



Impact Of Employee Training Programmes on Job Performance (Case Study of Fountain University Osogbo)

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Abstract

Employee training is crucial for organizational success, equipping employees with the necessary skills and knowledge to perform their roles effectively. This study investigates the impact of employee training programmes on job performance, focusing specifically on the non-teaching staff of Fountain University Osogbo, Osun State, Nigeria. The research explores the training programme, such as workshops and seminars, and their influence on key job performance metrics, including productivity and quality of work. Data was collected through a structured questionnaire distributed to 129 non-teaching staff at Fountain University Osogbo, with 113 completed and returned, resulting in 87.6% response rate. The data was analyzed using General Linear Model (GLM). The findings from the analyses indicate that both workshops and seminars have a statistically significant positive impact on productivity and the quality of work among non-teaching staff. The study concludes that well-structured training programmes are vital for enhancing job performance and recommends that universities continue to invest in these initiatives. By integrating training programmes into broader strategic plans and fostering a culture of continuous learning, universities can significantly improve the efficiency and effectiveness of their administrative and support functions, ultimately benefiting the entire academic community.

Keywords: employee training, job performance, non-teaching staff



Introduction

Employee training and development are indispensable to organizational success, equipping employees with the skills and knowledge to effectively fulfill job responsibilities (Erdogan & Bauer, 2021). Training initiatives enhance individual performance and bolster organizational productivity and competitiveness (Kwon et al., 2024). Organizations in both developed and developing economies have acknowledged the pivotal role of training and development programmes in fostering employee growth and organizational excellence (Zhou, 2020). Various training methodologies, including orientation and induction programmes, on-the-job training, and career development initiatives, nurture employee capabilities and enhance job performance (Rita et al., 2022). Orientation and induction programmes are crucial for familiarizing new employees with organizational culture, policies, and practices (Hommey et al., 2020). However, concerns about their effectiveness in imparting meaningful knowledge and fostering long-term engagement persist (Hommey et al., 2020).

On-the-job training is a potent strategy for enhancing employee performance, especially where practical skills and job-specific knowledge are paramount. It bridges the gap between academic knowledge and workplace requirements, cultivating a culture of continuous learning and skill enhancement (Zhou, 2020). Career development training nurtures talent and prepares employees for future leadership roles, fostering individual career advancement and organizational resilience (Özgenel et al., 2021).

Amidst scholarly discourse, the efficacy of training and development programmes in driving organizational success remains debated (Ondago et al., 2021). While some argue that training initiatives reduce employee turnover and enhance retention, others highlight their role in bolstering organizational competitiveness and performance (Ondago et al., 2021). Nonetheless, consensus prevails regarding the transformative potential of employee training in shaping organizational outcomes in an increasingly competitive global economy.

This study aims to elucidate the dynamics between different training programmes and key job performance metrics. By investigating the research questions, "What is the impact of workshops on the productivity of non-teaching staff in universities in Osun State? and How do seminars influence the quality of work among non-teaching staff in universities in Osun State?" this research aspires to unravel the



interplay between training strategies and organizational outcomes. Through empirical inquiry and analytical rigor, the study offers actionable insights for organizational practitioners and policymakers, contributing to the broader discourse on human resource development. This study aims to address the gap in understanding how various employee training programmes, including workshops, seminars, and online courses, impact key job performance such as productivity, quality of work, and job satisfaction among non-teaching staff in universities in Osun State, Nigeria.

Despite the widespread recognition of the importance of employee training in enhancing organizational performance, there remains a lack of comprehensive empirical evidence on the differential effects of these training programmes on job performance within this specific context. By elucidating the nuanced relationship between training programmes and job performance within the unique organizational and cultural context of universities in Osun State, this study seeks to provide valuable insights for organizational practitioners and policymakers in the region. Specifically, it aims to inform decision-making regarding the design, implementation, and evaluation of training initiatives tailored to the needs and challenges faced by non-teaching staff, thereby facilitating the enhancement of organizational productivity, quality of work, and employee job satisfaction in universities in Osun State.

