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STAFF TRAINING FOR EFFECTIVE ADMINISTRATION OF TERTIARY INSTITUTIONS

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ABSTRACT

Training is the systematic way to improve the performance of employee, and it provides a link between job requirement and the current job specification of the employees. This paper examines staff training for effective administration of tertiary institution. It looks at the concept of training, types of training, importance of training, relevance of training and models in training. It also identifies training programs that are available during staff training. This paper recommends that; Intensive training should be offered to members of staff on regular basis in order to achieve the objective of the establishment and management should focus more on innovative training and development issues for employees to perform better.

Keyword: Training, Staff Training, Administration, Tertiary Institutions, Rivers State.

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INTRODUCTION

It is very important for schools' owners both private and government to make sure that its personnel's (teachers) are up to date in required skills and knowledge needed to perform well in carrying out their duties as well as advance the face of their schools, making it stand out among other schools. The ability to equip one's staff with necessarily skills and knowledge helps staff perform effectively in carrying out their duties. Staff training is a program designed or implemented by school owners/admin to provide its staff (teachers) with trainings on basic technical skills and knowledge needed for their current position or duty. This most times is the avenue through which the employer invests on its potential staff, equipping them with the right tools, skills and knowledge to handle their duties and students effectively.

Staff training and development serves as a bridge that plays a significant role in any tertiary institution, because it helps employees acquire the necessarily basic skills needed for

actualization of their various activities effectively. Staff training brings about an transfer of knowledge from the expert to this students for a definite purpose. It is a process for equipping the employee particularly the academic and non- academic staff with specific skills e.g., technical skills like catering , tiling, plumbing, electrical wiring, repairing, artistic skills, secretarial and typing skills that would enable them to improve on their performances and overall efficiency (Banjoko, 2001). The goal behind every employers concern towards training their staff is to enable employees perform their job effectively to meet the standards requirements of their organisation.

Ayodele and Akindutire (2009) stated that for the fact that ours is a world that is currently undergoing rapid changes particularly in the area of skill obsolescence and technological capability, training is not exclusively reserved for newly employed staff but also for the old employees as well as to enable them improve for the purpose of enhancing individual performance, training and development should be made a continuous process that should last through an employee's entire working life. Anyanwu and Erhyakpor (2004) affirmed that, for low and middle level employees to adapt to new skills and technologies, then academic and non-academic personnel need deeper knowledge and understanding of their jobs, the jobs of others, and a good understanding of where and how their jobs fit into the wider organisation pattern, an understanding of government and societal constraints, and a sensitive social awareness of the environment within which the organisation or school operates.

The positive effects of staff training in both public and private organisations cannot be over-emphasized. Staff training impacts positively on employees' (academic and non-academic employees) performance as well as organisational manpower and administrative productivity. It has both individual and organisational development potentials, prospects, efficiency and boosts innovation, on-the-job learning and impact standard service delivery (Essien, Akpan & Obot, 2016). Trained staff get improved and usually perform better than an untrained staff. Training gives the value of job enrichment, motivation, job satisfaction and job commitment, which motivates employee performance (Lunenbug, 2010; Saleem et al., 2012).

For jobs like teaching that requires complex and diverse range of skills and knowledge, a period of apprenticeship training is usually required. For example, in technical jobs such as carpentry, plumbing, printing, welding, engraving, tool making, and other jobs that require long period of practice and experience, apprenticeship programmes are necessary if the trainee is to fully grasp or understand the intricacies and complexities of the job. Besides, since training takes place over an extended period of time, the distributed learning necessary to master such skills is able to take place. In addition, when apprenticeship programmes or training is well planned and operated, it permits the combination of the best features of on-the-job training and off-the-job training and at the end gives the trainee a chance to earn something while learning (Uthman, 2014).

An establishment that regularly trains or organize seminars, workshops or provide other courses for its staff to improve their skills and educational intelligence would improve staff to a great extent, and this will be seen in the effectiveness and efficiency of teachers' productivity in the staff output. Teachers occupy a dominant position in harnessing the administrative and material resources necessary to blend with learners (students).According to Nkemakolam (2005),a close look at Nigerian public schools, one will find out that there is an existing shortage of technical teachers both in primary and secondary schools and also in tertiary institutes and this is attributed to lack of job satisfaction caused by poor condition of service, lack of motivation, ineffectiveness on the job due to non-further training, etc.

Adaoma and Uzodinma (2022) stated that once an organization has hired the services of those it considered qualified, suitable and competent to perform those jobs for which they were hired, it must embark on an effective training and development programme that is necessary to enhance the productive capabilities of the newly hired employees, while it also embarks on training and retraining the old workers or employees in order to maximize their productivity. For staff to maximize their potentials or exhibit maximum effectiveness in their duties in the school system, constant staff training and development programmes must be put in place and these programmes must be geared towards the enhancement and improvement of teachers work performance which will also lead to effective administration in tertiary schools and likewise enhance the academic performance of students in the school environment. Staff training involves training current and old staff of an organization for better enhancing of performance from staff as well as the productivity of the institute, training often aids professional development or career advancement of the lecturer. Every institute which wants its staff to be intellectually equipped, technically and skillful enabled should have staff training in mind, staff should always be included in administrative training to enable understand the concept of administration and ensure the smooth flow between all departments.

Training of staff is important in the following ways: to remove performance deficiency; to match the employees' abilities with the job requirements and organizational needs; to enhance organizational viability and the transformation process, to cope with the new technological advancement; to improve quality and quantity of work; to improve productivity and efficiency; to help staff cope with increased organizational difficulty resulting from increased mechanization automation. Training, is most often engaged in to boost employees' self-esteem; to enhance staff morale and thereby improve organisational climate, especially, in the school environment.

