

**HUMAN RESOURCES TRAINING DIMENSIONS AND JOB PERFORMANCE OF SOCIAL WORKERS IN THE EMERGENCY MANAGEMENT SECTOR IN ABUJA, NIGERIA**

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**Abstract**

*This study investigated the role of human resources training dimension (training needs analysis, training program design, training duration, and evaluation of training) in improving social workers job performance (productivity, service quality, and job satisfaction) in the emergency management sector of Abuja, Nigeria. The causal comparative design was used for the study involving ten organizations involved in emergency management in Abuja FCT employing the services of about 2500 persons. Questionnaire was the tool for collecting data from a sample of (250) social workers engaged in humanitarian services in the FCT. Three (3) hypotheses were tested in the study using multiple regression analysis as the statistical tool. The results of the study indicated that there is a positive effect of training on all three criteria of employee's performance (productivity, service quality, and job satisfaction).*

**Keywords:** *Human resources training, Training needs, Job performance, Job satisfaction, Social workers.*

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**Introduction**

The expectation of every employer is to have a workforce of high performing individuals so as to meet their organizational goals concerning productivity. This is because each organization specializes in its own area of core competence and depends on the capacity of its employees to carry out its services. The dependence of organizations on their employees' job performance levels as most researchers (Ogunola, Kalejaiye & Abrifor, 2013) have observed is because of the fact that the net job performance of the employees decides the organization's productivity level and its competitiveness with other organizations that specialize in rendering similar products and services

In the emergency management sector in Abuja, the present drive is towards professionalizing the service and making the management of social issues resulting from emergencies a priority and emphasizing the concept of disaster risk reduction as a

strategy towards effective curtailment of disaster related matters. The increase in the quantity and severity of emergencies including emerging ones has increased the need for continuous learning and development to enhance the quality of professionals both in the national organizations and international ones including the international non-governmental organizations and the United Nations system. This up scaling of skills is mostly common in the services sector, due to the ever-evolving nature of its services and the increasing value of improvements and innovation in the sector. (Agba & Ushie, 2010).

The output of the social workers in the industry whether a success or failure depends on the training dimensions that are adopted in the grooming of their employees. As pointed out by Adeniyi (1995), manpower training is a necessary work activity, which makes very significant contributions to the overall effectiveness and performance of an

organization. The need for improved performance in an organization is a universally accepted fact, yet it depends on efficient and effective training (Olaniyan & Ojo, 2008). The indices of Human resources training are training needs assessment, training programme, training method, and evaluation of training and transfer of training (Aguinis & Kraiger, 2009). It is on this premise that the present study assessed human resource training and its influence on the job performance of social workers in the emergency management sector in Abuja.

This study draws its theoretical underpinnings from the theory of Planned Behavior (TPB) by Ajzen, Lcek (1985), Systems Theory by Bertalanffy, Ludwig (1950) and the Theory of Planned Behavior (TPB) by Ajzen (1985)

## **Training and job performance of social workers**

Training can be taken as any learning activity, which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupational task (Inyang and Akpama, 2002). Also, Inyang (1998) sees training as a process or a set of activities aimed at assisting individuals to acquire knowledge, skills and attitudes necessary for the effective performance of a specific task in any organization. Within the context of work in the modern business organization, training is a continuous process, which normally starts at the point of entry (induction) and progresses throughout the workers' career until his exit from the organization.

Training, formal or informal is a planned activity to provide necessary skills or improve existing ones (Umoh, 2001) and an inter-mix of teaching and practices carried out in order to attain a desired standard of behavior, efficiency and effectiveness, with the main aim of effecting a better change (Nwachukwu, 2002).

Various studies have examined the importance of a thorough needs assessment before training is designed and delivered. It helps set appropriate goals for training and ensures that trainees are ready to participate (Blanchard & Thacker 2007) (Kraiger 2003). (Baranzini et al. 2001) (Fowlkes et al. 2000). Other findings also agree that the expertise affects the quality of needs assessment (Morgeson & Campion 1997), (Ford & Kraiger 1995) (Essien-Obot, 1991).

