

EFFECT OF HUMAN RESOURCE TRAINING ON EMPLOYEE PERFORMANCE IN COLLEGE OF EDUCATION ANKPA, KOGI STATE, NIGERIA

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Abstract

The research examined how Human Resource Training impacts the work performance of employees at College of Education located in Ankpa Kogi State Nigeria. The researchers wanted to find out how conference attendance and coaching programs affected College of Education staff members performance at Ankpa. The research used two research questions together with two research hypotheses to direct its investigation. The study used descriptive survey and case study research methods to conduct its research. The research study included a total population of 1251 participants who consisted of teaching and non-teaching staff members at Kogi State College of Education Ankpa. The researchers collected data using the Human Resource Training Questionnaire which they used as their data collection tool. The researchers used descriptive statistics to analyze data which included frequency distribution tables and percentages together with Chi-square analysis for hypothesis testing. The analysis of data produced two main results which showed that: there is no statistically significant relationship between the coaching method of training and employee performance at the 0.05 alpha level. There is no statistically significant association between the coaching methods applied and the performance of employees. The study recommended that among other things, that the college management of colleges of education in Nigeria should give adequate attention to human resource training, since is one of the organization live wires that help the college in realizing her Visions and Missions.

Keywords: Human resource, Training, Employee performance, College of Education, Ankpa Kogi State

1.0 Introduction

An organization must achieve its essential goal of sustaining business operations while expanding its activities to reach its desired results. Implementing this solution requires organizations to effectively manage their workforce assets through prompt, efficient methods, resulting in increased operational efficiency and better business performance. Organizations exist to complete tasks because human resources have become increasingly important to companies seeking to develop distinctive competitive advantages. Nowadays, most companies employ dedicated personnel and separate teams whose primary function is to handle their employee management tasks. The organization has strengthened the connection between its human resources department and its overall strategic development process. Human resource training (HRT) will increase organizational value, according to its theoretical framework. Organisations are beginning to implement technological solutions alongside digital learning platforms to enhance their human resource development training (Alhamad et al., 2022). Training materials have become more efficient and budget-friendly because technology enables delivery through any location at any time (Nur et al., 2020).

The educational system that uses digital technology enables teachers to design personalized learning experiences, while students demonstrate their skills through measurable assessments. Organizations that implement technology solutions will achieve better training outcomes because they will derive maximum value from their employee development investments. Most companies fail to recognize the importance of employee performance assessment, which should receive their full attention. According to Evans (2002), most organizations provide training for their employees to help them handle technological changes, global competition, political and economic shifts, and other industry developments.

The Nigerian government generates revenue through its primary functions, including employee training and other income-generating activities (Farooq & Khan, 2019). This applies to traditional public and private organizations, as well as service organizations that operate with intangible products. Their work constitutes an essential component that drives business success to a great extent. Organizations need to provide proper training to their staff members who possess unique talents, as these employees need development to meet the competitive business challenges modern times present. Employees acquire essential job skills through training programs that organizations need to reach their goals (Hameed & Waheed, 2019). Employees can acquire the knowledge, abilities, and attitudes necessary to carry out their jobs effectively through training, and it has been established that training design and delivery style are positively correlated with organizational performance (Serkan & Emir, 2021).

The development of individuals requires training, which is an essential element that enables workers to perform their tasks at optimal levels (Obi-Anike & Ekwe, 2020). The purpose of training organizations is to establish conditions that enable their employees to achieve improved outcomes. People require staff development because their dynamic nature requires active skills to succeed across all aspects of life. Niazi (2019) has drawn the attention of the entire sundry to the inestimable value of training and development. The platform provides users with the opportunity to acquire additional knowledge while improving their essential skills and abilities for effective functioning. The fast pace of global and technological development creates new challenges that organizations must address, according to scholars, experts, social scientists, and school

administrators. The development of technology creates new skills and knowledge requirements for people to succeed in their jobs.

