



Effects of training and development on employee performance: Moderating role of leadership style

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Abstract

Most organizations meet their needs for training in an impromptu and haphazard way while others set about identifying their training needs, then design training activities in a rational manner and finally assess the results of training. This study, therefore, sought to determine the impact of training and development on employee performance in A.D. Rufa'i College of Education Misau and C.O.E Kangere. This study adopts Human capital and Herzberg two factor theories. The paper used quantitative research design; a questionnaire was designed using structured questions to collect primary data. Statistical Package for Social Sciences (SPSS) and Partial Least Square (PLS) were used to analyze the data. The findings of this research indicated that the various training undergone in the selected institutions has impacted on employee performance but the management needs to look into the training package. Most of the employees were of the view that training and development were effective tools for both personal and organizational success. The study recommended that the employee training programme need to take into consideration by given them opportunities to learn new ideas and skills to become more productive. However, the study concluded that training and development in A.D Rufa'i College of Education Misau and C.O.E Kangere has invested in the training of its employees, however the management needs to look into the various training programmes.

Keyword: Development, Employee, Leadership, Training, Performance

1. Introduction

Employee training is one of the vital tools that help to enhance effective organizational performance and at the same time helps to promote the stability index of the organization. It is very important for the organization to exert extra efforts and invest much in employee training if it wants to achieve its objectives in the most economical way. In spite of the variety however, most of the definitions appear to revolve around a basic theme of training and development being a planned learning experience designed to bring about change in an individual's knowledge, attitudes and skills. At the moment, workers in the company commit a lot of errors when carrying out their responsibilities. These errors may have an impact on the caliber of the project provided and, in turn, the

organization's reputation. Project failure has been attributed to subpar performance in the early phases of projects by project section personnel. The notion of training and development has been defined by various scholars from different disciplines. Obadahun, et al, (2022), define training and development as "learning experiences designed to enhance the short-term and/or long-term job performance of individual employees.

According to Nurlitaet al. (2022), "training and development is a planned process to modify attitude, knowledge, or skill behavior through learning experience to achieve effective performance in an activity or range of activities." This is evidence in favor of the proposal. According to these definitions, training and development are seen to be a deliberate process that aids in



altering behavior, attitude, and knowledge through learning experiences in order to attain successful performance in a variety of tasks. It's a continuous process of development aimed at connecting workers' abilities and expertise to the goals of the company (Bohorquez, 2022).

According to AlMazrouei et al. (2022), cutiean investigation achieving optimal employee performance is not a random process but rather a deliberate process involving a number of tactics, with training and development taking center stage. Furthermore, according to Downes (2022), employee training refers to planned activities intended to increase staff awareness, experience, and expertise. employees to do their best efforts.

Likewise, Ahmad et al. (2019) have clarified that skilled workers are more competent and perform their duties more effectively than unskilled workers. Training and development are urgently needed in a developing nation like Pakistan and would boost the telecom industry's efficacy. Training is one of the primary human resource activities in an organization and aids in the achievement of organizational goals, according to Burhan et al. (2021). Additionally, Salaset al. (2021) state that the knowledge, skills, and capacities of employees are becoming more and more crucial for the organization as well as for the individual employee. It is crucial that these personnel receive training and development in order for them to acquire new abilities and information that will enhance their effectiveness as employees.

According to Al-Sharafi et al. (2018), businesses that offer training and development programs help programmers keep their competitive edge. These businesses also benefit from motivated employees who are more likely to stick with the company. According to Bello et al. (2021), one approach to think about training is as a subsystem that introduces staff members to the subject matter and technology because organizations are

always evolving and growing. Employee development and training is even more important in the modern era, when globalization has increased organizational competitiveness and made it harder for workers to keep up with the rate of technological improvement and other scientific and social advancements. Churchill and Hammond (2018). Developing trainee potential, creating goals for various needs, and figuring out how to get there are all important aspects of employee training and development. The aim of training, according to Sung and Choi (2018), is for staff members to become proficient in the behaviors, knowledge, and skills that training programmers highlight and then apply those skills to their daily tasks. They contend that training and development contributes to an organization's increased competitive edge, meaning it encompasses more than just the growth of basic abilities. Several academics have also contended that the goal of training and development is to improve employees' performance by removing any performance gaps, whether they are anticipated or not (Smrynova et al., 2021).

