

# Assessment of Training and Development and Labour Turnover in Federal University of Technology, Minna and Ibrahim Badamasi Babangida 2010 -2020

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## Abstract

*Training and development are assumed to have a very positive effects on workers in every organization most especially universities. They tend to be more productive whenever human capital development are undertaken as policy or strategy as this will eventually lead to productivity. In Nigeria, employee turnover posed serious fundamental challenges in many organization most especially universities. A recent estimate have shown that between 2010 to 2020, more than 4000 teaching staff from various universities leave their various institutions to look for a greener pastures in western countries such as United Kingdom, United States, Canada and Germany. How does training and development affect labour turnover in our universities? The objective of this paper is to determine the effect of training and development on turnover. The hypothesis postulated state that training and development has no significant effect on turnover. Some variables such as training needs, relevance of training and development programmes, proper placement after training, promotion, salary increase, recognition, and career growth were identified to be factors that contribute to labour turnover. The research adopted both secondary and survey research method. The population of the study was 2,010. The sample size was 305. A stratified sample techniques was adopted. The questionnaire were administered, collected and analyzed using descriptive statistical analysis and regression to test the hypothesis. The findings established that these variables has a significant and positive relationship with turnover. The study recommends that workers should be highly motivated with promotion, proper placement, and uninterrupted career growth.*

**Keywords:** Training, Development; Satisfaction; Career Growth; Employee Turnover

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## INTRODUCTION

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Employee training and manpower development is very vital to job productivity and organization performance since the formal educational system does not adequately provide specific job skills for a position in a particular organization. While, few individuals may have the requisite skills, knowledge, abilities and competencies needed to fit into a specific job function, some others may require extensive training to acquire the necessary skills to be able to fit in a specific job function and also make significant contribution to the organization's performance.

Training and manpower development builds a team that is effective, efficient and well motivating, thereby enhancing the confidence and self-esteem of employees. The employees' knowledge and skills are thus developed to adapt to new technologies and other organizational changes. Training and manpower development also creates chances for the promotion of employees to replace those who have left the organization. Indeed, the benefits of training and manpower development are innumerable. Training is the systematic acquisition and development of the knowledge, skills, and attitudes required by employees to adequately perform a task or job or to improve performance in the job environment (Ologunowa,2015). This implies that for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity.

The relationship between training & development and turnover intention has received much more attention among academicians and researcher after Becker's theory of investing in human capital by offering training programs which build skills and improve employee's productivity. Many studies have been undertaken from different prospective to investigate how and why training and development influence turnover intention for example human capital (Chun & Wang, 1995; Becker, 1962), social exchange (Eisenberger et al., 2001) and human resource prospective (Appleby et al., 2000). Many studies explore the link between training & development and turnover intention. For instance, according to Grace and Khalsa (2003) and Rosser (2004), the research on faculty turnover intention clearly shows a link between the training and turnover intention, whereas the study by Martin (2003) claimed that organization offers training to improve the competency and skills of existing employees to tackle the turnover issue in the organization.

Majority of the empirical studies have been undertaken to examine the direct relationship between training and development and turnover intention. Different conclusions have been found in previous researches for example; on the one hand researchers claimed that training and development had negative effect on employee turnover intention, which implies that when employees perceives better and good training programs for their career development within the organization, they are less likely to leave the organization (Abdulkareem et al., 2015; Chew & Chan, 2008; Dardar et al., 2012; A'yuninnisa & Saptato, 2015; Yean & Yahya, 2013; Samuel & Chipunza, 2009; Juhdi et al., 2013). Second, some of the studies claimed that training leads to

better skilled and productive employees who are more employable in other organizations, which implies that training & development had positive relationship with turnover intention (Cheng & Waldenberger, 2013; Verhees, 2012). Third some of the studies claimed that training and development had no significant effect on employee turnover intention (Mincer, 1988; Egan et al., 2004; Levine, 1993; Verhees, 2012). Despite all the arguments that highlight the importance of training & development on turnover intention, studies that relate these two variables are limited.

