

ON-THE-JOB TRAINING AND EMPLOYEE PERFORMANCE IN NIGERIAN ELECTRICITY DISTRIBUTION COMPANIES

<https://doi.org/10.47743/jopafl-2023-27-44>

Veronica Uzezi ORIMUO

Department of Public Administration, Faculty of the Management Sciences
Delta State University Abraka, Nigeria
orimuvero@yahoo.com

A. MUKORO

Department of Public Administration, Faculty of Management Sciences,
Delta State University, Abraka, Nigeria

Onofere Princewill OKEREKA

Department of Public Administration, Faculty of Management Science,
Delta State University
Abraka, Delta State, Nigeria
ORCID ID: <http://orcid.org/0000-0001-5114-941X>
onofereonline@gmail.com

Abstract: *The quality of the human resources of any organization is crucial to its success, therefore every organization must seek to improve the quality of its workforce. It is worth noting that Enugu Electricity Distribution Company as an Energy distribution/Maintenance company has many departments such as Operations, Technical, Audit, Communications, Information Technology, Revenue Cycle Services etc. There are some unskilled workers in the operations and technical departments that sometimes find themselves in positions that requires skills, therefore the need for on-the-job training, it is in respect of this that the Researcher decided to look into the impact of on-the-Job training and employee performance in Enugu Electricity distribution Company (EEDC). The objective of the study was to determine the selection procedure, training design, training delivery style and the relationship between employee perception of training on organizational performance. The Study adopted Historical research design. Relevant data for this study was elicited from both primary and secondary sources of data. The population of the study was 100 employees, data was derived through the questionnaire that was distributed. Data was analyzed using the simple percentage table. This research work relied on human capital and the technology-based approach theory. The findings of the study show that on the job training programmes are more likely to enhance employee capability than without. The study recommended that Organizations should always come up with on-the-job training programmes that will enhance efficiency and performance, make the employee to like their job and hence provide employee satisfaction that will also lead to increase in Organizational performance.*

Keyword: *On-the-job-training, Employee Performance and Organizations*

Introduction

The history of training in organizations is as old as business organizations itself, this is because the knowledge base or skills of regular employees on the workforce are inadequate for the specialized tasks carried out by organizations. However, the academic study of various forms of training did not start until a century ago, when researchers started a branch

of research under the name of 'vocational training' Salas and Cannon Bowers, (2001). Training programs became widely used by organizations from the start of the 20th century, notably following World War II. They included an increasing number of employees and grew in scope Luo, (2000). By the end of the 1990s, forty percent of the Fortune 500 companies in America for example had a corporate university or learning center, whereas in the 1910's only a few large companies, like Westinghouse, General Electric, and International Harvester, had factory schools that concentrated on teaching technical skills to entry-level workers Meister, (1997). The beginning of training in Nigeria dates back to 1960's, when it was discovered that most of the top positions in government and businesses were held by foreigners Olalere and Adesoji, (2013). After independence, there was a significant human capital gap created by the departure of the whites. In line with the Ashby Commission Recommendations, the Federal Government of Nigeria constituted a Manpower Board in 1962. Olalere and Adesoji, (2013). To train and retrain employees as well as provide orientation to young graduates of universities, the Federal Government of Nigeria thereafter established complementary institutions such as the Centre for Management Development (CMD), Administrative Staff College of Nigeria, Industrial Training Fund (ITF), and Federal Training Centre. Olalere and Adesoji (2013). Staff training and development is a crucial component of human resource management that is now frequently disregarded. This is the case because senior management in most firms only provides nominal support for training since they believe it to be of negligible relevance Ohanyere, Ngige & Jacobs, (2021). Many managers even believe that training is solely a staff obligation for which line managers have no accountability, while others implement training programs because it is the in thing to do Ojoh & Okoh, (2015). We live in a dynamic world where people and things change quickly and continuously. Each day brings advances in technology and working methods. Attitudes, convictions, morals, preferences, and behaviors alter with time.

In fact, there is a knowledge explosion taking place, which necessitates the development of new and better abilities among management and employees alike. To prepare employees for the changing workplace, training and retraining is required. Organizational employees must be trained and developed since a skilled workforce is more likely to be highly motivated, competent, and consequently more productive Ojoh & Okoh, (2015). Workers who confront the obstacles of learning new skills to maintain their proficiency level or get ready for future promotions are more aware of the value of training and development. Organizations are focusing on reforming their learning, organizations and strategies as a result of the urgent requirement to develop skills and capacities. Adaptation to new processes, procedures, technologies, and systems is necessary as a result of changes in both the external and internal organizational contexts. Cartwright, (2012). Employee training may have both a direct and indirect impact on an organization's success. When an organization invests in enhancing the knowledge and skills of its employees, the outcome is a more productive and effective workforce, which is one direct way to view the role of training programs as a measure of boosting both employee and organization competencies. Ohanyere, Ngige & Jacobs, (2021). Organizations indirectly give their staff members the skills they need to accomplish both present and future responsibilities as they train them. Furthermore, training can produce highly happy employees who are motivated by the chance they are provided, which makes them appreciate the investment made in the organizations. Jason (2012) to accomplish this task, organizations will need to devote

