
EFFECT OF EMPLOYEE TRAINING AND DEVELOPMENT ON ORGANIZATIONAL PERFORMANCE OF SELECTED TERTIARY INSTITUTIONS IN AKWA IBOM STATE

¹Imoh Sunday Akpan; ²Sunday Moses Okebaram *PhD.*; ³Godwin Norbert Okon and ⁴Emerole Ibemelam Daniel

^{1,2,3,4}Department of Business Administration, College of Management Sciences, Michael Okpara University of Agriculture, Umudike, Abia State.

Abstract

This study focused on the effect of employee training and development on organizational performance of Selected Tertiary Institutions in Akwa Ibom State. The specific objectives are to examine the impact of training, development and engagement on the effectiveness of Selected Tertiary Institutions in Akwa Ibom State and assess the impact of knowledge sharing and creation on the commitment of selected Tertiary Institutions in Akwa Ibom State. The research design used in the study was a survey design. The researcher adopted mainly primary sources of data. The study targeted the 4001 academic and non-academic staff of the Selected Tertiary Institutions in Akwa Ibom State. The sample size of the study was 363. The researcher used the stratified sampling technique. Regression model was used to test the hypotheses of the study. The study found out that there is a significant impact on training and development and engagement on the effectiveness of Selected Tertiary Institutions in Akwa Ibom State. There is a significant effect on knowledge sharing and creation on the commitment of Selected Tertiary Institutions in Akwa Ibom State. The study concluded that employee training and development on organizational performance of Selected Tertiary Institutions in Akwa Ibom State have a significant effect on organizational performance. The study recommended that organization should ensure that they improved training programmes to align with the organization's strategic goals. When employees see how their development contributes to the bigger picture, they are more likely to engage actively in training.

Keywords: *Employee Training and Development, Knowledge Sharing and Creation and Organizational Performance.*

INTRODUCTION

A strategy for improving employee productivity to drive higher value for the firms has become an important focus. Anyanwu (2007) asserted that “change in the environment has resulted in skills becoming obsolete so that competent employees do not remain competent forever”. Skills, knowledge, and abilities deteriorate and can become obsolete if not nurtured (Ray, 2014). It is all about recruiting, supporting and investing in people (labour) engaged in organizations using a variety of means which includes education, training, coaching, mentoring, internship in order for organizations to perform effectively and efficiently (Odhong & Were, 2013). In order to achieve their goals, organizations deliberately employ various techniques to increase and improve the potentials of their employee. It is in the light of the above that most tertiary institutions now view human

capital learning as a strategic investment rather than a mere budgeted cost and reserves a good percentage of their annual budget for employees training and development.

The requirement for tertiary institutions to build up their human asset ability to survive present day business challenges has additionally turned out to be principal. The expanding number of organizations investigating employee training and development for potential outcomes of building up those limits has strengthened the contention that human development and training ought to be viewed as an indispensable errand for present day institutions partnership towards performance upgrade. The cutting-edge business condition has turned out to be unpredictable and the working scene is evolving along these lines, globalization, progression in innovation, headway in innovation.

Acquiring valuable human training externally is even more essential when desired human capital may not be sufficiently developed from within. To get the best out of the employee in an organization, there must be substantial and meaningful investment on them. Organizational performance such as profit maximization, large market share, and fulfilling social responsibility cannot be achieved without an efficient work-force. Therefore, human training and development is essential for sustainability and growth of an organization. It is thus us, being realized now that the forces that give life to an organization are the human energy and creativity operating therein (Omodia, 2009). Thus, no matter how good and sophisticated capital and technology may be, it is of little relevance to the organization's effectiveness when managed and operated by underdeveloped human resources. They do not only lack capacity but also the motivation to use other resources efficiently towards the organizational ends (Viktor, 2016). In some organizations, only individuals who have acquired skills on specific jobs are employed. But in others, individuals are employed to be developed on- the -job as required by the organization. In this case, it is believed that the individual, through training and development programmes, will acquire the skill and knowledge required for effective productivity of the job (Nwuche & Awa, 2011). However, human capital learning must be based on the need rather than meeting the requirements of the organization. Such requirements must be accurately defined and the development programme should be organized to exploit the potentials of the employee or to correct the deficiencies in the level of their productivity (Nielsen, 2006). Therefore, this study investigates the effect of employee training and development on organizational performance of Selected Tertiary Institutions in Akwa Ibom State

Statement of the Problem

Human training and development seem to be neglected in Nigeria universities since not all tertiary institutions have recognized the important role of human capital learning towards improving organizational performance. Even for those in the educational sector that seem to understand the value of investing in people, many of them still give poor attention (if any) to human capital learning. Research from several studies fail to sensitize business operators (organizations) on their studies about the need to give adequate attention to and make sufficient financial provisions for human capital learning towards improved organizational performance and growth of firms (Ahmad & Bakar, 2003).