Training is the ability to coach, or developing in oneself or in others, skills or knowledge or that makes a you a professional. Training has specific goals of improving one's capability, capacity, productivity and performance. It forms the core of apprenticeships and provides the backbone of content at institutes of technology (also known as technical colleges or polytechnics). In addition to the basic training required for a trade, occupation or profession, training may continue beyond initial competence to maintain, upgrade and update skills throughout working life. People within some professions may refer to this sort of training as professional development.

Training also refers to the development of physical fitness related to a specific competence, such as sport, martial arts, military applications and some other occupations. The task of training can be broken down into a number of distinct components, each addressing a different part of the overall learning process. This breakdown is as follows: Psycho-motor Skills, Procedural Skills, Knowledge Transfer, Communication Skills, Colossal Thinking, Attitude Learning, Performance Training, Physiological Stresses. The role of training analysis is to build a formal bridge between the available design data and the training media and training objectives, in order to facilitate the transfer of training elements into the operational environment towards achieving an effective administration.

Training programs are usually conducted by an establishment to develop the members of their staff performance, and new staff after they have been recruited, they will also be involved in these programs to be familiarized to rules, policies, and procedures of the school establishment. These training programs are aimed at improving the conduct of staff toward their higher, junior colleagues and groom them for their prospective duties in the school environment. In other words, a staff who is experienced may help the organization gain the top position within

the school. By conducting training, members may be able to gain the correct procedures to keep pace with the demands of the job. Providing training is a way of showing how the institute is committed to its employees, which in turn they (staff) feel appreciated, challenged, and feel more satisfied toward their jobs. It is but proper for organizations to improve their efficiency and effectiveness by providing required training to maximize employee potential.

However, when providing training programs, it is also necessary for the activities to match the needs of teams and individual staff. Training should include administrative courses that will aid staff understand the concept of administration and ensure the smooth flow between all present departments in the institute. In addition, after the training, practical benefits may be observed in the workplace, for example, trainees may be able to transfer their new knowledge and skills to other employees and bring about effective administration.

Training impacts on both employees and the organisations they work in, it is imperative to note that the efforts put in by employees [staff] can determine the success and survival of their organisations (Anam & Iodhi 2013). Training and development are essentially a way in which those efforts can be aligned with the aims and objectives of organisations. Staff can be motivated and their performance managed, leading to improved performance and productivity (Orpen, 1997; Martin & Bartol, 1998; Cook & Crossman, 2004). If an organisation wants to remain competitive, it has no choice but to train and develop its staff (Ngirwa, 2009).

Pursuant to the goals, benefits and potentials of training and development, staff would often tend to be more committed, satisfied, effective, motivated and asserted, even financially. According to Tsai et al. (2007), employees who are ready to learn show a high level of job satisfaction, which has a positive effect on their performance. This view has been supported by Qureshi et al. (2006). Barrington and Stimpson (2002) suggest that there should be clear objectives of staff training. Thus, training is needed in order to introduce a new process; improve the efficiency and role of staff; equip unskilled workers with requisite skills and competence to make them more valuable to the organisation; to reduce needed supervision; improve the opportunities for internal promotions as specific skills of communication and behaviour; and to reduce the chances of accidents. These aptly point to the imperatives of effective staff training in Nigeria and beyond.

In their contribution, Boadu et al. (2014) noted that performance may be seen as the result of congruence between training. For Fey et al. (2000) described in their study that there is strong positive relationship between staff training and development programme and organisational performance in Russian team-based subsidiaries of Western corporations. This means that staff training and development relate significantly to organisational performance. Champathes (2006) lends weight to this fact when he posited that whenever staff performance increases, it leads to organisational effectiveness. These views are apt and obtain in our case under study too. Training brings about job satisfaction, which emerges from feeling comfortable within the organisation, job proficiency and even from the knowledge that a staff can contribute to all of these factors and characteristics of job and consequently leads to more satisfied employees who perform at exceptional levels (Etim, 2016). Ngirwa (2009) stated that training programmes increase an employee's job knowledge. An increase in job knowledge means that the staff would feel more comfortable doing their job and perform at a high level and as well be happy. Etim (2016) disagreed with Ngirwa (2009) when she stated, 'It is imperative to observe that increase in an employee's job knowledge is empirical and commonly obtained but they feel more comfortable doing a job and high performance are not always and not general but reserved or selective.

Rowden and Shamsuddin (2000) also Rowden and Conine (2005) argued that the most thoroughly trained employees [staff] would better satisfy the needs of their customers and employers. We agree with these scholars. This is why staffs of both private and public firms must be thoroughly (re)trained. But on this, Etim (2016) argued otherwise again thus: This, like Ngirwa's (2009) above, is hypothetical. Because what would justify the case where thoroughly trained employees still do not satisfy the needs of their customers and employers better? Be it as it may, thoroughly trained staff would definitely satisfy the needs of their employers and customers better, as the otherwise would certainly be rare. Although there is need for further studies to validate this hypothetical submission or muse on the relationship between job design, staff training and job satisfaction, we maintain the status quo.

For this researcher, staff should be well (re)trained and should appropriately utilise their acquired training skills. This is because some of them on rare occasions still perform otherwise because of factors like organisational politics, ineffective/low level of training, poor job (re)design, lack of motivation, job boredom and so on. Different organisations are motivated to take on different training methods for a number of reasons, for example:

- Depending on the organisation's strategy, goals and resources available;
- Depending on the needs identified at the time; and
- The target group to be trained which may include, among others, individual workers, groups, teams, departments or the entire organisation.

Nonetheless, no matter what training model is employed in training staff, the goal still remains that it is to motivate them in achieving an effective administration in their given institutions.