In recent times, the TETFund, an education friendly agency of the Federal Government of Nigeria has been helping a lot in funding tertiary education in Nigeria. In addition to the massive provision of critical teaching and learning infrastructure and facilities, TETFund is also actively involved in both academic and non-academic staff development in tertiary institutions. Many Nigerian academic staff members in universities and other higher institutions have benefitted from TETFund's sponsorship of assorted staff development programmes including in-service training for post graduate degrees, locally and abroad, local and international conferences, workshops, and so on. The employee's dissatisfaction will affect their commitment to work and lead them to turnover from the organization physically and/or mentally (Pathak, 2012). Tracey and Hinkin (2008) stated that employee turnover rates are influenced by employee dissatisfaction within the job environment and reduce their contribution to the job (Lok & Crawford, 2004). Many scholars have studied the consequences which probably have forced an employee into a quitting decision. This is followed by evaluating other work environments which will lead to the intention of seeking other opportunities (Lee, 1988). Often, turnover cost affects the organization (Connolly & Connolly, 1991; Tracey & Hinkin, 2008).

## **STATEMENT OF PROBLEM**

A recent estimate have shown that between 2010 to 2020, more than 4000 teaching staff from various universities leave their various institutions to look for a greener pastures in western countries such as United Kingdom, United States, Canada and Germany. Out of this number, the two universities chosen as a case studies experienced about 300 employee turnover during the period of this research, see appendix A. This has posed a great challenges to universities and other tertiary institutions in the country.

The Nigerian Universities Commission (NUC) showed that Nigeria has 40 Federal Universities, 44 State Universities and 68 Private Universities (NUC, 2017). It is noteworthy that the statistics show an increase of thirty four universities from one hundred and eighteen in 2009 to one hundred and fifty two in 2017. This therefore, signify that the employee of university have more potential employment opportunities. However, some tertiary institutions continue to experience staffing shortages (Shu'ara, 2010; Clark & Ausukuya, 2013) and lose qualified members who leave for higher ranked tertiary institutions (Satope & Akintunde, 2013). The labour turnover continues despite successive government administration attempts to resolve employee discontent. The ever-increasing number of universities in the country makes university staff very fluid thereby leading to a possibility of high demand for them most especially academic staff.

Some staff of these institutions were granted study Fellowship for Master's degree but could not return until after their PhD degrees despite the Bond condition which states that a staff will be required to return to work at the university after the expiration of each programme and serve the university two years in respect of each year spent on study fellowship. There were cases where staff on study fellowship do not even return back to the university after completion of their course.

Once a training programme is completed, the employee who acquired new qualifications and skills to have these recognized, and find appropriate opportunities to exercise them in their employment or new scheduled. They are expected to be properly place to increase their productivity. The benefits will be relevant to the organizational objectives, due to an increase in worker output and productivity, and to the worker, as the increase in output should translate into higher wages and opportunities for career advancement. However, there are cases were workers returned back to their duty post two to three years and they were not given advancement or new responsibilities. This however resulted into frustration and the staff look for another organization. An organization loses all its investment should an employee terminate the relationship upon completion of training.

The main objectives of human capital development in any organization is to help employee acquire knowledge, skills or awareness which allow them to fulfill their current responsibilities more effectively. However, some employee seek for better opportunities outside the university that spend so much on them to acquired such

qualifications, experienced and skills. This happen if an employee is not properly consider for higher responsibilities that can commensurate with additional training and manpower development successfully attended.

Relevance of training and manpower development programmes has no significant effect on labour turnover in FUT, Minna and IBBU, Lapai. The objective of the study is to determine how training and development can affect labour turnover in selected Nigeria universities, the specific objectives of the study include the following: - determine how to reduce the rate of turnover of employee after training and development by the employee of these universities, training and manpower development has no significant effect on labour turnover in these universities.

The benefit of training and manpower development will assist the university management in giving proper placement and other motivating factors that will make the quality of work; life of the employees will reciprocate with increase performance on the job and ability to retain in the university system. This will go a long way in providing job satisfaction and services as motivation towards the realization of individual aspiration, it will also be relevant to the Establishment Department in the formulation of regulated policies relating to training and development of personnel. It help relevant government agencies to ensure adequate training and technical know-how to improve the economy.