According to Cole (2002) a training need is any shortfall in terms of employees' knowledge, understanding, skill and attitude against what is required by the job, or the demand of organizational change. It is designed to identify competency gaps which training will fill.

In many studies we can find the relationship between training programme and job performance (Moshol, 2005) (Kraiger, 2003). (Lawson, 2002). Training methods and job performance (Blanchard and Thacker, 1998) (Philips 1997) (Eneh 2010) (Bewen, 2000) (Akpakpa, 1999) training evaluation and job performance (Field, 2003). (Ntia, 2004) Imhabehai (2004) (Gboku & Lekoku, 2007).(Redshaw, 2000). (Miller, 2002). Inyang and Akpama (2002), (Houlton 1996) Burrow & Berardinelli (2003) (Kraiger 2002, Phillips & Phillips 2007, Spitzer 2005), training transfer and job performance (Shew 2015) Bobluin and Fond, (1998). Ozer and Gunluk (2010) Benedicta, (2010). Becker, Antuar and Everett, (2011). Dowling, Festing and Engle, (2008).

## **Methodology**

The casual-comparative design was used to explore the influence of training on job performance. The variables of the study are training dimensions (training needs assessment, training evaluation, training method, training programme and training transfer) as independent variable and Job performance (productivity, service quality and job satisfaction) as dependent variable. The

study area comprises selected stakeholder organisations in the emergency management sector in Abuja, Nigeria’s federal capital territory.

The population of the study comprised all the staff and volunteers of the 10 emergency management organisations that are operating in the sector in Abuja, numbering about 2500 persons. Purposive sampling was used to select participants for this study, which was carried out in 10 organisations in

Abuja. These participants were aged between 23 and 55 years and they have mostly been working for the organisations for upward of 3 years. Two hundred and fifty (250) officials from the organisations (government agencies and NGOs) agreed to participate and 212 returned the completed instruments for this study. These are social workers rendering services in the various humanitarian sectors ranging from Education to health care provision

TABLE 1  
Sample Characteristics

Characteristics	Data	Frequency	%	Characteristics	Data	Frequency	%
GENDER	Male	172	81.1	WORK EXPERIENCE	<5	78	37
	Female	40	18.9		5-9	112	53
	Total	212	100		10-14	19	9
			15 +		3	1	
			Total		212	100	
AGE	<30	102	48.1	EDUCATION	WASC	5	2.4
	30-39	78	36.8		Dip.	25	11.8
	40-49	29	13.7		B.Sc/HND	148	69.8
	> 50	3	1.4		Masters	32	15.1
	Total	212	100		Ph.D.	2	0.9
			Total	212	100		

**Findings and Discussion**

Data was analyzed on hypothesis-by-hypothesis basis using multiple regression analysis. All the hypotheses were tested at 0.05 level of significance and are as presented below:

H<sub>1</sub>: Training dimensions (training needs analysis, training program design, training method, and evaluation of training) do not significantly play any role in improving the social workers’ productivity.

Multiple regression analysis was used for this hypothesis and from the result of the analysis; the null hypothesis is rejected because the analysis is significant at .05 level of significance. This implies that, training dimensions (training needs analysis, training program design, training duration, training methods and evaluation of training)

significantly play a role in improving the social workers’ productivity.

Table 2 shows that a combination of training needs analysis, training program design, training duration, training methods and evaluation of training yielded a coefficient of multiple regression (R) of .445 and a multiple regression R-square (R<sup>2</sup>) of .198. The result also showed that Analysis of Variance for the multiple regression data produced an F-ratio of 10.181, which was significant at .05 level. Thus when these variables are taken together, they significantly influence or relates to the social workers productivity. This implied that training needs analysis, training program design, training duration; training methods and evaluation of training when taken together are significant predictors of social workers productivity. A multiple R<sup>2</sup> of .198 implies

that the independent variables (training needs analysis, training program design, training duration, training methods and evaluation of training) jointly explain 19.80 percent of the variance in the social workers productivity.