The objectives of this study are to assess the impact of workshops and seminars on the productivity, and the quality of work among non-teaching staff of Fountain University, Osogbo, Osun State.

Literature Review

Employee Training Programmes

Employee training programmes are structured initiatives designed to enhance the knowledge, skills, and competencies of employees to perform their job roles effectively (Dachner et al., 2021). These programmes encompass a wide range of learning activities and interventions, including workshops, seminars, online courses, and on-the-job training (Varga, 2021). Workshops and seminars typically provide opportunities for group learning and skill development, often led by subject matter experts or external trainers (Okpimah & Red-Well, 2022).

Online courses offer flexible and accessible learning experiences through digital platforms, allowing employees to acquire new



knowledge and skills at their own pace (Goldin et al., 2021). On-the-job training involves learning by doing, where employees receive hands-on experience and guidance in their actual work environment (Kraiger & Ford, 2021). Employee training programmes are integral components of organizational development and human resource management strategies aimed at improving workforce capabilities, increasing productivity, and fostering employee engagement and retention (Dachner et al., 2021).

Workshop Participation

Workshop participation has become essential in enhancing the skills and competencies of non-teaching staff within universities. Workshops provide structured learning experiences that can significantly improve job performance and overall job satisfaction (de Grave et al., 2014). These sessions often focus on specific areas relevant to the participants' roles, including administrative skills, technological proficiency, and interpersonal communication.

Workshops offer non-teaching staff opportunities to develop new skills and update existing ones, ensuring they remain effective in their roles (Noe et al., 2010). The interactive nature of workshops facilitates engagement and practical application of learned concepts, which is crucial for skill retention and transfer to the workplace (Blume et al., 2010). Furthermore, workshops often include collaborative activities that encourage team-building and networking among staff members, fostering a more cohesive and supportive work environment (Salas et al., 2012).

According to Salas and Cannon-Bowers (2001), the effectiveness of workshops is influenced by several factors, including the relevance of the content, the quality of the facilitators, and the learning environment. When these factors are well-aligned, workshops can lead to substantial improvements in individual and organizational performance. Workshops tailored to the specific needs of non-teaching staff can address gaps in knowledge and skills, leading to enhanced job performance and efficiency (Tannenbaum et al., 2009).

High participation in workshops has been linked to increased motivation and job satisfaction among non-teaching staff. As they acquire new skills and knowledge, staff members often feel more competent and confident in their roles, which can lead to greater job satisfaction and commitment to the organization (Deci & Ryan, 2012). This sense of accomplishment and professional growth is vital for



maintaining high levels of employee morale and reducing turnover rates (Poser et al., 2019).

Additionally, workshops can play a critical role in aligning non-teaching staff with the strategic goals of the university. By participating in workshops, staff members can better understand the broader objectives of the organization and how their roles contribute to these goals. This alignment can lead to a more motivated and engaged workforce that is committed to achieving the university's mission and vision.

Seminar Participation

Seminar participation is a vital component in the professional development of non-teaching staff within universities. Seminars offer an opportunity for staff to gain new insights, share knowledge, and discuss current trends and challenges in their respective fields. Unlike workshops, which are often more hands-on and skill-focused, seminars typically emphasize knowledge dissemination and professional dialogue (MAIRE, 2010).

Participation in seminars can significantly enhance the quality of work among non-teaching staff. Seminars often feature expert speakers and thought leaders who provide valuable information on a range of topics, from administrative best practices to emerging technologies in education (Budd & Freeman, 2004). This exposure to cutting-edge ideas and practices can inspire non-teaching staff to adopt innovative approaches in their work, leading to improvements in efficiency, effectiveness, and job satisfaction (Kolb, 2014).

