IMPACT OF INSERVICE TRAINING AND STAFF DEVELOPMENT ON PERCEIVED JOB PERFORMANCE OF HEALTH WORKERS IN EKITI STATE

BY

ADEBISI ABOSEDE MARY

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BEING A PROJECT SUBMITTED TO THE DEPARTMENT OF PSYCHOLOGY , FACULTY OF SOCIAL SCIENCES , FEDERAL UNIVERSITY OYE-EKITI ,IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.SC) DEGREE IN PSYCHOLOGY.

SUPERVISED BY

PROFESSOR B. O OMOLAYO

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DECLARATION

I declare that this study was carried out by me ADEBISI ABOSEDE MARY in the Department of Psychology, Faculty of Social Science, Federal University Oye –Ekiti.

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Adebisi Abosede Mary

26 – 02 – 2018

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Date

CERTIFICATION

I certify that this study was carried out by ADEBISI ABOSEDE MARY in the Department of Psychology of the Federal University Oye- Ekiti under my supervision.

.... 28/2/19

Professor B.O. Omolayo
Department of Psychology
Federal University Oye- Ekiti, Ekiti State
Nigeria

.... 19|03|19

Dr   Owoseni
Head of Department (HOD)
Department of psychology

....

External supervisor

DEDICATION

I dedicate this project to the glory and honour of God almighty who divinely helped me when there is nothing and when people think nothing good can come out of me. Also I dedicate this project to my beloved brother in person of Akinsola oluwaseun for having faith in me and also to all my supporters for making it possible to actualize my dream.

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LIST OF ABBREVIATIONS

W. H. O   World Health Organization

HRM   Human Resources Management

LGAs   Local Government Areas

FETHI   Federal Teaching Hospital Ido Ekiti

MDs   Manpower Development Scale

IWPQ   Individual Work Performance Questionnaire

CMAC   Chairman, Medical Advisory Committee

NHIS   National Health Insurance Scheme

ABSTRACT

In-service training and staff development is one of the most important organizational dynamics. It constitutes the pivot in which organizational survival is run. However, many organizations have either ignored it or treat policy and programmes in Nigeria health with a view to employees needs and the sector needs.Therefore , the aim of the study was to examine the impact of in-service training and staff development on perceived job performance among health workers in Federal Teaching Hospital, Ido Ekiti. The study adopted a cross-sectional research design, which involved the use of semi-structured questionnaire containing information to measure health workers in-service training and staff development on their job performance. Three hypotheses were tested through the use of an Instrument in deriving information from participants. The instrument includes the general in-service training scale and Koopmans scale of perceived job performance scale. A total of 333 workers were sampled using a multi-stage sampling technique in the study. Also the technique was used in the administration of research instruments. Results indicate that there is a significant influence of in- service training and staff development on perceived job performance before t 309) – 3.294 p=.01), gender does not significantly influence perceived job performance (t (306) = -1.882 p>.05), marital status does not have a significant influence on perceived job performance. (F (4, 303) = .761 p>.05). The data were analyzed using descriptive independent t-test, and One-way ANOVA statistical method. Based on the findings it was concluded that gender and marital status as no impact on how workers perceived job performance but was concluded that in-service training and staff development has impact on workers perceived job performance. It was therefore recommended that organizations should implement in-service training and staff development programmes more in their organization. Also institution should ensure that staff training is regular and continuous and rather than occasional and should not be seen as one of the routine activities of the institution.

Word count: 316

Keywords: In-service, training, staff development, workers, Job performance

CHAPTER ONE

INTRODUCTION

1.1 Background of study

According to World Health Organization (W.H.O) (2007), health system consists of all organizations, people and actions whose primary intent is to promote, restore or maintain health and it is made up of six building blocks namely; service delivery; health workforce; information; medical products, vaccines and technologies; financing; leadership and governance (stewardship) W.H.O (2007). For promotion, restoration and maintenance of health to be achieved, there must be a level of in-service training and staff development that health workforce must undergo, and this in-service training and development is one of the most important duties of human resources management. Management Science for health (2009) also states that Human resources management (HRM) practices uses employees' performance appraisal to transform health workers into a productive, motivated, and supportive workforce that are capable of improving healthcare services and saving lives. However, employees' performance appraisal is one of the important components in the rational and systematic process of Human resources management.Job performance is one of the most important work outcomes and an extremely vital criterion that determines organizational success or failure (Ojokuku, 2013). Job performance is also known as employees' appraisal, knowledge of work and productivity relates to the act of doing a Job. In a study by Campbell (1990), employees job performance is described as means to reach a goal or set of goals within a job, role or organization and not the actual consequences of the acts performed within a job. This means that goals achievable and those goals achieved by an employee defines the Job performance of the employee and not the risk attached to not performing a function within the organization/ Campbell (1990) affirms that job

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performance is not a single action but rather a complex activity. Motowidlo, Bormann, & Schmidt (1997) defined job performance as overall expected value from employee's behaviours that are carried out over a period of time. Also Motowidlo, Bormann & Schmidt (1997) see job performance as a behaviour that can be evaluated in terms of the extent to which it contributes to organizational effectiveness. Bormann & Motowidlo (1993), break down performance into two distinct types:

I.   Task Performance - These are the actions that contribute to transforming raw materials to goods and services, which typically included in job descriptions.

II.   Contextual Performance - These are the behaviours that contribute to overall effectiveness through supporting the social and psychological climate of the workplace.

Job performance is not a single unified construct but a multidimensional construct consisting of more than one kind of behaviour. Onukwube, Iyabga, and Fajana, (2010) affirms that job performance was traditionally viewed as a single construct. However, several studies Bormann and Motowidlo (1993); Campbell, McCloy, Oppler, & Sager (1993); Roe (1999) & Austin and Villanova (1992) regards job performance as a complicated and multi-dimensional concept because performance in a job is strictly a behaviour and a separate entity from the outcome of particular job which relate to success and productivity, and also most basic level one can distinguish between a process aspect (i.e. behavioural) and an outcome aspect of performance. The behavioural aspect of job performance refers to what people do while at work (i.e. task performance). Thus, Campbell (1990) proposed an eight-factor model of performance based on factor analytic research that attempts to capture dimensions of job performance existent (to a greater or lesser extent) across all jobs:

i. Task specific behaviours which include those behaviours that an individual undertakes as part of a job. They are the core substantive tasks that delineate one job from another.

ii. Non-task specific behaviour is those behaviours which an individual is required to undertake which do not pertain only to a particular job.

iii. Written and oral communication tasks refer to activities where the incumbent is evaluated, not on the content of a message necessarily, but on the adeptness with which they deliver the communication. Employees need to make formal and informal oral and written presentations to various audiences in many different jobs in the work force.

iv. An individual's performance can also be assessed in terms of effort, either day to day, when there are extraordinary circumstances. This factor reflects the degree to which people commit themselves to job tasks.

v. The performance domain might also include an aspect of personal discipline. Individuals would be expected to be in good standing with the law, not abuse alcohol, etc.

vi. In jobs where people work closely or are highly interdependent, performance may include the degree to which a person helps out the groups and his or her colleagues. This might include acting as a good role model, coaching, giving advice or helping maintain group goals.

vii. Many jobs also have supervisory or leadership component. The individual will be relied upon to undertake many of the things delineated under the previous factor and in addition will be responsible for meting out rewards and punishment. These aspects of performance happen in a face to face manner.

viii. Managerial and administrative performance entails those aspects of a job which serve the group or organization but do not involve direct supervision. A managerial task would be setting an organizational goal or responding to external stimuli to assist a group in achieving its goals.

Campbell Glaser, and Oswald (1996) Sees job performance concept as explicitly describes only behaviour which is goal-oriented. Therefore, it is the responsibility of every organization to enhance job performance of the employees through implementation of in-service training and development.However, Job Performance of health workers can be determined by the quality of their work, the technical skills they use, the care they deliver, and the impact of their work on health outcomes. However, there are various causes of poor job performance among health workers that are rooted in a failing health system, lack of infrastructures, inadequate equipment, non-payment salaries, unbearable working conditions, living conditions and inappropriate training; alsoInadequacy in these human resource areas such asInfrastructures, salaries, modern equipment and in-service training among others in health system can lead to poor employee performance.In-service training, as a program that helps employees learns specific knowledge or skills to improve performance in their current roles. In-service training also defined it as a professional training or staff development programs that aid full time employees in developing new skills and knowledge which help to improve employee performance at work. Training can also be said to be an intended effort with proper planning to smooth the progress of employee's training of competence that is related to their work (Raymond, 2010). In-service Training can be said to be a planned intervention that aimed at enhancing the elements of individual job performance (Chiaburu & Tekleab, 2005). Staff development on the other hand, according to Akpan (1982), is the process whereby an employee is enabled to grow in the job, through the acquisition of work experience, breadth and increasing confidence resulting from the exercise of

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varied and tested responsibilities. Cole (2002) puts it that staff development should be seen as any learning activity which is directed towards further needs rather than present needs and which is concerned more with career growth than immediate performance and also the focus of staff development tends to be on the organizations future staff requirement and on the growth needs of individual in the work place.

