

HUMAN RESOURCE TRAINING AND EMPLOYEES PERFORMANCE IN PORT HARCOURT POLYTECHNIC, RUMUOLA, RIVERS STATE, NIGERIA

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ABSTRACT

Our study examined the relationship between human resource training and employee performance in Port Harcourt Polytechnic. Other objectives of the study are to examine the relationship between human resource training, productivity and efficiency of the employees of Port Harcourt Polytechnic; and to examine the relationship between human resources training, quality and innovation of the employees of Port Harcourt Polytechnic. Two null hypotheses were raised to guide the study. The concepts of human resource training, and employee performance were reviewed. The time frame for the study was 2010 – 2021. Human capital theory was used as the theoretical frame work of analysis. Primary and secondary data were used to achieve the objectives of the study. The study applied simple percentage and Pearson's Product Moment Correlation (PPMC) as the scientific tool to analyse the primary data and test the hypotheses. Content analysis was used to analyse the qualitative data. The two null hypotheses of the study were rejected, and the study findings proved among others that there is a significant relationship between training, productivity and efficiency of the employees of Port Harcourt Polytechnic; and there is a significant relationship between human resource training and quality and innovation of the employees of Port Harcourt Polytechnic. To that effect, the study recommends among others that Port Harcourt Polytechnic should encourage both internal and external human resource training for the employees; that the employees should be sponsored to training programmes, funds and other logistics should be provided for the staff to enable them participate in training programmes as strategies to improve human resource training with the view of enhancing employees productivity and performance in Port Harcourt Polytechnic.

Keywords- Human resource training, employees performance, quality, innovation productivity.

Introduction

The goal of every organisation is to maximise its productivity and enhance its performance, using the available resources, including human resource at its disposal. This is accomplished when the available human resource of the organisation has the capacity to manage other resources of the organisation to achieve the expected productivity and organisational task through training. Port Harcourt Polytechnic as a state educational organisation, is not out of this focus, and therefore uses the creativity of its human resource to drive its policy objectives to achieve better performance. Port Harcourt Polytechnic is owned by Rivers State Government. In accordance with Rivers State Government Law No. 4, 2016, the objectives of the polytechnic are primarily to provide courses of instruction and training in science, technology, environmental sciences, management, communication and such other fields of learning as the Polytechnic may from time to time determine, while keeping in mind at all times the technical and scientific manpower requirements of the state in particular, and the needs of the Federation in general (RVSG, 2016).

The principal goal of the Port Harcourt Polytechnic is to train and develop middle and high capacity manpower as graduates in different fields of study to meet the human capital needs of the society. These objectives need to be achieved to ascertain the effective performance of the institution. In pursuit of its objectives, the polytechnic use the available manpower at its employment, often regarded as the Port Harcourt Polytechnic employees to translate its policy objectives to reality. The Port Harcourt Polytechnic employees are classified into two basic groups, namely “teaching” and “non- teaching staff”. The teaching staff carry out the academic objectives through teaching and research; and non-teaching staff carry out the administrative objectives of the Port Harcourt Polytechnic. In doing these, the staff require basic skill and knowledge to carry out their duties and ensure that the Polytechnic achieve its goals. Then, the caliber of available human resource is important to Port Harcourt Polytechnic, hence, human resource training become the approach to ensure that the staff acquire the needed skill and knowledge to function maximally, and accomplish the organisational tasks. Heathfield (2019) adds that human resource training and development is the framework for assisting workers in developing their personal and organisational skills, knowledge, and talents in order to perform successfully in the organisation. Aguinis and Kraiger (2009), as well as Bell et al (2017) argued that human resource training is a holistic approach that focuses on enhancing the performance of organisations and the people who work in such organisations. Human resource training and development creates immediate and future changes in the organisation for organisational effectiveness. This is realised through organised instructions for the organisational staff on the job requirements. This implies that human resource training in Port Harcourt Polytechnic is the process of the Port Harcourt Polytechnic staff to acquire the basic job skill and knowledge needed for them to carry out their duties in the institution to achieve the polytechnic objectives.

Zakaria and Yusoff (2011) identified the human resource of every organisation as the basic resource of the organisation and see them as the stock of productive skills and knowledge embodied in labour, and are tangible in nature. This makes the human resource, otherwise known as the employees, staff or manpower of the organisation to be strategic in the organisation and perhaps the most critical resource the organisation owns. This is because the human resource is the human capital of the organisation that motivates the organisational

competence. Organisations including Port Harcourt Polytechnic do not make or implement policies by itself, but it is the available human resource of the organisation that make and implement policies for the organisation, as well as allocate the organisational human, financial and physical resources to achieve the organisational goals (Ulrich & Lake, 1991). To that effect, Barney (1991); and Barney (1995) argue that organisations depend on the organisational employees' skill and knowledge to drive its objectives, and could achieve same when adequate human resource management policies and practices such as human resource training and development are applied in the organisation.