## **LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

### **Training and Development**

Training is a learning process where the trainee acquires knowledge, skills, concepts, attitudes and values that can be applied in the achievement of goals (Martins & Jackson, 1976). According to Stone (1982), training is any organizationally planned effort to change the behavior or attitude of employees so that they can perform to an acceptable standards on the job. Training to us means the learning of activities, acquisition of knowledge, skill attitudes and values that are directed towards the improvement of the employee's present and future on the-job performance and contributing towards the achievement of organizational goals and objectives.

The goals of training are for employee to master the skills, knowledge and behaviors emphasized in the training programme and to apply them to their day to day activities. Training helps employees develop skills that enable them to succeed in the current job and develop for the future. Training and development helps the organizations create a workforce that is able to cope with change, meet the increasing demand and challenge posed by the ever changing environment and prepare the future leadership of the organization. Victor and Jonathan (2013) defines training as a form of specialized education aimed at giving the trainee a particular or specialized knowledge, skill and attitude which he must possess to effectively perform in a given position while development is concerned with specific programmes designed to prepare and groom a worker with particular education and training for higher responsibilities.

Manpower Development could also be tagged as training and development of employees which is the acquisition of new skills, and knowledge to bring about proficiency and the potency of such an employee of an establishment (Jones et al. 2000; Okotoni & Erero, 2005). Rao & Narayana (1987) was of the view that Manpower Development is an attempt to bring a change in an individual's attitude and behavior by improving their knowledge, skills and job performance so as to achieve a better fit with the system as well as accomplishing the goals of the organization and that of the individual. They contended that manpower is just an aspect of organizational development which is broader. Training and development is a process of remolding employees' behavior and attitudes in a way that increases the productivity of the worker or goal attainment.

## **Labour Turnover**

Labour turnover is the voluntary or involuntary termination of an individual's employment with a given organization (Oredein and Alao, 2010). To Abassi and Hollman (2000) labour turnover is the rotation of workers around the labour market, between forms, jobs and occupations, and between the states of employment and unemployment. Wood, (2005) argued that each time a position is voluntary or involuntary created, a new employee might be replaced this replacement cycle is known as turnover. According to Orji (2009), labour turnover is defined as "the movement of people into and out of the firm" and it is usually measured by recording movements out of the firm on the assumption that a leaver will eventually be replaced by a new employed" On the other hand, Michael Armstrong described labour turnover as

employee wastage. Meaning the number of people leaving an organization vis-à-vis the number coming in with the attendant loss to an organization in terms of the resources wasted on their development. According to Chartered Institute of Personnel Development (CIPD) (2006), expressed that the higher the labour turnover witnessed in an organization, the less likely that organization will experience enhanced performance in the achievement of its set goals due to lack of availability of competent staff in that organization arising from frequent staff resignation. The formula for rate of labour turnover according to CIPD is:

$$\text{Rate of Labour turnover} = \frac{\text{Total number of leavers over period} \times 100}{\text{Average total number employed over period}}$$

or

$$\text{Turnover stability index} = \frac{\text{Number of staff with one or more years' service} \times 100}{\text{Number employed a year ago}}$$

A study on labour turnover carried out by Holton, Mitchell, Lee, and Inderrienden (2005) report a large body of empirical evidence to demonstrate that a modest relationship between dissatisfaction, labour turnover and organizational performance exists in the organization. When workers start to leave an organization for employment elsewhere arising from staff dissatisfaction with the organization's personnel policies and practice, it may get to a point where no competent applicant would be willing to pick-up employment with that organization.

Many studies explore the link between training & development and turnover intention. For instance, Chan and Wang, (1995), Beker, (1962), Grace and Khalsa (2003) and Rosser (2004), the research on turnover intention clearly shows a link between the training and turnover intention, whereas the study by Martin (2003) claimed that organization offers training to improve the competency and skills of existing employees to tackle the turnover issue in the organization. In the past, majority of the empirical studies have been undertaken to examine the direct relationship between training and development and turnover intention. Some of the researchers argued that training leads to better skilled and productive employees who are more employable in other organizations, which implies that training and development had positive relationship with turnover intention (Cheng & Waldenberger, 2013; Verhees, 2012).