The Concept of Staff Training

Training is defined by Ngirwa (2009) as a learning process in which employees acquire knowledge, skills, experiences and attitudes that they need in order to perform their job better for the achievements of their organisational goals. Tzfarir (2005) noted that training is an important element in producing the human capital. It provides employees with the skills, abilities and knowledge required by the position (Danvila del Valle et al., 2009). Therefore, when staffs are (re)trained, they are bound to perform well as supposed. It becomes invaluable for both the management and the staff as it brings about administrative efficiency and staff's high performance. In addition to on-the-job and off-the-job training types, Tylor (2009) identified six training types thus: on-the-job training and lecture, programmed instruction, computer assisted instruction, audio-visual techniques, simulations and business games.

Training is one of the major functions of Human Resources Management (HRM), which has been recognised since the late 20th century and has attracted scholars' and researchers' interest (e.g. Gordon, 1992; Beardwell, Holden & Claydon, 2014). Obi (2012) noted that the success or failure of any organisation depends much on adequate and proper manpower planning and development of a given organisation's management and administration—managers and administrators. As such, for any organisation, institution or government to succeed, it must equip its manpower and development sector/department with effective training and retraining (Etim, 2016).

Staff refers to the employees of organisations/institutions. The process of employing or recruiting personnel, manpower or staff in organisations/institutions is known as staffing.

Staffing ensures that the right people are available at the right time in the right place. This involves identifying the nature of the job and implementing a recruitment and selection process to ensure a correct match within the organisation, including retrenching or firing. One objective of staffing has always been ensuring that people are recruited and should be retained (Ghauri & Prasadi, 1995). This is because it is improper for any firm to recruit today, fire tomorrow and start looking for new ones to recruit again the following day/s. That shows administrative inefficiency. This objective, according to Etim (2016), can only be implemented with the right people (staff) in place.

Appraisal process would usually become easy if staffing function is well suited to the organisations' administrative strategies. This is so in such a way that Human Resource Management (HRM) knows exactly what is expected of the hired personnel and can thus evaluate their performance. Still, the personnel can evaluate themselves, depending on what they are expected to deliver and easily identify their potentials and which developments are required. The staffing function would thus move towards the direction of staffing policies (Hendry, 1994). This study thus rouses government and managements of private firms towards proper and adequate staffing.

Training (and development) involves two methods: (a) on-the-job training and (b) off-the-job training, which are basically grouped as job rotation and transfers (McCourt & Eldridge, 2003), coaching or mentoring (Devanna, Fombrun & Tichy, 1984; McCourt & Eldridge, 2003; Torrington et al., 2005) orientation, conferences, role playing and formal training courses and development programmes (Armstrong, 1996; Nassati, 2013; Nadler, 1984). Therefore, public and private firms in Nigeria must duly (re)train their staff accordingly in order to achieve the desired results both as individuals and organisations and governments respectively. Ololube et al. (2019) stated that Professionally qualified teacher are teachers who acquire professional teacher training that provide them with professional knowledge, skills techniques and aptitude as different from a general education.

More so, training (development) is a function of human resource management concerned with organisational activity aimed at bettering the performance of individuals and groups in organisational settings. It has been given several names, such as human resource development, human capital development and learning and development. These descriptions are viewed within the context of organisational learning rather than other contexts, like personal context of training and development (Etim, 2016). The Chartered Institute of Personnel and Development (CIPD) (2000) has argued on the name of the discipline 'training and development', noting that 'human resource development' is too evocative of the master slave relationship between employee and employer, for those who refer to their employees as 'partners' or 'associates' to feel comfortable with the nomenclature (Gilmore & Williams, 2007; Harrison, 2005). CIPD (2000) eventually settled upon 'learning and development', though that was itself not free from problems, 'learning' being an over-general and ambiguous name, and most organisations referring to it as 'training and development' (Harrison, 2005).

Armstrong (2006) posited that development is an unfolding process that enables people to progress from a present state of understanding and capability to future state in which higher level skills, knowledge and competencies are required. It takes the form of learning activities that prepare people to exercise wider or increased responsibilities. This means that training involves three basic activities: training, education and development. Training activity is both focused upon, and evaluated against the job that an individual currently holds (Garavan, Costine & Heraty, 1995). Education activity focuses on the jobs that individuals may potentially hold in the

future and is evaluated against those jobs. Whereas, development focuses on the activities that organisation, employing the individual or that the individual is part of, may partake in the future, and is almost impossible to evaluate (Garawan et al., 1995).

Types of Staff Training for Effective Administration

Establishments view the training of its employees as a means of empowering them with desirable skill, knowledge and attitude to efficiently and effectively perform their job for increased productivity, there is no doubt that employees play critical role for the success of any school. In other words, no school organisation can effectively function let alone achieve its goals and objectives without teachers that are competently trained.

Udo in Mark (2006) defined training as a development of specific skills and attitude, needed to perform a given assignment or series of assignment to maximise the productivity of the teacher and as well improve the organisational efficiency.

In-Service Training

In-service training is the upgrading and updating of the knowledge and skills of employees and the modeling and reorientation of their attitude, so that they can be more effective, efficient and productive in the performance of their job. This development becomes necessary as workers need to be groomed properly to efficiently and effectively fit in the organization's work ethics and policies for steady personal growth that would rub on the success of the organization. It helps in their continuous training for the inculcating of relevance skills and knowledge that would enhance their level of productivity. In-service training encourages systematic acquisition and empowerment of skill, knowledge and competences that ensure effective administration. It promotes the realization of organizational objects and set goal. As the employees are trained in service, it makes the training programs not to be capital intensive thereby ensuring optimal and efficient utilisation of resources.

Similarity, Byars and Rue in Ojiembenkele (2015) defined in-service training as a learning process that involves the acquisition of skills, concept, rules or attitude to enhance effective administration. This view supports the fact that personnel development, among other thing helps the person to be committed to one's career in education with the aim to derive satisfaction.

Emechebe (2009) posited employee training as means through which organizational workers expand their capabilities. He further stated that the Purpose of these programmes are meant to achieve the following:

- Help staff to be more fruitful;
- Make trained staff more skilled and have high morals to do their work more successfully.
- ;
- Trainees are exposed to innovative methods and skills that are relevant to the job;
- It exposes workers to current issues in education;
- It prepares the employees to adapt easily to changes.

