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Effect of Training and Development on Employee Productivity in Usmanu Danfodiyo University Teaching Hospital, Sokoto

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ABSTRACT
This study examined the effect of training and development on employee productivity in Usmanu Danfodiyo University Teaching Hospital. The study specifically assessed the training methods adopted by the hospital management and their influence on employee productivity. The research was anchored on Human Capital Theory. An exploratory qualitative research design was adopted, while data were collected through Focus Group Discussions (FGDs) and face-to-face interviews conducted with purposively selected participants drawn from both lower and higher administrative staff. Findings revealed that although the hospital considers training and development as part of its strategic objectives, greater emphasis is placed on low-cost training methods that are relatively ineffective in improving employees' performance. Consequently, this has resulted in employee dissatisfaction, low morale, and knowledge gaps among staff. The study concludes that effective training and development programmes are essential for enhancing employee productivity and organizational performance. The study recommends the adoption of improved and job-specific training methods that align with the hospital's core values and operational needs. It further recommends that policymakers formulate and implement training policies that encourage continuous learning and staff development in order to improve productivity.
Keywords: Training, Development, , Job Dissatisfaction and Employee Performance

1.1 INTRODUCTION

Employee training programme is a set of activities specially designed to boost the skills and knowledge of staff in the workplace so as to enable them contribute more value to the organization. Training is commonly observed as a phenomenon that leads to increase in the required skill sets of the employee. Employee development can be seen as the acquisition of new skill sets and knowledge through diverse training programmes adopted by the employer. Devi and Shaik (2012), made the point that; rather than being seen as sequential and hierarchical, training and development are complementary parts of the same process that is crucial to both employees and the organization. This serves to reinforce the notion that training and development are important elements of the human resource management in organizations.

Employee productivity can be seen as a measure of effectiveness and efficiency of employees in an organization; hence, it is the value that employees deliver for every task assigned at the individual level. The level of employee productivity in a given country can be termed as a critical indicator of the economic health of the country concerned. In developing countries, productivity trends are often reflected

in rapid industrialization and structural shift from the agricultural sector to manufacturing and services sectors (Mousa & Alah, 2023). The experience by India serves to illustrate this point; India has recorded increased growth rate in terms of productivity, averaging around 4% per annum over the last decade, which is related to significant progress in information technology and an increasingly growing services sector (World Bank, 2023). In Sub-Saharan economies however, the productivity trends are complex, influenced by varying levels of economic development and resource endowments. Nigeria, being regarded as Africa's largest economy, has recorded modest productivity growth averaging around 2% annually, which is often hampered by heavy reliance on oil exports, regional imbalances, and infrastructural deficits (African Development Bank, 2023). Efforts to diversify the economy and improve productivity include investments in agriculture, digital technology, and energy infrastructure, albeit political instability and policy inconsistencies still present significant hurdles to sustained productivity growth (Adegboye & Iweriebor, 2020)..

There is no contradicting the fact that training and development programmes play crucial roles in enhancing employee productivity and organizational development. Research indicates that training and development initiatives lead to improved job performance, higher employee engagement, and increased organizational efficiency (Singh & Sharma, 2018).

However, there is an observed persistent reliance on in-house seminar-based training by a number of public organisations – including Usmanu Danfodiyo University Teaching Hospital, Sokoto, as a dominant training model. This raised concerns about whether the reliance on in-house seminar alone is sufficient for effective employee training and development thus creating the need for investigation.

Also, studies have found that while training programmes are specifically designed to enhance skills and competencies, their actual impact on productivity varies depending on a number of factors such as the quality of the training, the relevance of the training content and the method of delivery (Khawaja, & Nadeem,. 2013: Nguyen, 2021). For example, available records have shown that Usmanu Danfodiyo University Teaching Hospital, Sokoto had invested substantially in terms of human and material resources in sponsoring some segment of employees to attend training workshops/seminars between 2015 and 2020. Despite this investment in employee training and development, a number of the administrative staff have not benefitted from the sponsorship and some of the beneficiaries are not computer literate and are thus exhibiting operational inconsistencies. Additionally, available statistical records have indicated that some of these administrative staff have left the Hospital in search of greener pastures (UDUTH Data, 2025). This mismatch creates uncertainty regarding the relevance of the training content to employee productivity.