## **Herzberg's Two-Factor Theory/Motivator-Hygiene**

The study adopted Herzberg's Two-factor theory, also known as Motivator-Hygiene. According to Saif et al., (2012) the theory determine what makes an individual feel good or bad about their job. Regarding 'satisfiers', Herzberg noted that there were five features of work that bring about satisfaction, namely achievement, recognition, the job itself, responsibility and advancement (Badubi, 2017). The two-Factor theory is relevant to the study because the factors under consideration have continued to be a cause for concern for both employers and employees. The theory assumes that motivation and hygiene are responsible for either the increase (motivators) or decrease (hygiene) in job satisfaction. Herzberg identified institutional politics, the management approach, supervision, pay, relationships at work and working conditions as factors that may demoralize employees.

Golshan, et al., (2011) assert that organizations are increasingly applying Herzberg's theory to create opportunities for "personal growth, enrichment and recognition" among their employees. Employees should be promoted after completing certain stages of their career and should receive recognition for special achievements – for example, when they are retrained and an employee produce exceptional output in their career; they should also be given more challenging responsibility to determine how to handle tasks that relate to their jobs. They should also be given opportunity to grow in their career. The Two-factor theory has however drawn its share of criticism. Golshan et al. (2011) point out that it fails to distinguish between physical and psychological aspects and to precisely explain what motivators are and how they differ from hygiene factors; it also fails to express the degrees of satisfaction and dissatisfaction as a measure instead of using numbers. Another criticism leveled against it is that it makes assumptions that every individual will react in the same way in the similar situation (Badubi, 2017). In support of this study, recent studies on job satisfaction and turnover in Nigeria (Bello, 2017, Gbenu, 2013) focused mostly on intrinsic and extrinsic factors to understand job satisfaction and turnover. The researcher is motivated on the need to compare the analysis of job satisfaction and turnover of the academic staff in Nigeria Universities.



## METHODOLOGY

Based on the nature of the study, this research adopted both secondary and survey research method. This method focused on population or the universe (Federal University of Technology Minna and Ibrahim Badamasi Babangida University Lapai) in which data collected from the said population was used for intensive study analysis. The researcher also culled some information from the personal files of the employees from the establishment divisions of the two universities. A sample of the population was carefully selected to present the characteristics of the population. The target population for this study comprises of members of staff of Federal University of Technology (F.U.T) Minna and Ibrahim Badamasi Babangida University (IBBU) Lapai Niger State. The categorization of the staff include Academic staff, Graduate assistants-Lecturer 1, Senior non-teaching staff, as well Junior staff as presented on the table below;

Table 1: *Population Distribution for the Study*

<b>Tertiary Institution</b>	<b>Academic Staff</b>	<b>Non-Academic Staff</b>	<b>Senior</b>	<b>Junior Staff</b>	<b>Total</b>
Federal University of Technology Minna	452	582		87	1,123
Ibrahim Badamasi Babangida University Lapai	397	413		77	887
<b>Total</b>	<b>849</b>	<b>995</b>		<b>166</b>	<b>2,010</b>

**Source:** Establishment Office of the Registry of Federal University of Technology Minna, Registry of Ibrahim Badamasi Babangida University Lapai

From the above table, the total strength of the target population for Federal University Technology (F.U.T) Minna (as provided by the establishment office of the registry was one thousand, one hundred and twenty three, 1,123) out of this number, four hundred and fifty two (452) were Academic Staff from the rank of Graduate Assistants to Lecturer 1 representing 40.23% of the entire population. It also consists of five hundred and eighty two (582) Senior Non-teaching staff representing 51.8% while the Junior Staffs were eighty nine (89) representing 7.93%. For Ibrahim Badamasi Babangida University (IBBU) Lapai, Niger State, the total target staff population as captured from the Registry was eight hundred and eighty seven (887). From this figure, three hundred and ninety seven (397) were Academic staff representing 44.8%, the senior non-teaching staff consists of four hundred and thirteen (413) staff representing 46.6% while the junior staffs were seven representing 8.7%.