According to Cole (2006), employee training, no doubt enhances staff effectiveness and efficiency in the teaching profession in tertiary institutions

Benefits of Employee Training

- It provides a pool of skilled personnel for the organization;
- It upgrades the knowledge and experience of employees;
- It enhances staff skills, commitment, motivation and personal growth opportunities;
- It permits organizational productivity.

Advantages of Staff Training and Developing Productivity

- Improves productivity;
- Improves quality of work, rises morale to develop new skills, knowledge, understanding and attitudes;
- Educates the staff on correct handling of new tools, machines, processes, methods or modifications thereof, reduce waste, accidents, turnover, lateness, absenteeism, and other overhead costs;
- Implement new or changed policies or regulations. Fight obsolescence in skills, technologies, methods, products, markets, capital management, etc.;
- Bring staff to that level of performance which meets (100 percent of the time) the standard of performance for the job;
- Develop replacements, prepare people for advancement, improve manpower deployment and ensure continuity of leadership.

Workshops and Staff Effectiveness

A workshop is an avenue that brings about the gathering of professionals for the acquisition of new techniques and relevant first-hand information on step-by-step cases with the use of modern facilities. It implies professionals sharing updated knowledge through hands-on practice, role-playing activities, brainstorming, debates, question-and-answer sessions and think-pair-shares (TPS). Workshop is used for practical activities where a large amount of time is devoted to the participants to master the art of the skills in question and the expert inspects and makes corrections. Workshop aims at drawing conclusions from the experiences of the participants (Orobor, 2008). Workshop training provides participants with new skills, information, and a sense of accomplishment. Workshop training should be done in small groups to ensure participants ask all their questions, practice their skills and work together, a workshop should have at least 8-15 participants to enable it provides opportunities for participants to interact and learn actively.

Richard and Ivan (2001) asserted that workshops are teaching and learning arrangements, usually in small groups, that are structured to produce active participation in learning. Traditionally, workshops provided participants with some opportunity to practice skills and receive feedback. However, current usage is so loose that any learning event that aspires to engage the learners actively may be called a workshop. Workshops demonstrate modern principles of teaching such as active engagement of the learners. They provide an opportunity for the interaction that enables the teachers to connect the material to the context of the learners. And they provide an opportunity for group interaction, which is important for trainees who are becoming increasingly isolated in their work (Eison & Stevens, 1995). A recent impact study of

the Millennium Development Goal (MDG) teacher-retraining project 2006-2010, revealed many of the academic content knowledge, skills and methods learnt by the participants at these workshops, these were demonstrated by the participants and observed in their performance post-workshop tests on the four core subjects, as well as their classroom teaching (Adeyanju, 2012). The study also revealed that teachers' attitudes towards teaching had improved greatly as a result of the training received from workshop.

Both the Millennium Development Goal (MDG) workshops and Strengthening Mathematics and Science Education--in-service education and (SMASE INSET) employed the more traditional face-to-face deliver method. However, while the MDG retraining approach is usually a one-off teaching of one week's duration a year, the SMASE approach adopts a much longer period of training, ranging from two to three weeks pre-training, often more than twice a year over a three-year period. Both approaches also adopt the adequate model, involving the training of 'master trainers drawn from colleges of education and universities, who are then used to train the teachers. In this way, the sustainability of the two approaches is ensured through the development of both institutional and individual capacities for continuing teacher professional development. The involvement of indigenous staff in both the development of the training manuals and the training itself has helped to widen participant's pedagogical horizon.

Seminars and Staff Effectiveness

A seminar is an extended discussion/group meeting led by an expert that focuses on a specific topic or discipline such as an educational topic, business or job searches that usually takes place over two or three days (Morgan, 2006). He further stated that participants read research or literature in preparation, and each day's session involves teaching methods such as reading discussion, presentations and group activities. Seminars exposes the staff to an educational knowledge into the topic that is been discussed. Staff who attends seminars have a lot to benefits in the likes of improving on communication, gaining expert knowledge, networking with others, renewing motivation and confidence.

Seminars help teachers become better listeners, it helps them present their arguments and ideas clearly and be open to others points of view. It opens opportunities for teachers to experience and acquire knowledge from expert that are in their field, who have a field experience. Group discussions and activities can also help them practice interpersonal skills, such as: dealing with conflicting opinions among group members and working together to accomplish assignments or tasks. Seminar is an ideal opportunity for teachers to get exposed intensively to a topic through presentations and discussions led by multiple experts. Along with having access to experts, seminars also give teachers the opportunity to meet other people who share their interests and offer them encouragement, solutions to Common problems and advice on how to handle challenges. Above all, seminar can lead to higher productivity and fulfillment of professional and academic.

Mentoring and Staff Effective Administration

Portner (2005) posited that mentoring as an aid that facilitates instructional improvement wherein an experienced staff (mentor) synergizes with a less experienced staff (mentee) non-judgmentally to study and deliberate on ways instruction in the classroom may be improved". Mentoring as a new motivational and supervisory device is used by organizations to motivate

new and inexperienced staff for high productivity. Teacher mentoring establishes personal relationship between teachers with different level of professional skills and experience for the purpose of professional instruction and guidance of the less experienced and the professionally inexperienced ones (Uche, 2006).

Similarly, Johnson (2002) maintained that mentoring is not about incorporating or repeating traditional methods of teaching or performing prescribed classroom behaviour, but a development that works with coaching, advising, leading, counseling and modeling the mentee. Mentoring, no doubt enabled or assist a beginning staff (mentee) develop specific professional skills, knowledge and abilities that will necessitate professional growth and personal proficiency of the mentee (Ohia, 2013). It has been proven therefore, that mentoring brings about mutual relationship which a mentor and their mentees in their area of specialization. This formation only brings together an experienced hand guiding the inexperienced to learn the job.