Employee productivity is thereby greatly increased by training and development; additionally, trained workers are far less likely to undergo job changes, quit, or be laid off; and lastly, they are also far less likely to go through periods of unemployment. Al-Amin and Jeni (2021). As previously said, the main goals of training and development are to improve an employee's knowledge and abilities as well as their attitudes or perspectives toward the accomplishment of corporate objectives. Modern staff members must have the knowledge, skills, and abilities necessary to adapt to new procedures and production systems due to the rapidly changing nature of technology. As a result, training and development become crucial in generating a number of potential profits for businesses and people alike.



Chanana (2021) asserts that training boosts workers' self-esteem, recognition, and increasing responsibility with the potential for compensation increases, all of which contribute to employee motivation. It also decreases cost of production since well-trained personnel is able to make better economic use of materials and equipment hence decreasing waste if not eliminating it. According to Ayentimi and Burgess (2019), many new hires can be given the majority of the information, abilities, and attitudes needed to get started right away, but some may need intensive training to guarantee they can contribute effectively to the company. They go on to say that the majority of them will eventually require training of some kind in order to maintain an effective level of job performance. According to Ayentimi and Burgess (2019), opined that an organization's long-term profitability is significantly influenced by the calibre of its workforce and their growth via training and education. As a result, businesses that are quality-driven and committed are more likely to spend money on education and training. In the current competitive climate, technically sophisticated equipment run by highly skilled workers facilitates efficient production even of technically simple products. This is also a prerequisite for the successful selection of suitable equipment and its effective application (Kuruja & Mukuru 2018). Employee training is the term for planned activities intended to increase staff knowledge, awareness, and expertise (Rampa and Agogué, 2021). Similarly, professional staff members are more competent and perform their jobs more effectively than unskilled workers, according to Jaaffar (2019). Training and development are urgently needed in a developing nation like Pakistan and would boost the telecom industry's efficacy.

Statement of the Problem

Any company's ability to succeed is largely dependent on the caliber of its human capital, and although it is widely

acknowledged that training is crucial, questions remain about the specific types of training and skill development that led to financial success. Above all, this kind of instruction needs to be measurable. Training should support individual performance so that it has a favorable short- and long-term influence on organizational productivity. At the moment, workers in the company commit a lot of errors when carrying out their responsibilities. These errors may have an impact on the caliber of the project provided and, in turn, the organization's reputation. Project failure has been attributed to subpar performance in the early phases of projects by project section personnel. The goal of this research is to determine whether there a link between training and development on employee performance in A.D. Rufa'i College of Education Misau and C.O.E Kangere

2. Literature Review

Employee Training as a Source of Competency

Employees that receive training can do their jobs with greater competence and effectiveness. Positive changes in an employee's competency level are brought about by effective training programs. The Ahmad group (2019). According to Burhan et al. (2021), businesses can also meet the needs of their employees through training and development programs. According to Akilandeswari (2022), efficient training programs assist staff members in obtaining new technology that facilitates their work performance while also giving them complete control over the competencies and skills necessary to complete that specific task with fewer errors and blunders.

Employee Training as a Source of Productivity

The assertion made by Hammond and Churchill (2022) that training is a basic and effective tool in the successful fulfillment of the firm's goal and objectives, leading to higher production, is that timely and suitable training helps to increase



organizational productivity. According to Downes (2022), there is a positive correlation between staff productivity and well-designed training programs.

Employee training as a source of motivation factor

Training is one of the most important things that an organization can do to motivate its employees. According to Kaung San (2019), when employees receive sufficient and relevant training that inspires them and guides them toward meeting their needs, they typically perform better. According to Obadahun et al. (2022), a business that prioritizes employee training and development together with providing them with competitive rewards for their achievements can enhance employee motivation and loyalty.

Employee Training Increase job of Satisfaction

Bohorquez (2022) emphasized that a variety of characteristics, including management, expertise, and job happiness, are protective of employee performance. According to Nurlita et al. (2022), trained and developed workers are happier in their jobs, which boosts an organization's productivity and profitability. According to Rampa et al. (2021), employees who receive training exhibit improved performance and a higher degree of job satisfaction.