Furthermore, integrating the training programmes into the overall strategic goals or core values of the organization is more often lacking, and this generates doubt on the training outcomes and productivity enhancements (Ocen, Francis, & Angundaru, 2019). This has been observed to be a common practice in Usmanu Danfodiyo University Teaching Hospital as the in-house seminars being organized by the management of the Hospital repeatedly dwell on civil service rules and regulations with little or no efforts towards strategically integrating the psychosocial needs of employees and the core values of the organization.

The objective of this paper is generally focused on exploring the impact of training and development on productivity in Usmanu Danfodiyo University Teaching Hospital. Specifically, it attempts to establish the underlying issues related to training and development of its employees by assessing the relevance of the training content and the training models adopted.

The rationale for undertaking this research is hinged on the observable gap in the body of knowledge concerning the specific training practices and their impact on productivity in public health institutions in Nigeria particularly in the current setting. The scope of this paper is limited to exploring the effect of training and development on employees' productivity with particular reference to administrative staff of Usmanu Danfodiyo University Teaching Hospital, Sokoto, from 2015 to 2020. The choice of this time frame is informed by the fact that it is the period that recorded increased training programmes initiated by the management.

2.1 Conceptual Review

Related concepts have been reviewed providing deep insight into the relationships and effects covering; training and development and methods of training and development,

2.1.1 Training and Development:

Training is viewed as a systematic approach of learning and development that improves the individual, group, and organization (Goldstein & Ford, 2002). In the same dimension Fanibuyan (2001), described training as the systematic process of altering the attitudes of employees in a direction to increase organizational goals and development. Training can also be defined as an organized activity aimed at imparting information or instructions to improve the recipient's performance or to help him/her attain a required level of knowledge or skill (Appiah et al., 2013). This means that training is the series of activities embarked upon by an individual or organization that leads to knowledge or skills acquisition for personal and wider development purposes.

Development refers to activities that prepare employees for higher responsibilities leading to growth and sustained increase in productivity. According to Daniels (2003), to develop staff, simply refers to making them grow so that they can be fitted for available higher positions within their capacity. In the same dimension, Wertherland and Davis (2006) perceived development to mean helping individual workers to handle future responsibilities with little concern for current duties. Employee development is gaining an increasingly critical and strategic imperative in organizations in the current employee-employer environment (Sheri-lynne, 2007). This portrays its strategic importance.

Thus, organizations need to invest in continuous employee development in order to retain employees as well as guaranteeing organizational success (Khawaja & Nadeem, 2013).

Productivity, as defined in the Oxford English Dictionary (2007), is the efficiency with which things are being produced. From the above, we can define productivity as an overall measure of the ability to effectively and efficiently produce result in a form of goods or services.

2.1.2 Methods of Training and Development

The strategies for staff training and development take different methods, which are often determined by the organization's objectives and the idiosyncrasy of the management concerned. However, Agunyai (2015) has helped catalogued the strategies commonly adopted as follows:

On the Job Training Method: This strategy is different from the orientation strategy, for while orientation is done at the point of entry or new assignment, on-the-job training includes processes through which knowledge and experience are acquired over a period of time. On-the-job training can be done through the following strategies:

i. Coaching: This is a strategy of on-the-job training and development in which a junior staff is attached to a senior staff with the purpose of acquiring knowledge and experience needed for effective task completion.
ii. Job Rotation: This involves the movement of a staff from one department/unit or official assignment to another so as to enable the staff to get acquainted with different aspects of the work schedule, i.e., job enlargement. As buttressed by Yalokwu (2000) and Lawal (2006), job enlargement entails entrusting additional responsibility to a staff who has acquired additional skill sets or knowledge. This is very common in most public organisations in Nigeria.
iii. In-House Training: This method is a form of on-the-job training in which staff acquire skillsets and knowledge through seminars or workshops organized internally with the aim of updating the workers with new techniques and skills related to their job schedule (Lawal, 2006). This is commonly adopted by many public organizations, including Usmanu Danfodiyo University Teaching Hospital, Sokoto, as revealed by the survey. This method involves minimal cost as compared to other methods.
iv. In-Service Training: In-service training is a form of on-the-job training that involves training an employee outside the organization under the sponsorship of his primary employer, usually on terms agreed upon between the organization and the worker concerned (Lawal, 2006).
v. Committee/Work Group Method: This strategy entails manpower development through the involvement of s

vi. taff in meetings, committees, and work group discussions geared towards injecting inputs in the form of decision-making regarding solving the organization's problems. This strategy is quite indispensable, especially in training employees for managerial functions or heading departmental units.

