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## Staff Training and Motivation as Correlates of Organisational Effectiveness in Colleges of Education in Ogun State

*Received: 20 May 2024 / Accepted: 31 May 2024 / Published: 1 August 2024*

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Doi: 10.5281/zenodo.13151102

### Abstract

This study examined Staff training and motivation as correlates of organisational effectiveness in the Colleges of Education in Ogun State, Nigeria. A descriptive survey research design was utilised, and the study focused on 445 academic staff members from Sikiru Adetona College of Education, Science and Technology and Federal College of Education (FCE) Osiele, Abeokuta. From the total population, a sample of 250 academic staff members was selected. The researchers developed an instrument with a reliability coefficient of 0.78. Mean and standard deviation were used to address the research questions, while Pearson product-moment correlation (PPMC) was employed to test the hypotheses. The findings of the study revealed a significant positive correlation and a positive impact of staff training and motivation on organisational effectiveness. It was also noted that higher utilisation of staff training and motivation correlated with greater organisational effectiveness. As a recommendation, the study suggests that organisations should prioritise investment in training programs for their employees. Additionally, providing training opportunities can serve as a source of motivation for employees, leading to enhanced organisational effectiveness.

**Keywords:** *Training, Motivation, organisational Effectiveness, Colleges of Education*

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## Introduction

The concern for organisational effectiveness is shared by stakeholders and government in public organisations. Achieving organisational effectiveness relies on providing employees with training opportunities and ensuring their motivation. An organisation consists of individuals who establish an independent business identity for a specific purpose, while the desired outcome within allocated resources defines effectiveness. Organisational effectiveness refers to the extent to which an organisation successfully achieves its intended results. Proper staff training and motivation are critical for achieving organisational effectiveness. When employees are highly motivated, the organisation can attain superior levels of effectiveness and growth (Ovidiu-Iliuta, 2015). Emphasising employee training and motivation is crucial as it enhances effectiveness. As a result, employees are less likely to resist changes, feel valued by the organisation, and contribute significant ideas.

The role of training in enhancing organisational effectiveness encompasses two aspects. Firstly, training programs aim to enhance the skills and abilities of employees, resulting in increased productivity for both the individuals and the organisation as a whole. Secondly, training serves the additional purpose of reinforcing the value and significance of employees within the organisational context. Training refers to the formal and ongoing educational activities, programs, and techniques offered by an organisation to its staff. It can be attended voluntarily or as a mandatory requirement and aims to improve employees' knowledge, skills, abilities, and performance. Training involves knowledge sharing among colleagues, career development interventions, and can serve as a motivator for employees. It includes various components such as formal training, employee skills development, off-the-job training, induction programs for new employees, and training programs for existing staff. Through formal and informal training initiatives, organisations can enhance the abilities of both new and experienced employees, enabling them to effectively manage their work tasks. Research indicates a significant relationship between the development of human capital and improved operational performance. Organisations that invest in providing training opportunities for their employees often witness increased employee attachment and commitment (Wu & Chaturvedi, 2009; Shaira, 2012).

Training equips employees with the necessary skills to enhance their job performance and prepares them to take on greater responsibilities within an organisation. It also serves as a means to cross-train employees in various skills and roles, ensuring a holistic understanding of

different functions within the organisation. As stated by Dialoke, Ukah, and Ikoro (2016), training aims to bridge the gap between current performance levels and the desired performance standard. Traditionally, training is defined as the acquisition of knowledge and skills required to perform diverse tasks within an organisation.

The significance of training in promoting organisational effectiveness can be viewed from two perspectives. Firstly, training programs enhance employee skills and abilities, resulting in increased productivity for both the individuals and the organisation as a whole. This enhanced productivity contributes to overall organisational productivity as well. Secondly, training also serves a subtle function of reinforcing the value and worthiness of employees within the organisation. Employers sometimes express concerns about investing in training, fearing the potential loss of trained staff to rival companies, as mentioned by Li and Sheldon (2010). However, it has been argued that employees respond positively when organisations invest in their training, displaying increased commitment and loyalty (Kim & Wright, 2010). Research conducted by Wang, Yi, Lawler, and Zhang (2011) demonstrates a positive correlation between employee training and higher levels of organisational commitment, reduced work withdrawal behavior, and decreased turnover intentions.