Human Capital Theory

The concept of human capital theory was first introduced in the 1960s by Mincer (1958) Schiltz (1961) and was further developed by Becker (1964). Using foundational narrative of the theory, education facilitates marginal labor productivity to drive earnings. The foundation of the theory is the belief that the learning capabilities of people can be compared to other resources that are involved in goods and service production, With effective use of resources, the outcomes are beneficial to individuals, firms and society (Schultz, 1961) Therefore, as was posited by Aliaga (2001)

the theory aims to give training and education as an investment form of human resources and the core belief is that individuals are perceived as capital development types (Hendricks, 2002).

From this point of view, schooling and education are perceived to be deliberate investments preparing the human capital and improve individual and firm productivity while facilitation firm development and growth from an international aspect. A weakness of the theory is tied to its assumption that education is positively correlated to productivity at a workplace, which results in higher wages, but offers little insights into the process to which education and training are converted into higher wages. Additionally, the theory's homogenous perception of education is problematic. People learn at different paces, and quality of the education in one context may not be effective in others (Brewer & McEwan, 2010).

More precisely, the theory will aid in assessing the link between human capital and firm performance. Human capital is an illustration of people's investment in themselves, in other word in their skills that eventually increases their economic productivity. The theory is based on the idea that human capital leads to creativity which eventually results in receiving higher personal income. This theory's supporters believe that educated people are productive people meaning people who are educated, earn higher personal income than the rest of the population. However, there are some researchers who stand against the human capital theory, such as Blair (2018) they suggest that the correlation between income and education is weak. The relationship between years of education and wages is not very strong. Furthermore, the regression coefficient of schooling in multiple regressions is quite tiny when variables connected with schooling are added. as mentioned in Fix (2018) in Miller, 1974.



Herzberg Two Factor Theory

Herzberg (1959) developed a two-dimensional model of the variables influencing people's perspectives about their jobs. He came to the conclusion that variables like pay, working environment, supervision, interpersonal relationships, and corporate policy are more of hygienic considerations than motivators. The hypothesis states that while the presence of hygienic variables does not inspire or promote satisfaction, their lack can lead to job discontent. On the other hand, he deduced from the data that the motivators were aspects of a person's employment that enhanced it; he identified five aspects in particular that were highly significant predictors of job satisfaction: advancement, responsibility, the work itself, achievement, and acknowledgment. While the hygiene variables (dissatisfiers) consistently induced only short-term changes in job attitudes and performance, which quickly reverted, these motivators (satisfiers) were linked to long-term favorable impacts in job performance.

Herzberg distinguished between elements that are external to the job and internal to motivation. Therefore, although hygiene aspects assist to lessen job dissatisfaction, motivation factors only serve to enhance and boost job happiness. As stated by Herzberg and colleagues (1959). Armstrong (2010) lists the following as the satisfactions: achievement, recognition, responsibility, progress, and development. A behavioral researcher named Frederick Herzberg put up the inspiration cleanliness concept, also known as the two-factor hypothesis, in 1959. According to Herzberg, certain activity metrics result in contentment, but other employment aspects mitigate disillusionment. According to Herzberg, "No fulfilment" is the inverse of "fulfilment" and "No dissatisfaction" is the inverse of "disappointment." These activity variables were divided into two categories by Herzberg: inspiration factors and cleaning elements.

Yousaf (2020) asserts that the theory of Herzberg employee motivation is highly relevant in understanding the work behaviors of organizational employees. However, this theory has faced significant criticism from those who vehemently argue that the original theory should not be revived because it has little bearing on the explanation of employee motivation. As Khan and Zaki (2017) have noted, employees are a firm's most valuable resource, with the power to either enhance or diminish its corporate and business standing through their impact on overall profitability Elnaga and Imran (2018).