Seminars also provide a platform for networking and collaboration among peers. Non-teaching staff from different departments and institutions can exchange ideas and experiences, fostering a community of practice that supports continuous learning and professional growth (Omidvar & Kislov, 2014). These interactions can lead to the development of professional relationships and partnerships that benefit both individuals and the organization (Naicker & Mestry, 2016).

The content and structure of seminars are crucial to their success. Effective seminars are well-organized and address topics that are directly relevant to the participants' roles and responsibilities (Wolff et al., 2018). Engaging presentations, interactive discussions, and opportunities for questions and answers enhance the learning



experience and ensure that participants can apply what they have learned to their work contexts (Langan, 2018).

Research indicates that seminar participation can lead to several positive outcomes for non-teaching staff. These include enhanced job performance, increased motivation, and greater job satisfaction (Kirkpatrick & Kirkpatrick, 2006). By providing opportunities for professional development, universities demonstrate their commitment to the growth and well-being of their staff, which can lead to higher levels of employee engagement and retention (Deci & Ryan, 2012).

Seminars also play a crucial role in aligning non-teaching staff with the strategic goals of the university. By participating in seminars, staff members can gain a deeper understanding of the institution's mission, vision, and strategic priorities. This alignment can enhance their sense of purpose and commitment, leading to more effective and dedicated performance.

Job Performance

Employee training programmes are structured initiatives designed to enhance the knowledge, skills, and competencies of employees to perform their job roles effectively (Dachner et al., 2021). Employee performance can be measured through a combination of expected behavior and task-related aspects (Motowidlo & Kell, 2003), although it is often determined by financial figures. Performance-based on absolute values or relative judgments may reflect overall organizational performance (Gomez-Mejia et al., 2014).

Wiedower (2002) asserted that performance measures based on performance appraisal items offer higher reliability in evaluating performance. High-performing employees pursue higher levels of individual and organizational performance, including quality, productivity, innovation rate, and cycle time of performance (Johnson & Bharadwaj, 2005). These employees help organizations achieve strategic aims and sustain competitive advantage (Adegboyega & Babatunde, 2022). To attract and maintain higher employee satisfaction and performance, employers need to treat their workers as the most important internal resources and satisfy them (Ning et al., 2007). Committed and satisfied employees are typically high performers who contribute to organizational productivity (Samad & Hassan, 2007).

In general, job performance is defined as actions or behaviors relevant to organizational goals, encompassing both productive and

counterproductive employee behaviors that contribute to or detract from organizational goals (Ramawickrama et al., 2017). A more recent definition of job performance includes behavior and outcomes that employees undertake, contributing to organizational goals. This means job performance refers to the effectiveness of individual behaviors in contributing to organizational objectives, consisting of both task performance and contextual performance (Motowidlo & Kell, 2003). These constructs are influenced by different factors; for instance, job-related experience determines task performance, while an individual's personality type determines contextual performance (Hall et al., 2009). Hall argues that the term "job performance" may need to be redefined to broaden the construct to include non-productivity or extra-role dimensions such as cooperation, helping coworkers and superiors, and generalized tendencies toward compliance. Organ further proposed that job performance should be measured by the extent to which employees engage in organizational citizenship behaviors. Sarmiento et al. (2007) refer to job performance as the result of two elements: the abilities and skills (natural or acquired) that an employee possesses, and his/her motivation to use them to perform a better job. Performance is often assessed in terms of financial figures and the combination of expected behavior and task-related aspects (Jex & Britt, 2014).

In this study, job performance refers to task performance or in-role job performance as defined by Motowidlo and Kell (2003) which is the organization's total expected value on task-related proficiency of an employee or fulfillment of tasks required by the formal job description. In other words, task performance is the behavior specifically related to performing job-related matters. In human resource management studies, task performance has been measured using a range of criterion measures, including supervisory ratings, productivity indexes, promotability ratings, sales totals, and turnover rates. Although these indicators might reflect performance to various degrees, Gomez-Mejia et al. (2018) stated that task performance should be distinguished into the quality of work done, the quantity of work performed, and interpersonal effectiveness. Thus, it is clear that job performance relates to the extent to which an employee accomplishes assigned tasks and how these tasks contribute to the realization of organizational goals (Mawoli & Babandako, 2011).