To find out the relative contributions of the individual factors, a test of regression weight was carried out. The result shows that the standardized regression weights (Beta) ranged from -.053 to .198 and t-ratio from -.782 to 4.436. The Beta weights of two factors (evaluation of training and training programme designs) were significant at .05 level, while

others (training needs analysis, training duration and training methods) were not significant at .05 level. This result implies that when the variables were taken individually, two namely; evaluation of training and training programme design significantly relates or influences social workers productivity. The result further showed that training programme design (t=4.436) made the greatest contribution to social workers productivity, followed by evaluation of training (t = 2.708), while training methods (t= -.782) made the least contribution to social workers productivity.

**TABLE 2**

**Multiple regression analysis of the joint influence of training dimensions (training needs analysis, training program design, training duration, training methods and evaluation of training) on social workers’ productivity**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
	.445 <sup>a</sup>	.198	.179	1.066		
ANOVA <sup>a</sup>						
Model	Sum of Squares	df	Mean Square	F	Sig.	
Regression	57.870	5	11.574	10.181	.000 <sup>b</sup>	
Residual	234.181	206	1.137			
Total	292.052	211				
Coefficients <sup>a</sup>						
Variables	Unstandardized regression weight	Standardized regression weight	Beta weight	t	Sig.	
	B					
(Constant)	3.623	1.445		2.507	.013	
Training needs	.039	.040	.071	.969	.333	
Evaluation of training	.117	.043	.198	2.708	.007	
Transfer(duration)	.067	.066	.065	1.002	.317	
Training programme	.216	.049	.302	4.436	.000	
Training methods	.034	.043	-.053	-.782	.435	

a. Dependent Variable: Productivity

Hii: Training dimensions (training needs analysis, training program design, training method, and evaluation of training) do not significantly play any role in improving the social workers’ service quality.

Table 3 shows that a combination of training needs analysis, training program design, training duration, training methods and evaluation of training yielded a coefficient of multiple regression (R) of .582

and a multiple regression R-square ( $R^2$ ) of .338. The result also showed that Analysis of Variance for the multiple regression data produced an F-ratio of 21.077, which was significant at .05 level. Therefore, when these variables are taken together, they significantly influence or relate to the social workers service quality. This implied that training needs analysis, training program design, training duration (transfer), training methods and evaluation of training when taken together are significant predictors of social workers service quality. A multiple  $R^2$  of .338 implies that the independent variables (training needs analysis, training program design, training duration, training methods and evaluation of training) jointly explain 33.80 percent of the variance in the social workers service quality.

In finding out the relative contributions of the individual factors, a test of regression weight was conducted. The result shows that the standardized regression weights (Beta) ranged from .052 to .303 and t-ratio from .885 to 4.921. The Beta weight of two factors

(training programme designs and training methods) were significant at .05 level, while others (training needs analysis, training duration/transfer and evaluation of training) were not significant at .05 level. This result implies that when the variables were taken individually, two namely; training programme design and training methods significantly relates or influences social workers service quality. The result further showed that training methods ( $t=4.921$ ) made the greatest contribution to social workers service quality, followed by training programme design ( $t = 4.810$ ), while training duration/transfer ( $t= .052$ ) made the least contribution to social workers service quality.

From the result of the analysis therefore, the null hypothesis is rejected because the analysis is significant at .05 level of significance. This implies that training dimensions (training needs analysis, training program design, training duration, training methods and evaluation of training) significantly plays a role in improving the social workers' service quality

**TABLE 3**

**Multiple regression analysis of the joint influence of training dimensions (training needs analysis, training program design, training duration, training methods and evaluation of training) on social workers' service quality**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
	.582 <sup>a</sup>	.338	.322	1.163		
ANOVA <sup>a</sup>						
Model	Sum of Squares	df	Mean Square	F	Sig.	
Regression	142.644	5	28.529	21.077	.000 <sup>b</sup>	
Residual	278.828	206	1.354			
Total	421.472	211				
Coefficients <sup>a</sup>						
Variables	Unstandardized regression weight	Standardized regression weight	Beta weight	t	Sig.	
(Constant)	-1.960		1.577	-1.243	.215	