3. Methodology

Research technique is seen as the framework focused on identifying facts and correlations to facilitate a more productive and successful interaction between humans and their surroundings. The explanation of the research design, demographic, sample design, data collection process, and method to be used for data analysis were the primary topics of this section. A research study's methodical organization is outlined in its research design. It entails outlining how the study will be carried out and the procedures that will help the researcher reach his goals. Jack and Baxer (2019). Creswell (2014) asserts that a research study's research design displays a systematic plan for its execution. The quantitative research approach was utilized in this study to ascertain the impact training and development and employee performance a moderating role of leadership style. Thus, data were gathered for this study utilizing a self-administered questionnaire using the survey method. The population of this study comprises all the academic staff and non-academic staff (50) (open registry Colleges of Education, 2023). The frame work for sampling in any quantitative research is important. Thus, this section discussed the sample size and procedure which was utilized. To achieve a representative data from the population,



stratified sampling technique was used to select the respondents. Michaels & Godwin (2019) stated that, stratified sampling is primarily to ensure that different groups of a population are adequately represented in the sample so as to increase their level of accuracy when estimating parameters. Data was sourced from primary sources which involve a first-hand data collection by means of questionnaire; secondary sources were data from journal, newspapers, magazines, financial reports and others. This study used data from primary source through administering questionnaires only. The research instrument that was employed in this study is self-report questionnaire and focus stratified sampling. All of the statements on the questionnaire were written in English. This is due to the fact that every study participant can understand it correctly. Readings of relevant literature and scales were used to adapt, adopt, and modify the questionnaire's items. Since the population of this study is different from the original research population—in terms of country, culture, and language—from which the questionnaire items were generated or employed, adaptation and acceptance of the research instrument are required (Davis, 1996). However, the understudy variables would be evaluated using the self-report approach. Because employees are intellectuals and can skillfully and reliably assess their own knowledge, abilities, and attitudes, the self-report questionnaire was a suitable choice for data collection in this study (Oluwakemi et al., 2011). Since a single-item measurement scale is unable to adequately reflect the construct, multi-item measurement scales were employed in the study to cover and capture all of the conceptual significance of each of the variables (Churchill, 1987). Depending on the nature of the phenomenon being studied, Davis (2000) suggested using measuring scale points between ranges of five and nine. Because of their high reliability, widespread use, and suitability

for training study transfer, five-point Likert-type rating scales were essentially used to determine the forms of the statements in this study. The data from the questionnaire would be analyzed using the Statistical Package for Social Sciences (SPSS) (hereinafter referred to as “PLS4” to test the research hypotheses constructed in this study.

Knowing whether to support or refute the hypotheses would be made easier and more informed by analyzing the data that has been gathered (Kothari, 2008). The relationships that would emerge from the raw data would be analyzed, interpreted, or explained using both descriptive and inferential statistics.

Generalizing from a sample of the population is the focus of inferential statistics (Healey, 1999). Stated differently, inferential statistics are employed to ascertain, through hypothesis testing, the relationships between the independent and dependent variables. Nonetheless, inferential statistics, such as Pearson Correlation, will be used in this study to explain and identify the correlations between the various research variables.

The link between two continuous variables is measured via Pearson Correlation (Johnson and Kuby, 2004). The Pearson Correlation's output reveals the degree of interdependence and the significance relationship between two or more variables or attributes. The degree and direction of the linear link between two variables are described via correlation analysis. The range of values for Pearson correlation coefficients (r) is limited to -1 to 1. The sign at the front denotes a positive correlation, meaning that when one variable rises, the other rises, or a negative correlation, meaning that when one variable rises, the other falls. The strength of the association can be inferred from the size of the absolute value, which ignores the sign. When the correlation is perfect, either at 1 or -1, the value



The primary focus of this part is the descriptive statistics pertaining to the latent constructs and their corresponding items that were employed in the research. For the latent constructs and items, descriptive statistics were calculated using means and standard deviations (SD). Accordingly, the study employed "mean," which refers to the average of a certain item or variable, as the most popular and widely used measure of central tendency (Sekaran & Bourgie, 2010). However, using the square root of the variance, the standard deviation is used to calculate the dispersion and variability of the data set. Therefore, for ratio and interval scale descriptive statistics, mean and standard deviation are crucial tools. This study employed a five-point Likert scale, with one representing strongly disagree and five representing strongly agree, to measure the latent components with interval scale. The study divided the mean of the scales into three categories—low, moderate, and high—to facilitate interpretation. According to Nik, Jantan, and Taib (2010), a five-point Likert scale classifies a score of less than 2.33 as low, 2.33 to 3.67 as moderate, and 3.67 and above as high. For ease of understanding, this criterion was thus selected in this investigation.