Productivity

Employee productivity is a critical concern for organizations across various sectors, as it directly influences overall performance and competitiveness. The significance of productivity in the workplace has



prompted extensive research, as organizations strive to understand and enhance it. Ezeamama (2019) noted that the challenge of improving productivity remains a focal point for many organisations, driving the development of strategies and policies aimed at maximizing employee output.

Productivity can be broadly defined as the degree to which employees meet or exceed the expectations set by their organization within a specified timeframe. Harahap and Ramli (2023) suggests that productivity encompasses the behaviors and actions that contribute to the achievement of organizational goals. This definition underscores the importance of not just the quantity of work produced, but also the quality and efficiency with which tasks are completed.

A key aspect of productivity is efficiency, which refers to the ability of an employee to use resources—such as time, energy, and materials—effectively to maximize output (Gulati & Kumar, 2016). This efficiency is often reflected in an employee's ability to complete tasks within deadlines while maintaining high standards of work. Muneer Babu and Kulshreshtha (2014) emphasize that productivity is not merely a measure of quantity, but a combination of both effort and success in task completion. Thus, productivity is a multifaceted concept that includes the effective fulfillment of job responsibilities, timely task execution, and the consistent delivery of high-quality results.

Organizations often implement various strategies to enhance productivity, such as providing training and development opportunities, fostering a positive work environment, and setting clear performance expectations. Training programs, for instance, are designed to equip employees with the necessary skills and knowledge to perform their tasks more efficiently (Crafton & Noe, 2013). When employees receive appropriate training, they are better prepared to handle their responsibilities, leading to increased productivity (Kumpikaite-Valiuniene et al., 2016).

Productivity is a vital aspect of organizational success, encompassing the efficiency, effectiveness, and quality of employee output. It is influenced by a range of factors, including individual behaviors, motivation, work environment, and organizational strategies. By understanding and addressing these factors, organizations can enhance productivity, ultimately leading to better performance and competitive advantage.

Quality of Work



Quality of work is integral to an organization's success, as it directly impacts operational efficiency and overall outcomes. The quality of an employee's work refers to how well their output aligns with the standards and expectations set by the organization. This concept encompasses several key dimensions, including accuracy, thoroughness, and competence.

Accuracy is a fundamental component of quality work, as it ensures that tasks are completed correctly and free of errors. Verrill et al. (2020) emphasizes that accuracy is critical in maintaining the integrity of processes and delivering reliable results. When employees consistently produce accurate work, it minimizes the need for rework and reduces the likelihood of costly mistakes, thereby enhancing overall efficiency.

Thoroughness is another important aspect of quality work. It involves an employee's attention to detail and their commitment to comprehensively completing tasks. Thorough employees are diligent in following procedures, checking their work, and ensuring that no aspect of a task is overlooked. Jones et al. (2024) argue that thoroughness is essential for achieving high-quality outcomes, as it helps prevent errors and omissions that could compromise the final product or service.

Competence refers to an employee's ability to perform tasks effectively, demonstrating a high level of skill and proficiency. Competence is often the result of a combination of experience, training, and knowledge. As employees develop their skills and gain experience, their competence increases, enabling them to perform their tasks more efficiently and with greater accuracy (Boyatzis et al., 2017). High levels of competence contribute to the overall quality of work, as skilled employees are more likely to produce superior results.

To promote high-quality work, organizations often implement quality management systems and provide ongoing training and development opportunities for their employees. Quality management systems, such as Total Quality Management (TQM), focus on continuous improvement and involve all employees in the process of enhancing quality (Edmund & Juran, 2008). By fostering a culture of quality and providing the necessary tools and training, organizations can

Quality of work is a critical determinant of organizational success, encompassing accuracy, thoroughness, and competence. It is influenced by a range of factors, including individual skills,



organizational systems, and culture. By prioritizing quality and providing the necessary support, organizations can enhance the quality of their employees' work, leading to better performance and overall organisation success.