Noe Raymond (2010) describes staff development as future oriented, volunteer activities of a worker to enhance their abilities and skills in long period. In-service training and staff development are usually used concurrently and are closely related but, they have different ways of defining the two words (training and development) in the field of human resources management. An in-service training program is an effort by the employer to provide opportunities for the employees to acquire job interrelated skills, attitude and information. However, to develop the desired knowledge, skills and abilities of the employees, to perform well on the job, it requires effective training programs that may also influence employees' motivation and commitment in the institution. Amir & Amen (2013) assert that In-service Training could be given through different methods such as coaching and mentoring, peer's cooperation and participation by the subordinates and these team work enable employees to actively participate on the job and produces better performance, hence improving effective organizational performance. There are two expansive kinds of training and development approaches accessible to individuals in public service: on-job and Off-job training methods, (Kyule, 2017). On-job training is a system that is linked in the work place, while the staff is in fact working to get particular skills like in the case of full time workers, the approach of on-job training is required to develop the staff that had lacking scholastic ability for his / her employment implementation (Saakshi, 2005). On-job strategies used by organization in training

staff into three strategies, these are: orientation, coaching and job rotation (Saakshi, 2005). Off job training is a way in which Staffs get training far from their workstation (Khanka, 2007) the strategy also allows the employment of more prominent variety of training systems, these incorporates: assistantships, apprenticeship, exceptional study, movies, lecture, TV, seminars, recreation, customized guideline and research trainings. According to Iyayi (2007), in-service training and development can be seen as the way toward gaining new knowledge, abilities for completing duties at working environment. In-service training and staff development as an activities aimed at developing career and new skills of employees which enable them to become more productive continuously (Tracey 1984). Additionally, training and staff development aids an employee to continue to make the necessary positive contribution to the success of employing organization in terms of his / her good performance on the job. However, it is believed that most organizations see training as being limited to work skills, classrooms and power point presentations, it is not just transferring of skills, which is the traditional interpretation of training at work, but the whole person development which is in term of starting to imagine, think and talk about progressive attitudes to develop people beyond traditional skills training (Vinesh 2014). Most organizations tend to perceive in-service training as the solution or correct therapy for many of the observed personnel and organizational low performance and productivity problem, in-service training programs does not only develop employees but also help an organization to make best use of their human resources in favor of gaining competitive advantage (Jie & Roger, 2005). Therefore, it is mandatory for an organization or institution to plan for an in-service training program for their employees, to enhance their abilities and competencies that are needed at the workplace.

In relation to health sector, Health sector review (2010) states that the quality of health systems depends greatly on the performance of employees who are satisfied with their jobs, and therefore stay at their stations, work and enhance higher productivity in the health facilities. Furthermore, Marsden, Caffrey & McCaffery (2013) suggest that human resource management is the integrated use of systems, policies and practices that provide a range of functions needed to plan, produce, deploy manage, train, support and sustain the health workforce. In understanding effective in-service training in Nigeria, World Health Organization (W.H.O, 2006) suggests that health work are the technical skills and expertise responsible for creating and sustaining health and skills for supporting systems and linkages that facilitate application of technical skills.

Iftikhar Ahmad and Siraj-ud-din, (2009) revealed that training and development is an important activity to increase the performance of health sector organization. Poor management and leadership are one of the major constraints, which determine poor job performance of Nigerian health system at every level. In the study of Lawanda, (2011) state that Anxiety about not performing as well as expected can have a direct impact on motivation, performance and productivity and often results in denial and avoidance of responsibilities. Identifying in-service training needs, staff can perform their jobs at the highest level and be in a better position to address clients, members and customers concerns and questions (Chaudhary & Puranik 2014). According to Guest (1997) mentioned in his study that training and development programs, as one of the vital human resource management practice, positively affects the quality of the workers' knowledge, skills and capability and thus results in higher employee performance on job, therefore, In-service training assists employees to advance their job skills and knowledge; and inspire workers in their routine work hereby enabling for discoveries of hidden talents.

According to Heathfield (2012), the right employee training, development and education at the right time, provides big payoffs for the organization in increase productivity, knowledge, loyalty and contribution. The Health systems and services depend on the size, skills, and commitment of the health workforce, and increasing numbers are required in low and middle-income countries to achieve the millenniums development goals (Annand & Barnighausen 2004). However, to improve the performance of health workers they need to be well trained and well equipped in order to deliver good health care services to society and to the world at large, also effective training of health worker is very crucial in any country's health sector which could yield an increase in performance in various departments in the sector.

1.2 statement of problem

According to world health organization (WHO), primary intent of health workers is to promote, restore or maintain health, but it has been a reoccurring issue that health workers are no longer effective and efficient in their workplace because their drive is low and they are not properly motivated. Also, Health sector review (2010) states that the quality of health systems depends greatly on the performance of workers who are satisfied with their jobs, and therefore stay at their stations, work and enhance higher productivity in the health facilities. Therefore, it can be established that the poor training and development process of the health workers have led to the recent decline in the motivation of health workers in the current dispensation. There is therefore a need for in-service training for staff in order to develop and enhance their work done.

Moreso, there has been a decline in the effectiveness of recent workers especially in Africa particularly in dealing with epidemic and other recent health crises as evidential in the manner at the treatment of Ebola was carried out. It is therefore important that health staff are developed to deal with new and more damaging diseases as this to reduce the level of mortality

rate attached to the health sector. In curbing the mortality rate associated to the health sector, there is a need to effectively train and develop the workers in the health sector.

1.3Objective of the research

The main objective of this research is to examine the impact of in-service training and staff development on job performance among health workers.

Other objectives of this research are to:

     I.   To examine the role of gender on perceived job performance among health workers.

     II.   To examine the effect of marital status on perceived job performance among health workers.

     III.   To examine impact of in-service training on job performance.

1.4. Research question

At the end of the research, the following questions were answered:

1. Does in-service training and staff development have an impact on the job performance of health workers in Federal teaching hospital Ido Ekiti?

1. Does socio-demographic variables such as (gender, marital status) have an impact on health workers perceived job performance in Federal teaching hospital Ido Ekiti?

1.5 Relevance of the study

Although several studies have been carried out on this study, most studies were based on financial sector and few studies are conducted on educational sector. To the best of my knowledge none had been done on health sector in Ekiti state Nigeria, therefore the result that

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will be generated from this research will be relevant to Health sector in Nigeria. In terms of relevance of the current study to other fields in psychology, the result findings from the study will add to the body of knowledge that highlights the importance of training to the development of employees in every organization. Moreover, employees would take trainings offered by organizations with utmost importance.

CHAPTER TWO

LITERATURE REVIEW

2.1 THEORETICAL FRAMEWORK

2.1.1. Uncertainty reduction theory (URT)

Uncertainty Reduction Theory (URT), developed by Falcone & Wilson (1988). The theory recommends that when an employee gets employed in an organization or accepts another position inside an organization, she or he encounters large amounts of uncertainty. To lessen the uncertainty, the employee assembles information in different areas and from different sources. The information obtained then serves to make work place more understandable, predictable, and controllable. It is through this procedure that fruitful socialization happens. This hypothetical idea has served as the premise for what is thought about socialization as far as training strategies and information seeking. Saks and Ashforth (1997), With regards to URT, numerous scientists have seen socialization as a learning process. In this connection, studies have demonstrated that there are four particular logical areas that are important to the socialization development: duty, responsibility, group and managerial domains (Fisher, 1986). The task domains deal with all aspects related to the actual job performance and operation of some equipment. The role domain is concerned with non-task specific expectations for the position, such as code of conduct and responsibilities. Group processes encompass the organizational values and management of events within the organization. Organizational domain is comprised of information in regards to hierarchical structure, history, organizational goals/values, administrative issues and communication (Fisher, 1986). Research has demonstrated those employees who believe that they are competent in the information domains were more fulfilled; more dedicated and better adjusted demonstrated that learning in the undertaking and part areas were most essential to

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fruitful socialization and that information had a tendency to be least in the hierarchical space (Ostroff & Kozlowski 1992)..

2.1.2. Social learning theory

The assumption insists on the significance to observe the action, attitudes, and emotional reactions of others. It implies that people study by observing other people (Bratton, 2007). Observation allows people see the consequences of other people's behavior, in that people can gain some idea of what might happen if they act in one way or another (Alkelabi, Jehanzaeb & Ahamad, 2012). Social learning theory is also influenced by a person's self- efficacy. Self- efficacy is said to the capability of a human being to discover information plus skills of a particular job. It is important to determine one's self- efficacy particularly during needs assessment stage of the exercise process. A trainee with high self- efficiency will put additional effort to learn in an exercise program while in distinction, people with low effectiveness resolve contain worries about mastering the content of the exercise program plus are further expected to pull out psychologically or physically. This people believe that they are unable to learn, regardless of their effort level (Mineka & Zinbarg, 2006). Chowdhury (2006) explains that social learning theory has four key processes that include consideration, preservation, motor copy plus motivational procedure. Attention suggests that people cannot be taught by watching if they are not aware of the significant aspects of the models performance. Attention is influenced by the characteristics of the model and learners must be aware of the skills and behaviours they are supposed to observe and learn. Retention allows learners to be able to retain or absorb what they have learnt. Motor reproduction means trying out observed behaviour to see whether they effect in the same underpinning the model established. The capability to replicate the same behaviour and skills depends on the extent to which the beginner can remember the skills or behaviour.

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Motivational process is where learners are more likely to adopt modeled actions if it results in positive outcomes. Social learning theory provides valuable information that is directly linked to training practices used in organizations. It encourages training practices to use training methods that allow trainees or employees to incorporate the knowledge, and skills acquired during training in their day-to-day work tasks (Newman, Baum & Wienman, 1995). This theory therefore is relevant to the study in that it involves the learning of certain skills by health workers while performing the task. Therefore, it is important for the organization to encourage team building among the workers in order to enhance information exchange in the work place and allow employees to acquire necessary skills.

2.1.3. Human capital theory

Another theory that is relevant to this study is Human capital theory by Garrick, (1999), which proposes that investing in employees is a worthy course. The improved employees' performance can be seen as return on investment (Bratton 2007). It is a theory that explains in-service training. Bratton (2007) state that training attempts to close the breach by bringing employees up to the preferred standard or competence. Lucas Bryan (2006) who argues that at the micro level, human capital of employees contributes to competitive advantage supports this. The theory is relevant to the study since employees' work performance is expected to be determined through in-service training, which requires funding as an investment. As employees upgrade their skills, they maintain the mastery of their work likely to bear fruit. In-service training is a costly exercise, it is therefore important for organization to view it as an investment where by the improve employees' performance will improve the overall performance of the organization, and hence the organization reap from the investment. Similarly, training motivates the employees to put more efforts to achieve the organizations goals.