One of the biggest challenges in implementing effective human training and development programs is the lack of resources. Most institutions do not have sufficient funds, time, or personnel to invest in training and development programs. Some of the academic staff resist changes in the university and are reluctant to participate in new learning initiatives, especially if they perceive the change as threatening or disruptive to

their existing work routines. Furthermore, the skills required for success in the workplace are constantly evolving, and some of junior academic and non-academic staff do not possess the skills necessary to meet the changing demands of their jobs. This have created skill gaps in several cadres that hinder academic performance. Prior researchers indicated that tertiary institutions have limited access to training resources or may not provide enough opportunities for employees to engage in ongoing learning, research and development (Akinpeju, 2012). There is poor funding of research works from the university, this poor funding has created lacuna and loopholes on research works, leaving many research studies with a dearth. Training programs that are poorly designed, lack relevance to employees' jobs, or fail to engage employees may be ineffective and fail to produce desired learning outcomes. More so, some lecturers struggle to retain and transfer what they have learned in training back to the academic environment, especially on the students, which has limited the effectiveness of training programs. While the institution struggle to measure the impact of training programs on employee performance and organizational outcomes, making it difficult to assess the value of training investments. It is against this backdrop that this study examined effect of employee training and development on organizational performance of Selected Tertiary Institutions in Akwa Ibom State.

Objectives of the Study

The main objective of this study is to examine the effect of employee training and development on organizational performance of Selected Tertiary Institutions in Akwa Ibom State. Specific objectives are to:

- i. Examine the impact of training and development and engagement on the effectiveness of Selected Tertiary Institutions in Akwa Ibom State.
- ii. Assess the impact of knowledge sharing and creation on the commitment of Selected Tertiary Institutions in Akwa Ibom State.

Research Questions

- i. What is the impact of training and development and engagement on the effectiveness of Selected Tertiary Institutions in Akwa Ibom State?
- ii. What is the impact of knowledge sharing and creation on the commitment of Selected Tertiary Institutions in Akwa Ibom State?

Research Hypotheses

Ho₁: There is no significant impact on training and development and engagement on the effectiveness of Selected Tertiary Institutions in Akwa Ibom State.

Ho₂: There is no significant effect on knowledge sharing and creation on the commitment of Selected Tertiary Institutions in Akwa Ibom State.

REVIEW OF RELATED LITERATURE

Human Development

The second syllabus in the human capital development concept is the element of "development." To develop the means to make or become more mature, more advanced, more complete, more organized and more detailed. Thus, the term develop connotes an improvement on a previous state. This improvement should, however, be conceived from the point of the aspired position of that entity. The development aspect of 'human capital development concept' would, therefore, require the enhancing of the human capital into a form that is more desired by an organization. In most human resource management

literature, human capital development has been used synonymously to human resource development. In which case it refers to the identification of needed skills and the corresponding active management of learning in line with the corporate and business strategy of an organization (Armstrong, 2006) Thus, human capital learning could be further categorized into two based on the time horizons. These are tactical human capital development and strategic human resource development. Whereas the former focuses on meeting short-term business and corporate strategy objectives, the latter focuses on meeting long-range future corporate and business strategy objectives of organizations.

Armstrong (2006) therefore posits that development of human capital will require a combination of organizational learning strategies, strategies to enhance individual learning, effective execution of training workshops and formal off-the-job training as well as blended strategies consisting of all these. At this stage, the paper wishes to center on the development and not just training of human capital. Thus, training, according to Cole (2002), is a learning activity is the acquisition of specific knowledge and skills to perform a task. Training is given to employees to be efficient and effective on the jobs or roles. Development is the process used to build the capacity of the employees to achieve and sustain goals and desires to the benefit of the employee, firm, community and the world (Garavan, Morley, Gunnigle & Collins, 2001). In their view, development requires the evaluation of the organization's current environment – external and internal – and aiding people, teams, and the organization to identify and develop strategies that improve performance. Where the evaluation process brings out an issue or problem that requires attention or needs to be solved, the development process will seek to generate ideas and solutions that address the problem and can effectively return the unit to a state of high performance. However, if no negatives are resulting from the evaluation, then the development process will seek ways of developing and enhancing existing relationships and performances. To this end, development can denote creating and sustain change and performance. Human capital development is, therefore, becoming an increasingly critical and strategic imperative for organizations in the current business environment (Sheri-lynn & Parbudyal, 2007). The following five variables of human capital development according to are more likely to affect employee performance. These include coaching, training, and development, empowerment, participation, and delegation.