According to Tahir et al (2014: p. 86) "human resource training is vital and strategic to organisational growth and development, as it creates opportunity for planned learning experiences that teaches the organisational employees how to perform their current and future tasks in the organisation". This makes human resource training necessary in Port Harcourt Polytechnic, with the view of empowering the Polytechnic staff with the needed skill and knowledge to carry out their designated job schedule and achieve the policy objectives of the institution. The implication is that the training prepares Port Harcourt Polytechnic staff with the basic skill and capacity to perform their duties better, and invariably to enhance the staff performance for the overall good of the Port Harcourt Polytechnic. To Khan et al (2011), human resource training is not negotiable in any organisation, if the organisation is set to achieve its objectives. Human resource training becomes the right investment of the organization on its staff, who will translate the goals of the organisation to reality.

As a resource, the employees are the basic assets of the organisation used to transform the abstract ideas of the organisation to reality and objectively. Organisations, including Port Harcourt Polytechnic requires competent manpower with the right job skill and knowledge to function effectively and achieve its policy objectives. This could be achieved through carrying out regular effective staff training in the institution. Such training and development for the staff will enable the staff acquire the needed skill, competence and knowledge to compete favourably with others in the committee of academic institutions in Nigeria and beyond. This training and development is meant for all cadre of staff, both senior and junior staff; and teaching and non-teaching staff in all departments and units of the Polytechnic, and is needed to activate the potentials of the staff, as some of them were recruited into the Port Harcourt Polytechnic service without adequate skill and knowledge of the job, while some need to update their skill and knowledge regularly to meet the contemporary needs of the institution. No wonder, Yusufu (2000) added that some staff are not adequately equipped and knowledgeable about the job at the point of entry into the organisation; and therefore require training and development on contemporary skill and knowledge of the job to guarantee effective performance of the staff in particular and the organisation at large. In other words, employee performance and productivity would not be enhanced when there is no human resource training. This explains the fact that some staff in Port Harcourt Polytechnic are not adequately skilled and knowledgeable about their duties in the institution, and therefore human resource training becomes the possible option for them to acquire the required skill and knowledge.

Hence, as suggested by both Kearney (2010) and Kehinde and Oladayo (2008), employee training should be an ongoing process of learning new skills and information to improve the

overall performance of the organization's workforce. Human resource training becomes a planned process to modify the employees' attitude, behaviour and skill towards enhancing their performance to ensure that the organisation has advantage over other similar organisations. This is why Wanous and Reichers (2000) stated that human resource training is aimed at improving the employee productivity and sustainability in the economy. Human resource training yields higher productivity for both the staff and the organisation, and accounts for the employee performance. Workplace performance is complex, and its components include factors such as efficacy, economy, productivity, quality, and behaviour. As a result, performance might be either tangible or behavioural (Gbeja, 1983). Drucker (1964) states that an employee's performance is defined as the capacity to consistently generate outcomes over a lengthy period of time and in a range of tasks. The process of carrying out or executing an activity, task, or objective is noted as performance (Weir, 2018). Consequently, employee performance is the capacity of the employee to do the anticipated job that has been allocated to them. Although, experts contends that ability is not the same as performance or results/outputs (Kerman & Durham, 2009). In the manufacturing industry, productivity refers to the efficiency with which goods are produced. Employee productivity, on the other hand, is a measure of output per unit of input in the economic sense. It is the ratio of net sales to the total number of workers (Rohan & Madhumita, 2012). It will be possible to assess the employee productivity of an economy as a whole or of an industry in this way, and this will lead to the overall sustainability of an organisation. This is made possible, however, by the ongoing training and development of staff. However, Oni-Ojo et al (2014) explained that the organisation benefits more if the employees are adequately trained and developed, and accounts for higher performance of the employee in particular and by extension the organisation as a whole including Port Harcourt Polytechnic. Arguably, the rate of training determines the employees' performance, and the rate of the employees' performance determines to a large extent the organisational performance, as well as the Port Harcourt Polytechnic performance. Objectively, it is imperative for Port Harcourt Polytechnic to embark on regular training for its staff to enable them adapt to the administrative dynamics and global best administrative practices in the institution.

On that note, Port Harcourt Polytechnic employee performance is expressed within the context of the employees' productivity, efficiency, effectiveness, economy, earning capacity, profitability, innovation and competitiveness among other institutions of higher learning in Nigeria and beyond. For this study, employee performance is viewed from the perspective of Port Harcourt Polytechnic as staff behaviour – input and output in relation to the organisational objective. Also, employee performance is explained as the staff output (productivity) when compared to the policy objective of the institution. Although, Lebas (1995), and Whooley (1996) see performance as a subjective and interpretative term in the organisation, as is dependent on the capacity of available manpower in terms of their skill and knowledge to carry out the organisational tasks.