resources to ensure that members of staff have the abilities, knowledge, and skills required to work effectively and productively in a dynamic, complex, and competitive environment Kozlowski & Salas, (2016). An organization can gain a competitive edge via training and development by boosting employee retention, reducing accidents, and damages, and addressing unmet employee requirements. Training and development programs offered by an organization benefits both the employee and the organization. Even while no one training program can provide all the benefits, an organization that invests in training and development, develops its competitive edge and enhances its Human Resource capabilities. Consequently, the employee's personal and professional goals are achieved, which increases existing skills and relevance to the organization. The need for training & development is determined by the employee's performance deficiency, computed as: Training & Development need Standard performance – Actual performance Training needs assessment diagnoses present problems and future challenges to be met through training and development. Organizations invest a lot of money in training because they want to take advantage of the talented workforce's enhanced skills, knowledge, and competencies to achieve a competitive edge Shu-Rung & Chun Chieh, (2017).

Different training programs are created by managers in charge of human resource training to position employees to perform their tasks and develop the desired skills, knowledge, and capabilities Lakra, (2016). Such training programmes not only seek to improve employees' familiarity with their jobs, but also assist in promoting increased dedication to the job. In order to prepare their staff to carry out their responsibilities appropriately and in accordance with established standards, organizations design training programs. Huang & Jao, (2016). Training programs are created by organizational professionals to maximize employees' potential. According to Khan and Baloch, (2017), most firms like to invest in various programs that develop new talents through long-term planning. This will assist them in being able to adapt to any future and existing concerns. Therefore, they ensure that they improve the performance of their employees through superior levels of commitment and motivation. It is imperative to note that employees are the backbone of every organization. Employees, regardless of size, are the fundamental determinants of an organization's success or failure. As a result, having a well-trained workforce is critical to ensuring that the workplace has the correct personnel who have been professionally trained and qualified to accomplish their jobs.

However, the issue here is that the economy is very dynamic and that organizations are expected to produce more than they did previously. The management are under pressure from all of this demand, which compels them to put pressure on their employees to increase output and performance. It is important that workers receive the necessary training if they are to be a productive workforce. To boost staff productivity, organizations are consequently required to periodically introduce new employee training programs. There are currently a variety of research studies, both qualitative and prescriptive, focusing on various aspects of training programs as well as their costs and benefits for business organizations. Organizations have come to appreciate the value of investing in their human resources through various forms of training as they have come to realize how crucial training is for their survival in this era's knowledge-intensive and uncertain economy Berge, Sala and Cannon-Bowers, (2001).

Employee development through training and retraining can help an organization maximize its human resource potential Khan, (2011). Despite the clear importance of training, the massive growth in the scope of training programs over time has largely been recognized as normal. Even while training is extremely important, the enormous expansion in the range of training programs over time has generally been accepted as normal. Some human resources departments assume it is unnecessary to assess the significance and appropriateness of training a specific employee at a specific moment. Sometimes, employers send staff members to training with hidden agendas. Mourdoukoutas, (2012) claims that some companies choose not to invest in employee training due to the high costs involved and the fear that they would lose the trained workforce. The Enugu Electricity Distribution Company (EEDC) has a training center located in one of its district offices called Ogui District in Enugu where on-the-job training is regularly conducted, to demonstrate the importance attributed to employee training. Notwithstanding, the Human Resources department of Enugu Electricity Distribution Company (EEDC) still has trouble choosing which employees to train. To assist in the possible improvement of employee training in Enugu Electricity Distribution Company as a Service provider of Electricity Distribution to the entire South East of Nigeria, this research will look into the impact of on-the-job training on employee performance in Enugu Electricity Distribution Company vis-à-vis the processes of employee training and the challenges faced by the Human Resource Department in the selection of employees for training with reference to the employees of Enugu Electricity Distribution Company Enugu.

Statement of the Problem

This research is to deal with on-the-Job training and employee performance in Organizations, it is intended to find out the impact training and development programmes has on employee performance in organizations with reference to Enugu Electricity Distribution Company (EEDC) Enugu. Since Enugu Electricity Distribution Company is an organization responsible for the distribution of electricity and the maintenance of the infrastructures for the distribution around Southeast Nigeria, it encounters numerous problems which ranges from: Grid energy insufficiency and instability, Network infrastructure challenges (overloaded transformers and feeders, obsolete equipment, dilapidated network, lack of automation etc., Tariff challenges and revenue shortfalls (non-cost reflective tariffs, low collection efficiency and huge uncollectable revenue etc.), Metering challenges (huge metering gap, estimated billing, poor meter maintenance etc.), Operational challenges (long feeders, quality of workforce, large operational areas, Energy Theft, Funding Challenges (absence of long term 'patient' capital (equity/debt) to fund capex investment, high cost of borrowing, poor credit history of Discos, etc), Poorly trained Manpower, Poor Customer Data, Health, Safety and Environmental issues, Lack of essential training tools

All Organizations have challenges to face when it comes to training their workforce, many of which are unique to that particular industry, and the Enugu Electricity Distribution Company is not different since it faces multiple regulatory challenges from their regulator Nigeria Electricity Regulatory Commission (NERC), other challenges are staff that have worked in the industry for many years, they can be a resistant to change as new programs and training plans are rolled out, an affinity to long-standing processes or traditions can

cause issues, with staff in the business units, offices or out in the field, access to training can also prove problematic. The success of any organization is largely affected by how its employees see training. The productivity of the organization will increase if the employees are happy with the organization's training practices. Employee perception or attitude is translated into favorable or unfavorable conduct. The criteria used to choose which employees receive training should be methodical and impartial. For training to have a beneficial impact on organizational performance, it must adhere to a set method to guarantee that the correct candidates are sent. To better understand staff performance and on-the-job training at Enugu Electricity Distribution Company, this research is being conducted.