Coaching: Is an intervention that seeks to bring an employee to his predetermined performance level in his current function within an organization. It is guided, structured and requires continues monitoring (Colomo & Casado, 2006). The organization appoints a coach for the employee with the aim that, the coach will work with the employee to correct work-related defects and improve employee skills, knowledge and abilities to enhance performance. Individuals are allowed to take responsibility and are treated as partners.

Training and Development: Training and development is an activity aimed at imparting to employees the requisite skills, knowledge, and behaviors necessary for their jobs. Training is task related as it provides operational and technical employees with the specific knowledge and skills required for the completion of their assigned tasks (Cole, 2005). Development, on the other hand, is futuristic as it seeks to prepare employees for growth in their careers rather than immediate performance. It involves developing the abilities and potential through learning experiences (Cole, 2005). Training is the permanent change in behavior with employees being taught how to do a particular task whiles development is a long-term process.

Empowerment: Developing human capital through empowerment involves the transfer of responsibility and operational management from line managers to operational teams and individuals (Kamal et al. 2008). It increases the capacity of the employee and also provides freedom of work which builds the confidence among the employees (and motivates them to work harder thereby enhancing the individual and organization's performance. Empowering employees enhances their ability to take initiatives be proactivity reduces the costs of supervision and other indirect costs and provides the opportunity for individuals to develop and use new knowledge and skills (Leach, Wall, & Jackson, 2003).

Knowledge sharing

Knowledge sharing can be defined as "A culture where employees of an organization can share their knowledge, views, ideas, expertise, skills, and experience with each other". Knowledge sharing can also be explained as "Task related information, experience and response about any product or any process. Knowledge sharing can further be defined as "The process of transferring the knowledge from one source to another (recipient)" (Loebbecke, Fenema, & Powell, 2016). It is a process of sharing of knowledge between two parties that reshape and generate new knowledge (Wellins, 2015). Organized and understandable information that will provide solution to a problem and helpful for decision making is known as knowledge and Knowledge sharing is a procedure to manage the culture of an organization and encompasses the transferring and receiving knowledge between individuals, between groups and between organizations as a whole (Lee, 2001) where exchange of tacit and explicit knowledge occurs to form new ideas and knowledge and effectiveness of knowledge sharing depends upon how effectively one use tacit and explicit knowledge and views that will create new knowledge for betterment of an organization (Van den Hooff & De Ridder, 2004). Knowledge sharing process can be defined as "a process that assists employees in exchange of knowledge and creation of knowledge" (Van den Hooff & De Ridder, 2004).

Van den Hooff and De Ridder, (2004) also suggested that knowledge sharing process consist the following dimensions: Donation of knowledge and collection of knowledge. Sharing of personal knowledge, skills, ideas, intellectual capital by individuals with others is called knowledge donating while consulting with other employees and collecting their skills, ideas, intellectual capital to support one's own work is called knowledge collecting. Cooperating and communicating the intellectual assets with others and consulting and assessing the intellectual assets from others. Both these processes are vigorous and active gaining something from others what others know or delivering something to others what one knows (Conner & Prahalad, 1996). Knowledge sharing begins when employees of an organization willingly donate and contribute with colleagues and eagerly collect from colleagues when required, forming a cycle of knowledge sharing between colleagues of an organization. From a "resource based" point of view knowledge is one of the important resources for any organization and to manage it organizations should concentrate on knowledge sharing because knowledge sharing is a vital aspect in modern organizations and better implication of it will results in organizations betterment and effectiveness. Classification of knowledge can be done as explicit knowledge and tacit knowledge. Explicit knowledge is known as formal knowledge and recorded in the shape of database, libraries etc. (Nonaka, 2009). Explicit knowledge can easily be documented and transferred through electronic medium and can easily be save by an organization. On the other hand, tacit knowledge is informal and resides in human brain and can be gain through experience, highly personal and hard to exchange because it resides in daily working activities of a

person (Nonaka, 2009). Knowledge is a vigorous aspect for any organization to attain competitive position in the market and once integrated effectively can benefit an organization in long run. For a learning organization it is indispensable to communicate and share knowledge effectively.