Consequently, it is important to conduct training activities for the Port Harcourt Polytechnic employees on regular basis to prepare the polytechnic staff for today's job challenges; and the job innovations for tomorrow. The human resource training could take different strategies at different times. At whatever strategy, the Port Harcourt Polytechnic staff need to be trained to enhance their performance, as well as the overall Port Harcourt Polytechnic performance.

To that effect, this study focuses on examining the relationship between human resource training and employee performance in Port Harcourt Polytechnic.

Research Questions

- i. What is the relationship between internal human resource training and employee productivity and efficiency in Port Harcourt Polytechnic?
- ii. What is the relationship between internal human resource training and employee quality of work and innovation in Port Harcourt Polytechnic?

Objectives of the study

The central objective of this study is to examine the relationship between human resource training and employee performance in Port Harcourt Polytechnic. The specific objectives are to;

- i. examine the relationship between human resources internal training and employee productivity and efficiency in Port Harcourt Polytechnic
- ii. examine the relationship between human resources internal training and employee quality of work and innovation in Port Harcourt Polytechnic.

Research Hypotheses

The study tends to raise the following research hypotheses to guide the study;

- i. There is no significant relationship between internal human resources training and employee productivity and efficiency in Port Harcourt Polytechnic.
- ii. There is no significant relationship between internal human resources training and employee quality of work and innovation in Port Harcourt Polytechnic.

Literature Review

Human Resource Training

For the purposes of this research, the concepts of human resource training and human resource development is utilised interchangeably, and the concepts is examined in order to promote a better understanding of the study and the attainment of the study's goals. Human resource development was first established as a concept in 1969 by Leonard Nadler, who presented his findings at the Miami conference of the American Society of training and development in 1969. In his argument, Nadler (1969) stated that various scholars have different explanations on the subject of human resource development, hence, the need to have an acceptable definition of the concept of human resource development to enhance a better understanding of it. This encourages Lee (2001), Ruona (2002), and Samson (2008) to state that the concept of human resource development has faced challenges in its explanation as either a field of study or professional area of practice. Human resource development has attracted the attention of many scholars and therefore need a clear and acceptable definition. To Kareem (2017), human resource development is a relatively new area of professional practise and academic study. Human resource development has emerged as the fastest growing sector of management development over the last two decades as a result of organisations' high level of interest in the face of intense competition and change in the business environment. Nadler (1969) is credited with being the first researcher to define human resource development as a series of related acts carried out over a certain period of time in order to effect behavioural changes in participants. The above definition has a lacuna, as it could not expressly explain

whose behaviour it is to be changed based on the newly acquired skill and knowledge, and at where, for what purpose. This study considers it necessary to state that the behavioural change is in area of change in behaviour of employees who under take the staff development programme, which perhaps models the behaviour of the giving staff to suit the job requirement and organisational needs. In their different studies, Mittal (2013), and Koreem (2019) explained that human resource training is not only for the staff, as it has advanced to the level of more and complete approach in training the knowledge of the individuals (staff) and innovative in the organisational potential. This implies that the human resource training is beneficial to both the staff and the organisation. According to Heatfield (2019, p. 9) "human resource development is the framework for helping employees develops their personal and organisational skill, knowledge and abilities." As a framework, human resource development implies the various means of acquiring new knowledge and skill, and enhancing the staff potential to carry out the given tasks in the organisation. This makes human resource development important and necessary if the organisation must achieve its policy objectives. Quartey (2012) argues that human resource development prepares the staff with new skill and knowledge to improve their productivity, leading to greater competitive advantage of the organisation. This competitive advantage is explained as repositioning of the organisation for improved performance among committee of equals and similar organisation.

Similarly, Swanson (2001) defined human resource training as the process of establishing human expertise via personal training and development with the goal of enhancing performance for the aim of increasing productivity. Human resource training is concerned with the process through which employees learn new skills and information, with the goal of improving overall performance. However, the above did not explain or identify who would benefit from the newly learned talent or how their performance will increase as a result of it. Is it the performance of the employees or the performance of the organisation that is the result of training and development?

Similarly, Rao (1985) views human resource training as a continuous process through which organisations gain access to the skills, abilities, and knowledge of human capital in order to productively enable employees to possess the necessary skills to meet current and future job requirements within the organisation. Accordingly, Wang et al. (2017) define human resource training as a long- or short-term process capable of developing adult work-related knowledge, expertise, productivity, and satisfaction, whether for individual or group/team gain, or for the benefit of an organisation, community, nation, or ultimately the entire human race. The above views explain human resource development as a process, meaning the strategy or acceptable procedure for the staff to acquire skill and knowledge in the organisation such as Port Harcourt Polytechnic. Although, human resource development could be either short term or long term, but the central focus is that human resource development is all about acquiring skill and knowledge for better productivity in the organisation.