As suggested by Ovidiu-Iliuta (2015), a motivated employee aligns their goals with those of the organisation and directs their efforts accordingly. To incentivize desired performance and outcomes, both financial and non-financial rewards are utilized for individuals, teams, or groups, as noted by Boselie (2010) and Tan and Nasurdin (2011). Employees can be driven by both intrinsic and extrinsic motivations. Monetary rewards are categorized as an extrinsic motivator for encouraging participation and allocating discretionary efforts (Prieto & Pérez-Santana, 2014). In addition, organisations witness greater success when their employees consistently seek ways to enhance their work performance. However, motivating employees to reach their full potential under challenging circumstances is a demanding task that can be achieved by implementing effective motivational strategies.

Motivation, as defined by George & Jones (2006), is the internal drive that compels individuals to pursue personal and organisational goals despite challenges. It encompasses psychological forces that influence the direction of behavior and the level of persistence in the face of obstacles within an organisational context. Motivation plays a central role in workforce dynamics, as it explains why people behave the way they do in organisations and how this

behavior contributes to organisational effectiveness. A motivated employee demonstrates a willingness to contribute discretionary effort and share knowledge for the betterment of the organisation. When employees are motivated to make meaningful contributions, organisational effectiveness is likely to be high.

To encourage employees to focus on outcomes that benefit both themselves and the organisation, organisations must establish a connection between pay and performance (Bohlander & Snell, 2004). This approach serves as an incentive for employees to strive for excellence and achieve desired results. According to George & Jones (2006), motivation refers to the psychological forces that shape an individual's behavior and determine their perseverance in the face of obstacles within an organisational context. Understanding motivation is crucial as it explains employees' behavior in organisations and its impact on organisational effectiveness. Motivated employees are more inclined to contribute discretionary effort and share their knowledge for the betterment of the organisation. A strong climate of cooperation among employees enhances organisational commitment and involvement, further bolstering organisational effectiveness.

In order to incentivize employees to perform at their best, it is important for organisations to offer competitive salaries, as monetary rewards serve as a significant motivator (Bohlander & Snell, 2004). Money holds considerable influence in shaping individuals' behavior, particularly in production-focused industries where employees can use it to fulfill their needs. Therefore, pay plays a crucial role in instilling dedication and commitment among employees. However, research suggests that relying solely on financial incentives may not yield long-term boosts in productivity, and monetary rewards alone do not significantly enhance effectiveness (Bohlander & Snell, 2004). Focusing exclusively on financial gains may also negatively impact employees' attitudes, as they may become solely driven by monetary rewards. There are other non-financial factors that positively impact motivation, including recognition, feedback, and rewards (Bohlander & Snell, 2004). These factors, such as social recognition and performance feedback, can be highly effective in influencing individual and group behavior to enhance organisational effectiveness. Many companies employ various forms of rewards, such as promotions, bonuses, and other incentives, alongside monetary compensation to motivate employees and improve performance.

To utilize salary as a motivator, managers must develop well-defined salary structures that consider job importance, individual performance, and any special allowances (George & Jones, 2006). This ensures that employees perceive their salaries as fair and commensurate with their contributions. While financial rewards play a significant role in motivating employees, organisations should not rely solely on money as a driving factor. Incorporating non-financial factors like rewards, recognition, and feedback alongside fair salary structures can help create a more holistic approach to employee motivation and enhance organisational effectiveness (Bohlander & Snell, 2004; George & Jones, 2006).

Leadership plays a crucial role in motivating employees and ensuring that tasks are accomplished effectively (George & Jones, 2006). A leader must earn the trust of employees and inspire them to follow their lead. However, in order for employees to trust their leader and perform their tasks effectively, they themselves need to be motivated (George & Jones, 2006). It's a mutual relationship where leaders and employees support each other to cultivate high levels of morale and motivation.