Theoretical review

Several theories offer explanations for various aspects of the relationship between employee training programmes and job performance

Social Learning Theory

Social Learning Theory, proposed by Albert Bandura in 1977, suggests that individuals learn by observing others' behavior, attitudes, and outcomes. In the context of this thesis, Social Learning Theory provides insights into how non-teaching staff in universities in Osun State may acquire new skills and knowledge through observation and imitation during training programmes such as workshops, seminars, and online courses. By observing competent trainers and successful peers, employees can learn new techniques and behaviours that contribute to improved productivity, quality of work, and job satisfaction.

Expectancy Theory

Expectancy Theory, developed by Victor Vroom in 1964, posits that individuals are motivated to exert effort when they believe that their efforts will lead to desired outcomes or rewards. In the context of this thesis, Expectancy Theory suggests that the motivation of non-teaching staff to participate in training programmes and apply new skills in their job roles is influenced by their expectations of the outcomes associated with training activities. By aligning training objectives with organizational rewards and incentives, organizations can enhance employee motivation and performance.

Goal Setting Theory

Goal Setting Theory, proposed by Edwin Locke and Gary Latham in 1990, asserts that setting specific and challenging goals can motivate individuals to achieve higher levels of performance. In the context of this thesis, Goal Setting Theory suggests that clearly defined training objectives and performance targets can enhance the effectiveness of employee training programmes. By setting specific goals related to productivity, quality of work, and job satisfaction, organizations can



provide non-teaching staff with clear direction and purpose, thereby increasing their motivation and performance levels.

Self-Efficacy Theory

Self-Efficacy Theory, developed by Albert Bandura in 1977, focuses on individuals' beliefs in their ability to succeed in specific tasks or situations. In the context of this thesis, Self-Efficacy Theory suggests that employees' confidence in their ability to learn new skills and perform job tasks effectively influences their engagement in training programmes and their subsequent performance outcomes. By fostering a sense of self-efficacy through training interventions that provide opportunities for skill development and mastery experiences, organizations can empower non-teaching staff to enhance their job performance and achieve organizational goals.

However, this study is underpinned by Self-Efficacy Theory, developed by Albert Bandura in 1977. Self-Efficacy Theory focuses on individuals' beliefs in their ability to succeed in specific tasks or situations. It suggests that employees' confidence in their ability to learn new skills and perform job tasks effectively influences their engagement in training programmes and subsequent performance outcomes.

Empirical Review

Several empirical studies have investigated the effectiveness of employee training programmes in improving job performance metrics such as productivity, quality of work, and job satisfaction.

Salau et al. (2016) conducted a study in Nigeria to examine staff knowledge regarding the meaning and benefits of induction programmes, attitudes towards induction, and how such programmes motivate staff commitment to organizational effectiveness. The descriptive research method was employed, utilizing 271 questionnaires distributed to academic and non-academic staff at Olabisi Onabanjo University. Data analysis using descriptive statistics revealed that induction significantly influences staff attitudes and behaviour towards organizational effectiveness. The study recommended continuous improvement of induction programmes to enhance employee loyalty and positive attitudes towards work. However, the study's reliance on self-reported data and lack of a longitudinal approach limits its ability to establish causality and long-term impacts, highlighting the need for further research in diverse organisational contexts, such as universities in Osun State.