Some scholars argue that human resource of the organisation is the human capital of the organisation, and therefore see human capital development as same as human resource development in organisational context. The human resource is the capital base of the organisation on account of the fact that organisation's employees are the major resource and capital of the organisation. As a capital, the human resource needs development for the

purpose of effective operations in the organisation. According to Onah (2015.p.187), "human capital development is the accumulation of skills, knowledge, and personality characteristics shown in the capacity to execute labour education and experience." Human capital development is the process through which an organization's distinctive character is developed via the expansion of its personnel's intelligence, skills, and experience. Onah (2015) continues by defining human capital development as a process that entails training, education, and other professional activities aimed at increasing an employee's level of knowledge, skills, abilities, values, and social assets, which ultimately results in increased employee satisfaction and performance. Onah (2015) describes human capital development as a process that includes training, education, and other professional activities aimed at increasing an employee's level of knowledge, skills, talents, values, and social assets, which results in increased performance. Significantly, the preceding revealed that human capital development promotes employee contentment on the work and performance as a consequence of the training gained over time.

Scholars, including Katou (2019) accept the fact that the principal aim of human resource training is to improve performance of both the employees and the organisation through acquisition of basic skill and capacity to carry out the scheduled job. This makes human resource training to be considered as a plan step or action towards facilitating the staff skill and knowledge for a better behaviour of the staff in the organisation (Raza, 2014). This implies that human resource development is first to enable the staff acquire the needed job skill and knowledge, and secondly to model the staff behaviour towards enhancing the staff performance on the job. This suggests that enhancing the staff performance is equal to enhancing the organisation's performance. Obviously, embarking on human resource training in Port Harcourt Polytechnic interprets that the staff of the polytechnic will be equipped through the process of acquiring the necessary skill and capacity to carry out their duties effectively in the institution, there by motivating the staff to perform better and clearly to improve the employee performance of the polytechnic. The improvement here is addressed from the point of performing better than before in terms of achieving the polytechnic policy objectives as academic institution.

Meaning and Purpose of Employee Performance

Employee performance is often measured in terms of outcomes, and as a result, it has garnered the attention of both scholars and industry practitioners, who have offered a variety of definitions and interpretations. Employees' performance is assessed against the organization's performance standards, (Nassazi, 2013). Employee performance is measured against a number of different measures, including productivity, efficiency, effectiveness, quality, and profitability. Profitability is defined as the ability to earn profits indefinitely. It is determined using the gross profit-to-sales ratio or the rate of return on invested capital (Wood &Stangster, 2002). On the other hand, efficiency refers to the ability to accomplish goals or objectives with the fewest available resources, while effectiveness refers to the capacity of employees to accomplish such goals or objectives. The term "productivity" refers to the ratio of output to input (Stoner et al., 1995). It is a euphemism for the process through which an individual, an organisation, or an industry converts raw materials into commodities and services. The amount of output produced per unit of resource used. The term "quality" refers to the attribute of products or services that displays their ability to satisfy declared or implied requirements

(Kotler & Armstrong, 2002). It is quickly improving its ability to provide higher-quality products and services at a lower price (Wood & Stangster, 2002).

This demonstrates the importance of human resource managers establishing the desired level of performance for each time period. This may be achieved in part by creating goals and criteria for evaluating individual performance.

Organizations may ensure that their employees contribute to the development of high-quality products and/or services by implementing an employee performance management procedure.

In the case of Port Harcourt Polytechnic, the polytechnic's administration must guarantee that the institution provides high-quality services that result in record-breaking graduation rates, on-time delivery of lectures and classes, and so on. Nassazi (2013) advised, however, that performance management activities should include those things that guarantee that organisational objectives are continuously accomplished in an effective and efficient way.

Performance management may be used to evaluate an individual's performance, the performance of a department, or the procedures that result in the creation of a product or service. Employees who are content with their employment perform better and hence retain their positions longer than those who are unsatisfied with their jobs, resulting in increased employee performance, and management finds it relatively simple to inspire top performers to meet firm objectives (Kinicki & Kreitner, 2007). As a result of the above, it is suggested that staff training is critical for enhancing performance and productivity. This results in organisations being better positioned to compete and maintain their leadership positions. Thus, a clear distinction between organisations that teach their personnel and those that do not may be recognised. Earlier research has shown the presence of clear impacts of training and development on employee performance. While some research concentrated on individual performance (Harrison 2000; Purcell et al., 2003; Nassazi, 2013), others concentrated on organisational performance (Guest 1997; Swart et al., 2005). Both are connected in some manner, and employee performance is a function of organisational performance, as employee performance has an effect on overall organisational performance (Appiah, 2010; Harrison, 2005). Wright and Geroy (2001) discovered that successful training programmes improve staff capabilities. It consequently promotes not only the employees' total performance in order to do their present duties efficiently, but also the workers' knowledge, abilities, and attitude essential for future positions, so contributing to greater organisational performance (Nassazi, 2013).