Objectives of the Study

The objective of this study is to determine the effect of on-the-job training and employee performance in Organizations using Enugu Electricity Distribution Company. The specific objectives include the following:

- To establish the application, such as correct selection procedure, training design and good delivery style and effect of on-the-job training on employee performance.
- To determine the relationship between employee perception of training and organizational performance.
- To determine the extent to which on-the-job training affects employee performance.

Research Questions

The following research questions will be critically examined in line with the objectives:

- To what extent does selection procedure, training design and training delivery style affect employee performance in Enugu Electricity Distribution Company?
- What is the relationship between employee perception of training and organizational performance?
- To what extent does on-the-job training affect employee performance?

Significance of the Study

The importance of this study cannot be over-emphasized and may be perceived in the following ways. First and foremost, the study will assist top management in making strategic decisions on training and development for the industry's overall success. Secondly the employees of Enugu Electricity Distribution Company Enugu, who will be utilized as a case study, would also benefit from the study since they will have a sufficient understanding of the value of training and the reasons why it is essential for them to be trained and re-trained. In addition, this study would assist Enugu Electricity Distribution Company's Human Resource Department in the effective planning and implementation of internal and external training methods in all business units to improve performance. Finally, this work will be of immense help to future scholars as a source of information for more research.

Scope of the Study

The Research work will focus on the impact of on-the-job training and employee performance in Organizations. The study will be delimited to training and development programs, employee training design and delivery style, post-training performance evaluation of training on organizational performance. The geographical scope of the Research work will be Enugu Electricity Distribution Company Enugu.

Literature Review

Theoretical Framework

The human capital approach and the technology-based approach are the two main theoretical approaches to employee training. The human capital approach theory, according to Luo, (2000), views training as an investment in human capital. Thus, training is provided only when the benefit from increased productivity outweighs the cost of training. The technology-based approach theory, on the other hand, views training as a process of skill formation. According to this school of thought, the modern era's expanded training is being driven by rapidly changing technologies and work reorganization. Thus, training is provided because it meets an organization's functional needs while also contributing to human capital accumulation or skill formation. These approaches, however, to a large extent overlooked the content of employee training, which could be a resultant effect of training design and training delivery. According to Luo, (2000), employee training confusion manifests itself in four ways. For starters, it has nothing to do with the technical aspects of specific job tasks. Secondly, despite recommendations in many training manuals, prior need analysis is rarely performed for such training. Thirdly, organizations and trainers rarely evaluate the behaviors or outcome changes brought about by such training. When there is an evaluation, it is frequently about how one feels about the training or what one has learned. The evaluation questionnaire is often referred to as a "smile sheet" because trainees frequently respond positively to the questions. However, the training's impact is still unknown. Lastly, the rapid expansion of personal development training has occurred in the absence of scientific evidence linking such training to improved organizational bottom lines.

Theoretical Models Linking Training to Organizational Performance

Considering the increasingly quick changes in technology, goods, and systems, the knowledge and skills that employees acquire through training have become crucial Thang, Quang and Buyens, (2010). Most businesses spend money on training because they think it will lead to improved performance Kozlowski, et al. (2000). The Michigan School concept, often known as the "soft" Human Resource Management, was proposed by Devanna, Formbrun, and Tichy in 1984. The focus of this model is on using the way in which people are treated to forward the organization's strategy. According to its premise, "what is good for the organization is also good for the employee." The purpose of training and other HRM initiatives, according to Devanna, Formbrun, and Tichy (1984), is to improve individual performance, which is thought to result in improved organizational performance. Despite emphasizing the need to encourage and reward employees, the Michigan School approach places the greatest emphasis on managing human resources to meet strategic objectives Pinnington and Edwards, (2000).