Employees interact in friendly environment with each other and share their views and ideas with each other. It's only the willingness and motivation that encourage the individual to share the expertise, ideas and skills and it's only the motivation and willingness that individual who is in need of help and guidance will honestly and willfully collect and learn from others. Employees share with others believing that other employees will also share their knowledge, ideas and expertise when required (Alle, 2017). Organizational culture can be an important factor and can play an important role in knowledge sharing. Through Knowledge sharing culture employees of an organization can exchange relevant information which will help them in performing their job related tasks. De Long and Fahey, (2020) suggested that culture of an organization can influence knowledge related activities as it clarifies different norms that indicate which knowledge is significant to share, it facilitates shared environment, it enables interaction amongst individuals, groups and overall organization to exchange knowledge and helps in new knowledge formation. Organization can get competitive edge through knowledge sharing if it establishes a supportive culture and environment because it can also motivate workers to share knowledge and increase productivity. An organization can get competitive advantage through knowledge sharing because knowledge sharing help organizations finds solutions about those needs which leads an organization towards competitive edge in the market (Foss & Pedersen, 2012). Exchange of ideas, knowledge and experience within and outside an organization knowledge sharing is one of the vital solutions for such organizations which face dynamic and competitive business settings (Zhou & Li, (2012).

Theoretical Framework

Social learning theory (Bandura, 1977)

Social learning theory was developed to describe and predict how people learn from observation. Bandura, (1977) observational learning is controlled by processes of attention, retention, and reproduction. From social learning theory, a number of rules can be derived for optimal training conditions. For example: When modeling a task, give the learner a verbal model to guide performance. The best verbal models will give rules for the responses of the task, but will be as simple as possible and easy to remember. The trainee is most likely to learn to reward himself for a good job performance if he comes to feel that the work he is performing is very important to him and to the company and that he has significant control of the work outcomes. Social learning theory has been applied to industries through training methods. The theory has been used to teach managers to deal more effectively with human relations problems occurring on the job, and to predict which subordinates will imitate the behavior of their supervisors. A number of companies have trained their supervisors to deal more effectively with various interpersonal job problems (such as motivating the poor performer, overcoming resistance to change, handling a discrimination complaint (Bandura, 1977).

Performance Human Capital Development Theories (Theodore W. Schultz, 1961)

The theory of performance views both organizations and individuals as a journey that goes through processes. Human beings and organizations can produce extra ordinary performance based on their capacity levels. Since worthy accomplishments are produced

from high-level performances, a theory of performance is useful in many learning contexts for employees and the organization.

The argument in the Human Capital Development Theory on the other hand stems from the poverty and capability postulates of Amartya (2000) in the development literature. The same argument could be applied at the institutional level emphasizing that deprivation of capabilities within institutions will inhibit the institutions from functioning effectively. Although the growth of literature still lacks successful analysis of the role of human capital in explaining growth performance, particularly in the least developed countries, emerging literature on the role of human capital in economic growth in general provides an entry point to measure the role of capacity in the development process (Baser & Morgan, 2008). The theories of Performance and Human Capital Development are used in this study to support plans by DFID to scale up financial and staff resources, as detailed in its operational plan 2011-2016 on Private Sector Development in order to increase its sustainable economic development work. The theory is also relevant in that DFID can analyse the performance effects of capacity development strategies it employs and compare with donors operating in the same space in Kenya and in determining its operational niche.

The social learning theory is relevant to this study it encourages the application of knowledge to create values in organization. It also gives room for innovation and creativity in organization. The theory is of the philosophy that people can learn from others through observation, imitation and modeling and is influenced by factors such as attention, motivation, attitudes and emotion. The theory accounts for the interaction of environmental and cognitive elements that affect how people learn. According to Bandura people observe behaviour either directly through social interaction with others or indirectly by observing behaviours through media. Actions that are rewarded are more likely to be imitated, while those that are punished are avoided.

Empirical Review

Examine the impact of training and development and engagement on the effectiveness of Selected Tertiary Institutions in Akwa Ibom State.

Ugoji (2001) studied the effect of training and development on organizational performance. The study used secondary data. Four hypotheses were developed to see the impact of all the independent variables on the overall Organizational Performance. The results showed that training and development, on the job training, training design and delivery style have positive significant effect on organizational performance. Ugoji further presented a report on the impact of training (and vocational education) investments on company productivity and other performance indicators using a meta analysis. The result showed that investment in training have a positive and significant impact on company performance indicators. This result confirmed the key role attributed to the investment in skills in the European strategy for smart and sustainable growth, Europe 2020, and the initiative agenda for new skills and jobs. Therefore, he provided advance understanding of the effects of training on organizational-level outcomes by reviewing the results of previous studies that have investigated the relationship between training and human resource, performance, and financial outcomes. The results of meta-analysis from 67 studies suggest that training is positively related to human resource outcomes and organizational performance but is only very weakly related to financial outcomes. Furthermore, training appears to be more strongly related to organizational outcomes when it is matched with key contextual factors such as organization capital intensity and business strategy. Further,

training is related independently to organizational outcomes in support of the universalistic perspective of strategic human resource management rather than a configurationally perspective.