In all, total population of this study stood at two thousand and ten staff (2010) comprising of one thousand one hundred and twenty three (1,123) from Federal University of Technology Minna (about 56%) and eight hundred and eighty seven (887) from Ibrahim Badamasi Babangida Lapai (about 44%) The total sample size for the population by using Krejovice and Morgan (1970) sample determinants is 346. After obtaining 346 using Krejovice and Morgan sample size determinants, the sample size for each institution is thus determined using the formula below:

$$\text{Sample size (n) of each institution} = \frac{\text{Population of } x \text{ institution}}{\text{total population}} \times 346$$

Above is computed as follows:

F.U.T Minna=	$\frac{1123}{2010}$	x	305
Sample Size	2010		
IBBU Lapai =	$\frac{889}{2010}$	x	305
Sample Size	2010		

**Source:** Research computation 2018 and Krejovice and Morgan 1970

From the above computation; the total sample size for the study is 305

### Validity

To ensure that the questions are valid, the researcher took the questionnaire to selected senior colleagues in the academic field for their inputs. Observations and corrections were made by them and were effected before the final questionnaires were administered to the targeted respondents but in different institutions of learning that are not parts of the study areas.

### Method of Data Analysis

In this study, both qualitative and quantitative methods of data analysis were employed. Two steps of analyses were carried out on the data collected. These include; Descriptive statistics analysis, using frequency tables and simple percentages in analyzing and interpreting collected data. The other descriptive statistical tools used include; the mean and standard deviation. The mean shows the average of a list of items in the distribution is (responses). The inferential tool of analysis employed in the study was the regression analysis which is used using SPSS computer package (version 20) for the purpose of testing the hypotheses and making inferences. Thus, all the data

collected through the questionnaire were analyzed, summarized and interpreted at 0.01 level of significance.

## Regression

The regression analysis carried out was done in such a way that the coefficient is the slope in the equation:

$ay = a + bx + c$ . the regression coefficient measure how much of impacts the independent variables has on the dependent variable. The study measures the effect of human capital development on labour turnover of staff in Federal University of Technology (FUT) Minna and Ibrahim Badamasi Babangida University (IBBU) Lapai. Therefore, the regression equation is modeled as follows:

$$LT0=F(TN,SC,RMD,PP,CS)$$

$$LT0=B_0+B_1+TN+B_2+SC+B_3+RMD$$

Where

LT0= Labour Turnover

SC= Selection Criteria

RMD= Relevance of Manpower Development

PD= Proper Placement

CS= Career Satisfaction

Finally, the decision rule in the regression analyzed carried out if R square value or R calculated is greater than B or P value the null hypothesis will be rejected is otherwise, it will be accepted at a significance value of 0.01.

## RESULTS AND DISCUSSION

In this section, the data collected from both the field (Primary Data) through questionnaire and interview as well as the ones in the form of secondary data, (documentary records) were being presented and analyzed, the presentation and analysis was carried out using descriptive statistical tools of tables, frequencies, simple percentages, mean and standard deviation. Inferential statistical tool of regression analysis was also used for the purpose of testing the formulated hypotheses for the study based on the responses as obtained from the questionnaires administered while the

output from the interview conducted was analyzed qualitatively. All these were designed to assessed the effect of Human Capital Development on Labor Turnover intention in Federal University of Technology Minna And Ibrahim Badamasi babangida University, Lapai, Niger state.

### Rate of Returns/Responses of Questionnaire

In this section the researchers presented and analyze the number of questionnaires administered in respect of the two institutions (F.U.T Minna and I.B.B.U Lapai) the rate of returns and the rate of responses from the respondents were presented on the table below.

Table 2: *Rate of Returns/Response of Questionnaire*

Institutions	Number of questionnaire administered	Number of questionnaire returned	Number of questionnaire Duly completed	Rate of returns	Rate of responses
FUT Minna	170	160	130	52.45%	42.62%
IBBU Lapai	135	130	120	42.62%	39.34%
Total	305	290	250	95.07%	81.97%

**Source;** Survey Research 2021

From the table 2 above a total number of 305 questionnaire were distributed, 170 for the representative sample of Federal University of Technology, Minna (FUT) while 135 was for the representative samples of Ibrahim Badamasi Babangida University, Lapai, (IBBUL) out of the 305 questionnaire administered 290 were returned consisting of 160 questionnaire representing (52.45%) from F.U.T Minna and 130 questionnaire representing (42.62%) from IBBU Lapai. This therefore, gives the rate of returns of (95.07%). Out of the 290 questionnaire returned by the respondent of the both institutions 250 were duly completed. This consist of 130 questionnaire representing (42.63%) from IBBU Lapai. This also gives a total rate of responses of questionnaire to 81.97%.