Kram (1988) asserted in his book: mentoring the worker, identified two types of mentoring rampant in a school setting as the career functions and the psycho-social functions. He went further to said that the career functions assist staff professional growth using the functions that include; coaching, sponsorship, visibility, protection and assignments that challenged the mentee. While on the side of the psycho- social functions helps the mentee solve personal problems and adjust psychological into his newly assigned role or job, these functions used includes role modeling, confirmation, counselling and also provide emotional support. In other words, the career functions are an instrument for professional growth.

It is expedient to note that the duty of a mentor is to direct, advice, and guide a mentee towards job success. A dedicated mentor will also want is mentee achieve higher height and will there expose the hidden secrets of professional success of the job to him. Bandura (1997) provided explanation and prediction that with the right mentor as models, training and development of the less experienced teachers will assimilate easier and faster there by increasing the productivity level of a mentee in an educational system.

A good mentor should possess, experience, one who is credible, and willing to guide a mentee. He or she should be a person that can be approachable, accessible, supportive, and encouraging. Joyce and Calhoun (2010) asserted that a staff that is experienced and acts as a peer coach to teachers who have little experience or no experience is expected to carry out the following activities:

- **Companionship:** This is done by discussing areas that are of common interest, ideas, problems and success stories, to enable a bond between both parties;
- **Technical feedback:** This deals a drawing up of a lesson plan and observations in class;
- **Analysis of application:** This helps to integrate what happens or what works as part of the beginning teachers' repertoire;
- **Adaptation:** This helps the beginning teacher adapt to a particular situation;
- **Personal facilitation:** This is done by helping the teacher feel good about self after trying new strategies.

This confirms the fact that mentoring is a powerful personal development and empowerment tool, as it is no doubt an effective and reliable way of helping people to progress in their careers by realizing their potentials. It is therefore, a form of helping relationship based upon mutual trust and respect because of psychological support provided to the mentee by the mentor (Oladipo et al., 2016).

Conference and Effective Administration

A conference is a meeting of bodies in a particular area of human endeavor with the view of looking at a specific issue for its positive enhancement through different contributions from professional individuals for the betterment of society at large. In practical, papers are often presented by persons of knowledgeable profound exposure to a subject and discussion follows the presentation. In conference, people contribute and learn from personal growth and development. A conference that its participants are teachers can broaden their professional horizons and the participants, team spirit in that gathering. Staff can perform better in their work with a better and improved motivation by training them and when staff are well equipped with materials that will aid their teaching, attendance of in-service training programmes, equips the staff with better management skills that is needed for effective interaction with the students, and their fellow colleagues.

These trainings act as motivators to teachers and also give them a sense of belonging. It builds moral and confidence in a teacher in respect to his job. Training staff both academic and non-academic, inspires within them the spirit of lifelong learning of new ways of technology. Abonyi (2007) asserted that employee training will bring about staff retentions and will also attract better talents into the organization. Training helps staff to stay abreast with the trending technology and gain also innovative ideas on classroom issues. It also builds staff communication skills.

Staff development programmes allow staff know and help maintain effective administration in school organization. This in turn brings about improvement in the academic performance of students and management (Nwachukwu, 2002). Oguntimehin et al. (2001) identified the following functions of employees training in organization as; increase productivity, improve the quality of work, improves skills, knowledge, understanding and attitude; enhance the use of tools and machines; reduce waste, accidents, turn over, lateness absenteeism and other over-head cases, eliminates obsolescence in skills, technologies methods, products and capital management

Need for Training

Training is the act of increasing the knowledge and skills of an employee for performing a particular job. The major outcome of training is learning. A trainee learns new habits, refined skills and useful knowledge during the training that helps him improve performance. Training enables an employee to do his present job more efficiently and prepare himself for a higher-level job. The essential features of training may be stated thus:

Training is Needed to Serve the Following Purpose:

- To guide newly recruited staff perform their tasks effectively. Instruction's guidance and coaching help them to handle jobs proficiently without any wastage.
- It equips existing staff for higher level duties or job upgrade (promotions)
- It helps to keep Existing employees abreast of the latest development in job operations. In the face of rapid technological changes, this is of absolute necessity.
- Training is required when a staff moves from one job to another (in form of transfer).

- After training the employee can change job quickly, improve his performance levels and achieve career goals comfortably.
- Training aids the ability of a staff to be mobile and versatile. They can be placed on various jobs depending on organizational needs.
- Training is needed to bridge the gap between what the staff has and what the job demands. Training is needed to make employees more productive and useful in the long run.

Training often has been referred to as teaching specific skills and behavior. Examples of training are learning to sew effectively a particular fabric design or to have and to have accuracy in typing. It is usually reserved for people who have to be brought up to performing level in some specific skills. The skills are almost always behavioral and distinct from conceptual or intellectual.

Development in contrast is considered to be more general than training and more oriented to individual needs in addition to organizational needs and it is most often aimed toward management people. Usually, the intent of development is to provide knowledge and understanding and that they enable people to carry out non-technical organizational functions more effectively such as problem solving, decision making and relating to people. Thus, training is meant for operatives, and tries to improve a specific skill relating to a job. Training is a one-shot deal; whereas development is an ongoing continuous process. The scope of training is on individuals' staff. Training is mostly the result of initiatives taken by the management. It is the result of some outside motivation. Training seeks to meet the current requirements of the job and the individual. In other words, training is a reactive process and focuses on the personal growth of the employees.

Models of Training Staff: Steps, transitional and instructional system development model

The three models of training are:

- System model;
- Transitional model;
- Instructional system development model

The system model consists of five phases. And is a model that should be repeated on regular basis to make further improvements. A training aims at actualizing employees(lecturers) performance towards their work efficiently.