Alemu (2019) investigated the effects of induction programmes on employee job performance at Eldoret Water and Sanitation Company. The study included all 215 employees, employing census techniques and using questionnaires and key informant interviews. The findings indicated that induction programmes provide new employees with necessary information, depict department operations clearly, convey expectations, alleviate job-related anxieties, and inspire positive attitudes towards the organization. The study highlighted that on-the-job induction by immediate supervisors is effective in improving employee performance. Nonetheless, the focus on a single organization limits the generalizability of the findings, underscoring the need for similar studies in different organizational settings, including educational institutions like universities in Osun State. Ahmed (2014) explored the impact of effective induction on employee performance and satisfaction, adopting a survey design with random sampling. The results indicated that quality orientation programmes are essential for enhancing employee performance and customer satisfaction. The study emphasized the need for comprehensive and well-structured orientation programmes to achieve better performance outcomes. However, the limited methodological details, such as sample size and response rate, and the predominantly descriptive analysis suggest that further research with robust statistical techniques is needed to validate these findings in different sectors, including the non-teaching staff of universities in Osun State.

Ibelegbu and Abanyam (2022) evaluated the effects of in-house training on employee performance in Uganda's telecommunications industry. The study used a qualitative approach, distributing questionnaires to 120 respondents across three major telecommunication companies. The results showed that in-house training positively impacts employee performance, leading to increased productivity. The study highlighted the importance of targeted training programmes that align with organizational goals to achieve significant performance improvements. Yet, the reliance on self-reported data and the qualitative nature of the study suggests the need for more quantitative and mixed-methods research to comprehensively understand the impact of training programmes in different contexts, such as the universities in Osun State.

Mugo and Omondi (2024) examined the relationship between on-the-job training and employee performance in DHL and FedEx courier companies in Tanzania. Using a correlation survey methodology and a sample of 150 employees, the study found that on-the-job training programmes positively influence employee performance. The study

recommended investment in practical education through Vocational Educational Training Authority to enhance employee skills and performance. However, the study's correlation design limits the ability to infer causality, and its focus on courier companies suggests that additional research is needed to explore these relationships in different sectors, such as the non-teaching staff in universities in Osun State.

HABILA (2023) studied the impact of on-the-job training (OJT) on job performance in Islamabad's telecom sector. The study used a database from 10 telecom companies and analyzed 138 returned questionnaires. The findings revealed that training positively affects wage growth and job performance. Employer-financed training was found to enhance workers' skills, making them more productive and marketable. The study highlighted the significant relationship between training and worker productivity. However, the study's focus on the telecom sector and the use of self-reported data indicates the need for further research in different organizational contexts, such as the non-teaching staff in universities in Osun State, to provide a broader understanding of training impacts.

The reviewed studies collectively highlight the significant role of training programmes in enhancing job performance. However, they also reveal methodological limitations and sector-specific focuses that restrict the generalizability of their findings. This study aims to address these gaps by providing a comprehensive analysis of how workshops and seminars impact job performance among non-teaching staff in universities in Osun State. By leveraging Self-Efficacy Theory as the theoretical framework, this research will offer valuable insights into the mechanisms through which training influences job performance, thereby informing the design, implementation, and evaluation of effective training initiatives in educational institutions.

Methodology

This study adopts a descriptive survey research design to explore the impact of training programmes on job performance among non-teaching staff in Fountain University, Osogbo, Osun State. This approach is chosen because it allows the researcher to select respondents and gather data without manipulating variables or exerting control over the respondents. The target population comprises all non-teaching staff at Fountain University Osogbo in Osun State, Nigeria. As of the time of this research, there are 129 non-teaching staff members (according to the 2024 survey conducted by the researcher), primarily from the Registry Department of the



University. A total of 129 non-teaching staff were selected for the study.

A structured questionnaire served as the primary instrument for data collection, capturing information on seminal and workshop training programmes attended, perceived impact on job performance, and demographic characteristics. Validation of the questionnaire was achieved through expert review to ensure content validity and reliability. Out of the 129 distributed questionnaires, 113 were completed and returned, representing a response rate of 87.6%.