Induction: is a method of onboarding that is designed to help fresh employees adapt to the organization and understand their job roles effectively. It is a process of introducing the newly absorbed employees to the organization\s policies, rules, culture and role expectations. Dessler, (2020) asserts that induction helps new employee integrates into the organisation's culture and become productive.

Orientation: This strategy involves the process of positively adjusting the work-related attitude of an appointable or appointed employee to align with the organisation's culture, vision, and objectives geared towards effective completion of job schedules. Thus, orientation as a method of training and development is an indispensable tool as it helps boost productivity.

Vestibule Training Method: Nongo (2005) espoused the vestibule training method to mean the acquisition of skills in a related working environment. Under this method, the trainee practices his skills with identical equipment that he or she is expected to use in the actual workplace. This method is mostly adopted for sensitive operations which require maximal caution due to high risk of errors or accidents.

Apprenticeship: This staff training and development method involves jobs that require complex and diverse ranges of skills and technical knowledge. Trainees are required to learn practical and/or technical skills and knowledge on a continuous basis until they master these skillsets.

Internship: This method of training is most common in Usmanu Danfodiyo University Teaching Hospital where interns (mostly fresh graduates) are enrolled into the core clinical departments for practical and technical knowledge acquisition under the tutelage of experts in the field. This method offers an excellent opportunity for the trainee to gain insights into the relationship between theory and practice.

Understudy Assignment: Under this training method, the trainee who may be an experienced manager and who is likely being groomed for succession or assumption of higher responsibilities is being exposed to higher or managerial responsibilities.

Instructional Guidance: This is a training method in which trainees are given step-by-step instructions on job requirement, after which they are left to perform the task. The trainer then appraises their learning capability by assessing their ability to abide by the instructions given.

2.2 Empirical Review

The empirical review synthesizes findings from prior studies examining the relationship between training and development and employee productivity, with particular attention to contextual factors in developing economies and public sector organisations.

Nguyen (2019) investigated the impact of seminars on professional development using a mixed methods approach. The findings revealed that beyond the acquisition of domain-specific knowledge, seminars also stimulate creativity, collaborative opportunities, and cross-functional learning. These benefits are critical drivers of enhanced productivity in organisations.

Ocen, Francis, and Angundaru (2019) examined the role of training in building employee commitment, specifically investigating the mediating effect of job satisfaction. Their findings revealed that training that addresses both skill development and psychosocial needs yields higher productivity gains than technical training alone. This finding has significant implications for Usmanu Danfodiyo University Teaching Hospital, Sokoto, where training programmes are mainly focused on regulatory compliance without adequate attention to employee engagement and satisfaction.

Singh and Sharma (2018) undertook an empirical study which investigated the impact of mentoring on employee productivity in the Information Technology sector. Their findings demonstrated that structured mentorship programmes yield substantial productivity gains through personalized support and feedback mechanisms. Mentees who participated in formal mentorship programmes showed 23% higher productivity indices compared to non-participants.

Salahat and Al-Hamdan (2023) conducted an empirical study on effectiveness of training in public healthcare-based organisations within Jordan. The findings of their study among others revealed that

training programmes do lead to significant improvement in employee output when aligned with the organisation's vision/goals and core values. Nonetheless, the study also found that in-house training/seminars alone, without outside exposure, has proven to be insufficient towards developing complex competencies that are required in modern healthcare administration, thus inhibiting productivity. This finding directly portrays the situation at Usmanu Danfodiyo University Teaching Hospital, Sokoto with significant implication for the Management of the Hospital.

Abubakar (2022) had investigated the training needs assessment and employee performance in Nigerian health-based centres. The findings *inter alia*, revealed a positive relationship between identified training needs and programme implementation, with high improvements in productivity.

Succinctly put, the above empirical review reliably demonstrates a significant positive relationship between a strategic training investment and productivity of employee. This indicates that the choice of training modality adopted is crucial. Outside seminars/workshop programmes and mentorship have a propensity of yielding higher productivity than in-house seminars or internal training alone.

The review also demonstrates that relevance of training content is critical, indicating that any training method that aligns with job requirements produces higher returns than generic training contents. Furthermore, contextual factors such as funding limitations has considerable bearing on training outcomes, and this may be compounded by challenges in policy implementation.