In view of the above and for the purpose of data presentation and analysis, the 260 duly completed questionnaires representing (81.97%) was used. This rate was achieved due to the effort made to maintain a regular follow up and the assistance of some of the members of staff of the two institutions in the quest of getting back significant number of the administered questionnaire.

## Test of Hypothesis

- H<sub>0</sub>:** There is no significant relationship between relevance of training and development programme attended and Labour turnover in F.U.T Minna and IBBU Lapai.
- H<sub>1</sub>:** There is significant relationship between relevance of training and development programme attended and Labour turnover in F.U.T Minna and IBBU Lapai.

## Hypotheses: Relationship between Training and Development and Labour Turnover

To measure the relationship between training and development and labour turnover, variables such as training policy, training needs, relevance of training programme and assessment of training and development programme were used. The table below shows the coded responses.

Table 3: *Relevance of Training and Development and Labour Turnover in FUT Minna and IBBU, Lapai.*

Variables relate to relevance of major development programme	FUT MINNA							I.B.B.U Lapai					
	SA	A	U	D	SD	Total	SA	A	U	D	SD	Total	
In the university there is a well-structured and regulated training policy that retain the work force at all time	30	18	2	60	30	130	20	12	1	40	34	120	
	23.7	13.8	1.5	46.1	23.7	100%	16.7	10	0.83	33.3	30.8	100%	
In the training programme attended by the university staff is always based on the need of the	15	10	16	80	9	130	10	5	4	70	31	120	
	11.5	7.6	12.3	61.6	6.9	100%	8.3	4.1	3.3	58.3	25.8	100%	

employees												
The techniques of training and development in the university were always relevant to the employee	15 11.5	6 4.6	3 2.3	50 38.4	56 43.1	130 100%	10 8.3	4 3.3	2 1.6	50 41.6	54 45	120 100%
Training programme attended by university staff often lead to high labour turnover	80 61.6	40 30.7	1 0.7	7 5.3	2 1.5	130 100%	60 50	50 41.6	1 0.8	3 2.5	6 5	120 100%

**Source:** Survey Research 2021  
 The item statistic for the above is presented below:

*Table 4: Item Statistics*

Relevance of training and development and Labour Turnover	Mean	Std. deviation	N	Remark
1. In the university there is a well-structured and regulated training policy that retain the work force at all time	3.4965	1.38935	250	Significant
2. In the training programme attended by the university staff is always based on the need of the employees	3.0451	1.38988	250	Significant
3. The techniques of training and development in the university were always relevant to the employee	3.1667	1.29054	250	Significant
4. Training programme attended by university staff often lead to high labour turnover	3.7847	1.59299	250	Significant

**Source:** Survey Research 2021

From the above item statistic the following presentation were made

*Table 5: Existence of Training Policy*

Mean	Standard Deviation	N	Remark
<b>3.4565</b>	<b>1.38935</b>	<b>250</b>	<b>Significant</b>

**Source:** Researcher's Computation 2021

Table 4 above shows a mean of 3.4965 and a standard deviation of 1.38935 which indicate a significant responses from the Respondents on the statement that in the university there is a well structure and regulated training policy that retain the work force at all time. The break down shown that 48 respondents from F.U.T Minna and 32 respondents from I.B.B.U Lapai agree with the statement. Also 2 respondents from F.U.T Minna and 1 respondent from I.B.B.U Lapai were undecided. However 90 respondents from F.U.T Minna and 77 respondents from I.B.B.U Lapai disagree with the statement. Cumulatively eighty (80) respondents representing thirty-two (32) percent agreed with the view point, three (3) respondents representing 1.2% were undecided, however one hundred and sixty-seven (167) respondents representing sixty-six (66) percent disagree. This analysis shows that majority of the respondents claimed that there was no well-structured and regulated training policy in the selected universities for non-teaching staff.