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2.2REVIEW OF EMPIRICAL STUDIES

2.2.1The Relationship between Organizational Culture and Training

Training do not take place in vacuum, organizational support therefore becomes relevant in training processes irrespective of a perfect training design(Eisenberger, Fasolo, & DavisLamastro, 1990). Usually, practitioners do not conduct training to foster independent thinking, only to send the trainee back to an autocratic manager (Saari, Johnson, McLaughlin, & Zimmerle, 1988). Researches writers however criticize training practitioners (Baldwin & Ford, 1988; Tannenbaum &Yukl, 1992) for ignoring organizational factors; only recently have scholars considered the importance of organizational context. Culture has been described as one of the most powerful and stable forces operating in organizations (Schein, 1996). Definitions of culture vary but several definitions of culture typically include concepts such as shared beliefs, values, and assumptions that are reflected in attitudes and behaviour (Kopelman, Brief, & Guzzo, 1990).

There has been scarce scholarly attention to the influence of organization culture on in-service training effectiveness (Palthe & Kossek, 2003). However, there has been considerable interest in the relationship between organizational culture and variables such as productivity (Kopelman, Brief, & Guzzo, 1990), use of technology (Zammuto & O'Connor, 1992), employee retention (Sheridan, 1992), improvement initiatives (Detert, Schroeder, & Mauriel, 2000), discipline (Franklin & Pagan, 2006), and absence (Martocchio, 1994). Others have suggested a link between organizational culture and human resource management (HRM) practices (Aycan, Kanungo, &Sinha, 1999; Kopelman et al., 1990; Palthe & Kossek, 2003; Sheridan, 1992), although the general focus is on Human resource management as a mediator of culture rather than the reverse. Several researchers (Egan, Yang, & Bartlett, 2004) have adopted the

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organizational learning culture survey developed by Watkins and Marsick (1993). However, these descriptions of culture seem "virtually indistinguishable from climate (Denison, 1996) and are better identified as manifestations of culture (Rousseau, 1990). The culture in an organization will determine the training methods employed by such organization.

2.2.2. Approaches In-Service Training and Staff Development

In-service Training delivery advance may be extra effective than others because all training delivery approaches are capable and planned to communicate precise expertise, acquaintance, attitudinal or task information to trainees, so dissimilar training delivery approaches can be preferred in order to deliver different training contents (Hamid, 2007). According to Wexley & Latham (2002), the must considers skill and tasks characteristics in shaping the most effective exercise delivery approaches should be noted. Various typologies have been offered for categorizing talent and errands (Gagne, Briggs & Wagner, 1997) which can be classified into two broad categories: people or technical ability (Poon & Othman, 2000), is critical in conniving training programs. Several organizations fail because their employees are not trained adequately in skills that matter in the age of information. nevertheless, public skills are characteristically tough to study; quantify and measure as much as what is needed for on a daily basis in life and work because it has to do with how people speak about each other: conversing, giving feedback, listening, engaging in dialogue lend a hand as team member, solving troubles and resolving difference (Coates, 2004). The benefits of people skills training according to Menguin (2007); provided that a platform to display technical skills, serving in the fast lane, bring out the headship qualities and serving personal growth. To provide the preferred motivation and responsibility, the researcher believe it is a good idea to evaluate people skills prior to the training programs by providing work for executives who able to tutor their administrator and

subordinates in making sure frequent response, support and reinforcement. Organizations should recognize that their employees have the most up-to-date technical skills training, which are considered and offered by organizations in keeping informed their existing skills and acquiring latest technologies that will best outfit with organizations' technical training desires, purpose and budgets. Employees need to be taught precise skills for assessing an inclusive new hiring training programmes and able to act upon explicit job tasks (Hamid, 2007). The plan of employees training and development helps the employees to be conventional to quick changes in services prerequisites and keeps them redesigned to fresh advances and system (Kyule, 2017). Also Kyule (2017) asserts that there are two expansive kinds of training and development approaches accessible to individuals in public service: on-job and Off-job training methods. What tactic ought to be utilized for the organization is controlled by the circumstances and reasons for training and development program (Saakshi, 2005). On-job strategies refer to the systems that are linked in the work place, while the staff is in fact working to get particular skills. On job training approach is required to develop the staff that had lacking scholastic ability for his employment implementation (phoeth 2017). There are three strategies that are utilized by organizations to train staff these are: orientation, coaching and job rotation (Saakshi, 2005). Off-job strategies are utilized far from work puts; few abilities and information are hard to train employees at the work place, so off job training will be very important. Staffs get training far from their workstation (phoeth, 2017). The strategy also allows the employment of more prominent variety of training systems, these incorporates: assistantships, apprenticeship, exceptional study, movies, lecture, TV, seminars, recreation, customized guideline and research trainings (phoeth, 2017). The organization can figure out which strategies to make use of reliant upon the provisions and goals of the training (Khanka, 2007). Induction is given to newly

employed staff. It shields new employees from committing expensive errors. Induction strategy is critical for newly promoted staff to empower them and increase self-confidence and perform better to meet the expected results (Kyule, 2017). The periods may differ from few days to couple of weeks depending upon the circumstance (Saakshi 2005). Work turn embrace moving representatives to differing positions in the association in order to enlarge their approaching and capacities. The strategies are amazing for widening an individual's presentation to the hierarchical operations and for transforming an authority into generalist, build the individual encounters, permits the staff to assimilate new data and thoughts (Khanka, 2007). Instructing is frequently given by authorities from inside or outside the association who focus on certain regions of aptitudes or practices, for instance administration, likewise something that can happen at the work atmosphere (khanka, 2007).

According to khanka (2007), human resource supervisor of an organization ought to be ready to go about as a tutor when important to ensure that learning happens and addresses the most normally utilized direct approach for preparing. This use of direct approach includes both down to earth and hypothetical showing process, which should be probable inside or outside an association (khanka 2007). As per Khanka (2007), addresses the most normally utilized direct approach for preparing. This strategy includes both down to earth and hypothetical showing process, which should be probable inside or outside an association. It is a conventional strategy of preparing workers. Staff goes to formal address courses and classes to obtain certain information and build up their calculated and investigative capacities. Direct approach is a relative monetary technique. Gilley, Gilley and Kouider (2010) uphold that coaching involves communicating with an employee for improving on the job performance or behaviour. It is asserted that coaching is a type of systematic feedback intrusion measured to improve

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employees' professional skills, interpersonal awareness and personal effectiveness. Peterson & Hicks (2010) describe five strategies of coaching processes: forging organizations, inspiring assurance, developing skills that construct new competencies, developing a never-say die attitude among employees and shaping environment to create conditions that nourish individual growth and progress whilst. Gilley, Gilley and Kouider (2010) recognize four phases: tackle poor performance, mentoring, training and career coaching each of which merge to forge synergistic relationships involving managers and employees that ultimately lead to improved performance (Gilley, Gilley & Kouider 2010). Freedman (2009) posits that mentoring is renowned since single means of ensuring knowledge at place of work is intended to make use of direct learning to expand knowledge and skills necessary for high performance. Mentoring is theorized in two categories: career and psychosocial (freedman, 2009). Mentoring is helpful to improve socialization, performance, provide support and complement other professional development activities. The outcomes can be associated to learning, psychosocial (development of the person) like self-analysis in the context of service, working with others and being optimistic towards work and career benefits (freedman, 2009). Tiberondwa, (2000) describe induction programs as organized locally through attachment, seminars, and workshops for various cadres of the staff. These courses can be done contained by sections or departments and units. In here, newly selected department heads or newly recruited employees are expected to undergo specified short courses to familiarize them to their new responsibilities, Induction would help staff to be equipped with the basics as they get used to classroom environment and get initiated (Tiberondwa, 2002). Saakshi (2005) explains further that Meeting strategies are utilized to help workers create critical thinking abilities. He defines, it as a sequence of instructive and work sessions that involves gatherings of individuals to meet together over a brief timeframe to focus

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on a characterized range of concern. Meeting strategies workshops incorporate aptitudes that can be connected in the work environment. Movies, TV and video are regularly utilized for preparing as a part of an assortment of connections. Recordings can be made use of to show specific undertakings, for example, the techniques to take after while catching a suspect or stifling a compound flame (phoeth, 2017). Recordings are utilized as a part of introduction sessions to present foundation data on the organization history, reason, and objectives. Meeting strategies disposes the requirement for mentors to rehash themselves for every single new staff and guarantees that the same data is exhibited without fail. The training delivery approaches used varied due to research substance area (Poon & Othman, 2000). Band have become increasingly accepted within offices of every size plus industries since most administrators believe that teams often provide better results such as improving efficiency, enhancing creativity, reducing response times and improving decision making (Hartenian, 2003), fairly than persons. Company instruction is one of delivery approach of teaching in which individuals learn how to work efficiently in problem-solving groups, where direct scrutiny and response is needed in the process of guidance (Forbush & Morgan, 2004). However, Organizations need ongoing, real time training which continually raises the bar for performance principles for individuals, teams and the organization as a whole, where real time training learn from the achievement and disappointment of current practices.

Customarily, mentoring meant serving others learn business-related training swiftly with less risk and also based on chemistry involving two people who had a lot in common (phoeth, 2017). He further explains that currently mentoring involves everything that is done to sustain career advancement and professional progress in order to make best use of learning and development.

Also, mentoring relationships have been proved with many positive results, plus enhanced socialization, upgrading, reduced turnover intentions, and career satisfaction. Additionally, mentoring activities have great value for building a society with a well-built culture that keeps it competitive in the battle for talent and laying foundation for addressing the sequential issues that many organizations face (Miller, Devaney, Kelly & Kuehn, 2008). Bohlander, (2001) explains that on-the-job training method is relatively straightforward that is employees are trained by doing or watching others for a while and mimic them. This other experienced employee or supervisor that takes the latest employee under his or her wing to demonstrate how to perform job duties. Mattare & Lyons (2010) found out that in view of limited personnel and financial resources on-the-job training methods such as observation, mentoring and job rotation schemes address the training needs of diverse organizations, as these approaches are inexpensive, flexible and can be used on-site. It is not possible to observe someone knowledge, but it is possible to observe the behaviour of an expert or the expertise of a person (Dalkir 2005). Dalkri (2005) suggest that, Observing the behaviour of another person when he or she is applying knowledge in daily situations is a source of learning in small firms where learning takes place since the intended effect is to transfer knowledge from one person to another. Ambardar (2013) explains further that training programmers foster improved knowledge procedure, expands employees' capability, which leads to high organization performance. The informal trainings in organizations are mostly by self-learning so that the respective employees can catch up with the latest trends and the rest of the team (Ellinger 2004). While the formal learning takes place via peer training and coaching. Whichever the case, studies have shown that over 70% of employees acquire computers lessons by observation (Lambrecht, Redmann, & Stitt-Gohdes 2004).