4. Results and Discussion

Research Question: How does the factors of Training and Development influence Employee Performance in AD Rufa'i College of Education and College of Education Kengere.

Table 1 provides an answer to this research issue by illustrating the impact of training and development on the performance of academic and non-academic staff members at C.O.E. Kangere Bauchi State and A.D. Rufa'i College of Education in Misau. It was shown that training and development had a significant favorable impact on both academic and non-academic staff performance. This implies that employees carry out their allocated tasks more effectively the more training and development opportunities they have access to. Employee performance therefore grows as training level do. The findings of earlier research by Nurlitaet al. (Bohorquez, 2022; AlMazrouei, et al, 2022; Salaset at al., 2021; Irene, 2019; Burhan, et al. 2021) were confirmed by this. The goal of training and development is to produce effective performance in a variety of tasks by modifying attitude, knowledge, or skill behavior through learning experiences. Employees may keep up with changes in the workplace and update their knowledge through training and development. As a result, trained personnel produce better work.

Table 1: Mean and Standard deviation of Training and Development

Code	Items	Mean	Std. Dev.
TRD1	Training and development have increased my performance positively	3.31	1.184
TRD2	Attending workshops can improved your job performance	3.63	1.070
TRD3	Seminars organized at workplace can influence my job performance	2.80	1.101
TRD4	Institution should invest more in training and development program to chance better performance	3.12	1.049
TRD5	My training and development in the institution support my career development skills	3.16	1.140
TRD6	Many employees' behaviors change since enrolling into training and development program	3.39	1.113

Source: Researcher (2023).



Six items in table 4.4 measure training and development variables; the mean and standard deviation of these variables are presented. The following are some of the statements: TRD1: Training and development have positively impacted my performance $M = (3.31, SD = 1.184)$; TRD2: Attending workshops can improve your job performance $M = (3.63, SD = 1.070)$; and TRD3: Attending hotel-organized seminars can influence performance. TRD4 hotel should invest more in training and development program to chance higher performance at the $M = (3.12, SD = 1.049)$, where TRD5 seminars are held. TRD3 seminars organized at workplace can affect my job performance at $M = (2.80, SD = 1.101)$, whereas My professional development abilities are supported by my training and growth in the hotel and are at the $M = (3.16, SD = 1.140)$, whereas TRD6 After participating in a training and development program, many

employees' behaviors have changed, with the $M = (3.39, SD = 1.113)$. Attending workshops can improve your job performance, according to the study. $M = (3.63, SD = 1.070)$ is the highest value, indicating that giving employees the chance to attend workshops improves their performance. Burhan et al. (2021) contend that organizations need training programs to keep workers' knowledge, skills, and abilities up to date and improve their ability to perform effectively on the job. According to Al-Sharafi et al. (2018), businesses that offer training and development programs help programmers keep their competitive edge. These businesses also benefit from motivated employees who are more likely to stick with the company. Additionally, according to Bohorquez (2022), employees who participate in workshops can alter their attitude, knowledge, or skill through learning experiences, which will help them perform well in a variety of activities.

Table 2: Mean and Standard deviation of Employee Performance

Code	Item	Mean	Std. Deviation
EP1	I am satisfied with my work	3.67	.911
EP2	Working in the college make the best use of my ability	3.71	.973
EP3	I am satisfied working with the institution	3.75	1.122
EP4	The job here in the institution is well organize and co ordinate	3.65	.989
EP5	I have all the tools and resources I needed to do my job	3.74	.925
EP6	The institution actively listens to my issues and suggestions	3.79	.972
EP7	The institution has sufficient employees to achieve its goals	3.75	.829

Source: Researcher (2023)

Table 17 has six items that measure employee performance characteristics. The mean and standard deviation of these variables are presented. The following statements are among them: EP1 I am satisfied with my work indicates that the majority of employees are satisfied with the $M = (3.67, SD = .911)$; EP2 Working in the

college makes the best use of my ability is at the $M = (3.71, SD = .973)$; EP3 I am satisfied working with the institution has the $M = (3.75, SD = 1.122)$; and EP4. The job here in the institution is well organized and coordinated is at the $M = (3.65, SD = .989)$. Lastly, EP5 I have all the tools and



resources I need to do my job has the M = (3.74, SD =.925).