Nur, Nuron, Suhaily, and Nur, (2002) conducted a study on the Impact of Training and Development on Organisational Performance. Since good human resources are a benefit to any organisation, training has evolved into a concern that all organisations must deal with. Without continuous staff training and development, an organisation cannot grow in the highly competitive climate of today. The purpose of this study is to determine the impact of training and development on organisational performance in order to figure out how the training and development (on-the-job training, off-the-job training, and job rotation) can impact organisational performance. The study has been conducted at three selected departments in a government office, which are Management Services, Corporate, and Human Resources Management. The quantitative approach has been adopted, in which a questionnaire has been used to collect and analyse data. 103 questionnaires have been distributed by using Google Form to respondents and returned to the researchers with complete information. The reliability and validity have been checked by using the SPSS and the results have been evaluated. The findings indicate that all three hypotheses are accepted.

Assess the effect of knowledge sharing and creation on the commitment of Selected Tertiary Institutions in Akwa Ibom State.

Antonio, Víctor, and Rodrigo (2011) study investigated the knowledge creation, organizational learning and their effects on organizational performance. This paper analyzes how the 4 modes of knowledge conversion model proposed in the “knowledge creating organization” Socialization, Externalization, Combination and Internalization (SECI) affect organizational learning and this one the results of the organization. Analyzing a sample of 284 Spanish companies we propose a model to analyze this relationship, the results show (1) a positive relation between the modes of knowledge creation, (2) knowledge creation influence organizational learning as essential part of Knowledge Management (3) knowledge creation and organizational learning can create a new approach of continuous improvement leading to increases organizational performance. The concept of knowledge management involves managing the learning processes of individual and collective members of an organization. Therefore, it includes organizational learning (related to the creation of new knowledge), and the most processes related to the acquisition of knowledge from outside, dissemination, storage and exploitation of knowledge at the firm.

Anuoluwa, Temitope, Nira and Islamiyah (2016), research investigated knowledge sharing behaviour pattern analysis of academic librarians in selected academic libraries in Nigeria. The descriptive survey research design of the ex-post facto type was adopted for the study. Total enumeration was used to capture one hundred and seventeen (117) academic librarians in selected academic libraries in Nigeria using questionnaire as the research instrument. All questionnaire administered were returned and found useful for the study. The findings revealed that librarians primarily share knowledge using face-to-face interaction, mobile phones, emails and newsletters. Other avenues are E-mail, memo, web forum, bulletin boards and discussion boards. The study concluded that though librarians are aware of knowledge sharing; it is yet to be formally adopted in libraries as a means of generating and creating new ideas. The study therefore recommends that it is not enough for librarians to share the outcome of seminar and conference participation; rather library management should make it a routine for open interaction between librarians either within

the library or outside the library in order to generate and tap into librarians' innovative ideas that will help shape and reshape the library.

Ali, Osama, and Igor, (2018) conducted a study on the impact of Knowledge Creation on Organizational Resilience towards Organizational Performance. Due to complex situations faced by many business organizations, knowledge creation has become a source of sustained competitive advantage. This study investigated the influence of knowledge creation process (KCP) for enhancing the organizational resilience capabilities namely – adoptability, agility, and innovation towards organization performance based on the balanced scorecard. Data were collected from the Saudi banks. The study results revealed KCP positively influence the organizational resilience capabilities. The results also showed that the resilience capabilities (agility and innovation) have a positive significant influence on banking performance. However, the relationship between adoptability and organization performance is not significant in the Saudi context.

Gap in Literature

The study examined the impact of human capital learning on organizational effectiveness. However, there was limited empirical evidence of human capital learning in Akwa Ibom State, Nigeria. The studies include that of Ugoji (2001) study the effect of training and development on organizational performance. It is hoped that this study will fill the gap on the impact of training and development and engagement on the effectiveness, assess the effect of knowledge sharing and creation on the commitment, examine the influence of HR creativity and innovation on the profitability, ascertain the impact of knowledge management and empowerment on employee performance and determine the relationship between learning capacity on organizational effectiveness of Selected Tertiary Institutions in Akwa Ibom State.