Most organizations do not consider the informal trainings as valid because they are unable to measure the depth of knowledge acquired. In a study, to establish the most popular method of learning computers in organizations, self-learning came top (Hambrecht, et al 2004). Formal and peer training came in almost equal in popularity while simulation was last (Kyule, 2017). Toward 2004, self-study was losing popularity from 57-32% while peer training was gaining popularity from 45-60%. It was also noted that a hybrid approach of more than one method was gaining popularity (Srinivas, 2004). However, Technology training is implemented by many organizations to improve their performance the time out strategy has been found to be very useful to the employees who are often stressed by the routine of their job designation (Minton 2000). Organizations can implement trainings to acculturate the employees to new systems of the organization by use of computer and associated simulations (Minton 2000). Even though the traditional classes have been around for decades, computer and simulations trainings will open the new outbound world to the employees (Minton 2000). Therefore, organizations need to be positioned appropriately with this new trend so that the employees also embrace learning with minimum resistance (Khirallah 2000)

2.2.3 In-Service Training Methods and Their Effectiveness

Evaluation of the effectiveness of training means to partly measure and evaluate how much the education can lead to create the skills required for organization practically and applicably (Bazargan, 2006). This means that different training methods are serve various purposes. For example, cognitive training methods are best for knowledge development and behavioural methods for skills (Blanchard & Thacker, 1998) while off- the job trainings which are conducted outside the job place where study material is supplied, is fully concentrated on learning rather than performing as such there is a freedom of expression (Khan & Taher, 2015). However, the

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decision about what approach to take to training depends on several factors that include the amount of funding available for training, specificity and complexity of the knowledge and skills needed, timeliness of training needed, and the capacity and motivation of the learner. To be effective, training method should; motivate the trainee to improve his or her performance, clearly demonstrate desired skills, provide an opportunity for active participation by the trainee, provide an opportunity to practice, provide timely feedback on the trainee's performance, provide some means for reinforcement while the trainee learns, be structured from simple to complex tasks, be adaptable to specific problems, encourage positive transfer from training to the job (Woods, 1995). Off-the-job training is usually designed to meet the shared learning needs of a group rather than a particular individual's needs (phoeth 2017). Lectures, computer-based training, games and simulations are the common forms of off-the-job training methods. 'On-the-job training session provides employee with task-specific knowledge and skills in work area. The knowledge and skills presented during on-the-job are directly related to job requirements. Job instruction technique, job rotation, coaching and apprenticeship training are the common forms of on-the job training methods. Fully on-the-job training theoretically does not involve any off-the-job training (Phoeth 2017). However, it is very rare for 100% of training to take place as part of the productive work of the learner.

Hosseini (2009), in his study entitled the effectiveness of short-term training of the staff on their performance in Municipality of Tabriz, concluded that the mentioned training leads to the effectiveness of the performance of the staff. Monfared (2010), in his study entitled the evaluation of the effects and benefits of staff training in agriculture organizations, concluded that in service training in organizations shall have an effective impact. Tavakoli (2010), in his master's thesis entitled the evaluation of the effectiveness of staff training course for librarians of

Astan Quds Razavi in 2010 and concluded that Training courses had impact on the effectiveness of staff training course for librarians of (Astan, Quds, Razavi.& Mousavi 2007), in his study entitled the evaluation of the effectiveness of staff training course on improving the productivity of the employee of Ministry of Transportation, concluded that the results of training had significant effect on the promotion of organizational behaviour, efficiency, effectiveness and identification of strengths and weaknesses, threats and opportunities. Also, review of published research provides appropriate framework to understand the application and importance of in-service training courses in educational and non-educational institution. Edom (2003), in the research on in-service training library and information science in Delta State of Nigeria, concluded that it is necessary for officials to play a greater role in education and to make employees to attend this course.

Hogaboam (2004), in the study, examined "The combination of these two approaches to in-service training of teachers (Academic Research and training of trainers) with regards to the attitudes and practices of teachers"; the results showed that use of self-learning styles reduced tend towards traditional methods; and apprenticeship increases private education. In another study by Suleiman (2011), teaching effectiveness of teachers who had attended in-service courses was evaluated from the perspective of students. The results from Suleiman 2011 study showed that teachers did not have required knowledge related to modern teaching methods and professional skills (Suleiman 2011). Also; they did not use information and communication technologies in education. Katrina (2011), at the University of Wales in collaboration with the University of Eristol of Greece, evaluated the effectiveness of staff training on performance of linguistic researchers; the results showed that training had positive impact on performance of teachers.

2.2.4. Indicators/Determinants of Employee Performance

The determinants of employee performance are those competencies or factors used to measure the effectiveness and level of employees' performance. The indicators of performance are: procedural knowledge, declarative knowledge, and motivation (Aguinis 2006). The determinants of employee performance are the constituents of performance and their product is equal to performing well. It is important to know that motivation refers to the degree of hard work inserted into the job and the level of contribution toward achieving the goals; declarative knowledge is inclusive of the knowledge about different guiding principles, procedures, particulars and the job responsibilities; procedural knowledge is to know the way of doing the job properly and the skills required to perform the job to include technical, functional, and cognitive skills. Any of this determinant such as technical, functional and cognitive skills equal to zero results in zero performance. It is not like that no performance exists in such a case, but actually the contribution of performance in producing results becomes zero. On the other hand, in a study about determinants of public sector, employees' performance, has declared motivation and awareness about job roles as the determinants of employee performance (Hailesilasie 2009). According to the view of Glaveli & Karassavidou (2011), providing training and learning opportunities, innovation, and cost reductions stimulate performance, with learning and training opportunities, the competencies gained during training and development have a dramatic impact on job performance if transferred properly. In-service training can greatly have impact in employees' performance (Khan et al., 2011). The biggest issue that has been observed in failure of training programs in organizations and particularly in banks is the inability of the employees to not to apply at the workplace what they learned during training sessions (Phoeth, 2017).

2.2.5. The Relationship between In-Service Training and Employees Performance

Most of the previous studies provide the evidence that there is a strong positive relationship between human resource management practices such as training, development, 90-degree feedback operations and organizational performance (Phoeth, 2017). For example, Guest (1997) mentioned in his study that training and development programs, as one of the vital human resource management practice, positively affects the quality of the workers' knowledge, skills and capability and thus results in higher employee performance on job. The researcher posit that the relation ultimately contributes to organizational performance

Training is the only ways of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals. Moreover, the result of the study of Sultana Irum, Ahmed & Mahmood (2012),in a study conducted in a telecom sector of Pakistan, states the R^2 (Coefficient of determination) as .501 which means that 50.1% of variation in employee performance is brought by training programs. Further, the T-value from the study findings was 8.58 that explain training is good predictor of employee performance.

As depicted by the work of Harrison (2000), learning through training influence the organizational performance by greater employee performance, and is said to be a key factor in the achievement of corporate goals. Implementing training programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance (Swart, Mann, Brown & Price 2005). Bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing employee performance (Swart, Mann, Brown & Price 2005),. He further elaborates the concept by stating that training

facilitate organization to recognize that its workers are not performing well and a thus their knowledge, skills and attitudes needs to be modeled according to the firm needs. There are quite a number of reasons for poor performance of employees to include lack of motivation of workers to use their competencies, or may be not confident enough on their capabilities, or they may be facing work- life conflict (Swart, Mann, Brown & Price 2005). These aspects of employee behaviours are commonly considered by firms while selecting most appropriate training intervention that helps organization to solve all problems and enhance employee motivational level to participate and meet firm expectations by showing desired performance (Swart, Mann, Brown & Price 2005). As mentioned by (Swart, Mann, and Brown & Price 2005) this employees' superior performance occur only because of good quality training program that leads to employee motivation and their needs fulfillment. Employees competencies changes through effective training programs (Wright & Georgy 2001), It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner (Swart, Mann, Brown, and Price, 2005). However, employee performance is also affected by some environmental factors such as corporate culture, organizational structure, job design, performance appraisal systems, power and politics prevailing in the firm and the group dynamics however, if the above mentioned problems exist in the firm, employee performance decreases not due to lack of relevant knowledge, skills and attitude, but because of above mentioned hurdles. To make training effective and to ensure positive effect of training on employee performance these elements should be taken into consideration (Wright & Georgy

2001). Workers feel more committed to the firm, when they feel organizational commitment towards them and thus show higher performance (Eisenberger et al. 1986). Bartel (1994), reports that there is a positive correlation between effective training program and employee productivity, however to make it possible, (Swart, Mann, Brown and Price (2005).), it is the responsibility of the managers to identify the factors that hinders training program effectiveness and should take necessary measures to neutralize their effect on employee performance. In addition, Ahmad and Bakar (2003), concluded that high level of employee commitment is achieved if training achieve learning outcomes and improves the performance, both on individual and organizational level. Generally, it can be debated that the effect of training program on employee outcomes such as motivation, job satisfaction and organizational commitment, did not received much attention so far. Rare work was done to test whether firms can affect their workers' attitude, through proper training interventions. According to Lang (1992) training should be planned in such a'way that it results in organizational commitment. On the other hand, Gartner and Nollen (1989) proposed that employees' commitment is a result of some human resource practices, that is, succession planning and promotions, career development and training opportunities. All these practices, when achieved results in greater employee performance. Moreover, Meyer and Smith (2000), investigate the link between Human Resource Management practices and organizational commitment, so as to discover the causes of effective employee performance.