Theoretical Framework

This study adopts human capital theory as its theoretical framework of analysis. The emergence of human capital as a concept in management dates back to the time of Adam Smith, as identified in his study. Smith (1771) contended that the development of... skills via... education, study, or apprenticeship has a real cost, namely capital in (a) person. Those abilities (are) a component of his riches, as well as the fortune of society. Adam Smith was among the first researchers to define people (labour) as capital, either as individuals or as employees in an organisation; and to explain the utility of labour for both the person and the organisation.

The usefulness of the labour is clarified within the framework of the skill such labour possesses in production of goods and services in the organisation. Ever since, different scholars at different times have giving different explanations to the concept of human capital. Among such scholars are Fisher (1897); Schuitz (1961); and Piguio (1912), who considered labour (staff) as the living and basic capital of the organisation, capable of sustaining the organisation. As a theory, human capital theory was popularised in 1950s and 1960s by Mincer (1958); Becker (1964); Schultz (1961; and Becker (1962). According to Almendarez (2011, p.7) “human capital theory rest on the assumption that formal education is highly instrumental and necessary to improve the staff capacity and skill for productivity in the organisation, as educated staff are classified as productive staff in the organisation” The above explanation indicates that human capital theory centres on education, usually, formal education as the basis for acquiring skill and knowledge. The skill and knowledge is for the purpose of improving the staff productivity and efficiency in the organisation. Psacharopoulos and Woodhall (1997) stated that the provision of formal education is an investment in human capital, and is necessary for higher productivity. On that perspective, human capital theory sees education as an investment of the organisation.. This suggests that human capital theory adopts training and development as a functional model for organisational staff to learn the needed skill for effective functioning of the staff in the organisation, including Port Harcourt Polytechnic. Similarly, according to Becker (2002:p.7) “human capital theory sees investment in education and training of people as the right investment to enable such people, usually organisational staff to acquire more skill and knowledge to enhance their productivity, and by extension to enhance the organisational productivity” This makes human capital theory to see training and development as a strategic tool and important measure to increase staff skill and knowledge for effective performance of both the staff and the organisation. Hatch and Dyer (2004) adopted the above views and added that human capital development as an investment every organisation must have for its staff to prepare the staff for today and tomorrow success of the organisation. Although, Acemoglu and Author (2009) opined that the human resource-training is not only an investment, but a motivational factor that propels the staff to perform better in the organisation.

This theory is used to analyse the contributions and importance of education in the process of staff skill acquisition in Port Harcourt Polytechnic and its contributions to the employees’ performance. The importance of education as a strategy of human resource training cannot be over emphasised, hence, this study sees education as a training strategy and means of Port Harcourt Polytechnic staff to acquire skill and knowledge as to enable them use the skill and knowledge to perform better in the polytechnic. Human capital theory emphasises on investment on staff through education, as to ensure that the staff work effectively to achieve the organisational objectives. Port Harcourt Polytechnic as an academic institution has defined objectives to achieve, which is summarily identified as teaching, research and learning to development of middle and high capacity manpower as graduates of National Diploma (ND) and Higher National Diploma (HND) disciplines. These objectives can only be achieved when there are capable staff of the polytechnic to carry out the institutional responsibilities and implement its policy objectives. In pursuit of its mandate, Port Harcourt Polytechnic uses the staff in its service to carry out its policy objectives. Such staff are within the academic and non-academic cadre, with different academic and socio-cultural orientation, and therefore

calls for proper education and re-orientation to enable them acquire the needed skill and knowledge to carry out the polytechnic jobs adequately.

Methodology

For this study, the data is collected from both primary and secondary sources on issues of human resource training and employee performance in Port Harcourt Polytechnic, Port Harcourt, Rivers State. The population of this study is drawn from the entire academic and non-academic staff of Port Harcourt Polytechnic, numbering. The entire number of Port Harcourt Polytechnic staff is six hundred and six (606), numbering two hundred and eighty-three (283) (academic staff); and three hundred and twenty-three (323) (non-academic staff) (Office of the Registrar, 2019a). From the entire staff, the sample population for the study is drawn.

The study used Taro Yamene's statistical formula to derive its sample size from the total population.

$$\text{Sample size} \quad S = \frac{N}{1+N \times e^2}$$

Key

S = sample size

N = Total population

1 = Constant

e² = margin error or error margin which is 0.05²

$$S = \frac{606}{1 + 606 \times 0.05^2}$$

$$S = \frac{606}{1 + 606 \times 0.0025}$$

$$S = \frac{606}{1 + 1.515}$$

$$S = \frac{606}{2.515}$$

$$S = 241$$

Sample size = 241

Applying the above statistical formula, the researcher derived the sample size of 241 persons from the total population of 606 employees of Port Harcourt Polytechnic. Also, the sample size was categorized into two, made up of 104 academic staff and 137 non-academic staff of the institution.