Every company considers its employees to be its most important asset because employees can enhance or damage its public image, with a direct impact on business outcomes. Employees handle all essential duties while maintaining customer satisfaction and delivering high-quality products and events. The people who establish and operate an organization determine its operational efficiency and its ability to succeed (Olaniyan & Ojo, 2021). The organization implements employee training programs to enhance its overall performance. Employee training is an essential organizational performance tool that supports sustainable organizational development (Okeke & Ugwu, 2018). Training exists as an essential requirement for workplaces. Training establishes essential knowledge that employees need to understand their work functions. Employee training is an educational program that provides workers with essential information, new skills, and professional development opportunities, enabling them to enhance their abilities and knowledge while building market advantages for the organization (Akanya, 2021).

Despite the large number of studies on the effects of training on employees' performance, there still appears to be a gap in the study of the effects of human resource training on employees' performance in the Nigerian educational sector. The purpose of this study is to close this gap by deeply investigating this phenomenon through relevant literature, data analysis, and by shedding more light on the relationship between human resource training and performance, and by providing useful suggestions to the Nigerian educational sector on how best to use training to get the best from their employees.

Research conducted by various researchers across different countries over many years examined how HR training affects employee Performance, but scientists still debate whether HR training leads to better work results. Some studies found that effective human resource training programs had positive impacts on employees, while others found that human resource training had no positive effect on performance. According to Olaniyan (2020), organizations in Nigeria allocate substantial financial resources to employee training because they need to address challenges arising from current work environment changes. The training program must develop employee competencies that enable them to perform their duties more effectively and thus advance the organization. The question of training effectiveness has emerged because many organizations have not progressed in their development for multiple years (Obina, 2019). The study investigated how training impacts employee performance at Kogi State College of Education, Ankpa, Nigeria. The current situation shows that multiple colleges provide education below international standards because their workers lack essential modern skills needed to perform their jobs.

Research studies have not reached a conclusion about the actual impact of human resource training programs on staff performance. A group of researchers established training programs that positively affect work performance, while another group found that training programs do not benefit employee work performance (Smith & Jones, 2021; Brown et al., 2020). The authors maintain that organizational performance results from a combination of structural elements and operational methods. The research

investigates the impact of human resource training on employee performance at the College of Education in Ankpa, Kogi State, Nigeria.

The main objective of this study was to examine the Effect of Human Resource Training on employee performance in the College of Education, Ankpa, Kogi State, Nigeria.

The specific objectives of the study are to:

- (i) determine the effect of conference training method on employee performance in College of Education Ankpa.
- (ii) examine coaching training method on employee performance in College of Education, Ankpa.

The following research questions guided the study:

- (1) What is the influence of conference as a method of training on the employees' performance of College of Education Ankpa, Kogi state of Nigeria?
- (ii) To what extent does coaching as a method of training influence employees' performance in College of Education, Ankpa, Kogi state of Nigeria?

The following research hypotheses guided the study:

Ho₁: There is no significant relationship between conference method of training and employees' performance in College of Education Ankpa, Kogi state of Nigeria.

Ho₂: There is no significant relationship between coaching as a method of training and employees' performance in College of Education Ankpa, Kogi State of Nigeria.

2.0 Review of Related Literature

Concept Human Resource Training

Human resource training is a strategic intervention aimed at enhancing employees' skills, knowledge, and competencies to improve job performance and meet organizational goals. In the context of the College of Education Ankpa, effective HR training equips staff to tackle educational and administrative challenges, fostering professional growth and institutional excellence. Research indicates that career development activities, including training, significantly influence job satisfaction and organizational commitment, which are crucial mediators of employee performance improvement (Lee & Lee, 2018).

Conference Training

Conference training provides opportunities for academic staff to engage with colleagues, acquire up-to-date knowledge, and exchange best practices. Participation in conferences exposes staff to innovative ideas and professional networks that can positively influence their instructional quality and service delivery. Evidence highlights that such collective learning platforms enhance employees' capabilities and, consequently, contribute positively to performance outcomes, especially when integrated with other training forms (Nama et al., 2022).