A second 'soft' Human Resource Management theoretical model to show how Human Resource Management (HRM) policies can affect employees and organizational outcomes was developed by Guest. The main premise of Guest's model is that employees' performance will increase if an integrated set of HRM practices is used with the aim of accomplishing the defined goals. Additionally, it is presumptive that improved organizational performance will result. The advantage of Guest's model is that it provides a useful analytical framework for examining how HRM practices and organizational performance are related. This is because it expresses pathways that enable simpler, clearer, and more in-depth empirical testing. In order to guarantee the excellent quality of the products and services, the goals of associating personnel with organizational success were also considered crucial by Guest. Therefore, in his view, training policies are essential to HRM and aid in raising strategy integration, staff commitment, adaptability, and quality. He also asserts that good work performance, high problem-solving activity, high-cost effectiveness, low turnover, decreased absences, and fewer complaints are all possible outcomes of successful human resource management. Kozlowski and Klein (2000), established an excellent analytical framework that uses a multi-level approach to training. This model fills the gap between theoretical models for determining, designing, and evaluating training needs and the higher levels at which training must have an effect to support organizational performance Kozlowski & Salas, (1997). The paradigm places a strong emphasis on knowledge transfer. Vertical and horizontal training transfers are the two different sorts. Horizontal transfer concentrates on tested theories of training efficacy, whereas vertical transfer examines the relationship between individual training outcomes and organizational outcomes. The methods for vertical transfer are composition and compilation. While compilation focuses on individual contributions to various or disparate content, composition emphasizes individual contributions to the same subject. According to Thang, Quang, and Buyens, (2010), the normative (hard and soft) models of human resource management are similar. According to these authors, training is included in a collection of HRM policies and is seen as a key and significant policy for developing employees' knowledge, abilities, attitudes, and motivation. The analysis of theoretical models that link training to organizational performance reveals that it expressly recognizes that without employees who possess the necessary information, skills, abilities, behavior, and attitudes, no company can achieve its objectives or organizational strategy. Training is therefore essential for improving employee quality and increasing corporate performance through Human Resources outcomes. Thang, Quang & Buyens, (2010).

Conceptual Framework

Different writers have given their own definitions of training. It is "the systematic learning and development of the knowledge, abilities, and attitudes necessary for employees to successfully carry out a task or job or to enhance performance in the workplace" Tharenou, Saks & Moore, (2007). According to another idea, training primarily aims to provide staff of an organization with the knowledge and skills they need to do their existing duties effectively Jones, George and Hill, (2000). According to some researchers, training is "a structured process to improve behavior, attitude, or knowledge through learning experiences to attain effective performance in any activity or range of activities" Beardwell & Holden, (2001). Its goals are to help people grow as individuals and to meet the

organization's needs now and in the future. These definitions failed to consider how dynamic and shifting the environment is that businesses operate in Okanya, (2008). Additionally, it suggests that training always results in improved organizational performance. Employers constantly need to update their skill sets, and knowledge as skills quickly become outdated due to the rapid advancement of technology and information. This suggests that when planning employee training, the human resources department should take the organization's present and future needs into account as well as the needs of the employees to ensure that everyone is working toward the same long-term goals Holden, (2001). To keep up with the increased competition from the Independent Power Projects in the liberalized global economy, it is evident that training and development is crucial for staff of Private sectors such as the Enugu Electricity Distribution Company.

Whitelaw et al. (2009). recognized that research on training needs is important and higher & general skills have to be added to the crafted curriculum as employees need to be more responsive to the changing environments. Baldwin and Ford, (1988) defined the "Transfer of training" as the degree to which trainees apply knowledge, skills, and attitudes gained in a training context to their jobs. Researchers interested in examining training transfer from novel viewpoints found encouragement in their advice to "adopt a more eclectic orientation to transfer by expanding to new literature bases." Employee training is a program designed to aid employees in acquiring particular skills and information, according to the World Bank. Employees are given the opportunity to use their newly gained information and abilities to enhance their performance on the job World Bank, (2011). Through structured programs, training is established to make sure that employees are taught the skills necessary in the labor market. Therefore, it is crucial for any agency to first understand the demands of employers before beginning this type of training. Take Lebanon as an example, where both public and commercial organizations receive training. Khoury, (2014). This strategy aids in preparing as many workers as possible for better positions through training. Employee-training programs are created for a variety of important factors as well. For instance, training helps an organization retain good talent, which increases revenues. An organization can overcome operational obstacles with outstanding talent. In exchange, the employers set up well-developed strategies, and significant performance milestones are met.

Employee development programs should promote the achievement of corporate strategic direction in addition to being made available to help attract better positions. As employees must be more adaptable to changing circumstances, Whitelaw et al. (2009) highlighted the importance of research on training demands and the necessity to incorporate higher & general skills into the curriculum. This Research will be focused on the various facets of training including Management's attitude towards training, training inputs, quality of training programs and transfer of training to the job. When compared to rival companies, high-level training providers, according to Jaoude, (2015), have been able to achieve three times as much profit. It takes a combination of alignment and planning to have such high impact programs and personnel, though, therefore it is not easy. This entails creating and structuring the organization's training in a way that achieves its main objectives. Additionally, employment market gaps should be used as the basis for staff training. This is accomplished by comparing the abilities that employees already possess to those that are desirable for the position. This method makes it possible to provide training that is focused on employee motivation, skill mastery, and the development of critical thinking abilities.

To develop useful and long-lasting skills in the workforce, training should be based on both practical experience and classroom instruction. Urdinola, (2013). Despite these opposing points of view, all the academics seem to agree on one thing: training is intended to enhance organizational performance.