METHODOLOGY

The research design used in the study was a survey design. Survey design is the program that guides the researcher in the process of collecting, analyzing and interpreting an observation. The researcher adopted mainly primary sources of data to collect information from the respondents. The study targeted the 4001 teaching and non-teaching staff of the Selected Tertiary Institutions in Akwa Ibom State namely; Akwa Ibom State Polytechnic Ikot Osurua, Akwa Ibom State University, and University of Uyo. The sample size of 363 was derived statistically from Taro Yamane formula. The researcher used the stratified sampling technique. This sampling technique gave every respondent in the study area an equal chance to participate in the study. Thus, to test the hypotheses regression model was employed to test the relationships between dependent and independent variables of the study.

DATA PRESENTATION/ANALYSIS

A total of three hundred and sixty-three (363) copies of questionnaire was administered to Akwa Ibom State Polytechnic, University of Uyo and Akwa Ibom State University. Thirty-one (31) copies of questionnaires was lost with a percentage of 8.5%, while the questionnaire recovered is 332 with a percentage ratio of 91.5% that aided the study.

Table 1: Examine the impact of training and development and engagement on the effectiveness of Selected Tertiary Institutions in Akwa Ibom State.

Statement	SA 5	A 4	UN 3	D 2	SD 1	TOTAL	MEAN	SD
Orientation/Induction Training enhance effectiveness	210	58	-	30	34	1376	4.1	.984
Job Instruction Training improve effectiveness	289	43	-	-	-	1617	4.9	.647
Career Development Training enhance effectiveness	301	30	-	1	-	1626	4.9	.633
Maintenance/ Refresher Training boost effectiveness	148	102	14	43	25	1301	3.9	1.12
Foundation Training enhance effectiveness	178	74	12	18	50	1308	3.9	1.10
Dependent variables								
Customer satisfaction enhance training and development and engagement	248	51	-	23	10	1500	4.5	.844
Employee satisfaction improve training and development and engagement	245	44	12	11	20	1479	4.4	.867
Profitability enhance training and development and engagement	228	104	-	-	-	1556	4.7	.748
Revenue boost training and development and engagement	280	42	-	10	-	1588	4.8	.714

Source; Field Survey, 2024

The table above examined the impact of training and development and engagement on the effectiveness of Selected Tertiary Institutions in Akwa Ibom State. Majority of the respondents with the highest mean scores of 4.9, 4.9, 4.8, 4.7, 4.5, 4.4, 4.1, 3.9, and 3.9 strongly agreed that Job Instruction Training improve effectiveness, Career Development Training enhance effectiveness, Revenue boost training and development and engagement, Profitability enhance training and development and engagement, Customer satisfaction enhance training and development and engagement, Employee satisfaction improve training and development and engagement, Orientation/Induction Training enhance effectiveness, Maintenance/ Refresher Training boost effectiveness and Foundation Training enhance effectiveness.

Table 2: Assess the effect of knowledge sharing and creation on the commitment of Selected Tertiary Institutions in Akwa Ibom State.

Statement	SA 5	A 4	UN 3	D 2	SD 1	TOTAL	MEAN	SD
Knowledge-sharing culture enhance commitment	145	98	14	35	40	1269	3.8	1.17
Knowledge-sharing information technology (IT) improve commitment	157	114	21	22	18	1366	4.1	.985
Knowledge-sharing processes enhance commitment	220	67	-	20	25	1433	4.3	.851
Knowledge-sharing structure boost commitment	142	74	18	48	50	1206	3.6	1.24
Knowledge-sharing people enhance commitment	295	37	-	-	-	1623	4.9	.621
Dependent Variables								
Affective commitment enhance knowledge sharing and creation	187	95	4	25	21	1398	4.2	.941
Continuance commitment enhance knowledge sharing and creation	188	81	7	36	20	1377	4.1	.979
Normative commitment enhance knowledge sharing and creation	220	67	-	20	25	1433	4.3	.851

Source; Field Survey, 2024

The table above assessed the effect of knowledge sharing and creation on the commitment of Selected Tertiary Institutions in Akwa Ibom State. Majority of the respondents with the highest mean scores of 4.9, 4.3, 4.3, 4.2, 4.1, 4.1, 3.8, 3.6 strongly agreed that Knowledge-sharing people enhance commitment, Normative commitment enhance knowledge sharing and creation, Affective commitment enhance knowledge sharing and creation, Knowledge-sharing information technology (IT) improve commitment, Knowledge-sharing processes enhance commitment, Continuance commitment enhance knowledge sharing and creation, *Knowledge-sharing* culture enhance commitment and Knowledge-sharing structure boost commitment.