TRAINING:

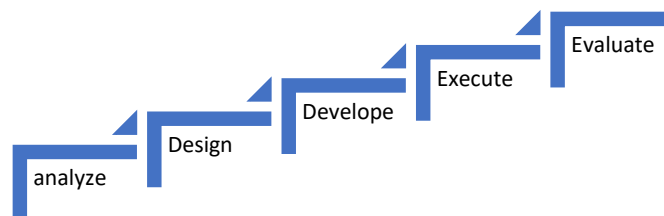


Figure 1: System model for training by Chand Smirit (2009).

The following steps are involved in system model of training are as follows:

- **Analysis and Identification:** This stage involves the process of analyzing and identifying the training needs. The department, duties, employees' requirement, persons that really the training, what training is needed to learn, etc. The next step is to develop a performance measure on the basis of which actual performance would be evaluated.
- **Designing:** Programs are designed and provided to meet identified needs. This step requires developing objectives of training, identifying the learning steps, sequencing and structuring the contents
- **Developing:** In this phase, its required to list the activities that will be involved in the training program that will assist the participants learn, select delivery method, examine training materials and validate information to be imparted to make sure it accomplishes all goals and objectives.
- **Implementation:** in this stage training is carried out.it is the hardest step because one mistake can lead to failure of the whole training programme.
- **Evaluation:** This phase deals with feedback, finding out the effect of training and amending any previous stages in order to remedy or improve failure practices.

Transitional Model:

This model focuses on the organization as a whole. The outer loop describes the vision, mission and values of the organization on the basis of which training model i.e., inner loop is executed.

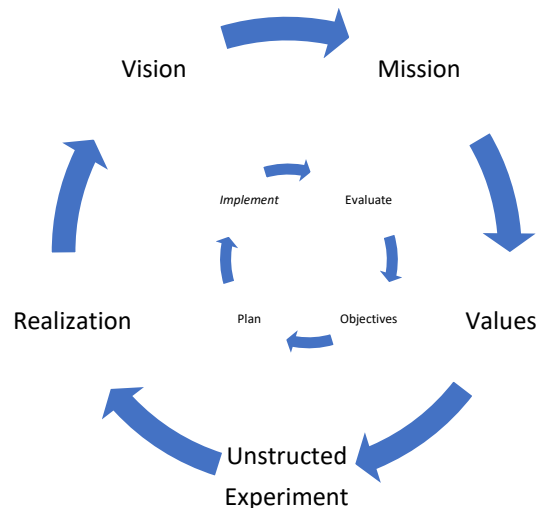


Figure 2: Transitional Model for Training by Chan Smirit (2009)

- **Vision:** Vision has its focus on the milestones that the organization aims to achieve after the defined point of time. A vision statement tells where the institute sees itself a few years into the future. Often times a vision may include setting role models, etc.
- **Mission:** This explains the reason for the institution's existence. It identifies the position in the community. The reason for developing a mission statement is to motivate, inspire,

and inform the employees regarding the institute. The mission statement tells how the institute would like to be seen by the public, students, and other stakeholders.

- **Values:** Values is the translation of vision and mission into communicable ideas. Here deeply held values of the institution are reflected, and this value may include social responsibility, excellent inter relationship etc.

Instructional System Development Model:

Instructional system development model is made to answer training problems. This model is widely used often in organizations due to its relevant with training needs on the job performance. Training objectives are defined in respect to job responsibility and job description and it is based on these objectives that individual's progress is measured. The model also helps to determine and develop the best strategies, sequencing the types of training objectives to be achieved.

The instructional model comprises of five stages namely:

- **Analysis:** This phase deals with training need assessment, job analysis, and target audience analysis.
- **Planning:** This phase consists of setting goals of learning outcome, instructional objectives that measures behaviour of the participates after training has occurred, types of training materials, media selection, method of evaluating the trainee, trainer and the training program, strategies to impart knowledge (selection of content, sequencing of content, etc.)
- **Development:** This phase translates design decisions into training materials.it consist of developing course materials for the trainer including handouts, workbooks, visual aids, demonstration props etc. course materials for trainee including handout summary.
- **Execution:** This phase mostly focuses on the logistical arrangement, such as arranging speakers, equipment's, chairs, tables, feeding facilities, projector, lighting, and other training facilities.
- **Evaluation:** This stage makes sure that the training program has achieved its proposed aim in terms of subsequent work performance. This stage consists of identifying the strengths and the weaknesses and making necessary amendments to any of the previous stages in order to remedy or improve failure practices.

Importance of Staff Training for Effective Administration

Employees training and development programs are essential to the success of business worldwide. Not only do these programs offer opportunities for staff to improve their skills, but also to enhance their productivity and improve the institutions they are employed into:

- Training provides opportunity and broad structure for the development of staff technical and behavioural skills in an institute.it helps employee attain personal growth.
- Training increases the job knowledge and skills of employee at each level .it helps expand the horizons of human intelligence and an overall personality of the employee.
- Training increases the productivity of the employees that help the institution further achieve their long-time goals.

- Training helps to inculcate the sense of team work, team spirit and inter team collaboration, it helps to inculcate zeal to learn within employees.
- Training builds a positive perception and feeling about the organization.
- Training and development help to reduce employee turnover. Considering the cost prospect of employee turnover, institutes are seeking ways to keep employees on board.
- Training enhances employees' performance, since the employee is exposed to new skills, knowledge, styles or methods of carrying out an assigned duty.
- Training instills confidence in an employee, known what should be done and knowing how to do it successfully without supervision makes an employee satisfied.
- It helps improve upon the quality of work and work life.
- It helps create a healthy work environment; it helps build good employee relationship so individual goals align with organizational goals.
- It improves on health and safety of the institutions thereby preventing obsolescence.
- It creates a better cooperate image.
- It leads to improved profitability and more positive attitude towards profit orientation.
- Training one's staff aid institutional development, example the institution gets more effective decision making and problem solving.
- Training helps to develop leadership skills, motivation, loyalty, better attitudes, and other aspects that successful staff and managers usually display.