The respondents' replies to the questionnaire questions were tabulated. We analysed the frequency distributions of respondents' replies to each questionnaire item using simple percentage and percentage frequency distributions. The primary data generated from the respondent's responses were analyzed with the use of statistical tables based on the four-point Likert rating scale as Undecided (U =0), Strongly Disagreed (S.D =1), Disagree (D =2), Agree (A =3), Strongly Agree (A = 4)

Additionally, Pearson's Product Moment Correlation Coefficient (PPMC) was utilised to assess the study's hypotheses, and secondary data were analysed using content analysis.

Background Information on Port Harcourt Polytechnic

Port Harcourt Polytechnic started in 1977 as School of Basic Studies, which was established by the Federal Government of Nigeria. The School of Basic Studies was established in Rivers State among other states identified as educationally disadvantage state in the country to run O’level and remedial programmes for candidates with deficiency in their West African Examination Council (WAEC). The then School of Basic Studies was relocated to take –over the former premises of the Federal Government College, which is now the permanent site of the school at Rumuola; the then School of Basic Studies.

In 1992, the then Military Governor of Rivers State, Governor Godwin Ewang transformed the then School of Basic Studies to Rivers State College of Arts and Science, with an additional mandate of introducing and offering National Diploma Courses to the college in addition to its earlier mandate. Significantly, the Rivers State College of Arts and Science was transformed formally to a polytechnic and to bear the name “Port Harcourt Polytechnic” with effect from 16th July, 2016 when the visitor and Governor of Rivers State, His Excellency, Governor NyesomWike signed the bill into law establishing the Port Harcourt Polytechnic, Rumuola, with Dr Samuel B. Kalagbor appointed as the pioneer Rector of the Port Harcourt Polytechnic, Rumuola, and Senator Meaba Lee as the pioneer Chairman of the Governing Council of the Port Harcourt Polytechnic, Rumuola. Both the Rector and the Chairman of the Governing Council are currently serving their tenures. Although, the visitor and governor of the state, Governor NyesomWike announced the change of the name of the polytechnic from Port Harcourt Polytechnic, Rumuola to Captain Elechi Amadi Polytechnic, Rumuola. The legal process for the change of the name of the Port Harcourt Polytechnic to Captain Elechi Amadi Polytechnic is still in the process, and whenever the bill is signed into law, the polytechnic will be known and addressed as Captain Elechi Amadi Polytechnic, Rumuola.

Port Harcourt Polytechnic has eight (8) functional schools, housing twenty-two (22) departments. The polytechnic also has twelve (12) functional directorates and many units under the directorates. The Port Harcourt Polytechnic is currently offering National Diploma and Higher National Diploma programmes, with a total of 606 staff (academic and non-academic inclusive (Office of the Registrar, 2019b)

Data Presentation and Analysis

Table 1: Questionnaire Distribution and Response Rate

Questionnaire Distributed	Percentage of Distributed	Questionnaire Retrieved	Percentage of Retrieved	Questionnaire Not Retrieved	Percentage of Not Retrieved
241	100%	188	78%	53	22%

Source: Field Report 2021

From table 1 above, a total of two hundred (241) copies of the research questionnaire were distributed by the researcher in line with the objectives of the study. Out of the 241 copies, 188 copies were retrieved successfully, representing 78% of the total copies of questionnaire and used to generate data for the study. The researcher could not retrieve 53 copies of the questionnaire, representing, 22% of the total copies of the questionnaire, and therefore could

not use the 53 copies as source of data for the study. The researcher analysed the data given in the questionnaire in this section. This data was analysed in two ways. The demographic data of the respondents were analysed first, and then the data pertaining to the study's subject matter were analysed in tables.

Responses to Research Questions and Questionnaire Analysis

Research Question One: What is the relationship between internal human resource training and employee productivity and efficiency in Port Harcourt Polytechnic? To answer research question one, seven (7) structured questionnaire items, numbering 1 – 7 on issues of internal human resources training and employees productivity and performance in Port Harcourt Polytechnic were used to generate answers to research question one. The respondents' responses on the subject matter are presented in a tabular and simple percentage frequency in table 2 below.