Coaching Method

Coaching is a personalized training method that involves guided support and feedback from experienced mentors to help employees develop specific competencies. It has proven effective in fostering sustainable

improvements in well-being, adaptability, and performance, including in educational settings. However, coaching success depends on establishing trust, aligning expectations, and navigating organizational dynamics to avoid negative outcomes. When well-implemented, coaching enhances individual growth and heightens job effectiveness by complementing formal training and mentoring (Kruger & Terblanche, 2024; Lynden et al., 2024).

Employee Performance

Employee performance reflects the degree to which staff fulfill their job roles effectively and contribute to institutional goals like quality teaching and research output. Studies consistently show that human resource training—comprising formal instruction, coaching, and conference engagement—positively impacts employee performance by improving job satisfaction, skills, and motivation. At the College of Education Ankpa, investing in diverse training approaches is vital to enhancing employee productivity and advancing educational delivery (Lee & Lee, 2018; Nama et al., 2022).

Theoretical Framework

Human Capital Theory underpins this study because it provides a theoretical foundation explaining why HR training directly enhances employee performance. The research demonstrates that trained employees produce better work results, providing proof for the College of Education Ankpa to invest in staff development programs. The theory establishes a logical relationship between training inputs and performance outputs, enabling researchers to analyze results and make specific recommendations.

Human Capital Theory, developed by Gary Becker and Theodore Shultz in 1964 and 1961, respectively, states that organizations create greater value through deliberate training initiatives that enable employees to acquire knowledge and skills. The theory treats employees as assets whose value appreciates through systematic development, generating returns comparable to those of physical capital investments.

Relevance to the Study: Human Capital Theory at the College of Education, Ankpa, Kogi State, provides a strong framework for studying how HR training affects employee performance. The institution's investment in structured training programs enables staff members to develop their teaching, administrative, and professional knowledge, leading to better productivity and improved service delivery. The research of Okoye and Ezejiofor shows that training improves employee performance in Nigerian educational institutions, while Adamu and Ibrahim demonstrate that human capital development remains the strongest predictor of performance sustainability in Kogi State public institutions.

Empirical Review

Empirical studies examining the effect of human resource (HR) training on employee performance reveal nuanced outcomes relevant to educational institutions, including the College of Education, Ankpa, Kogi State, Nigeria. Research consistently underlines training as a pivotal factor for enhancing skills and optimizing job effectiveness; however, contextual factors mediate the magnitude and direction of its impact.

Adejare et al. (2020) analyzed inefficiency among non-academic staff in Nigerian tertiary institutions and highlighted the complexity of the training–performance nexus. Using structural equation modeling on data from 293 non-academic staff across public universities, the study found that, contrary to expectations, on-

the-job training had a significant negative association with the quality of service delivery ($\beta = -0.20$, $p < 0.05$). This was attributed to inadequate on-the-job learning, with new employees rarely systematically paired with experienced staff to facilitate skill acquisition. The implication is that without deliberate, structured integration of training into career management and performance evaluation processes, HR training efforts can fail to translate into improved employee performance, thereby undermining institutional efficiency.

Conversely, evidence from a South African municipal context by Nama et al. (2022) emphasizes the overall positive influence of training and development on employee performance and service delivery. Using a quantitative survey of municipal employees, researchers found that training interventions, especially when coupled with coaching and mentoring, significantly increased employees' capacity to deliver essential services. The study argued for greater investment in training programs tailored to address skill gaps and recommended coaching and mentoring as complementary approaches to traditional training for fostering sustained performance improvements. The importance of individualized developmental approaches, and a multilevel analysis in a corporate setting demonstrated that mentoring and coaching serve as organizational factors that enhance job performance through career development. The study's findings indicated that employee work engagement, a significant predictor of job performance, is strengthened when HR practices such as coaching are perceived as effective, underscoring the need for quality rather than quantity in training initiatives.