Training aims at developing knowledge and skills of staff as per the requirements of the job and eliminate performance problems (Surbhi, 2015). According to Tzafirir (2005), training is an important element in producing the human capital. It provides employees with the skills, abilities and knowledge required by the post (Danvila del Valle et al., 2009).

The Benefits of Staff Training

- Acquisition and improvement of knowledge– skills and attitudes towards work-related tasks;
- High morale, staff who receive training have increased confidence and motivations;
- Lower cost of production– training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
- Lower turnover– training brings a sense of security at the workplace, which in turn reduces labour turnover and absenteeism is avoided;
- Change management– training helps to manage change by increasing the understanding and achievement of employees in the change process and also provides the skills and abilities needed to adjust to new situation;
- Provision of recognition, enhancement of responsibility and possibility of increased pay and promotion;
- Help to improve the availability and quality of staff (Cole, 2001).

Compensation and benefits is another element of training which involves the designing and implementation of individuals' and organisations' pay and benefits schemes. Its practices vary across organisations and places. It is vital to both staff and management (administrators). For

example, compensation decisions influence the employers' ability to compete for employees in the labour market (Gerhart et al., 1992; Barry, Harvey & Ray, 1994). Most of the benefits of training are easily attained when training is planned. This means that the organisation's trainers and trainees ought to be and are prepared very well for training, such that they would have been trained in advance. Planned training is the deliberate intervention that is aimed at achieving the learning necessary for improved job performance (Kenney & Reid, 1986). Further, planned training, according to them, comprise the following steps:

- Identifying and defining training needs;
- Defining the learning required in terms of what skills and knowledge to be learnt and the attitudes that need be changed;
- Defining the training objectives;
- Planning training programmes to meet the needs and objectives by using right combination for training techniques and locations;
- Deciding who provides the training;
- Evaluating the training;
- Amending and extending training as necessary.

Ways of Improving Staff Training

Learn more about your employees by communicating with them in order to provide them with learning opportunities that are most relevant to their needs, managers must first understand the needs and goals of their employees. Asking questions in a relaxed setting is a great way to this as it lets employees express their opinions and communicate openly.

This can be done through informal one-on-one meetings with each team member. Use this time as an opportunity to check in on their progress, the projects they are working on, the challenges they may be facing, what they like and dislike about their roles, and what are the skills they're interested in developing. Some employees may be hesitant to speak freely at first, so its suggested that the should be started with conversation with a series of non-work-related questions to get the conversation going and encourage them to open up. Some of the questions to be asked could include:

- How are things with you outside of work?
- What did you get up to this weekend?
- What do you enjoy doing during your time off?
- What are some of your personal goals?

During this exchange, it is expected that the superiors (heads) should remember to also share some information about their self to level the playing field and give their employees a chance to see them beyond the role as their manager and build a connection then slowly segue into asking them more about their roles within the company, their responsibilities and the areas they like to grow in the following questions below could help foster employee better understanding on their levels of engagement as well as career aspirations:

- When last did you feel you accomplished something?
- What motivates you to come in to work daily?

- What do you like most about your job?
- What are some of the challenges you are facing?
- What are the resources you need to succeed in your role?
- Do you feel like you're advancing and learning new things in your current role?
- Are there any projects, roles, or responsibilities in the company that interest you?
- Are there any new things you are interested in working on that you haven't had a chance to explore?
- Out of the skills you already possess, what are the ones you'd like to develop?
- Are there any new skills you're interested in cultivating?
- Is there anything you'd like to talk about with me that I haven't addressed yet?

During these sessions, listen attentively and aim to understand and reflect on what your employees are saying rather than waiting for your chance to speak.

The above questions help management take actionable measures to give your employees the necessary tools they need to succeed in their roles and become more involved to create deeper connections within their team and the organization.

Use on-the-job training can help employees develop the skills they are interested in

Classroom-style training builds a solid foundation but can quickly lose its effectiveness if it isn't applied regularly. Instead, it is recommended that managers create "learning moments" out of daily workplace responsibilities and encounters. Engaging employees in this way is key to helping them step outside their comfort zones, practice, and build confidence." For example, imagine that you have an employee who is great at research and data analysis but struggles with nerves when presenting their findings in front of large groups and key stakeholders. This can be used to create a "learning moment".

You could take the time to revise and go over their slides with them or create mock presentation sessions for them to work on their delivery. This not only allows them to practice and improve their confidence in a safe environment but the next time they have to present to a bigger group, they will be more prepared and at ease.

On-the-job learning experiences such as these allow employees to discover and utilise the tools they need to grow in their jobs on their own terms while having access to guidance from more experienced colleagues.

For managers, it allows them to implement customised training for their employees and effectively address areas of concern instead of taking a general approach that may not be relevant to all team members.

Improve employee learning objectives with Bloom's Taxonomy

Originally developed in 1956, Bloom's Taxonomy is a learning model developed by Benjamin Bloom and a group of collaborators used to categorise educational goals. Today, while it is still widely used in the education field, it has also become an indispensable tool in e-learning and workplace training.

Within the realm of employee development, Bloom's Taxonomy is valuable as it allows trainers and mentors to identify the stages employees must go through to learn new things and making it easier for course developers to design more effective training programmes. The most

efficient way to apply Blooms Taxonomy in a workplace with various departments and unique learning requirements would be to:

- Identify four employee skill levels
- Define the objectives based on employee skill levels and knowledge gaps
During this process, the best method for content delivery will be unearthed.