Table 2: Internal human resources training and employees productivity and performance in Port Harcourt Polytechnic							
S/N	Opinions	U(0)	S.D(1)	D(2)	A(3)	S.A (4)	Total
1	In-house training of staff enhance staff productivity	5	8	25	37	113	188
2	Could mentorship programme as a form of in-house training enhance the productivity level of the employees			25	38	125	188
4	Provision of regular orientation programme for staff to be acquainted with the mission and objectives of the school could lead to increased performance of the staff			13	25	150	188
5	On boarding training of academic and non academic staff could enhance productivity and quality of work done			13	37	138	188
6	Provision of technical training such as use of ICT could enhance the time management of the staff in the Polytechnic.			13	45	130	188
7	Provision of continuous Internal training could enhance overall productivity and performance of the employees			15	38	135	188
	Total	5	8	104	220	791	1128
	Total Weight	0X5 = 0	8X1 = 8	104X2= 208	220X3 = 660	791X4= 3164	4040
	Percentage (%)	0	8/4040 X 100 = 0.2%	5.2%	16.3%	78.3%	100%

Source: Field Work, 2021

From the table 2 above, out of the total weighting of 4040 of all respondents obtained, 78.3% of the respondents indicated strongly agree to the questionnaire issues raised in table 4. 2 above, 16.3% indicated agreed, 5.2 % of respondents were of disagree and 0.2% of strongly disagree respectively, only five respondents were undecided on the responses. This proves that greater percent of the total number of respondents agreed and strongly agreed that there is a strong relationship between internal human resource training and employees' productivity and performance in Port Harcourt Polytechnic, and therefore internal human resource training has impact on employees' productivity and performance in Port Harcourt Polytechnic. These response in table 4.12 above provide answers to research question one of the study.

Research Question Two: What is the relationship between internal human resource training and employee quality of work and innovation in Port Harcourt Polytechnic? To answer research question two, six (6) structured questionnaire items, numbering 1 – 6 on issues of internal human resource training and employee quality of work and innovation in Port Harcourt Polytechnic were used to generate answers to the question. The respondents' responses on the subject matter are presented in a tabular and simple percentage frequency in table 3 below.

Table 3. Internal human resource training and employee quality of work and innovation in Port Harcourt Polytechnic?

S/N	Opinions	U(0)	S.D(1)	D(2)	A(3)	S.A (4)	Total
1	On-the job training enhances workers job experience in the organisation			25	88	75	188
2	On board training of academic and non academic staff enhances innovation and quality of work			13	88	87	188
3	Staff orientation and technical training could enhance innovation and quality of work	5	7	13	38	125	188
4	Human resource training could enhance teaching and learning, leading better quality of students.	0	0	38	50	100	188
5	Mentorship training encourages staff administrative skill and innovation	12	0	13	38	125	188
6	Staff training motivates the staff and enhances their quality of output in the organisation.		7	13	80	88	188
	Total	17	14	115	382	600	1128
	Total Weight	0X17 = 0	14X1= 14	115X2 =230	382X3= 1146	600X4 =2400	3790
	Percentage (%)	0	0.4	6.1	30.2	63.3	100%

Source: Field Work, 2021

From the table 3 above, of the total weighting of 3790 scored by the 188 respondents, 63.3% indicated strongly agree to the questions asked, 30.2% indicated agree, 6.1% of respondents were of the disagree and less than 1% (0.4%) of strongly disagree respectively, whilst 0% were undecided on their responses. The above finding shows that internal human resource training has relationship with employees’ quality of work and innovation in Port Harcourt Polytechnic. This is observed from the result of above table, which proves that greater percent of the total respondents agree and strongly agreed that internal human resource training has impact on the quality of work and innovation of the employees of Port Harcourt Polytechnic. The respondents responses in table 3 above answers the research question two.

Test of Hypotheses

This section deals with the testing of the various hypotheses using Pearson’s Correlation Coefficient analysis. The null hypotheses were tested using SPSS version 21.0, the test analysis is stated below:

Hypothesis one: H0: There is no significant relationship between internal human resource training and employee productivity and efficiency in Port Harcourt Polytechnic.

Decision Rule: Accept null hypothesis if calculated F value is less than tabulated (critical) value.

Table 4: Pearson’s Correlations for hypothesis One

		INT	PRE
INT	Pearson Correlation	1	.895**
	Sig. (2-tailed)		.000
	N	188	188
PRE	Pearson Correlation	.895**	1
	Sig. (2-tailed)	.000	
	N	188	188

** . Correlation is significant at the 0.01 level (2-tailed).

(Source: SPSS Output of data,2021)

From the table above, the positive and large value of r (0.895**) indicates that there is a strong correlation between human resource internal training and productivity and efficiency of the employees of Port Harcourt Polytechnic, and correlation is significant at 0.01 level. Since the p – value (= 0.000) is less than the level of significance (alpha) (0.05), we therefore reject the null hypothesis and conclude that there is a significant relationship between internal human resource training and productivity and efficiency of the employees of Port Harcourt Polytechnic. This finding proves that internal human resource training has significant impact on productivity and efficiency of the employees of Port Harcourt Polytechnic.