Additionally, in the case of EP6, the institution actively listens to my issues and suggestions is at M = (3.79, SD =.972), and EP7 The institution has sufficient employees to achieve its goals has M = (3.75, SD=.829), the above table shows that the category with the highest mean score is "The institution actively listens to my issues and suggestions is at" M = (3.79, SD =.972), which is consistent with the findings of Ngwa et al., (2019), who claim

that employee performance is a measure of an organization's ability to effectively achieve its organizational goals. Additionally, employee performance is a product of the work that an individual puts forth in order to achieve the work standards set by the organization to achieve the organization goals Wijayati et al, (2022). Lastly (Sa'adah, &Rijanti, 2022) employee performance is an indicator of an organization's ability to achieve its organizational goals.

Table 3: Assessment of Measurement Model

Construct	Items	Loading	CA	CR	AVE
Employee Performance	EMP1	0.877	0.954	0.958	0.786
	EMP2	0.937			
	EMP3	0.862			
	EMP4	0.920			
	EMP5	0.940			
	EMP6	0.895			
	EMP7	0.760			
Training and Development	TRD1	0.893	0.861	0.873	0.708
	TRD2	0.782			
	TRD3	0.792			
	TRD4	0.859			

The Field work 2023

The results are shown in table 18, which also provides a comprehensive explanation of the study's conclusions. Measurement model tests employed construct validity and reliability (including content validity). The reliability of each core variable in the measuring scheme employed in this study was evaluated using Cronbach's alpha coefficients (construct reliability). The Cronbach's alpha coefficient significance for each person in this study varied from 0.954 to 0.852, surpassing the recommended threshold of 0.7. Nunnally & Bernstein (1994); Kannana & Tan (1994). (2005). Moreover, the values of all the composite dependability (CR) factors, which ranged from 0.958 to 0.854, were greater than 0.7. Werts (2010); Kline (2010); Gefen et al. (2000). Indicator reliability was evaluated using factor loadings. Even if the signs

point to a shared basis, the condition is inferred by the large loadings found on these constructs and is captured within the constructs (Hair et al., 2017). Hair et al. (2010) identified significant factor loadings as those with values higher than 0.70. Table 18 displays factor loadings for each item in this study that were higher than the recommended value of 0.7. Average variance extracted values (AVE) were employed in this study to assess convergent validity, or the extent to which the measurements positively correlate with related alternative measures of the same construct. Every AVE was assigned a value between 0.786 and 0.694, which was the recommended value. As a result, as shown in Table 18, all constructs met the convergent validity criteria, according to Hair et al. (2010).