Empirical Framework of Training on Organizational Performance

Studies have tried to determine whether highly skilled employees are a factor in successful and high-performing businesses Tamkin, (2005). These studies have shown a significant relationship between a highly skilled workforce and organizational performance, which is typically measured by labour productivity. For example, Haskel and Hawkes, (2003) have shown that the top performers in UK manufacturing are hired workers with, on average, an extra qualification level compared to the lower performers. Furthermore, these research discovered that higher skill levels were linked to the creation of better-quality products and supported innovation and more complex production methods Penny, (2005). More productive UK businesses employed more skilled people, according to Haskel, Hawkes, and Pereira's 2003 research. Their research revealed that skills and total factor productivity (TFP) were positively and significantly related, and the skill gap between the top- and bottom-performing firms explained some 8% of the productivity gap. Similarly, Lynch and Black, (1995) found in the US, that an extra year of education raised productivity by between 4.9 and 8.5% in the manufacturing sector and between 5.9 and 12.7% in the services sector. Other research has suggested that a more highly skilled workforce can bring other benefits such as enhancing company survival. According to Reid, (2000), a more trained workforce in the UK is associated with a higher commercial orientation, strategic awareness, tendency to innovate, and ability to maintain competitive edge. Research by the Organization for Economic Co-operation and Development (OECD) on innovation in SMEs in the UK discovered that managers and personnel with greater levels of education were more innovative. Albaladejo and Romijn, (2001). Higher technological complexity and originality were also linked to higher training costs per employee. The study that has had the most sway in this field may have centered on the benefit of investing in education and training as well as the connection between productivity and skills. A clear connection between higher skills and higher productivity has been identified particularly at the intermediate skills level. According to the studies, employers in continental Europe had workforces that were more skilled and knowledgeable, which was directly tied to their higher average levels of labor productivity. Lower skill levels were found to directly affect labor productivity and the types of machinery chosen in manufacturing enterprises in the UK. Keep, Mayhew and Corney, (2002). Evidence suggests that skill levels and innovation performance are related. Tamkin, (2005). Several studies have emphasized the performance benefits that come with increasing training activity. Dearden and Van Reenen, (2000) examined the effects of training on performance for a variety of indicators including value added output, profitability, and wages. They found connections between more training and higher labour productivity across several sectors.

In essence, training was discovered to boost productivity, capital intensity, amount of research and development, and level of skill of the workforce of manufacturing organizations (Penny, 2005). According to a French study (D'Arcimoles, 1997), economic

performance improves with increased training. Training was continuously and clearly connected to increased production and profitability. Raising the proportion of workers trained in an industry by 5% points (say, from the average of 10% to 15%) was associated with a 4% increase in value added per worker and a 1.6% increase in wages. According to Collier et al. (2002), they assert that increasing investment in training reduces the chance of firm closure. For small firms it was the training of craft and manual workers that made the difference, for larger organizations it was the training of professional, clerical and secretarial employees. Others have discovered evidence supporting the positive impact of training on motivation and attitude. Booth and Zoega, (2000) suggested that training fosters a common firm culture and helps attract good quality workers; Green and Felstead et al. (2000) discovered that training had a negative effect on employee turnover.

Organizations throughout the world have been enrolling their staff members in training courses to improve their talents, knowledge, and skills. The majority of them assist with training by creating programs that may be customized to the needs of their employees. However, Khan et al. (2011) opined that some organizations provide their employees the opportunity to participate in training programs created by a different business. As a result, previous studies have shown that internal programs are more effective than external ones when implemented properly. The difference emanates from the fact that the internal programs are designed in such a way that they respond to identified training needs, Jehanzeb & Beshir, (2013). The external programs are designed for a diverse population from different organizations, and thus, they are relatively less effective Khan et al., (2011). According to Aguinis & Kraiger (2009), external programs are not always ineffective. In certain circumstances, they are superior to internal training programs because they convey fresh, important information and skills that a business might not be aware of. As a result, businesses concentrate on giving their employees opportunities to acquire both general and specialized skills when establishing training programs. The courses are designed to provide training in a variety of areas, including sales, technical support, communications, organizational development, management development, career development, and supervisory development training, among others.

The training is given to managers and supervisors as well as lower-level staff, as Valle et al. (2009) stated. The personnel can benefit from several kinds of training. Similarly, managers are also given management training to help them develop the skills necessary for their positions. The supervisors are also given supervisory training. Furthermore, training in career development and communication can be provided to managers, supervisors, and employees. According to Gerpott et al. (2017), personnel at lower levels who are slated for promotion can receive management and supervisor training. The implementation of training programs takes into account the necessary methods of skill and knowledge development. According to Huang and Jao, (2011), there are two primary training methods: behavioral and cognitive training. As a result, a company chooses the best method to implement in the training program. Elnaga and Imran, (2013), on the other hand, explain that the two methods can be used in the same program at the same time. The cognitive method entails giving employees or managers theoretical training. The trainees are given theoretical information through either verbal or nonverbal communication, or both. According to Quartey, (2012), firms that provide cognitive training focus on improving trainees' knowledge and skills while also influencing their attitudes through enhancing learning. Examples of cognitive approaches are lectures, program instruction, computer-