2.2.6. Effect of In-Service Training on Employees Performance

Societies are moving from being conventional towards being industrial and from being industrial towards being post-industrial, the science and innovation are changing, developing and progressing (phoeth 2017). In the previous decades, there have been major changes in management science and structural initiative generally on the human role in the achievement and

advancement of the organizational leadership. In today's industrial world, employees have accomplished great improvement. Armstrong (2001) sets out three particular training needs for the workers, the main goal is to build up the capabilities of employees and enhance their performance, second target is for individual employees to develop within the organization such that its future requirements for human resource can be met from within the organization, and the third one is to decrease the learning span for workers starting in new jobs on appointment, transfer or promotion, and ensure that they become competent quickly. Training is very crucial to any public sector in enhancing performance of employees (kyule, 2017). However, one of most important area of the Human Resource Management function is training and development for the effective performance of employees. In the present situation training is increasingly viewed as only fostering the capacity of the individual employee but as an integrated part of organizational development. There should be set targets to be met through training of employees (Barrington & Stimpson 2002).

In the direction of Cole (2002) training can attain: high self-confidence - human resources who obtain training have amplified confidence and motivation; inferior cost of manufacture – training get rid of risks because skilled personnel are able to make better and trade and industry use of material and equipment in that way reducing and avoiding waste; lesser turnover – training brings a sense of safety measures at the workplace which trim down labor turnover and non-attendance is avoided; Adjust management training helps to supervise change by escalating the understanding and participation of employees in the change process and as well provides the skills and abilities desired to adjust to new situations; give recognition, better responsibility and the likelihood of increased pay and promotion; give a feeling of individual satisfaction and achievement, and enlarge opportunities for career progression; and help to get

better the availability and quality of staff. The majority of researches including Colombo & Stanca (2008), Sepulveda (2005) and Konings & Vanormelingen, (2009), gave an idea that training is a fundamental and powerful instrument in successful achievement of the firm's goals and objectives, follow-on in higher productivity. Training plays a momentous role in the development of competencies of new-fangled as well as existing employees for effectual performance (Ngugi, 2014). Data was collected from 800 employees of geothermal development company in Nairobi. This study gives you an idea about the relationship stuck between training & development and employee performance. Results shows that the training of employees is very imperative factors of both the association and the workers because it enhances work performance encourage employees and build confidence in the employees. The employees are supposed to acquire knowledge and skills which will give a hand them in improving their presentation by applying relevant courses based on the organizational objectives (Ngugi, 2004). Mohamud, (2014) recommended that in-service training effects the employee performance in public zone organization of Kenya. Data was collected from 100 staffs of Machakos branch and Findings confirmed training has a significant impact on employee performance and significant to both the individual employees and the organization at large. Glaveli & Karassavidou (2011) pointed out trustworthiness of the employees and the quality of services made available to the customers as the indicators of performance.

2.2.7. The Relationship between Employee Development and Employees Performance

Employee development, including the continuing generation and exchange of knowledge and experience, is concluded to be the key driver of value growth in any kind of organization (Mayo, 2000). In the view of Adamolekun (1983), employee development involves training, education and career development of staff members. Moreover, it is the "intangible assets" of an

organization (Harrison, 1998) that leads to mastery as the measure of a person's integrity and self-control and it is characterized by such qualities as competence, effectiveness, and a high degree of personal responsibility (Manu, 2004) which present modern information oriented training that focuses on individuals" current jobs (DeCenzo & Robbins, 2010). Additionally, the concept of employee training and development by Greenberg & Baron (2003) adopted as "The set of processes that arouse, direct, and maintain human behaviour towards attaining some goal." Lastly, employee Training and Development strikes a balance between research and real company practices which provide background in the fundamentals of training and development such as needs assessment transfer of training, learning environment design, methods, and evaluation (Noe, 2010). Development also makes ways for employees to take an active part in the decision making process (Vemic, 2007). Moreover, Saleem, (2011) have proposed that continuous training caters for bringing employees' motivation, confidence, their general behaviour, and self-esteem up. Similarly, they are of the view that it is Development that increase employees' satisfaction towards their job, improves their work efficiency, and gives return on investment (ROI) in terms of making the employees more knowledgeable, skilled, and productive. It also makes them more loyal, committed, and contributing to the organization. Batool & Batool (2012) also support this view that job satisfaction, confidence on self, and sense of self-worth is given a boost up among the employees through training. Zenger (1989, as cited in Batool & Batool, 2012) points out that providing expert skills makes the workers to energetically take part in the process of improving quality.

In the same way, Graig (1976); Akintayo (1996); Obisi (1996); Oribabor (2000); & Oguntimehin (2001) as cited in Saleem , (2012) have put forward the benefits of development as improvement in human, theoretical, & managerial competencies, enhanced skills, work

efficiency, knowledge, mind-set & punctuality (including be on time and less absenteeism), expertise in operating technology and handling machines with reduced wastage, and also decreased level of skill obsolescence. Employee development activities are very important for the employees, as the activities are performed, it indicates that organization cares about their employees and wants them to develop (Elena P. 2000). Many of the organizations are investing in employee development. Employee development must be recognized by the employees who want to learn or who are willing to learn. When employees are willing to learn, they show their interest in the developmental activities, as a result they are more satisfied with the job which will lead to increase in employee performance (Elena 2000).

2.3. HYPOTHESES

1. In-service training and staff development will have significant influence on employee job performance.

2. Gender will have significant influence on job performance.

3. Marital status of staff will have significant influence on job performance.

2.4. OPERATIONAL DEFINITION OF TERMS

In-Service Training and Staff Development

In-service training in this context, can be define as professional training or staff development programs that help workers in acquiring new skills and knowledge which enables them to improve in their performance at work. Therefore, in-service training and staff development are defining intertwined because in-service training can be seen as means developing workers in an organization.

Job Performance

Job performance can be defined as set of employee behavior, results, and outcomes that come after completing the job tasks using certain competencies and that are measured through different metrics constitute.

Health workers

These are all people engaged in actions whose primary intent is to enhance health. Health workers in this context include the health service providers (i.e. doctors, technicians), health management and support workers (i.e. accountant, administrative officers, clerk so on) working in the hospital.

CHAPTER THREE

METHODOLOGY

3.1 research design

A research design is a rational and methodical strategy prepared for directing a research study. This is a hospital based cross sectional study involving the use of semi-structured questionnaire containing information to measurehealth workers in-service training and development on their job performance

The independent variables are in-service training and staff development of health workers while the dependent variable is the job performance of health workers.

3.2 Settings

The study was carried out in Ekiti state. Ekiti state is a state in the South- Western part of Nigeria that was carved out of the territory of the old Ondo state in October, 1996. It has 16 Local Government Areas (LGAs) It has estimated population of about 2,384,212 (2006 census). The Local Government areas are primarily a homogenous society and carefully populated by Yoruba speaking people of the South West Zone of Nigeria. The religion of the people is mainly christianity and islamic religion while a few percentages of the people are traditional religion worshippers. Federal Teaching Hospital Ido-Ekiti formally known as Federal Medical Centre has two thousand and five hundred (2500) workers and thirty-six (36) departments as released by the administrative officer (appendix2). Most time students from different tertiary institution comes there for their internship, schools like, Afe Babalola university Ekiti state, Federal university Oye Ekiti etc.

3.3 Study population

The study population comprises of administrative staff and health workers within the federal teaching hospital Ido-Ekiti (FETHI) previously known as federal medical center Ido-Ekiti, Ekiti state. The health workers in (FETHI) include the health service provider, health management and support workers. The total number of health workers was provided by the Head of Administrative Department of the hospital (appendix 3)

3.3.1 Inclusion Criteria

Health workers in federal teaching hospital Ido -Ekiti (FETHI) who gives consent to participate in the study

3.3.2 Exclusion Criteria

Health workers whose departments were not randomly selected and those who did not give consent to participate in the study

3.4 Sample size determination

The number of workers given by the Head of Administrative Department of the hospital was two thousand five hundred (2500) workers. To determine the sample size for this research, and because the population is finite, the researcher choose a formula used by Krejcie & Morgan in their (1970) article "determining sample size for research activities" to arrive at the appropriate number of workers needed for the study, the table number 2500 under marginal error 5.0% to determine sample size (Appendix 1), the researcher arrived at 333 research participants for the sample size.

Required Sample Size[†]

Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	▮▮▮	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

3.5 Sampling techniques

The computed sample size was evenly shared among the selected departments, list of 37 departments (appendix 2)was provided by the administrator (registrar) in the hospital. The list was narrowed down to 36 because a department appeared twice. Using the list provided the researcher only utilized departments with even numbers (based on the arrangement of the department in the Health center, the researcher chose departments that were on the number divisible by 2 that department 2,4,6,8,10, 12.... was chosen for the research) on the list accounting for 18 departments'. The list of selected departments is shown in (appendix 2). The estimated sample size is 333 but oversampled to 400 to allow for evenly distribution and allowing for non-response rate. Sampling method used in this study was the multi-stage sampling.

First stage- A tertiary health center was selected from the list of health institutions in Ekiti state (appendix 3).

Second stage- In Federal teaching hospital there are thirty-six departments as released to the researcher by the administrative officer (appendix2). Using the list provided, the researcher utilized departments with even numbers (based on the arrangement of the department in the Health Centre, the researcher chose departments that were on the number divisible by 2 that s department 2,4,6,8,10, 12.... was chosen for the research) using simple random sampling as a means to select the department for the study. This technique refers to a procedure in which department in the selected population have equal right / chance to participate in the study) using this method the researcher arrived at 18 departments. (Appendix 2).

Third stage -Convenience sampling (also known as availability sampling) is a specific type of non-probability sampling method / non-random sampling technique that relies on data collection from population members who are conveniently available to participate in the study.

3.5 Study instrument

The instruments used for the measurement of variables in this study was self-report measures which consist 3 main sections with open and closed –ended questions namely; Socio-demographic characteristics, General In-service Training & Development Evaluation Scale and Individual Work Performance Questionnaire (IWPQ). The questionnaires are self-administered and were distributed by the researcher.

Section A

Socio-Demographic Characteristics of Respondents

Section A contain information about socio-demographic variables such as age, religion, marital status, Information which sought roles and years of experience was also included.