Test of Hypotheses

Ho₁: There is no significant impact on training and development and engagement on the effectiveness of Selected Tertiary Institutions in Akwa Ibom State.

Table 3: Regression training and development and engagement on the effectiveness

Variable	Parameters	Coefficient	Std error	t – value
Constant	β_0	0.061	0.047	1.298
TDE (X_1)	β_1	0.242	0.097	2.495**
R-Square		0.578		
Adjusted R – Square		0.540		
F – statistics		7.568***		

Source: Field Data, 2024

Table above shows the coefficients of showed significant impact of training and development and engagement on the effectiveness of Selected Tertiary Institutions in Akwa Ibom State. The coefficient of multiple determination (R^2) was 0.578 which implies that 57.8% of the variations in dependents were explained by changes in the independent variable while 42.2% were unexplained by the stochastic variable indicating a goodness of fit of the regression model adopted in this study which is statistically significant at 1% probability level. The coefficient of training and development and engagement was statistically significant and positively related to effectiveness at 5 percent level (2.495**). This implies that there is a significant impact on training and development and engagement on the effectiveness of Selected Tertiary Institutions in Akwa Ibom State.

Ho₂: There is no significant effect on knowledge sharing and creation on the commitment of Selected Tertiary Institutions in Akwa Ibom State.

Table 4: Regression on knowledge sharing and creation on the commitment

Variable	Parameters	Coefficient	Std error	t – value
Constant	β_0	0.061	0.049	1.245
KSC (X_1)	β_1	0.072	0.091	0.791**
R-Square		0.678		
Adjusted R – Square		0.540		
F – statistics		10.568***		

Source: Field Data, 2024

Table above shows the coefficients of showed that significant effect on knowledge sharing and creation on commitment. The coefficient of multiple determination (R^2) was 0.678 which implies that 67.8% of the variations in dependents were explained by changes in the independent variable while 32.2% were unexplained by the stochastic variable indicating a goodness of fit of the regression model adopted in this study which is statistically significant at 1% probability level. The coefficient of knowledge sharing and creation was statistically significant and positively related to commitment volume at 5 percent level (0.791**). This implies that there is a significant effect on knowledge sharing and creation on the commitment of Selected Tertiary Institutions in Akwa Ibom State.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary of Findings

- i. There is a positive significant impact on training and development and engagement on the effectiveness of Selected Tertiary Institutions in Akwa Ibom State.
- ii. There is a positive significant effect on knowledge sharing and creation on the commitment of Selected Tertiary Institutions in Akwa Ibom State.

Conclusion

From the analysis the results found out that there is a significant impact on training and development and engagement on the effectiveness of Selected Tertiary Institutions in Akwa Ibom State. Therefore, the study further revealed that organizations, whose investment perspective is on human resource management view training as an opportunity to increase long-term productivity. Investing in training and development is imperative for any organization, which will certainly realize a return on its investment in training and developing its workers. Furthermore, organizations that invest in human capital learning initiatives benefit from a more skilled and motivated workforce. Employees who have access to learning opportunities are more engaged and committed to their jobs, leading to improved productivity and higher-quality outputs. This, in turn, positively impacts an organization's bottom line and competitiveness in the market. In conclusion employee training and development on organizational performance of Selected Tertiary Institutions in Akwa Ibom State

Recommendations

Organization should ensure that they improved training programs align with the organization's strategic goals. When employees see how their development contributes to the bigger picture, they are more likely to engage actively in training.

Institutions should endeavor to continuously implement digital platforms or intranets where employees can easily share documents, best practices, and insights. Make these platforms user-friendly and accessible to all, facilitating seamless knowledge exchange.

References

- Ahmad, K. & Bakar, R. (2003). The impact of human capital on labour productivity in manufacturing industries in Enugu and Anambra States, Nigeria. *International Journal of Training and Development*, 7 (3).
- Akinpeju, P. (2012). *Learning process in the 21st century in Adesomowo, P. O. (ed.) Basic of education*. Lagos: Triumph Books Publishers.
- Ali A, Osama S, & Igor H., (2018). *The impact of Knowledge creation on organizational resilience towards organizational performance*. 27th international conference on information systems development (isd2018 Lund, Sweden).
- Allee, V. (2017). 12 principles of knowledge management. *Training & Development*, 51(11), 71–74.
- Antonio M. R., Víctor Jesús G. M., & Rodrigo M, R., (2011) knowledge creation, organizational learning and their effects on organizational performance. ISSN 1392 – 2785 *Inzinerine Ekonomika-Engineering Economics*.
- Anuoluwa, B. Temitope, U. Nira, G. & Islamiyah, E. (2016), research investigated knowledge sharing behaviour pattern analysis of academic librarians in selected academic libraries in Nigeria. *Journal of Leadership & Organizational Studies*, 9(1), 64–76.
- Anyanwu, D. M. (2007). *Innovation strategy for the knowledge economy: The Ken Awakening*: Routledge.

