponant in a busmess stncc they m1ght affect the overall success of the enterprise. Aficr all, employees are the face of the cnterpnse's activities.

Recruiters. supen·isors. and managers should pay more attention to employee satisfac11on and performance because it is believed that employees contribute to an organization's performance. Work performance and contentment shouldn't be an issue if a company has chosen the right candidate for the correct job. Employees want a semng where they may operate without difficulties that might prevent them from performing to the best of their abilities. The company must also provide for the needs of its employees by making sure they have respectable working conditions. The degree of job satisfaction--or lack thereof-depends on how well employees and superv1sors work togethe r. Every company's success also depends on having employees who are motivated and feel apprcctatcd for their work Particularly in the area of production, the employee is a crucial component in the process of carrying out the enterprise's objective and '"ision. In order to guarantee both the quantity and quality of the1r work, employees need meet the performance standards specified by the company. Employees require a wo•k cnvii01Um:ut that allows them to work freely and is free from obstacles that can prevent them from achieving their full potential tn order to achieve organisational standards (Raziq and Maulabakhsh, 20 15). They also require a smtable supcn1sor who will gi,·e them this setting, but who v,iiJ also inspire them to perform properly and make them feel content \\'lth their output. Each person uses a different set of indicators to gauge their own job happiness. It is influenced by management style as well as remuneration, working condillons.schedule, perks. stress level. and flexibility Accordmg to Abuhashesh ct

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Effect of Training Needs Assessment on Employee Performance: A Review Perspective

Sani Mustapha Kura ",DR. Supreet Kaur

'Department of Sociology, Lovely Professional Un:vcrsity, Punjab, India

Abstract

The essence of this study is to perform a systematic evaluation of the scicmitic literature on Training Needs Assessment (TNA). Training needs assessment, also known as training needs analysis. is a step taken before training and a component of integrated training design to obtain a comprehensive p1cn1re of the material, time allocation, and learning strategies that should be used during the training process. This evaluation of literanue on needs assessment and needs analysis from the training sector compiles common methods of needs assessment within the context of the reviewed literature. The most common assessments methods are task analysis. jobiproccss analysis, performance improvement, competency-based assessment, strategic needs assessment, and knowledge and skill assessment. The concept "performance analysis" is used in the evaluation to explain n type of needs which are the combination of needs assessment and analysis. The primary objective of thiS study was to appraise the influence of training needs assessment (TNA) on worker perfom1ance in an organization. Against this backdrop, this review's perspectives examined the countless progressions of rccogmLing the gap amid worker training and training needs to increase perfom1ance.

Keywords:Training, Training Needs, Training analysis, Perfonnance, Employee

Th'TRODUCTTON

Novel work burdens and necessities are affecting significant changes in both official learning and specialized training. Some factors appear towards ushering in an innovative situation for establishments: the fast stnde o! scientific modification in the evidence civilization, the cumulative content infom1ation mandatory for invention. the shortening of the creative life succession, and fast-changing production processes. One of the many consequences of these pressures is the need for workers to continue their education.

Training is a powerful tool to improve employee knowledge and skills, which leads to h1gher busmess performance. However, training programs in developing countries have also failed to produce the des1red results because the training needs of employees were not recogmzed to hdps executives explain "what." "when," "where" and "how" training programs are to employee;.

Training is also important to mcrea;e profits, production, and the speed of technology adoption (Gautam, Schreinemachers, Uddin and Srinivasan, 2017: Nakano, Tanaka and Otsuka. 2018; Schrcinemachers, Wu. Uddin, Ahmad and Hanson. 2016).

The skills of employees can be appropriately improved through training, which leads to better organizational and personnel results (Aragon, Jimenez and Valle, 2014; Carlisle, Bhanu gopan and Fish. 20 II ; Dessie and Ademe, 2017; Dhar, 2015; Oppenheim and Weintraub, 2017; Seidle. Fernandez and Perry. 2016 Howe,·er, education applications aren't without flaws (Kataike eta!., 2018). Some researchers have additionally criticized education applications for failing to supply the preferred results (Bhart1, 2014: Horng&Lin, 2013:Iqbal, Malik, & Khan, 2012: Khan & Ali, 2014; Mahmud, Parvez, Hilton, Kabir. & \Vahid, 2014a: Nazh. Sipon, & Radzi, 2014). The primary reasons for such failure were diagno;cd as the quick length of the educatwn program, the

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