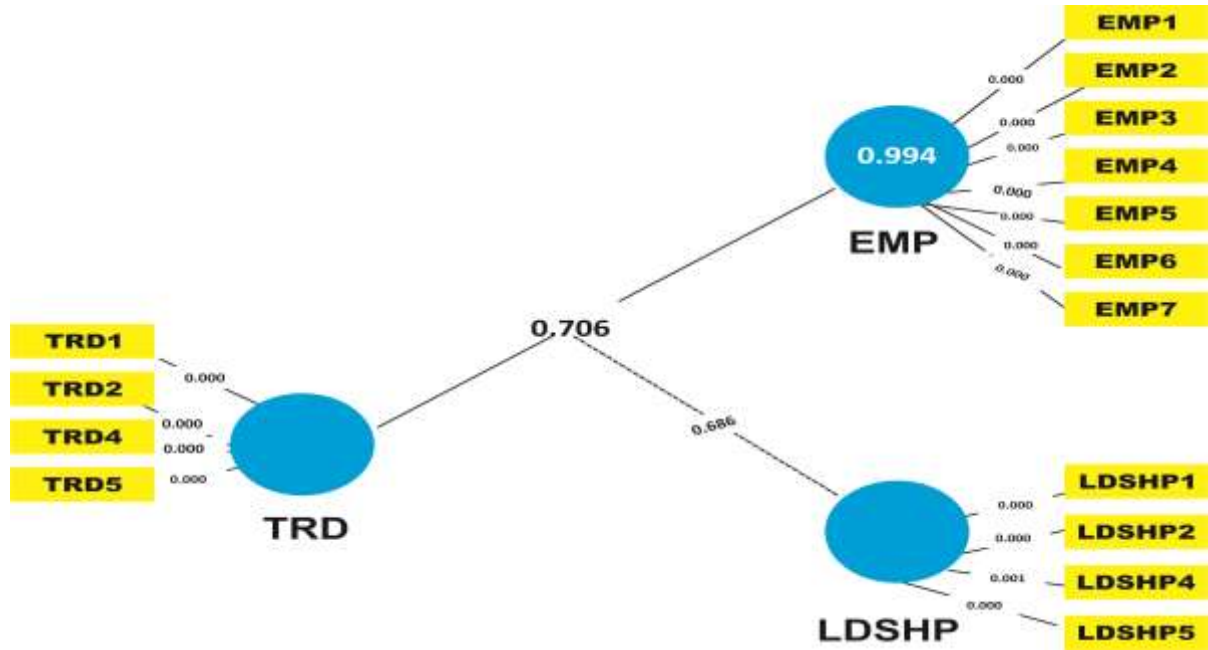


Figure 1: Measurement model

Table 4: VIF

Constructs	EMP
Training and Development	1.568
Leadership	1.605

The Field work 2023

Using the Smart PLS applications, the inner model testing was carried out by evaluating the path coefficient, multicollinearity test, and R-square value. A multicollinearity test (VIF) value of fewer than five is desirable. Table 20 indicates that there is no significant link between any of the exogenous variables and the endogenous variables.

R- Square

The applicability of the study model was assessed using the R-square value, per (Ghozali, 2015). The strength of each endogenous latent variable relative to the exogenous latent variable in a certain inner model is ascertained using the R-square value. It is feasible to draw the conclusion that endogenous variables like Human Resources Planning, Recruitment and Selection, Training and Development, Financial Incentive Leadership, and so on have a 50.5 percent influence on the performance variable based on the model appropriateness test findings.

Table 5. Constructs of R-Square

Constructs	R ²	Q ²
Performance	0.993	0.292
Leadership	0.973	0.088

The Field work 2023

Results of direct and moderation effects.

Table Relationship	B-Value	t-Value	SD	Results
TRD-EMP	-0.086	0.706	0.082	Accepted
TRD-LDRSHP-EMP	-0.014	0.686	0.119	Accepted

Source: Fieldwork

An evaluation of the inner model was conducted. Several criteria were used to test the hypothesized links between the constructs in the structural model assessment. According to Hair and Risher's recommendations, the requirements included reporting for the path coefficient, standard errors, p-values, t-values, coefficient of determinations (R²), and

predictive relevance (Q²). The model's moderate predictive accuracy was indicated by the R² values for employee performance (0.993). Furthermore, the model had clear predictive significance as seen by the endogenous latent construct (employee performance) having a Q² score (0.292) greater than zero. The association between the six variables, as demonstrated above, is not moderated by the leadership