Section B

General In-service Training and Development Evaluation Scale

Section B was design by the researcher to measure in-service training and development of health worker. The manpower development scale was developed by Hassan, Ayinde Moshood (2010). Manpower development scale (MDS) was developed to measure manpower development in tertiary institutions, in which two institutions was used to test the questionnaire, the institution includes Adekunle Ajasin University Akungba Akoko 175 respondents were used and 195 respondent in Rufus GIwa Polytechnic, Owo in Ondo state. Manpower development items was analyzed by using rating scale, Likert type as follows: Strongly Agreed (4 points), Agreed (3 points) Disagreed (2 points) Strongly Disagreed (1 point) Undecided (0 point) scores obtained by

the respondents on each questionnaire item were weighted in order to get their mean. Scores refer to the respondents' scores against each questionnaire item multiplied by the scores under Likert Scale point. The products were added together on each column in order to find out the average (mean) using the number of respondents involved. The mean (average) obtained is interpreted as follows: Interpretation Scale 00 – 0.9 = U, 1.0 – 1.44 = SD, 1.50 – 2.49 = D, 2.50 – 3.49 = A, 3.50 – 4.00 = SA. The items were said to have high construct validity and found to be reliable and culturally relevant. Therefore, the researcher adopts some items from Saghir Javed (2014) a co-user of this scale to measure in-service training and development of health workers.

Section C

Individual Work Performance Questionnaire (IWPQ)

This study also adopts the Koopmans, Bernarrrds, Buuren, Beek and Vincent (2014) scale for measuring individual work performances. The scale is 27-item scale. Researcher utilizes the IWPQ version 1.0. The IWPQ 0.2 (original) and 0.3 (including additional items) were examined using Rasch analysis. Additional items that showed misfit or did not improve targeting were removed from the IWPQ 0.3, resulting in a final IWPQ 1.0. Compared to the 14-item IWPQ version 0.2, the IWPQ 0.3 was adjusted by adding items that should be located at the higher range of the task and contextual performance scales (i.e. difficult items), and items that should be located at the lower range of the counterproductive work behavior scale (i.e. easy items). Three items were formulated by the authors for task performance, seven for contextual performance, and three for counterproductive work behavior. This resulted in the 27-item IWPQ version 0.3. The task performance (TP) scale consisted of 7 items (e.g.: "I managed to plan my work so that it was done on time"), contextual performance (CP) of 12 items (e.g.: "I started new tasks myself,

when my old ones were finished"), and counterproductive work behaviour (CWB) of 8 items (e.g.: "I complained about unimportant matters at work"). Within each scale, items were presented to participants in randomized order, to avoid order effects. The TP and CP scales had a 5-point rating scale ranging from seldom, sometimes, frequently, often, to always. The CWB rating scale ranged from never, seldom, sometimes, frequently, often. All items had a recall period of 3 months. The IWPQ 0.3 was tested amongst a representative sample of Dutch workers, who were selected via a large internet panel organization. Furthermore, the person separation index (PSI) was examined. The PSI is an estimate of the internal consistency of a scale, and is similar to *Cronbach's alpha*, only it uses the logit scale estimates as opposed to the raw scores. It is interpreted in a similar manner, that is, a minimum value of 0.70 is required for group use and 0.85 for individual use.

3.6 Ethical consideration

Prior to the commencement of the research, ethical approval (appendix 5) is sourced from the ethical review committee at Federal Teaching Hospital Ido in Ekiti State. The Federal Teaching hospital was showed a copy of introduction from the head of department, psychology department, Federal University, Oye Ekiti, Ekiti State (appendix 4) and a letter from the researcher (appendix 6), requesting for ethical approval from the Teaching hospital towards data collection as well as providing total number of health workers and various departments in the Federal Teaching hospital Ido (FETHI) (appendix3).This was well attended to and necessary documents were provided to it effect. Consent form was given to research participants explaining confidentiality and discretion of the research (appendix 7) they were also notified of their free will to withdraw from the research at any time if they feel so to discontinue without any Penalty.

Participants were made to realize that the study would help them in understanding how their effectiveness on the job is connected to the in service training they received.

3.7 Procedure

The researcher received a letter of introduction from the head of department, psychology department, Federal University Oye Ekiti which introduces the researcher as a student of the department towards the collection of data. Towards the administration of the research instrument, ethical approval was received by the researcher from the ethical review committee of the hospital, Ido-Ekiti. These also include the number of employees and the various departments in the institution (appendix 3). These aid the researcher in administering the research instruments and gathering of data. The validated instrument was administered to the participants in their different department and offices by the researcher. The researcher explained to the participants the purpose and the importance of their participation in this study. In addition, the researcher assured the participants of the confidentiality of their response and that their response would be used only for research purposes. Then, the questionnaire was distributed and instructions were given to the participants on how to answer them. Pen was given as a token to those who participated in the research. After collation of all questionnaire booklets from the different department of study, the participants' responses were then scored and coded and were entered into the computer using SPSS spreadsheets for statistical analysis. The data were analyzed using the Statistical package for social sciences (SPSS) version 20.

3.8   Data management and analysis

Data gathered from this study was analyzed using Statistical Package for Social Science version 20. Demographic variables were analyzed with ANOVA and t-test independent to examine the distribution of the population in terms of gender,age, marital status, religion and ethnicity. The

hypotheses were tested using simple regression to examine the impact of the independent variables on the dependent variable. The first and second hypotheses were tested using t-test for independent groups while the third hypothesis was tested using one-way analysis of variance.

CHAPTER FOUR

RESULT

Table 4. 1: Descriptive Table Showing Demographic Characteristics of Study Participants

Demographic variables	Frequency (n)	Percentages (%)
GENDER		
Male	174	55.9
Female	134	43.1
No-response	3	1
Total	311	100
RELIGION		
Christianity	268	86.2
Islam	37	11.9
Traditional	2	0.6
No-response	4	1.3
Total	311	100
MARITAL STATUS		
Single	50	16.1
Married	254	81.7
Divorced	2	0.6
Widowed	1	0.3
Separated	1	0.3
No-response	3	1
Total	311	100
ETHNIC GROUP		
Yoruba	264	85
Igbo	37	11.8
Hausa	2	0.6
Others	8	2.6
No-response	-	-
Total	311	100
AGE		
15-26	17	5.5
26-35	92	29
36 above	185	60
No-response	17	5.5

The table above shows that the study participants comprised of 311 (100%) of **both male and female**. There were 174 (55.9%) male, 134 (43.1%) female and 3(1%) non response. **The** participant age ranged from 15-26 (5.5%), 26-35 (29%), 36 and above (60%) and 17(5.5%) **non** response. Of the 311 (100%) respondents 254 (81.7%) were married, 2 (.6%) divorced and 50 (16. 1%) of them were single, (Table 4.1).

Table 4.2: Independent T-Test Summary Table Showing the Influence of in Service Training and Staff Development on Perceived Job Performance

Group Statistics

In-group Service training and Staff Development		N	Mean	Std. Deviation	Std. Error Mean	T	df	p
Perceived Job Performance	High	100	66.09	8.806	.881	-		
	Low	211	66.03	4.888	.336	3.294	309	=.01

Table 4.2 revealed that there is a significant influence of in- service training and staff development on perceived job performance t (309) – 3.294 p=.01). However, the comparison of the mean scores revealed that individual with high in-group service training (N= 100, Mean = 66.09 SD = 8,8) scored high on perceived job performance than those with low in group service training (N = 211, Mean = 66.03 SD = 4.88) Hypothesis one states that in-service training and

staff development will have an influence on perceived job performance. Hypothesis is tested using t-test for independent groups. Result is presented in table 4.2. Therefore, the hypothesis is accepted.

Table 4.3: Independent T-Test Summary Table Showing the Influence of Gender on Perceived Job Performance

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean	t	Df	P
Perceived job performance	Male	174	65.48	7.154	.542	-	306	>.05
	Female	134	66.87	5.241	.453	1.882		

Table 4.3 above revealed that gender does not significantly influence perceived job performance (t (306) = -1.882 p>.05). Furthermore, the comparison of the mean scores revealed that females' respondents (n = 134, Mean = 66.87 SD = 5.24) performed higher on perceived job performance than males (n = 174 Mean = 65.48 SD = 7.15) Hypothesis two states that gender will have an influence on perceived job performance. Hypothesis is tested using t-test for independent groups. Result is presented in table 4.3. Therefore, the hypothesis is rejected

Table 4.4- 5 One ways analysis of Variance Summary Table Showing the Influence of Marital Status on Perceived Job Performance.

ANOVA

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		Sum of Squares	df	Mean Square	F	Sig.
Between Groups		125.554	4	31.388	.761	.551
Within groups		12499.417	303	41.252		
Total		12624.971	307			

The table above revealed that marital status does not have a significant influence on perceived job performance. (F (4, 303) = .761 p>.05) Hypothesis three states that marital status will have an influence on perceived job performance. Hypothesis is tested using one-way ANOVA. Result is presented in table. Therefore, the hypothesis is rejected

CHAPTER FIVE

DISCUSSION, CONCLUSION RECOMMENDATION.

5.1 DISCUSSION

This chapter discusses findings on theimpact of in-service training and staff development on perceived job performance among health workers in Ekiti state. This study is a hospital based cross sectional study and to my best of knowledge this study had not been carried out among primary healthcare providers in Ekiti state.

The first hypothesis state that in-service training and staff development will have significant impact on workers perceived job performance, the hypothesis was tested using t-test the result findings indicated that in-service training and staff development, that workers undergo have significant influence on how the workers perceived job performance in the institution t(309)-3.294p=.01). This research finding is lines with previous researches on training and development. For example, in a study of Ambardar (2013) it was explained that training programmers foster improved knowledge procedure, expands employees' capability, which leads to high organization performance. Also, Katrina (2011), at the University of Wales in collaboration with the University of Eristol of Greece, evaluated the effectiveness of staff training on performance of linguistic researchers. The results from Katrina study showed that training had positive impact on performance of teachers. Also in agreement with Hosseini (2009), in his study entitled the effectiveness of short-term training of the staff on their performance in Municipality of Tabriz, concluded that the mentioned training leads to the effectiveness of the performance of the staff. According to Ngugi, (2014) pointed that training plays a momentous role in the development of competencies of new-fangled as well as existing employees for effectual performance. He gathered data from 800 employees of geothermal

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development company in Nairobi; his study gives an idea about the relationship stuck between training & development and employee performance. Results of his study shows that the training of employees is very imperative factors of both the association and the workers because it enhances workers' performance encourage employees and build confidence in the employees.