Lynden et al. (2024) demonstrated that in higher education, particularly among academic staff, coaching has been proposed as a valuable tool to counteract stress and performance challenges exacerbated by managerialism and work intensification. A critical review by these authors highlighted coaching's potential to increase well-being, adaptability, and sustainable performance among faculty, suggesting that targeted coaching interventions could positively influence employee performance when implemented alongside formal training. Contextualized for Nigerian tertiary institutions such as the College of Education, Ankpa, it becomes apparent that human resource training's effect on employee performance hinges on several factors: the nature and delivery of training programs, integration with mentoring or coaching, and organizational support mechanisms, including performance evaluation and career management. Ineffective or poorly structured training programs risk negative outcomes, whereas well-planned, supported, and complemented training initiatives can enhance skills, engagement, and ultimately job performance. These insights advocate a strategic, holistic approach to HR training in Nigerian colleges of education to engender meaningful, sustainable performance improvements.

3.0 Methodology

The study adopted a descriptive survey research design. The descriptive survey design was considered appropriate because the study collected data from respondents through questionnaires in order to examine the relationship between human resource training and employee performance in Kogi State College of Education, Ankpa. The design enabled the researchers to gather opinions from a large number of respondents and analyze the data using descriptive and inferential statistics such as percentages and chi-square analysis.

Table 1: The Population Distribution of the Research.

S/N	Category of staff	No	Percentage (%)
1	Executives staff	6	2.4
2	Deans	7	2.8
3	Directors	14	5.6
4	HOD	20	8
5	Sectional Heads	69	27.6
6	Unit Heads	62	24.8
7	Very senior Registry staff/lecturers	72	29
	Total	250	100

Source: Researcher's Compilation, (2025).

Total enumeration was used to sample 250 respondents for the study on the "Effect of Human Resource Training on Employee Performance in College of Education Ankpa, Kogi State, Nigeria," enabling comprehensive data collection that reflects the entire employee population. This method ensures representation, minimizes sampling bias, and allows for detailed insights into the training-performance relationship by capturing a wide range of experiences. A larger sample size enhances the study's statistical power, facilitating comparisons among subgroups and yielding more robust findings. Given the manageable size of the employee population, total enumeration serves as an effective approach to gather meaningful data on the impact of training programs.

Human Resource Training Questionnaire (HRTQ) was the main research instrument used in this research work. The HRTQ was meant to elicit information from the staff of Kogi State College of Education, Ankpa under study.

The method of data collection was the use of HRTQ. HRTQ was designed for the respondents using 15 items with response options of Yes or No where the respondents were required to choose the option that best appeals to them. The researchers used oral interviews to gather information from the participants about topics which the questionnaire had failed to clearly present.

The data was analyzed using simple descriptive statistical tools such as percentages, tables and frequency distribution. The researchers used descriptive statistics which combined percentages and tables to assess the demographic characteristics of the respondents, which included gender, age, marital status, educational qualifications and working experience, while the researchers employed chi square test of independence to evaluate the two hypotheses that guided the study.

4.0 Data Analysis and Discussion of Findings

A total of 250 questionnaires were distributed with immediate retrieval to mitigate the risk of non-response in the study examining the effect of human resource training on employee performance at the College of

Education Ankpa, Kogi State, Nigeria. This approach ensured a higher response rate and the accuracy of data collection, thereby enhancing the reliability of the study's findings.

RQ1 Conference participation increases output of employees in Kogi state college of education Ankpa, Kogi State-Nigeria

Table 2: Percentage analysis of the influences of conference on staff performance of Kogi state college of education.