The collected data were analysed using the General Linear Model (GLM) to evaluate the impact of training programmes on job performance metrics such as productivity and quality of work. The General Linear Model allowed for the examination of both main effects and interactions between types of training and job performance indicators, providing a comprehensive understanding of how training influences job outcomes. The Statistical Package for the Social Sciences (SPSS) was employed for data analysis, chosen for its versatility and compatibility with the nature of the collected data.

Results and Discussion

The results of data analysis, along with the discussion of the results. The objective is to provide a thorough understanding of the research findings, allowing for a nuanced exploration of the key variables and their implications within the context of our study.

Socio-Demographical Analysis of the Respondents

Table 1 Characteristics			
	Valid	Frequency	Percentage
Sex	Male	60	53.1
	Female	53	46.9
	Total	113	100
Age of the respondents	Below 30 years	50	44.2
	30 – 39 years	33	29.2

	40 – 49 years	21	18.6
	50 years and above	9	8.0
	Total	113	100
Academic Qualification of the Respondents	National Diploma	10	8.8
	HND/BS.C	79	69.9
	M.SC/MBA	24	21.2
	Total	113	100

Source: Field survey (2024)

Table 1 shows the distribution of the recipients according to gender, age, and academic qualifications of the respondents. 60 (53.1%) respondents were male, while 53 (46.9%) were female. This indicated that the sample included both genders relatively equally, ensuring a balanced representation of perspectives in the study. 50 (44.2%) respondents were below 30 years, 33 (29.2%) were between 30–39 years, 21 (18.6%) were between 40–49 years, and 9 (8.0%) were 50 years and above. This suggested that the findings might be more reflective of the perspectives and experiences of younger respondents. The majority of respondents held HND/B.Sc degrees 79 (69.9%), while 24 (21.2%) had M.Sc/MBA qualifications. A small portion of respondents possessed a National Diploma 10 (8.8%). The overall characteristics of the respondents indicated a diverse and balanced sample in terms of gender and educational background, though skewed slightly towards younger individuals.

Table 2: General Linear Model of the Effect of Workshop, Seminar, and Demographical factors on the Quality of Works

Dependent Variable: Quality of work						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	276.442 ^a	6	46.074	496.262	.000	.966
Intercept	3.448	1	3.448	37.138	.000	.259
Workshop	2.795	1	2.795	30.104	.000	.221

Seminal	14.139	1	14.139	152.297	.000	.590
Gender	.033	1	.033	.357	.552	.003
Age	.057	1	.057	.609	.437	.006
Education	9.173	2	4.587	49.403	.000	.482
Error	9.841	106	.093			
Total	116575.00	113				
Corrected Total	286.283	112				

R Squared = .966 (Adjusted R Squared = .964)

Table 2 demonstrates a significant effect of workshop participation on the quality of work among the non-teaching staff at Fountain University, $F(1, 106) = 2.795$, $p < 0.05$, $\eta^2 = 0.221$). This indicates that workshop participations play a role in enhancing the work quality of the non-teaching staff, accounting for 22% of the variance in work quality. This effect size ($\eta^2 = 0.221$) suggests an influence of workshop participations on the quality of work.

Also, there is significant effect of seminal presentation on the quality of work among the non-teaching staff at Fountain University, $F(1, 106) = 14.139$, $p < 0.05$, $\eta^2 = 0.590$). This indicates that seminal presentations play a role in enhancing the work quality of the non-teaching staff, accounting for 59% of the variance in work quality. This high effect size ($\eta^2 = 0.590$) suggests a very strong influence of Seminal presentation on the quality of work.

Additionally, one of the moderating variables, education, was also found to be a significant predictor of the quality of work among the non-teaching staff, $F(2, 9.173) = 49.403$, $p < 0.05$, $\eta^2 = 0.482$). This finding implies that the level of education accounted for 48% in the variation of work quality,

However, other moderating variables such as gender and age did not show significant effects on the quality of work. Specifically, gender $F(1, .033) = 0.357$, $p > 0.05$, $\eta^2 = 0.003$) and age, $F(1, .057) = 0.609$, $p > 0.05$, $\eta^2 = 0.006$) were not significant predictors. The low effect sizes ($\eta^2 = 0.003$ for gender and $\eta^2 = 0.006$ for age) indicate that these variables have minimal to no influence on the quality of work among the non-teaching staff of Fountain University.