based training, discussions, and use of an intelligent tutorial system. The behavioral method, on the other hand, entails the use of practical approaches to provide training. These practical approaches aid in changing the trainees' behaviors. Thus, Khan & Baloch (2017), gave the explanation that the behavioral approaches are suitable for skill development. Examples of behavioral approaches are role-played in basket techniques, equipment stimulators, case studies, business games, behavioral modeling and games, and simulations. According to Khan and Baloch (2017), some approaches classified as cognitive methods, such as computer-based training, have a tendency to facilitate skill development in addition to knowledge acquisition. Similarly, some approaches classified as behavioral methods, such as case studies, provide both knowledge and skills. Huang and Jao (2016) identified two strategies for managerial and employee training: off-the-job training and on-the-job training. Off-the-job training entails providing training to employees or managers in a setting other than the one in which the skills and knowledge gained will be applied. The strategy requires the trainees to leave their work responsibilities and concentrate on training. On-the-job training, on the other hand, occurs in the workplace as the trainee performs work responsibilities. A more experienced employee or manager can serve as the instructor in this type of training. An organization can also hire a professional instructor to provide the training. Huang and Jao (2016) also stated that formal training outside of the workplace can be used to supplement on-the-job training. As a result, the two strategies can be used concurrently. Previous studies have found that in recent years, most organizations have shown a higher preference for off-the-job training Khan et al., (2011). Limitations associated with on-the-job training, such as a lack of opportunities for group discussion, insufficient training facilities, and the presence of a hostile internal training environment, have facilitated the change. Furthermore, training techniques differ depending on the training strategy used. Mentoring, coaching, demonstrations, job rotation, and team building exercises are examples of on-the-job training techniques Matsuo, (2014). Brainstorming, discussions, case studies, behavior modeling, conferences, and lectures are examples of off-the-job training techniques. However, some techniques, such as demonstrations, can be used in both work and non-work settings. Training programs should be designed with careful consideration of different factors that influence choices for training methods. By doing so, chances of achieving the desired goals increase tremendously. Human factors such as the presence or availability of a trainer can influence method selection. Other factors that influence learning include subject matter, training objectives, time and materials availability and learning principles (Khoury et al., 2014).

Research Methodology

Research design

The historical design was used to investigate on-the-job training and employee performance in Enugu Electricity Distribution Company, with a particular emphasis on Enugu State in the Eastern Region. The study's population is 100, which includes all categories of staff living within the study area. This study will be useful in determining whether on-the-job training improves employee performance in Enugu Electricity Distribution Company According to Sharp and Howard (2006), a population refers to the total collection of elements from which reference is made in a research process. The

population will be limited to staff of Enugu Electricity Distribution company in the South-east of Nigeria, with specific attention to the Main offices in the States. This will be chosen randomly and not for any specific purpose within the Enugu Electricity Distribution Company. The total population for the study will be 100. The Simple percentage table was used to display how the population of this study came about. Sampling is a process of selecting a number of persons, places, things or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. (Orodho & Kombo, 2002). A sample is a part or a subset or a subgroup of a population. It is supposed to be a representative of the entire universe from which it was chosen. Okereka O.P. (2022). In carrying out this study, the sample size of 100 employees were used and they were selected randomly from all the departments and distributed proportionately.

The methods used in the collection of data are primary and secondary methods. In the primary data collection method, the questionnaire was adopted for the study of on-the-Job training on employee performance in Enugu Electricity Distribution Company. Also, secondary data collection was used as an additional source of data. This includes the use of literature, located textbooks, journals, newspapers etc. The method of data analysis was carried out using the Tabular presentations and percentage formula. The questionnaire is design to obtain information concerning on the job training and employee performance in Enugu Electricity Distribution Company of Nigeria.

The questionnaire is designed into two sections which include the demographical characteristics which contain personal information while the other section is designed on the issues of on-the-job training and employee performance in Organizations.

Data Presentation and Discussion

A total of One hundred copies of questionnaires were distributed, out of which, eighty were fully completed and returned while twenty (20) copies were not returned.

Table 1: Response Return Rate

Department	Dispatched	Returned	% Respondents
Operations	20	15	18.75
Accounting	10	5	6.25
Customer Service	20	20	25
Metering	10	5	6.25
Procurement/Stores	20	20	25
ICT	20	15	18.75
Total	100	80	100

From Table 4.2 percentage return rate was 80

Demographic Characteristics of the Respondents

This section discusses the demographic characteristics of the respondents based on gender, age and work experience of the respondents.

Age Distribution of the Respondents

The age of the respondents was sought since its findings would assist the study categorize respondents based on age. The findings are shown in table below. this was helpful as it

helped to give the data age scheme and find out the effect of on-the-job training on employee performance in Enugu Electricity Distribution Company, Enugu Nigeria.

Table 2: Age Distribution of the Response

AGE	No of Respondents	% Respondents
20 – 29	10	12.5
30 – 39	40	50
40 – 49	20	25
50 – 59	10	12.5
Total	80	100

Source: Fieldwork 2023

The findings in table 2 shows that majority of the respondents age were between 30 – 39 years with 40(50%). This ratio is based on age composition which is fairly represented.

Gender of the Respondents

The Gender of the respondents was sought since its findings would assist the study categorize based on gender and the findings are shown below in table 4.3.