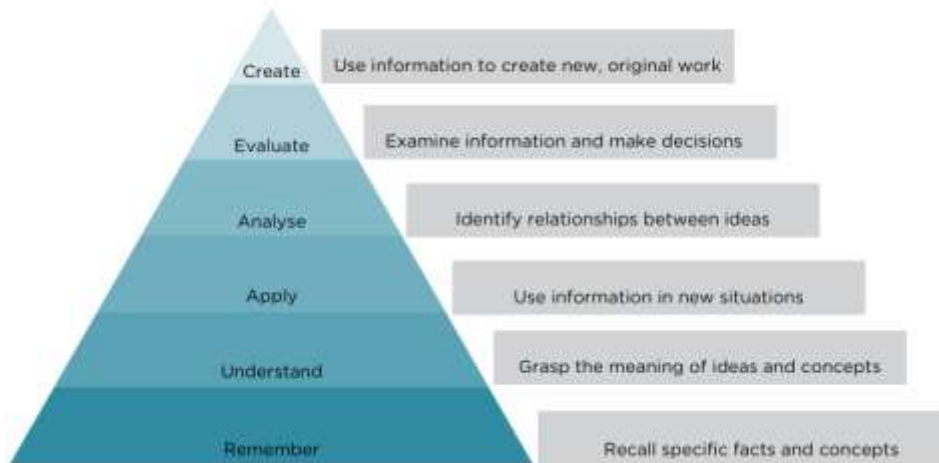


Figure 3: Bloom's Taxonomy by Benjamin Bloom (1956)

Match learning experiences to your employees' needs

Institutions should not always assume when making training programs that all their employees have the same learning needs. However, there are many variables that shape their preferences and reception to training. These might include level of experience, length of tenure, work ethic, and career motivations. Managers also need to remember that the workforce now comprises of five generations - all of which have different values, goals and learning styles. Companies should ensure that these differences are recognised at every stage of the learning process.

It is also imperative to consider the role of technology and the level of expertise your employees have when interacting with it. For example, your new employees and Millennial team members might have no trouble navigating a sophisticated e-learning platform whereas, your older employees may need a little bit more guidance. This is why Annice Joseph, Senior HR Director of the Global Diversity & Inclusion Office at SAP believed that an agile approach to training is key to unlocking successful learning.

In addition to learning being a continuous process, it is also important to be agile when accommodating all learning styles. To be successful, organisations need to create environments where people can un-learn, learn and re-learn. For example, newest employees should receive a self-driven, interactive onboarding app (very different than a traditional classroom learning setting). In some cases, offers a combination of e-learning and face-to-face instruction to ensure onboarding is respectful and inclusive of all generations.

Provide regular and constructive feedback

Clear and constructive feedback is essential during employee training and development. Excepted that managers should have a strategy to ensure that feedback is communicated effectively. Criticism should be constructive. It should Aim to provide suggestions and solutions instead of simply highlighting areas of weakness. Wherever it's applicable, incorporate data and concrete numbers into your feedback strategy. This helps employees to accurately measure their performance, highlight specific strengths, and identify areas that need improvement.

Primarily used as a development tool, the 360-feedback model is used to provide information about a subject's work competencies, behavior and working relationships. Its strengths lie in its ability to provide more thorough feedback due to the wide variety of sources used, its reduced likelihood for discrimination and bias, as well as its ability to unearth procedural issues that can impede employee development.



Figure 4: The 360 Feedback Model

The goal at this stage should be to provide your team with the ability to reflect on their actions and encourage individual employee growth. Be patient and take the time to address both their successes and shortcomings without judgment.

You can also ensure that your employees put their newly learned skills by working with them to devise an action plan to track their performance and chart their growth at a pace that is comfortable for them.

Employer/ Employees capacity

Employee training and development can be a complex and time-consuming project, especially in large teams, it is expected to be careful and approach it in gradual steps to avoid overload on yourself as well as your employees.

Before the implementation takes place the capacity of institute to provide the training programs, and know how involved do management want to be and how much support are management is willing or able to give based on employees own set of responsibilities? .Do you want to handle training internally and have it distributed amongst senior leaders and management, or would you rather outsource your training programs?

Setting realistic expectations for yourself is just as important to the success of your training program so make sure to evaluate your capacity for delivery before coming to a decision. Know what is urgent to do it now, decide what is not urgent and schedule a time to do it, delegate people do carry out the responsibility, and finally eliminate it.

The same way employee growth comes with time and continuous learning, the implementation process must also be refined over time for it to truly shine. For leaders who take the time to develop their training and development as well as create a culture of learning and open communication, not only will they see their employees evolve, they will also find greater success in engaging and retaining them.

CONCLUSION

Training among staff is inevitable in any modern organisational set-up. It is indeed a crucial tool for the survival of every organisation. Competition among organisations is a serious key factor to consider because of the growing number of innovative products or services. In order for organisations to achieve their overall objectives, it is essential for organisations to apply training in their broad activities to attain organisational goals and mission. Employers need to pay serious attention and apply all the resources allocated within their budget for training and development for this crucial exercise, to enhance the performance of the organisation as well as the workers for smooth co-existence in the organisation.

Staff training has been identified by various scholars and anchors to be very crucial to an organization and its effectiveness. In the light of the above, organizations are therefore encouraged to train and develop their staff to the fullest advantage in order to enhance the effectiveness. As training reduces the work of the manager in terms of close supervision it also improves the drive, initiative and quality of work of the employees thus assist them to be more committed to achieving the goals and objectives of the organization and this has the tendency of enhancing effectiveness among workers within the organization. However, for any organization to succeed, training and re-training of all staff in form of workshops, conferences and seminars should be vigorously pursued and made compulsory.

Suggestions

- Intensive training should be offered to members of staff on regular basis in order to achieve the objectives of the assembly.
- School Management should focus more on innovative training and development issues for employees to perform better.
- Management should set up a special fund from the district assembly common fund for training and development.
- Management must ensure that the organization identify the knowledge and skills required to meet its goals and take steps to hire qualified trainers with requisite skills to take employees through the training programmes for better understanding.

- Finally, it is recommended that Management of tertiary institutes should organise on and off training sections for the members of staff.

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