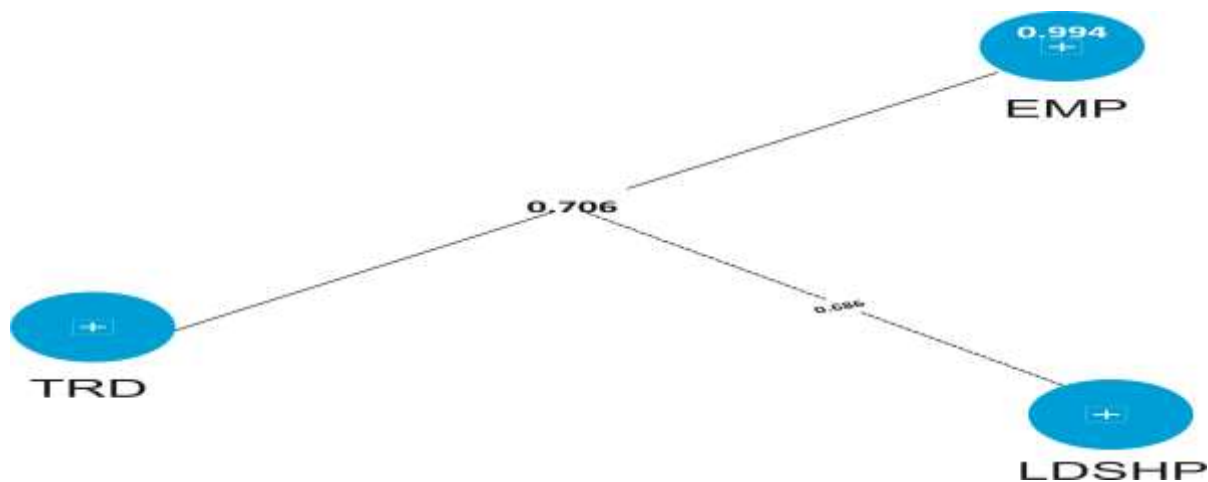


Figure 2: Structural Model

Result of Hypothesis

Figure 3 above illustrates how seven indicators can be used to measure employee performance: EMP1, EMP2, EMP3, EMP4, EMP5, EMP6, and EMP7. Six indicators can be used to measure training and development: TRD1, TRD2, TRD3, TRD4, TRD5, and TRD6, and six indicators can be used to measure leadership: LDSHP1, LDSHP2, LDSHP3, LDSHP4, LDSHP5, and LDSHP 6. The arrow between the latent constructs and the indicator has been pointing in the direction of the indicators

that the research has utilized a relatively. The constructions have indicated appropriate reflecting indications for evaluating the influence to be explored in the correlation (hypothesis). In order to address each research hypothesis, it is obtained by looking at the research models.

Discussion

The study evaluated how employee performance in hotels at C.O.E. Kangere and A.D. Rufa'I College of Education in Misau was affected by training and development. Numerous researches investigating techniques and the effects of training and development on employee



performance have been carried out in various parts of the world. Various techniques are applied in training, and the technique chosen should serve the intended purpose while taking into account the nature and goals of the training. To guarantee job standards, a number of performance dimensions are used. According to the study's findings, 85% and 100% of respondents, respectively, think that colleges should keep an eye on how their resources are used and have staff members display the services that are available, workers receive effective training to support the growth of the colleges. Boella confirms these findings, stating that a large portion of college staff labor is done in close proximity to students. Employee training is therefore crucial in many ways; it boosts output and equips workers with expert knowledge, practical skills, and sound ideas; it also inspires and motivates workers by giving them access to all the information they require for their jobs and assisting them in realizing the significance of what they do. Employees' lives are impacted by training from the moment they start a new job through retirement. It has significant impact, raising productivity and performance levels and ultimately placing educational institutions in the best possible position to compete and remain at the top. The results showed that every respondent thought that training helped improve the overall skills needed, which was validated by April (2020). Training influences employees' performance by developing their knowledge, skills, abilities, competencies, and behavior, which benefits the organization as a whole. Education colleges committed to producing high-quality work make training investments in their staff. According to a Swart., et al. (2020) study, training contributes to better relationships with students. This explains in detail how training can be used to close skill and performance gaps and boost worker productivity. Colleges of education demand communication between staff and

administration due to their intense educational programs.

5. Conclusion and Recommendation

Conclusion

Overall, the study aimed to look into how training and development affect employee performance using the findings and suggestions given by A.D. Rufa'i College of Education Misau and C.O.E. Kangere, using their case study as a model. must take steps to rectify its training and development program and ensure that all relevant procedures are followed. The results of this study show that employee performance is impacted by the different training programs completed at C.O.E. Kangere and A.D Rufa'i College of Education in Misau; however, the management should examine the training curriculum.

The study findings indicate that A.D. Rufa'i College of Education in Misau and C.O.E. Kangere have made investments in employee training and development; nevertheless, the management should investigate the various training initiatives.

Recommendations

The report suggests that, given the advantages it offers to both staff members and management overall, college administrations make employee training one of their top priorities. In other words, if colleges wish to lead the way in the field of education, they need to consider the training programs as one of the most important operational concerns. In order to help staff members to act professionally when interacting with students and management, college administrations, regardless of level of professional training, must provide them with it.

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