Hypothesis Two

H0: There is no significant relationship between internal human resource training and employee quality of work and innovation in Port Harcourt Polytechnic.

Table 5: Pearson’s Correlations for hypothesis two

		INT	QIN
INT	Pearson Correlation	1	.803**
	Sig. (2-tailed)		.000
	N	188	188
QIN	Pearson Correlation	.803**	1
	Sig. (2-tailed)	.000	
	N	188	188

** . Correlation is significant at the 0.01 level (2-tailed).

(Source: SPSS Output of data, 2021)

From the table 4.17, the positive and large value of r (0.803**) indicates that there is a strong correlation between human resources internal training and quality of work and innovation of the employees of Port Harcourt Polytechnic, and the correlation is significant at 0.01 level. Since the p – value (= 0.000) is less than the level of significance (α) (0.05), we therefore reject the null hypothesis and conclude that there is a significant relationship between internal human resource training and quality of work and innovation of the employees of Port Harcourt Polytechnic. This result proves that internal human resource training has significant impact on the quality of work and innovation of the employees of Port Harcourt Polytechnic.

Discussion of Findings

Based on the results obtained, it is observed that offering of human resource training has significant relationships with employee performance in Port Harcourt Polytechnic. This therefore implies that the regular and effective training given to employees would enhance their productivity as well lead to overall performance of the institution that will be evident in the quality of graduates produced. In other words, regular and effective human resource training both internal and external, will lead to employee performance that will be seen in terms of improved productivity and efficiency, quality and innovation by the employees.

With respect to hypothesis one which says that there is no significant relationship between internal human resource training and productivity and efficiency of the employees of Port Harcourt Polytechnic, using value of r (0.895**) and P - level of 0.000 in table 4. above, the alternate was accepted as there is a significant relationship between internal human resource training and productivity and efficiency of the employees of Port Harcourt Polytechnic. The result shows that 90% of the changes in employee performance in terms of productivity and efficiency is accounted for by the internal human resources training given to employees of the institution. In other words, the study proved that there is a significant relationship between internal human resource training and productivity and efficiency of the employees of Port Harcourt Polytechnic. This finding proves that internal human resource training has significant impact on productivity and efficiency of the employees of Port Harcourt Polytechnic. This implies that effective and regular internal human resource training, when

given to employees will lead to increased productivity and efficiency in service delivery of the employees, and ultimately lead to timely graduations of students, amongst others.

Similar situation is applicable to hypothesis two of the study, which states that there is no significant relationship between internal human resource training and quality of work and innovation of the employees of Port Harcourt Polytechnic. With r-value (0.803) (80.3%), it shows that 81.3% of total variation of employee performance of the institution in terms of quality of work and innovation was due to the effect of internal human resources training of employees as shown in table 5 above. This implies that there is a significant relationship between internal human resource training and quality of work and innovation of the employees of Port Harcourt Polytechnic. This result proves that internal human resource training has significant impact on the quality of work and innovation of the employees of Port Harcourt Polytechnic.

The implication of this is that effective and regular internal human resource training given to employees will lead to enhanced productivity, efficiency, innovation as well as quality in terms of service delivery of the employees of the Port Harcourt Polytechnic.

Conclusion and Recommendations

The study is on human resource training and employee performance in Port Harcourt Polytechnic, Rumuola, Rivers State, Nigeria. The study focused on examining the relationship between human resource training and employee performance in Port Harcourt Polytechnic. The choice of human resource training and employee performance as variables for this research is based on the critical roles of these variables in determining the overall output of Port Harcourt Polytechnic. Also, the choice of 2010 – 2021 was timely and necessary due to the need to establish the relevance of human resource training in employee performance of the polytechnic during the period. The study had two null hypotheses, and were all rejected. The study, therefore notes that internal human resource training is important and has significant importance on productivity and efficiency of the employees of Port Harcourt Polytechnic; that internal human resource training is necessary and therefore determines the quality and innovation and productivity of the human resource of Port Harcourt Polytechnic, and finally, that there is a significant relationship between human resource training and employee performance in Port Harcourt Polytechnic. To that effect, the study states that Port Harcourt Polytechnic should sponsor more of her staff to both internal and external training, with such training been regular as to enable the staff acquire more skill to enhance their productivity, innovation and quality of work, and performance in Port Harcourt Polytechnic. This will improve human resource training, with the view of enhancing the employee performance in Port Harcourt Polytechnic in the areas of importance, in line with the policy objectives of the Polytechnic. Conclusively, it is our resolve that when there is adequate internal and external human resource training, the employees of Port Harcourt Polytechnic will improve their productivity, performance, quality of work and efficiency in Port Harcourt Polytechnic in particular, and other academic institutions at large.

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