- Armstrong, M. (2006). *Strategic Human Resource Management: A Handbook of Human Resource Management Practice*, 10th ed. London: Kogan Page.
- Bandura, B. (1977). Social learning theory. *Management Decision*, 49(1), 87-98.
- Cole, G. A. (2002), *Personnel and Human Resource Management*, (5th Ed). Continuum London: York Publishers.
- Colomo, R., & Casado, C. (2006). Mentoring and Coaching. Its perspective. *Journal of Technology Management and Innovation*. 3: 131-139.
- Conner, K. R., & Prahalad, C. K. (1996). A resource-based theory of the firm: Knowledge versus opportunism. *Organization science*, 7(5), 477-501.
- De Long, D. W., & Fahey, L. (2020). Diagnosing cultural barriers to knowledge management. *Academy of Management Perspectives*, 14(4), 113–127.
- Foss, N. J., & Pedersen, T. (2012). Transferring knowledge in MNCs: The role of sources of subsidiary knowledge and organizational context. *Journal of International Management*, 8(1), 49–67.
- Garavan, T. N., Morley, M., Gunnigle, P., & Collins, E. (2001). Human Capital Accumulation: The role of human resource development. *Journal of European Industrial Training*. 25(2/3/4), 48-68.
- Leach, D.J., Wall, T.D., & Jackson, P.R. (2003). The effect of empowerment on job knowledge: An empirical test involving operators of complex technology. *Journal of Occupational and Organizational Psychology*, 76, 27–52.
- Loebbecke, C., van Fenema, P. C., & Powell, P. (2016). Managing inter-organizational knowledge sharing. *The Journal of Strategic Information Systems*, 25(1), 4–14.
- Nielsen, A. (2006). Understanding dynamic capabilities through knowledge management. *Journal of Knowledge Management* 10(4), 59-71. 10. 59-71. 10.1108/13673270610679363.
- Nonaka, I. (2009). The knowledge-creating company. *Harvard Business Review*, November-December, 160–172.
- Nur, S, M, S., Nuron, W, Abd, H., Suhaily, M, A, M., & Nur D, A. (2002) conducted a study on the Impact of Training and Development on Organisational Performance. *Expert Systems with Applications*, 25(1), 113-122.
- Nwuche P, & Awa, L. (2011). *Social work research methods: Qualitative and quantitative approaches*: Allyn and Bacon.
- Odhong E. A. & Were S. (2013). *“Human Capital Management as a Tool for Value Creation”, in Proceedings of First SHRD Annual Research Conference*, 12th and 13th September, Nairobi. Jomo Kenyatta University of Agriculture and Technology main campus.
- Omodia, S. M. (2009). Manpower development in Nigeria: conceptual and methodological perspectives, *Journal of Social Sciences*, 18(2):113-117.

- Ray, G. (2014). Capabilities, business processes, and competitive advantage: choosing the dependent variable in empirical tests of the resource-based view. *Strategic Management Journal*, 25(1), 23–37
- Sheri-Lynne, L. & Parbudyal S. (2007). Leadership development: learning from best practices. *Leadership and Organization Development Journal*, 28 (5).
- Theodore, W. S. (1961). Performance human capital development theories. *Academy of Management Perspectives*, 14(4), 113–127.
- Ugoji, G. (2001) studied the effect of training and development on organizational performance. *Industrial Marketing Management. Management Journal 2* (4), 12-20.
- Van Kessel, F. G., Oerlemans, L. A., & Van Stroe-Biezen, S. A. (2014). No creative person in an island: Organizational culture, academic project-based creativity, and the mediating role of intra-organizational social ties . *SAJEMS Special*, 17, 46-69.
- Viktor, D. (2016) learning capability: the effect of existing knowledge on learning. *KMRP*, 8(4): 369-379. DOI: 10.1057/kmrp.2010.15 is available online at: <http://dx.doi.org/10.1057/kmrp.2010.15>
- Wellins, S. (2015). Strategies for preventing a knowledge-loss crisis. *MIT Sloan Management Review*, 47(4), 31-38.
- Zhou, K. Z., & Li, C. B. (2012). How knowledge affects radical innovation: Knowledge base, market knowledge acquisition, and internal knowledge sharing. *Strategic Management Journal*, 33(9), 1090–1102.