*Table 6: Training Programme attended based on employees needs*

Mean	Standard Deviation	N	Remark
3.4057	1.38988	250	Significant

**Source:** Researcher’s Computation 2021

Table 4 above shows a mean of 3.0457 and a standard deviation of 1.38988 which indicate a significant response from the respondents on the statement that the training programme attended by the university staff is always based on the need of the employees. The breakdown shows that 25 respondents from F.U.T Minna and 15 respondents from I.B.B.U Lapai accepted the statement. 15 respondents from F.U.T Minna and 4 respondents from I.B.B.U Lapai were undecided. Also 89 respondents from F.U.T Minna as well as 101 respondents from I.B.B.U Lapai rejected the claim. Cumulatively forty respondents (40) representing sixteen (16) percent agree with point, while twenty (20) representing eight (8) percent were undecided, however one hundred and ninety (190) respondents representing seventy-six (76) percent disagree with view. This analysis clearly shows that majority of the respondents claimed that the training programme attended by non-teaching staff is not based on the need of the employers.

*Table 7: Relevance of Technique of Training and Development and Employee’s Needs*

Mean	Standard Deviation	N	Remark
3.1667	1.29054	250	Significant

**Source:** Researcher’s Computation 2021



Table above shows of 3.1667 and a standard deviation of 1.25054 which indicate a significant response by the respondents on the statement that techniques of training and development in the university is always relevant to the needs of the employees. A breakdown of the analysis indicated that 21 respondents from F.U.T Minna and 14 respondents from IBBU Lapai accepted the claim 3 respondents from F.U.T Minna and 2 respondents from IBBU Lapai were undecided. Also, 106 respondents from F.U.T Minna and 104 respondents from IBBU Lapai disagree with the claim thirty-five (35) respondents 4% agreed, five (5) respondents 2% were undecided. However two hundred and ten (210) respondents representing eighty-four (84) percent disagreed with the view.

The above analysis indicate that majority of the respondents claimed that the techniques of training and development programme of the university is not always relevant to most of the senior staff of the university.

Table 8: *Assessment of Relevance of Training Programme Attended and Labour Turnover*

Mean	Standard Deviation	N	Remark
3.7847	1.99299	250	Significant

Source: Researcher’s Computation 2021

Table above revealed a mean of 3.7847 and a standard deviation of 1.99299 indicating a significant response by the respondents on the claim that training programme attended by the university staff often leads to high labour turnover. Breakdown of the analysis shows that 120 respondents from F.U.T Minna and 110 respondents from IBBU Lapai accepted the claim. 1 respondent each from F.U.T Minna and IBBU Lapai are undecided. Similarly one respondent each from F.U.T Minna and IBBU Lapai disagreed with the view. Cumulative two hundred and thirty (230) respondents representing ninety-two (92) percent agreed with the point while two (2) respondents representing 0.8 percent were undecided, however eighteen (18) respondents representing seven point two (7.2) percent disagreed with the view.

The above analysis clearly indicates that the assessment of most of the respondents is that training programme attended by senior non-teaching staff lead to high level of Labour turnover in the selected universities.

## CONCLUSION

The study is an empirical conducted to assess the effect of training and development on labour turnover in Federal University of Technology, Minna and Ibrahim Badamasi Babagida University, Lapai. The study was motivated by the number of staff released on study fellowship for either postgraduate or undergraduate courses annually to other international or national institutions and the rate of turnover after the successful completion of their development programmes. Despite the efforts of the University Management on training and development there is still significant number of labour turnover crises. While more staff are employed by the university but the number of those quitting the system by way of labour turnover outweighs the number of influx.

## RECOMMENDATIONS

Based on the findings of this study and the conclusions reached the following suggestions were recommended. Its hope that these recommendations, if implemented, will go a long way in solving the fundamental challenges of labour turnover in Nigerian universities. University Management should develop a fuller understanding of the incidence of employee turnover, especially, in terms of what determines employee turnover, its effects and the strategies that Registry department can put in place to minimize turnover. With proliferation of many public and private universities in the country and the world at large which is heightening competition, universities must continue to develop services which are based on strategies created by employees. The continuous development of these employees are extremely crucial to the universities since their value is essentially intangible and not easily replicated. Therefore, University administrators must recognize that their employees are major contributors to the efficient achievement of the university's success, therefore, they should be motivated.

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