The second hypothesis was gender will have influence on workers perceived job performance. The hypothesis was tested by using independent t- test, result from this hypothesis reveals that there is no difference in the job performance of both male and female workers, which means that gender does not influence the job performance of workers (t (306) = - 1.882p>.05). This research finding differs from Ramilo (2004); Shrum (2007) and Nazrul (2009). Ramilo (2004); Shrum (2007) and Nazrul (2009) which are of the view that the gender of employees tends to significantly affect their job motivation and job performance in the workplace. Their finding is that men are more disposed to work harder than women. Similarly, to that research is that of Aremu and Adeyoju (2003); Vaskova (2005) and Zhao and Seibert (2006) who hold that that gender plays a significant role in job motivation and job performance among employees in some professions, especially in developing countries. Muldoon (1995) explains that gender plays a significant role in job motivation. There are certain jobs that are more suitable for a particular gender due to the dominance of a specific gender. For instance, jobs such as nursing seem to have more females, which gives the impression that many male nurses may not be as highly motivated as their female counterparts. There are also certain professions such as airplane piloting where the male gender is dominant, the few females that may find themselves in that profession become very satisfied and proud that they can do what the male do. The implication is that gender plays a significant role in employees' job motivation. Zhao and Seibert (2006) have shown that females and minorities are faced with more obstacles in

entrepreneurship and correspondingly have lower entrepreneurial motivation. This also includes the use of technologies and new equipment in the workplace. The female employees tend to take longer time to adapt to new technologies. This shows that they are not early adopters, thus conclusion could be drawn that gender plays a significant role in the use of new technology by employees. Aremu and Adeyoju (2003) found in their study of mentoring and job performance in the Nigeria Police that gender is a significant determinant of performance. Several interesting findings emerged from this study. Firstly, the study found that mentored male police officers are more committed to their job than the mentored female police. The study also found a statistically significant difference between the mentored male and female police officers job satisfaction with the female mentored police officer exuding more satisfaction than her male counterpart.

The third hypothesis stated was marital status will have significant impact on workers perceived job performance. this hypothesis was tested using one –way analysis of variance. After testing the hypothesis, the result reveals that marital status does not influence job performance of health worker (f (4,303) = .761p..05). This is supported by Martneau (2006) who discovered from her research findings that marital status has no significant effect on the job satisfaction of women in paid employment in Benin City. Job satisfaction is an aspect of job performance. One would have expected that a married woman with children and most likely more responsibilities would have different work values from a spinster. But rather, women in paid employment, irrespective of their marital status are satisfied with their jobs and this consequently will be seen in their job performance. The research findings are also in agreement with the work of Ajayi (1983), Iremiren (1986), Chan (2004) and Clark (2006) who found out that job performance was independent of marital status. So, there is no significant difference between marital status and job performance. A teacher from a broken home cannot perform to his/her maximum and cannot

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healthily develop his/her students' academic potential to the fullest, due to the fact that he/she is separated. While the teacher that is from an organized and stabilized home is more likely to develop students into full-fledged humans able to discover their academic strength and other attributes. Onocha (1985) posited that an employee from a broken home may have feelings of insecurity which will affect his/her performance. An employee from a broken home left with the responsibility of raising children single alone will not perform well. Afolabi (2002) underlines that complimenting roles in the family by both spouses are the inherent advantage one from a broken home suffers, when he asserts that the more stable the family, the more secure the employee will feel ever in his place of work and this will show in his performance. The teacher living in the shadow of the broken home is often bewildered by the comings and goings and by the more fact that essential relationships are not promoted or are broken off and disrupted at a very impressionable time. Tyagi (2013) study, however, revealed that unmarried employees have higher level of management than married employees.

5.2 Conclusion

This research has contributed to the field of psychology and health sector in Nigeria by assessing worker's perceived job performance. It is therefore a conclusion that in-service training and staff development activities have a significant influence on employee perceived job performance. Also from the research findings, it can be concluded that gender does not influence job performance of employee. This means that male and female employees do not differ in terms of job performance. In regards to marital status, from the research finding, it can emphasize that the job performance of employees is independent of the marital status of employees.

5.3 Recommendations

Based on the conclusions reached, the study suggests the following. These recommendations if implemented by institution will help the institution to some problems face with the institution.

I. In service training should be encouraged at all level regardless of gender or marital status because it was shown in this study to increase job performance of staff

II. The staff development should be made to function effectively. In-service training and Development Programme should be initiated based on the field and area of socialization on staff.

III. Consequently, more of off-the-Job Training Programme should be initiated. This could help in meeting up with some training needs that could arise as a result of technology change, institution expansion, educational reforms, National manpower needs, etc.

IV. Staff training and development should not be a privilege, the Management of the institution should see it as a right of every staff and they should not be restricted from enjoying it.

V. The institution should ensure that staff training is regular and continuous and should not be occasional. Training should not be seen as one of the routine activities of the institution.

VI. Other institution should incorporate in-service training as a way of developing their staff for better job performance.

5.4 Limitations

The limitations from this study were the research took place in just one tertiary health institution in the state as a whole and the study measures in-service training and staff development on perceived job performance which is limited to workers in the selected institution. Another limitation of the study was that the researcher was unable to meet up to the sample size determination due to some factor such as, research participant refusal to attempt all the items due to the fact that they are busy, while some did not return while others did not fill the items correctly.

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APPENDIX 1

Table for Required Sample Size

Required Sample Size[†]

Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	███████	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

APPENDIX 2

List of Selected Department for the Study

1   Administration

2   Accident & Emergency

3   Paediatrics

4   Orthopedics

5   Haematology

6   Histopathology

7   Internal medicine

8   Radiology

9   Anesthesia

10   Family medicine

11   Pharmacy

12   Nursing

13   Internal audit

14   School of nursing

15   Staff primary school

16   Works & services

17   Nutrition/dietetics

18   Corporate affairs (information)

APPENDIX 3

List of Departments in FETIP

FEDERAL TEACHING HOSPITAL, IDO-EKITI

LIST OF DEPARTMENTS

S/NO	DEPARTMENT
1.	Chief Medical Director's Office
2	Administration
3.	CMAC Office
4.	Accident & Emergency
5.	Obstetrics & Gynaecology (O & G)
6.	Accident & Emergency
7.	Paediatrics
8.	Ear Nose & Throat .(E.N.T.)
9.	Orthopaedics
10.	Chemical Pathology
11.	Haematology
12.	Medical Microbiology
13.	Histopathology
14.	Community Health
15.	Internal Medicine
16.	Mental Health
17.	Radiology
18.	Surgery
19.	Anaesthesia
20.	Ophthalmology
21.	Family Medicine
22.	Dental
23.	Pharmacy
24.	Physiotherapy
25.	Nursing
26.	Accounts
27.	Internal Audit
28.	Health info. & Management
29.	School of Nursing
30.	Staff Secondary School
31.	Staff Primary School
32.	NHIS
33.	Works & Services
34.	Protocol/Security
35.	Nutrition/Dietetics
36.	Social Welfare
37.	Corporate Affairs (Information)

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Appendix 4

Introduction Letter

Federal University, Oye Ekiti,

Ekiti State.

Faculty of Social Science

Department of psychology

30-05-18

To whom it may concern

Dear Sir/ma

LETTER OF INTRODUCTION: DATA COLLECTION FOR RESEARCH TOWARDS THE AWARD OF B.SC IN PSYCHOLOGY

I write to introduce Adebisi Abosede Mary, Matric no PSY/14/2010 as a student of psychology, Federal University Oye Ekiti, Ekiti State on B.sc in psychology programme.

In partial fulfilment for the award of B.sc, the student has been required to conduct and submit a research project. Therefore, I request you kindly assist him to have a smooth collection process.

Please be informed that this is strictly for academic purpose and all information will be treated with extreme confidentiality.

Thank you

Dr A.O Olatunji

Head of Department

Appendix 5

Ethical approval

FEDERAL TEACHING HOSPITAL
IDO-EKITI
P.M.B. 201, IDO-EKITI. Tel: 030-251723, 251110

Our Ref: ERC/2018/07/17/129B   *Your Ref:* ....   *Date:* ....17/07/2018........

ETHICS AND RESEARCH COMMITTEE, FEDERAL TEACHING HOSPITAL,

IDO-EKITI

CLEARANCE CERTIFICATE

PROTOCOL NUMBER: ERC/2018/07/17/129B

PROJECT TITLE: IMPACT OF IN-SERVICE TRAINING AND STAFF DEVELOPMENT ON PERCEIVED JOB PERFORMANCE AMONG HEALTH WORKERS IN EKITI STATE

PRINCIPAL INVESTIGATOR(S): ADEBISI,Abosede Mary

DEPT/INSTITUTION: Dept. of Psychology, Faculty of Social Sciences,Federal University of Oye-Ekiti.

DATE CONSIDERED: 17/07/2018   DECISION OF COMMITTEE: APPROVED

This approval lapse a year after the commencement of the study

CHAIRMAN, RESEARCH AND ETHICS COMMITTEE: Dr K. A. DUROWADE

B.Sc (Hons),M.B.B.S, MPH, FWACP, FMCPH.

kadurowade@yahoo.com

SIGNATURE.................................   DATE.....17 - 07 - 18...............

DECLARATION BY INVESTIGATOR(S)

PROTOCOL NUMBER:(Please quote in all enquiries/correspondence) ERC/2018/07/17/129B

To be completed in three copies and returned to the Secretary, Ethics and Research Committee of Federal Teaching Hospital, Ido-Ekiti, Ekiti State, Nigeria.

I/ We fully understand the conditions under which I am/we are authorized to conduct the above mentioned research and I/ we guarantee that I/we will ensure compliance with these conditions. Should any changes or departure be contemplated from the research procedure as approved, I/we undertake to re-submit the protocol to the Ethics and Research Committee for consideration and approval.