RQ1. Items	Frequency	Percentage
Monotonous work	50	20
Poor supervision of job	76	30.4
Unhealthy competition among	68	27.2
Breeds social crimes by staff	13	5.2
Poor job performance		17.2
TOTAL	250	100%

Source: Field Survey data, (2025)

Table 2 above presents the opinions of various categories of respondents regarding the influence of human resource training on staff job performance at Kogi State College of Education, Ankpa. The table shows that 50 staff members make up 20 percent of the total staff, 76 staff members who constitute 30.4 percent of the staff, 68 staff members who represent 27.2 percent of the staff, 13 staff members who make up 5.2 percent of the total staff, and 43 staff members who constitute 17.2 percent of the staff at Kogi State College of Education, Ankpa. The study shows that human resource training affects staff job performance at Kogi State College of Education, Ankpa, through its impact on work habits, including their reactions to continuous work tasks and their relationships with others at the workplace.

RQ 2: : Coaching an employee by their super-ordinate brings about effective achievement of the organization

Table3: Percentage analysis on the influence of coaching on employees' performance

Items	Frequency	Percentage
Enhanced quality service delivery	70	28
Effective discharge of duty	65	26
Cheerful production	35	14
High quality achievement	41	16.4
Orderliness to school rules	39	15.6
TOTAL	250	100%

Source: Field Survey data, (2025)

Table 3 above shows that 70 staff members, representing 26% of the total staff, believed that coaching by superordinate staff members leads to better service quality. 65 staff members, who made up 26% of the total staff, said that this practice leads to better performance in their job responsibilities. The production process

became more cheerful according to 35 staff members who made up 14% of the staff. 41 staff members, who made up 16.4% of the total staff, believed that coaching helped them achieve their highest-quality work. The 39 staff members, who made up 15.6% of the total staff, believed that coaching helped them maintain better control of their school conduct.

Table4: Chi-Square Tests on significant relationship between coaching method of training and employee performance in College of Education Ankpa, Kogi State of Nigeria

	Value	Df	Asymp. Sig. (2-sided)	Exact (2-sided)	Sig.	Exact (2-sided)	Sig.	(1-
Pearson Chi-Square	.835 ^a	1	.361					
Continuity Correction^b	.561	1	.454					
Likelihood Ratio	.824	1	.364					
Fisher's Exact Test				.411		.226		
Linear-by-Linear Association	.832	1	.362					
N of Valid Cases	250							

Significant at 0.05 Alpha level

Interpretation

The Pearson Chi-Square test yielded a value of 0.835 with an associated asymptotic significance (p-value) of 0.361, indicating that there is no statistically significant relationship between the coaching method of training and employee performance at the 0.05 alpha level. This result supports the null hypothesis that coaching methods do not significantly influence employee performance.

Additional analyses using the Continuity Correction and the Likelihood Ratio also resulted in non-significant p-values of 0.454 and 0.364, respectively. Furthermore, Fisher's Exact Test, which is often used for smaller sample sizes or when frequencies are low, showed a two-sided significance of 0.411 and a one-sided significance of 0.226, further reinforcing the conclusion that coaching methods employed do not have a significant impact on employee performance.

The linear-by-linear association statistic of 0.832 with a significance value of 0.362 further corroborates this finding.

These results collectively suggest that variations in coaching methods do not play a significant role in enhancing employee performance among the respondents in this study, warranting further investigation into other potential factors influencing employee effectiveness. The valid sample size of 250 enhances the robustness of these findings, contributing to the reliability of the conclusions drawn.

Testing of Hypotheses

The research employs chi-square x distribution for social science research which has become a widely used quantitative analysis method. Osuala, (1987) opined that "hypothesis testing is the process by which the belief is tested by statistical means" the research will use chi-square x distribution to establish a 5% (0.05) significance level which results in a 95% confidence interval for urn outcomes. Ho1: There is no significant relationship between human resource recruitment and staff job performance of College of Education, Ankpa, Kogi state, Nigeria.