Table 3: General Linear Model of the Effect of Workshop, Seminal and Demographical factors on productivity
Dependent Variable: Productivity

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	173.450 ^a	6	28.908	410.182	.000	.959
Intercept	1.173	1	1.173	16.638	.000	.136
Workshop	6.857	1	6.857	97.295	.000	.479
Seminal	3.362	1	3.362	47.708	.000	.310
Gender	.038	1	.038	.532	.467	.005
Age	.006	1	.006	.089	.767	.001
Education	.060	2	.030	.427	.653	.008
Error	7.471	106	.070			
Total	116085.000	113				
Corrected Total	180.920	112				

R Squared = .959 (Adjusted R Squared = .956)

Table 3 demonstrates a significant effect of workshop programme on the productivity of non-teaching staff in Fountain University ($F(1, 106) = 6.857$, $p < 0.05$, $\eta^2 = 0.479$). This indicates that workshop programme plays a crucial role in enhancing the productivity of non-teaching staff, accounting for 47% of the variance in productivity. This effect size ($\eta^2 = 0.479$) suggests an influence of workshop programme on productivity.

Also, there is significant effect of seminal presentation on the productivity of non-teaching staff at Fountain University, $F(1, 106) = 3.362$, $p < 0.05$, $\eta^2 = 0.310$). This indicates that seminal presentations play a role in enhancing the productivity of the non-teaching staff, accounting for 31% of the variance in productivity. This effect size ($\eta^2 = 0.310$) suggests an influence of Seminal presentation on the productivity.

However, other moderating variables such as gender, age and education did not show significant effects on the productivity of non-teaching staff. Specifically, Gender $F(1, 106) = 0.038$, $p > 0.05$, $\eta^2 = 0.005$, Age $F(1, 106) = 0.006$, $p > 0.05$, $\eta^2 = 0.001$ and Education $F(1, 106) = 0.060$, $p < 0.05$, $\eta^2 = 0.008$ and were not significant predictors. The low effect sizes ($\eta^2 = 0.005$ for gender, 0.001 for age and $\eta^2 = 0.008$ for education) indicate that these variables have minimal to no influence on the productivity of work among the non-teaching staff at Fountain University.

Conclusion And Recommendations



The study examined the impact of employee training programmes, specifically workshops and seminars, on the job performance of non-teaching staff in Fountain University Osogbo, Osun State. The findings from the analyses indicate that both workshops and seminars have a statistically significant positive influence on quality of work and productivity among non-teaching staff of Fountain University Osogbo. Based on these findings, it is recommended that universities should continue to invest in and promote workshop programmes for non-teaching staff, as these have been shown to significantly boost productivity. Similarly, universities should place emphasis on organizing seminars that focus on contemporary issues and best practices to help non-teaching staff improve their quality of work.

These training programmes should be integrated into the universities' broader strategic plans to ensure alignment with institutional goals and adequate support. Additionally, regular evaluation mechanisms should be implemented to assess the effectiveness of workshops and seminars, with participant feedback being used to refine these programmes. Fostering a culture that values continuous learning and development is crucial, and universities should encourage staff participation in training programmes through incentives or recognition. While training programmes have a significant impact, other factors also influence job performance. Therefore, a holistic approach to improving job performance should be considered, addressing work-life balance, providing adequate resources, and creating a supportive work environment. Formulating and implementing policies that support continuous professional development, such as mandatory training hours and career development plans, will further enhance job performance among non-teaching staff. By adopting these strategies, universities can improve the efficiency and effectiveness of their administrative and support functions, ultimately benefiting the entire academic community.

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