Trust is key in organisational success as it influences employees' motivation and fosters effective communication (Bohlander & Snell, 2004). Trust is the perception an individual holds towards others and their willingness to act based on communication or decisions. Therefore, organisations should prioritize building trust to enhance employee motivation and foster interpersonal relationships (Bohlander & Snell, 2004). Regardless of the level of technical automation, achieving high productivity depends on the motivation and effectiveness of the staff.

Implementing employee training programs is an essential strategy to enhance motivation in the workplace (George & Jones, 2006). These training programs help develop skills and knowledge, ultimately contributing to employee motivation. Moreover, effective communication between managers and employees reduces ambiguity and stimulates motivation (Bohlander & Snell, 2004). While there is evidence supporting the positive correlation between employee training, motivation, and organisational effectiveness, there is limited literature on which factor has a greater impact (George & Jones, 2006). Therefore, thorough research is needed to fully understand the influence of staff training and motivation on organisational effectiveness.

### **Purposes of the Study**

The main purpose of this study was to examine Staff training and motivation as correlates of organisational effectiveness in the Colleges of Education in Ogun State, Nigeria. Specifically, the study examined the influence of:

1. Academic staff training on organisational effectiveness in Colleges of Education in Ogun State.
2. Employees' motivation on organisational effectiveness in Colleges of Education in Ogun State.

### **Research Questions**

The following research questions guided this study:

1. What influence does training undergone by the academic staff have on organisational effectiveness in Colleges of Education in Ogun State?
2. What influence does employees' motivation have on organisational effectiveness in Colleges of Education in Ogun State?

### **Research Hypotheses**

The following research hypotheses were tested in this study:

H01: There is no significant correlation between staff training and organisational effectiveness in Colleges of Education in Ogun State.

H02: There is no significant correlation between motivation and organisational effectiveness in Colleges of Education in Ogun State.

### **Methodology**

Descriptive research design of survey type was adopted in conducting this study. The population for this study is 445 academic staff in the two Colleges of Education in Ogun State of Nigeria. One of the two Colleges of Education is owned by the State Government while the other is owned by the Federal Government. These are Sikiru Adetona college of education, science and technology, Omu-Ijebu, and Federal College of Education, (FCE) Osiele, Abeokuta. In view of the relatively large number of employees' population in the Colleges of Education in Ogun State, proportional stratified random sampling technique was used to select the sample size. A sample size of 250 academic staff was drawn from the population. This is to

ensure that the sample is a representation of the characteristics used to form strata. A researcher developed instrument was used to elicit response from respondents. The items were structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The rating scale is a modification of five (5) point Likert Scale. The instrument was validated by experts in the field of management. Cronbach's Alpha was used to determine the reliability index at .05 significance level and it yielded 0.78. This implies that the instrument is reliable and can elicit required data for the study. Pearson product moment correlation (PPMC) was used in the analysis of data to test the hypotheses at 0.05 levels of significance.

## Data Analysis

### Research Question 1

*What influence does training undergone by the academic staff have on organisational effectiveness in Colleges of Education in Ogun State?*

Questionnaire items 1 – 17 were used to answer this research question. The data on research question 1 are summarized and presented in Table 1.

**Table 1**

#### **Mean Responses on the Influence of Training Undergone by the Academic Staffs on Organisational Effectiveness in Colleges of Education in Ogun State (N= 250)**

<b>Items</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>
Training promotes and enhances the development of better communication techniques with other employees.	74(29.6)	102(40.8)	53(21.2)	21(8.4)	2.92	0.92	Agree
Training facilitates avenues for mutually beneficial relationships with other employees	43(17.2)	151(60.4)	38(15.2)	18(7.2)	2.88	0.77	Agree
Training promotes opportunities for practical exploration	85(34)	31(12.4)	122(48.8)	12(4.8)	2.76	0.98	Agree