Training needs	.082	.044	.126	1.890	.060
Evaluation of training	.045	.047	.063	.952	.342
Transfer(duration)	.064	.073	.052	.885	.377
Training programme	.255	.053	.297	4.810	.000
Training methods	.232	.047	.303	4.921	.000

a. Dependent Variable: Service quality

Hiii: Training dimensions (training needs analysis, training program design, training method, and evaluation of training) do not significantly play any role in improving the social workers’ job satisfaction.

Table 4 shows that a combination of training needs analysis, training program design, training duration, training methods and evaluation of training yielded a coefficient of multiple regression (R) of .470 and a multiple regression R-square (R<sup>2</sup>) of .221. The result also showed that Analysis of Variance for the multiple regression data produced an F-ratio of 11.694, which was significant at .05 level from the p-level estimate of .000 in the analysis table. Hence, when the variables are taken together, they significantly influence or relates to the social workers job satisfaction. This implied that training needs analysis, training program design, training duration(transfer), training methods and evaluation of training when taken together are significant predictors of social workers job satisfaction. A multiple R<sup>2</sup> of .221 implies that the independent variables (training needs analysis, training program design, training duration, training methods and evaluation of training) jointly explain 22.10 percent of the variance in the social workers job satisfaction.

In finding out the relative contributions of the individual factors, a test of regression

weight was conducted. The result shows that the standardized regression weights (Beta) ranged from .041 to .283 and t-ratio from .461 to 4.217. Again, the Beta weight of two factors (training programme designs and training methods) were significant at .05 level, while others (training needs analysis, training duration/transfer and evaluation of training) were not significant at .05 level. This result implies that when the variables were taken individually, two namely; training programme design and training methods also significantly relates or influences social workers job satisfaction. The result further showed that training programme design (t=4.217) made the greatest contribution to social workers job satisfaction, followed by training methods (t = 4.810), while training duration/transfer (t= .041) made the least contribution to social workers job satisfaction.

From the result of the analysis therefore, the null hypothesis is rejected because the analysis is significant at .05 level of significance. This implies that training dimensions (training needs analysis, training program design, training duration, training methods and evaluation of training) significantly play a role in improving the social workers’ job satisfaction.

TABLE 4

**Multiple regression analysis of the joint influence of training dimensions (training needs analysis, training program design, training duration, training methods and evaluation of training) on social workers' job satisfaction**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
	.445 <sup>a</sup>	.198	.179	1.066		
ANOVA <sup>a</sup>						
Model	Sum of Squares	df	Mean Square	F	Sig.	
Regression	57.870	5	11.574	10.181	.000 <sup>b</sup>	
Residual	234.181	206	1.137			
Total	292.052	211				
Coefficients <sup>a</sup>						
Variables	Unstandardized regression weight B	Standardized regression weight	Beta weight	t	Sig.	
(Constant)	3.623	1.445		2.507	.013	
Training needs	.039	.040	.071	.969	.333	
Evaluation of training	.117	.043	.198	2.708	.007	
Transfer(duration)	.067	.066	.065	1.002	.317	
Training programme	.216	.049	.302	4.436	.000	
Training methods	.034	.043	-.053	-.782	.435	

a. Dependent Variable: Productivity

Although several additional themes and sub-themes could have been extracted from the findings, the writer focused on the following themes only. Six themes adopted for this study with five of them adapted from a previous study (Magqibelo, Londt, September & Roman 2016) were identified as relevant to this study.

**Conclusion**

Based on the results of this study, it could be concluded that the extent of training needs assessment, training programmes, training method, and evaluation of training and transfer of training has in terms of productivity, service quality and job satisfaction to a large extent improved the job performance of workers in the emergency management sector in Abuja. The

stakeholders are encouraged to continue providing training using the basic dimensions for its social workers to ensure improved job performance amongst employees.

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