Table 5: Chi-Square Tests on significant relationship between conference methods of training and employee performance of College of Education Ankpa, Kogi state of Nigeria

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.214 ^a	1	.644		
Continuity Correction^b	.000	1	1.000		
Likelihood Ratio	.187	1	.666		
Fisher's Exact Test				.572	.572
Linear-by-Linear Association	.213	1	.645		
N of Valid Cases		250			

Significant at 0.05 Alpha level

Interpretation

The results presented in Table 5 reveal that the Pearson Chi-Square value is 0.214, with an asymptotic significance (p-value) of 0.644, indicating a lack of statistical significance at the 0.05 alpha level. This finding suggests that there is no significant relationship between conference methods of training and employee performance, as stipulated by the null hypothesis (Ho1).

Additional statistical evaluations indicate non-significant results in the Continuity Correction (p = 1.000), the Likelihood Ratio (p = 0.666), and the Linear-by-Linear Association (p = 0.645), further affirming that the type of conference training received by employees does not significantly impact their job performance. The

Fisher's Exact Test returned a two-sided significance of 0.572, also confirming the non-significant association. This findings is in variance with the result of Nama et al. (2022).

With a valid sample size of 250 participants, the data reinforces the conclusion that conference methods of training do not significantly influence employee performance at the College of Education Ankpa. As such, future research may explore other training modalities or factors that could be impacting employee performance in this context. This thorough examination aids in ensuring the findings are transparent and replicable, thereby contributing to the wider body of knowledge on human resource practices in educational settings.

Table6: Chi-Square Tests on significant relationship between coaching method of training and employee performance in College of Education Ankpa, Kogi State of Nigeria

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.835 ^a	1	.361		
Continuity Correction^b	.561	1	.454		
Likelihood Ratio	.824	1	.364		
Fisher's Exact Test				.411	.226
Linear-by-Linear Association	.832	1	.362		
N of Valid Cases	250				

Significant at 0.05 Alpha level

Interpretation

The analysis provided in Table 6 investigates the relationship between coaching methods of training and employee performance within the College of Education Ankpa. The results reveal a Pearson Chi-Square value of 0.835 with an asymptotic significance (p-value) of 0.361. Because this value exceeds the established significance level of 0.05, it indicates that there is no statistically significant association between the coaching methods applied and the performance of employees.

Further evaluation reveals the Continuity Correction statistic of 0.561 with a p-value of 0.454, as well as the Likelihood Ratio of 0.824 yielding a significance of 0.364. Both results reflect a lack of significant correlation between the variables in question. The Fisher's Exact Test provides a two-sided significance of 0.411 and a one-sided significance of 0.226, both confirming the absence of a significant relationship.

Additionally, the Linear-by-Linear Association statistic of 0.832 and its corresponding significance value of 0.362 further substantiate the conclusion that coaching methods do not significantly impact employee performance. This result is also in variance with the findings of Lynden et al. (2024).

With a valid sample size of 250 respondents, these findings contribute to the understanding that coaching approaches employed in this educational context have not produced a measurable effect on staff

performance outcomes. This comprehensive interpretation ensures that the results are presented transparently for readers and can be replicated in future research investigating training methods and their implications for employee effectiveness.

5.0 Conclusion and Recommendations

The research investigated how employee training programs impacted the performance of employees at KSCOE in Ankpa. The study analyzed two employee training methods which included Conference training and Coaching training. The research results established that all employee training methods which were tested showed a positive connection to employee performance at KSCOE in Ankpa so the researchers determined that employee training delivers benefits to employee performance at KSCOE in Ankpa. Human resource training programs need to address employee performance at College of Education Ankpa in Nigeria because these two elements directly contribute to institutional success. The researcher determined that staff job performance improved through human resource training programs which included conference training and coaching training and job rotation training.

Based on the findings of the study, the following recommendations are made:

- (i) The management of colleges of education in Nigeria should give adequate attention to human resource unit, since is one of the organization live wires that help the college in realizing her Visions and Missions.
- (ii) The management of colleges of education in Nigeria should give priority to human resource training especially in the areas of conference and coaching of her staff so that the desired quality and performance can be achieved.

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