Training reduces tension and minimizes the occurrence of interdepartmental conflicts	43(17.2)	109(43.6)	80(32)	18(7.2)	2.71	0.84	Agree
Training gives opportunities for new vistas of alternatives that can guide decision making	132(52.8)	80(32)	29(11.6)	9(3.6)	3.34	0.82	Agree
Training afforded acquisition of new skills, abilities and knowledge	202(80.8)	16(6.4)	26(10.4)	6(2.4)	3.66	0.76	Agree
Training improves the overall performance of the organisation	208(83.2)	14(5.6)	22(8.8)	6(12.4)	3.70	0.73	Agree
High performance is a benefit of training programmes	206(82.4)	12(4.8)	28(11.2)	4(1.6)	3.68	0.74	Agree
Training programs have provided employees opportunities to grow in the institution	44(17.6)	48(19.2)	144(57.6)	14(5.6)	2.49	0.85	Disagree
Training programme is in place for employees as they are employed into the institution	47(18.8)	54(21.6)	112(44.8)	37(14.8)	2.44	0.96	Disagree
Periodically, offer to train the employee has been received from the management	76(30.4)	112(44.8)	35(14)	27(10.8)	2.95	0.94	Agree
For increase performance to be sustained in the organisation, employee should participate in training formulation	49(19.6)	141(56.4)	54(21.6)	6(2.4)	2.93	0.71	Agree
Higher level of performance in the organisation is a benefit of employees'	33(13.2)	75(30)	120(48)	22(8.8)	2.48	0.83	Disagree



participation in training formulation

Employees are provided with sufficient training opportunities	41(16.4)	109(43.6)	82(32.8)	18(7.2)	2.69	0.83	Agree
Participation in training programmes has enhanced the performance of the employees	134(53.6)	60(24)	49(19.6)	7(2.8)	3.28	0.88	Agree
Extensive formalised training programmes are available for new staffs	168(67.2)	18(7.2)	60(24)	4(1.6)	3.40	0.91	Agree
Training has improved the standard of job competencies in the organisation	166(66.4)	30(12)	48(19.2)	6(2.4)	3.42	0.88	Agree

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Average Mean Value =  $51.23/17 = 3.01$

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Source: Field Survey, 2024

Table 1 revealed the mean and standard deviation on the influence of training undergone by the academic staff on organisational effectiveness in Colleges of Education in Ogun State. Based on cutoff point of 2.50, the result implies that 82.35% of the items raised were accepted by the respondents. The mean score obtained ranged from 2.44 to 3.70. On the overall, the mean indicated that there was significant influence of training undergone by the academic staff on organisational effectiveness in Colleges of Education in Ogun State.

**Research Question 2**

*What influence does motivation of employees have on organisational effectiveness in Colleges of Education in Ogun State?*

Questionnaire items 1 – 10 were used to answer this research question. The data on research question 2 are summarized and presented in Table 2

**Table 2**

**Mean Responses on Influence of Motivation of Employees on Organisational Effectiveness in Colleges of Education in Ogun State (N= 250)**

Items	SA	A	D	SD	Mean	SD	Remarks
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Institutional support is always received to achieve goals	134(53.6)	46(18.4)	23(9.2)	47(18.8)	3.07	1.18	Agree
Financial motivation produces the best result	89(35.6)	101(40.4)	44(17.6)	16(6.4)	3.05	0.89	Agree
Employees have the opportunity to be promoted to positions of greater pay and/or responsibility within the institution	28(11.2)	19(7.6)	70(28)	133(53.2)	1.77	1.0	Disagree
Employees receive recognition and praise for doing good work	40(16)	56(22.4)	121(48.4)	33(13.2)	2.41	0.90	Disagree
The compensation system is rewarding	92(36.8)	37(14.8)	89(35.6)	32(12.8)	2.76	1.09	Agree
The benefits employees receive are as good as most other organisations offer	110(44)	90(36)	36(14.4)	14(5.6)	3.18	0.88	Agree
Employees are being paid a fair amount for the work they do	49(19.6)	25(10)	136(54.4)	40(16)	2.33	0.97	Disagree
When employees do a good job, they receive the recognition for it that they should receive	122(48.8)	63(25.2)	53(21.2)	12(4.8)	3.18	0.93	Agree
Average Mean Value = $21.75/8 = 2.72$							

Source: Field Survey, 2024

Table 2 revealed the mean and standard deviation on influence of motivation of employees on organisational effectiveness in Colleges of Education in Ogun State. Based on cutoff point of 2.50, the result implies that 62.5% (5 out of 8) of the items raised were accepted by the respondents. The mean score obtained ranged from 1.77 to 3.18. On the overall, the mean indicated that there was a significant influence of motivation of employees on organisational effectiveness in Colleges of Education in Ogun State.