Table 3: Gender Distribution of the Response

SEX	No of Respondents	% Respondents
Male	50	62.5
Female	30	37.5
Total	80	100

Source: Fieldwork 2023

The findings in table 3 shows that majority of the respondents were male 50(62.5%) and the other 30 representing 37.5% were females. This portrays that there are more males than females in Enugu Electricity Distribution Company.

Educational Qualification of the Respondents

The Educational qualification of the respondents was sought since its findings would assist the study categorize based on their educational qualification and the findings are shown below in table 4.

Table 4: Educational Qualification of the Respondents

Educational Background	No of Respondents	% Respondents
WASC/GCE	5	6.25
OND	20	25
HND/B.Sc	35	43.75
M.Sc/Phd	20	25
None of the Above	0	0
Total	80	100

Source: Fieldwork 2023

From Table 4 the findings shows that majority of the respondents educational qualification were HND/B.Sc holders representing 35(43.75%) The above evidence suggests that most

of the respondents are educated and literate enough to give accurate responses to the administered questionnaires.

Work Experience of the Respondents

The Work experience of the Respondent’s was sought since its findings would assist the study categorize based on their Work Experience qualification and the findings are shown below in table 4.

Table 5: Work Experience of the Respondents

Years of Experience	No of Respondents	% Respondents
1 - 10 Years	20	25
11 - 20 Years	50	62.5
21 - 30 Years	10	12.5
Total	80	100

Source: Fieldwork 2023

From Table 5 above, majority of the respondents had worked between 11-20 years 50 representing 62.5% of the respondents, this implies that most of the respondents has for many years in Enugu Electricity Distribution Company and were able to give reliable responses on the study on-the-job training and employee performance in the company.

Table 6: Discrimination in identifying and selecting employees for training has a negative effect on organizational performance.

Response	No of Respondents	% Respondents
Strongly Disagree	5	6.25
Disagree	10	12.5
Undecided	5	6.25
Agree	30	37.5
Strongly Agree	30	37.5
Total	80	100

Source: Fieldwork 2023

Table 6 shows that 30(37.5%) of the respondents strongly agree that discrimination in identifying and selecting employees for training has a negative effect on organizational performance. In the same vein, 30(37.5%) agreed that discrimination has a negative effect on performance. While 10(12.5%) disagree 5(6.25%) strongly disagree and the remaining 5(6.25%) were undecided.

Table 7: Good training design ensures that identified employee skill gaps are properly captured.

Responses	No of Respondents	% Respondents
Strongly Disagree	5	6.25
Disagree	5	6.25
Undecided	0	0
Agree	40	50
Strongly Agree	30	37.5
Total	80	100

Source: Fieldwork 2023

Table 7 depicts that 40(50%) of the total respondents agreed that training design ensures that identified employee skill gap is properly captured during the training design stage, while 30(37.5%) strongly agreed. However, a cumulative figure of 10 representing 12.5% of the respondents did not agree. This implies that there is a need to have a training design before the training proper.

Table 8: Training delivery style ensures that the objective of employee training is achieved.

Responses	No of Respondents	% Respondents
Strongly Disagree	5	6.5
Disagree	5	6.5
Undecided	2	2.5
Agree	30	37.5
Strongly Agree	38	47.5
Total	80	100

Source: Fieldwork 2023

Table 8 shows that 30 (37.5%) of the respondents are in the affirmation that training delivery style ensures that the objective of employee training is achieved. 38 (47.5%) strongly agreed that training delivery style ensures that the objective of employee training is achieved. Only a cumulative total of 10(12.5%) disagreed and 2(2.5%) of the respondents were undecided.

Table 9: Employee perception of training is co-related to organizational performance.

Response	No of Respondents	% Respondents
Strongly Disagree	5	6.25
Disagree	10	12.5
Undecided	5	6.25
Agree	11	13.75
Strongly Agree	49	61.25
Total	80	100

Source: Fieldwork 2023

Table 9 shows that 49 representing 61.25% of the respondents strongly agree that there is a relationship between employee perception of training and organizational performance. Similarly, 11 representing 13.75% of the respondents agreed that there is a relationship between employee perception of training and organizational performance 5(6.25%) were undecided and only 15 representing 18.75% did not agree.

Table 10: On-the-job training affects employee performance.

Response	No of Respondents	% Respondents
Strongly Disagree	0	0
Disagree	5	6.25
Undecided	5	6.25
Agree	30	37.5
Strongly Agree	40	50

Total	80	100
-------	----	-----

From Table 10 above, representing 40(50%) of the respondents strongly agreed that employee training affects organizational performance, 30 representing 37.5% agreed that employee training affects organizational performance, 5(6.25%) were undecided, while 5 representing 12.5% disagreed.

Summary of Findings

The major findings of the study include the following:

1. The study sought to investigate the extent to which the selection procedure of employee training affected organization productivity, and the result showed that if staff are properly selected it will increase employee performance.
2. The study sought to determine the extent to which good training design/delivery style of training affects employee performance and the result showed that good training design and appropriate delivery style are likely to enhance employee performance.
3. Thirdly, the study sought to investigate the impact on-the-job training has on employee performance and the results showed that on-the-job training programmes are more likely to enhance employee capability than without.