NB: The Committee reserves the right to conduct compliance visit(s) to your research site(s) without prior notification. The researcher is mandated to inform the Ethics and Research Committee when he/she commences this study.

Signature(s)........................   Date..17 - 07 - 2018............

Phone Number...0103 103 4284...   E-mail Address..Adebateabose fees p142 o1 @gmail.com.

Request Letter for Ethical Approval

Federal University, Oye Ekiti, Ekiti State.

Faculty of Social Science

Department of psychology

To Chief medical director,

Federal teaching hospital Ido ekiti,

Ekiti state,

Nigeria.

Dear sir /ma

REQUEST FOR ETHICAL APPROVAL AND PERMISSION TO COLLECT DATA
INFORMATION

I am ADEBISI ABOSEDE MARY, matric no: PSY/14/2010, from federal university Oye
Ekiti. My topic is IMPACT OF IN-SERVICE TRAINING AND STAFF DEVELOPMENT ON
PERCEIVED JOB PERFORMANCE AMONG HEALTH WORKERS.

I humbly request for ethical approval from the institution to carry out the research, also
request for the number of workers and the list of the department in the institution, lastly, request
for permission to carry out the research study in the institution.

I will be glad if my request is considered. Thanks.

Yours sincerely

Adebisi abosede Mary,

18-06- 2018

Appendix 7

Consent Form

Federal University Oye-Ekiti, Department of Psychology

Questionnaire

INFORMED CONSCENT FORM

This study is being conducted by ADEBISI ABOSEDE MARY, an Undergraduate student of Federal University Oye-Ekiti; Ekiti. The study is self-sponsored as part fulfillment of the award of B.Sc. Psychology. The study is going to be for a period of 6 months.

I am conducting a research on the in-service training and staff development on perceived job performance among health workers in Ido-Ekiti.

Please note that your answers will be confidential and NOT release to anyone else. Result obtained from this research will be made available to authorities for prompt intervention.

Your participation in this study will not cost you anything. Your honest answers will be highly appreciated. You are free to refuse and withdraw to be part of the research at any time. I will greatly appreciate your help in responding to the questions and also taking part in the study.

Consent: now that the study has been well explained to me and I fully understand the study process. I will be willing to take part in the study.

....

    Signature of Researcher/date   Signature
participant/date

SECTION A

Sex: Male ( ) Female ( )   Age ....
Religious Affiliations: Christianity ( )   Islam ( )   Traditional ( )
Marital Status: Single ( )   Married ( )   Divorced ( )   Widowed ( )
Ethnic Background: Yoruba ( ) Igbo ( )   Hausa ( )

SECTION B

Instructions: Please indicate the extent to which you agree or disagree with each statement below. SA= Strongly Agree A= Agree   N= neither Disagree nor Agree D= Disagree   SD= Strongly Disagree.

S/N		SD	D	N	A	SA
1	In-service training activities (seminars/workshops, etc.) were relevant to my needs					
2	The use of (seminars / workshops, etc.) Is widely used most of the time rather than other modes in our institution.					
3	In-service training and development policy of my institution does not give room for workers participation.					
4	An in-service training activity allowed for active participation and aids my improvement at work.					
5	The in-service training needs are realistic, useful and based on the institutional strategy					
6	The in-service training and development has helped to reduce employee turnover in our institution					
7	Employees at each department normally go through in-service training and development programs every year					
8	The in-service training activities (seminars/workshops, etc.) provided me with new skills to add to my current teaching skills.					
9	I can apply the knowledge and skills I have gained in the in-service training activities in my workplace.					
10	In-service training and development enable workers to do the job with less effort and precision					
11	The organization of the in-service training program was satisfactory.					

SECTION C

Instructions: The statements below are concerned with your behaviour in your work place. Please use the given scale to indicate the extent to which you agree or disagree with each statement in the *last 3 months.* SA= Strongly Agree A= Agree   N= neither Disagree nor Agree D= Disagree   SD= Strongly Disagree.

S/N		SD	D	N	A	SA
1	I managed to plan my work so that it was done on time.					
2	My planning was optimal.					
3	I kept in mind the results that I had to achieve in my work.					
4	I was able to separate main issues from side issues at work.					
5	I knew how to set the right priorities.					
6	I was able to perform my work well with minimal time and effort.					
7	I was able to perform my work well with minimal time and effort.					

SECTION D

The statements below are concerned with your behaviour in your work place. Please use the **given** scale to indicate the extent to which you agree or disagree with each statement in the *last 3 months.* SA= Strongly Agree A= Agree   N= neither Disagree nor Agree D= Disagree   SD= **Strongly** Disagree.

S/N		SA	A	N	D	SD
1	Collaboration with others was very productive.					
2	I took on extra responsibilities.					
3	I started new tasks myself, when my old ones were finished.					
4	I took on challenging work tasks, when available.					
5	I worked at keeping my job knowledge up-to-date.					
6	I worked at keeping my job skills up-to-date.					
7	I came up with creative solutions to new problems.					
8	I kept looking for new challenges in my job.					
9	I did more than was expected of me.					
10	I actively participated in work meetings.					
11	I actively looked for ways to improve my performance at work.					
12	I grasped opportunities when they presented themselves.					
13	I knew how to solve difficult situations and setbacks quickly					

SECTION E

The statements below are concerned with your behaviour in your work place. Please use the **given** scale to indicate the extent to which you agree or disagree with each statement in the *last 3 months.* SA= Strongly Agree A= Agree   N= neither Disagree nor Agree D= Disagree   SD= **Strongly** Disagree.

S/N		SA	A	N	D	SD
1	I complained about unimportant matters at work.					
2	I made problems greater than they were at work.					
3	I focused on the negative aspects of a work situation, instead of on the positive aspects.					
4	I spoke with colleagues about the negative aspects of my work.					
5	I did less than was expected of me.					
6	I managed to get off from a work task easily.					
7	I sometimes did nothing, while I should have been working.					

Table 4. 1: Gender status of the respondent

Gender		Frequency	Percent
Valid	Male	174	55.9
	Female	134	43.1
		308	99.0

Table 4.1 revealed that 55.9% of the respondents are male while 43.1% of the respondents are females.

Table 4.2: Marital Status of the respondent

Marital Status	Frequency	Percentage (%)
Single	50	16.2
Married	254	82.5
Divorced	2	.6
Widowed	1	.3
Seperated	1	.3
Total	309	100

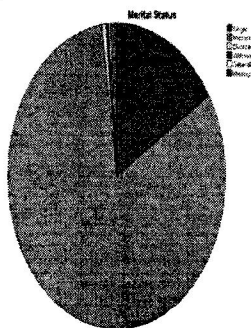Pie chart representation of marital status of the respondent

Table 4.2 revealed that 16.2 % of the respondents are singles while 82.5 % of the respondents are married. Also the table revealed that 0.6% of the respondents are divorced and .3% of the respondents are widowed and separated respectively.

Table 4.3: Ethnic group of the respondents

Ethnic Group	Frequency	Percentage (%)
Yoruba	276	90.8
Igbo	19	6.1
Hausa	1	.3
Others	8	2.6
Total	304	100.0

Table 4.3 revealed that 90.8 % of the respondents are Yoruba ethnic group, 6.1 % of the respondents are Igbo while .3% and 2.6 % of the respondents are Hausa and Others respectively.

Table 4.4: Religious affiliation of the respondents

	Frequency	Percentage (%)
Christanity	268	86.2
Islam	37	11.9
Traditional	2	.6
Total	307	98.7

Table 4.4 above revealed that the respondents are largely Christian having 87.3 % of the population while 12. 1% of the respondents are affiliated with islam. Others affiliated with traditional religion are .7%

Table 4.4b: Age of the respondents

Age	Frequency	Percentage (%)
15-26yrs	17	5
26-35yrs	92	29.9
36&above	185	60.2
Total	307	95.1

The table above revealed that 5% of the respondents fall into age bracket 15-25, 29.9% fall into age bracket 26-35 while 60.2% fall in age bracket 36&aabove

Table 4.5: Independent t-test summary table showing the influence of in service training and staff development on perceived job performance

Group Statistics

	In-group Service training and Staff Development	N	Mean	Std. Deviation	Std. Error Mean	t	df	p
Perceived Job Performance	High	100	66.09	8.806	.881	-3.294	309	=.01
	Low	211	66.03	4.888	.336			

Table 4.5 revealed that there is a significant influence of in- service training and staff development on perceived job performance (t(309) – 3.294 p=.01). Nonetheless, the comparison of the mean scores revealed that individual with high in-group service training (N= 100, Mean = 66.09 SD = 8,8) scored high on perceived job performance than those with low in group service training (N = 211, Mean = 66.03 SD = 4.88)

Table 4.6: Independent t-test summary table showing the influence of gender on perceived job performance

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean	T	df	p
Perceived Job Performance	Male	174	65.48	7.154	.542	-1.882	306	>.05
	Female	134	66.87	5.241	.453			

Table 4.6 above revealed that gender does not significantly influence perceived job performance (t (306) = -1.882 p>.05). Furthermore, the comparison of the mean scores revealed that females respondents (N = 134, Mean = 66.87 SD = 5.24) performed higher on perceived job performance than males (N = 174 Mean = 65.48 SD = 7.15)

Table 4.7: 3 ways analysis of variance summary table showing the influence of religion affiliation on perceived job performance

ANOVA

Perceived Job Performance

Religion affiliation	Sum of Squares	Df	Mean Square	F	Sig.

Between Groups	23.491	2	11.745	.285	.752
Within Groups	12544.307	304	41.264		
Total	12567.798	306			

The table above revealed that religion affiliation does not have a significant influence on perceived job performance (F (2,304) = .285 p>.05)

Table 4.8: 5 ways analysis of variance summary table showing the influence of marital status on perceived job performance

ANOVA

Perceived Job Performance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	125.554	4	31.388	.761	.551
Within Groups	12499.417	303	41.252		
Total	12624.971	307			

The table above revealed that marital status does not have a significant influence on perceived job performance. (F (4, 303) = .761 p>.05)