**Testing of Hypotheses**

**H01:** There is no significant correlation between staff training and organisational effectiveness in Colleges of Education in Ogun State.

**Table 3: Descriptive Statistics and Correlations between Staff Training and Organisational Effectiveness in Colleges of Education in Ogun State.**

Variables	Mean	Std. Dev	r	P
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Organisational effectiveness	33.3840	4.18120	1.000	
Training	51.7160	6.03898	.140*	1.000

**Source:** Field Survey, 2024.

Table 3 shows mean, standard deviation and zero order correlation between the variables. It was observed that there was significant relationship between staff training and organisational effectiveness in Colleges of Education in Ogun State in the order of ( $r = 0.140, P < .05$ ). On this premise the null hypothesis is hereby rejected and researcher concluded that there is significant correlation between staff training and organisational effectiveness in Colleges of Education in Ogun State.

**H02:** There is no significant correlation between motivation and organisational effectiveness in Colleges of Education in Ogun State.

**Table 4: Descriptive Statistics and Correlations between Motivation and Organisational Effectiveness in Colleges of Education in Ogun State.**

Variables	Mean	Std. Dev	r	p
Organisational effectiveness	33.38	4.181	1.000	
Motivation	21.75	3.147	.115*	1.000

**Source:** Field Survey, 2024.

Table 4 shows Mean, Standard Deviation and zero order correlation between the variables. It was observed that there was significant relationship between motivation and organisational effectiveness in Colleges of Education in Ogun State in the order of ( $r = 0.115, P < .05$ ). On this premise the null hypothesis is hereby rejected and researcher concluded that there is significant correlation between motivation and organisational effectiveness in Colleges of Education in Ogun State.

### Discussion of Findings

The outcomes of this study have been categorised and discussed based on the research questions and hypotheses.

In Table 1, it was observed that 82.35% of the items received positive acceptance from the respondents regarding the impact of training undergone by academic staff on organisational effectiveness in Colleges of Education in Ogun State.

Table 2 revealed that 62.5% (5 out of 8) of the items raised were accepted by the respondents as indicators of the influence of employee motivation on organisational effectiveness in Colleges of Education in Ogun State.

According to Table 3, a significant relationship was found between training and organisational effectiveness in Colleges of Education in Ogun State ( $r = 0.140$ ,  $P < .05$ ). These findings align with the research conducted by Shaira (2012), which demonstrated the significant effect of training on workplace performance.

Table 4 indicated a significant relationship between motivation and organisational effectiveness in Colleges of Education in Ogun State ( $r = 0.115$ ,  $P < .05$ ). This further supports the notion that motivated employees contribute positively to organisational effectiveness. This relationship is also affirmed by a study conducted by Muhammad (2011), which found a significant positive correlation (0.287) between employee motivation and organisational effectiveness (Muhammad et al., 2011). Motivated employees tend to work in the best interest of the organisation, leading to growth, prosperity, and improved productivity.

## **Conclusion**

After examining staff training and motivation as correlates of organisational effectiveness in the Colleges of Education in Ogun State, the results of this study indicate a significant positive correlation and a positive impact of training and motivation on organisational effectiveness. These findings align with previous research conducted in this field. Previous studies within the realm of human resource management (HRM) have consistently upheld the viewpoint that well-designed training and motivation initiatives can enhance organisational effectiveness. In summary, this study has established a clear association between a higher implementation of staff training and motivation and improved organisational effectiveness. The research findings further support the notion that organisations can achieve greater effectiveness by prioritising the training and motivation of their employees.

## **Recommendations**

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

- i. Organisations should invest in Training programmes for their employees.
- ii. Organisations should recognise employees who do a good job, this motivates employees to put in their best towards achievement of organisational effectiveness.

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