Conclusion and Recommendations

The study concludes that if the right employees are sent on training through the systematic training procedure of identifying and selecting employees for training, there would be significant improvement in the organizational performance. Therefore, for organizations to become more productive and remain in business, especially in this era of increased global competitiveness and growing complexity of the work environment, adequate training need assessment should be conducted by the Human Resource (HR) department before sending employees on training. In addition, Enugu Electricity Distribution Company should have a mechanism for evaluating employee post training performance. Emphasis should be on the skill gap and not on sentiment when selecting employees for training. The following recommendations were made in account of the study's findings and conclusion, and if adopted, it will make the training function of the Human Resource department of Enugu Electricity Distribution Company more productive and efficient.

The Human Resource department should conduct seminars and workshops on the importance of a systematic approach to training and the correct procedures to follow in identifying training needs in the different departments.

Departmental heads should be educated on the significance of sending the right employee for training. They should not view training opportunities as a way to reward their loyalists. The management should refrain from recommending personnel for training on the basis of favoritism.

The Human resource department needs to ensure that the training design used for employees is suitable and is rich in content. The content should be able to include all the identified skill gaps, and the training should be delivered by a trainer who has knowledge and experience in that field.

A mechanism should be created for proper assessment and evaluation of employee performance after training. The human resource department of the Enugu Electricity Distribution Company can utilize some of the employee performance indicators listed in this research work.

Employees should be motivated to partake in additional developmental programs that could improve their overall performance while also increasing organizational performance. The recommendations would impact positively on other organizations, especially those in the manufacturing and Service delivery sector such as Enugu Electricity Distribution Company.

References

1. Aguinis & Kraiger (2009), Benefits of Training and Development for Individuals and Teams, Organizations, and Society.
2. Beardwell & Holden, (2001), Human Resources Management. A Contemporary Approach.
3. Baldwin And Ford (1988), Effective Training Conditions for Transfer of Training
4. Berge, Sala and Cannon-Bowers, (2001) Impact of measuring employees' performance on organizational growth
5. Cartwright, (2012), Early Education and Development.
6. Devanna, M. A., Fombrun, C. J., And Tichy, N. M. (1984), A Framework for Strategic Human Resource Management.
7. Elnaga, A. and Imran, A. (2013) The Effect of Training on Employee Performance. European Journal of Business and Management.
8. Gerpott Et Al. (2017), Customer Retention, Loyalty, And Satisfaction in The German Mobile Cellular Telecommunications Market.
9. Huang, W.-R., & Jao, Y.J. (2016), Comparison of The Influences of Structured On-The-Job Training and Classroom Training Approaches on Trainees' Motivation to Learn. Human Resource Development International.
10. Jones, R.G., George, M.J. And Hill, W.C. (2000), Contemporary Management. 2nd Edition.
11. Khan, R.A.G., Khan, F.A. And Khan, M.A. (2011), Impact of Training and Development on Organizational Performance, Global Journal of Management and Business Research.
12. Kozlowski, S.W.J. And Salas, E. (1997), An Organizational Systems Approach for The Implementation and Transfer of Training.
13. Luo, X (2000), The Rise of Personal Development Training in Organizations: A Historical and Institutional Perspective on Workplace Training Programs in the US.
14. Meister, J (1997), Corporate Universities: Lesson in Building a World-Class Work Force NY: McGraw-Hill, Inc.
15. Mourdoukoutas, (2012) Relationship between employee training and organizational performance (a case study of first bank main branch katsina state.
16. Ohanyere, Ngige & Jacobs, (2021), Effect of Training on Organization Performance of Small and Medium Scale Enterprises in Anambra State Nigeria.
17. Ojoh & Okoh, (2015), The Impact of Training on Employees Job Performance: An Empirical Study of Selected Organizations in Warri, Delta State.
18. Okanya, S.P. (2008), Reconciling Organizational Performance and Employee Satisfaction Through Training: The Case of Soroti District Local Government, A Research Paper Presented for The Award of Master of Arts in Development Studies, At the Institute of Social Studies, Hague.
19. Olalere, T.O. And Adesoji, A.A (2013), Human Capital Development in First Bank of Nigeria Plc, Mediterranean Journal of Social Science.
20. Pinnington, A. And Edwards, T. (2000), Introduction to Human Resource Management, USA: Oxford University Press.

21. Salas, E. And Cannon-Bowers J.A. (2013), The Science of Training a Decade of Progress, Annual Review of Psychology.
22. Shu-Rung, L., & Chun-Chieh, H. (2017). A study of impact on job training on job performance of employees in catering industry. International Journal of Organizational Innovation.
23. Thang, N.N., Quang, T. And Buyens, D. (2010), The Relationship Between Training and Firm Performance: A Literature Review, Research and Practice in Human Resource Management,
24. Tharenou, P., Saks, A. M., & Moore, C. (2007), A Review and Critique of Research on Training and Organizational-Level Outcomes. Human Resources Management Review.
25. Valle Et Al. (2009), The Effects of Training on Performance in Service Companies.



This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution - Non Commercial - No Derivatives 4.0 International License.