2.3 Theoretical Framework

The theoretical framework adopted for this paper is Human Capital Theory as originated by Gary Becker in the 1960s. The theory posits that investments in education and training enhance the productivity of the workforce. The main theme of this theory is that employees are valuable assets whose skills and knowledge can be developed through targeted training programmes which lead to enhanced performance and productivity. This theory is highly relevant to this paper as it provides the rationale for organizations to invest sufficiently in staff training and development programmes. Thus, the training programmes are critical tools for enhancing employee capabilities and, by extension, enhanced organizational productivity. Recent studies have continued to affirm the positive impact of human capital investments on productivity (Becker, 2020). This theory further elucidates the nuanced mechanisms through which strategic training programmes contribute to increased workforce productivity.

3.1 METHODOLOGY

The paper adopts survey research design and employed qualitative approach using open-ended questionnaires and a Focus Group Discussion (FGD) involving 29 lower-level Administrative Staff and face-to-face interviews with 8 higher level Staff. This afforded the study the ability to probe much deeper into respondents' answers for more valuable information and deeper insight. The discussions were conducted targeting staff within the administrative department of the Hospital creating scenarios that stimulates free discussion and participation. This helped provide focus on the meaning and pattern of responses, thereby exploring different perspectives and shared experiences of the respondents.

Purposive sampling method was used in identifying participants from two different populations, i.e., lower-level and Management Staff, who all contributed meaningfully to the study.

The analytical tool employed is thematic analysis as guided by the Thematic Analysis Framework espoused by Braun & Clarke, (2006). Accordingly, the data analysis employed a five-step thematic analysis process; familiarization, generating initial codes, searching for themes, reviewing themes, and defining themes.

The sample size was determined using the Krejcie and Morgan (1970) table for determining sample size from a given population. The population of study is 55, and for this population, the recommended sample size is 48. However, only 37 individuals (29 lower-level; 8 higher-level staff) participated in the focus group discussions and interviews, respectively. Despite this lower response rate, the responses from the 37 participants are thought to be sufficient for this study, as Amber, et al (2024) found that it takes 12 to 13 responses to reach data saturation for a thematic analysis. This means that whether this study surveyed 12 or 120 people, the number of thematic insights gained would be substantially the same.

3.2 DATA PRESENTATION AND INTERPRETATION OF RESULTS

3.2.1 Theme A: Conceptual Understanding of Training

Table 1: Conceptual Understanding of Training (n=37)

Conceptual Dimension	**n**	**%**
Training as learning process	11	30%
Training as enhancement tool	6	17.6%
Training as information sharing	2	5.4%
Integrated concept (learning + enhancement + sharing)	18	47%
Total	**37**	**100%**

Source: *Field Work, 2026*

Table 1, shows that (47%) of respondents demonstrated a multidimensional understanding of training. This finding suggests generally adequate conceptual awareness. Albeit with minor diversity, the finding still provides a fertile and favourable foundation for training interventions.

Table 2: Perceived Impact of Training on Productivity (n=37)

Response	**N**	**%**
Training Increases Productivity	37	100%
Productivity not Impacted by Training	0	0
Neutral	0	0
Total	**37**	**100%**

Source: *Field Work, 2026*

Table 2, revealed a unanimous perception (100%) by participants indicating that training has positive impact on productivity. This aligns with Gary Becker's Human Capital Theory adopted as the theoretical base of this paper. The theory posits that investments in education and training generate returns in output (Becker, 2020).

3.2.2 Theme B: Organisational Training Practices

Table 3: Training Methods by Usmanu Danfodiyo University Teaching Hospital (n=37)

Training Method	**n**	**%**
Periodic in-house seminars/lectures	30	81.1%
External sponsored workshops	4	10.8%
In-service training	1	2,7%
Others	2	5.4%
Total	**37**	**100%**

Source: *Field Work, 2026*

Table 3 revealed a dominant reliance on in-house seminars (81.1%) by the Management of Usmanu Danfodiyo Univeersity Teaching Hospital thus demonstrating a cost-containment strategy. Although this may be seen as a strategic move, but critiques have found that the approach is insufficient for developing employees' complex competencies needed in contemporary healthcare administration for effective service delivery (Ocen et al, 2019).

Table 4: Staff Access to Training Programmes Since Employment

Access Status	**n**	**%**
No training since joining	7	19.2%
Received sponsored external training only	5	13.5%
Received in-house training only	23	62%
Received both sponsored and in-house	2	5.3%
Total	**37**	**100%**

Source: *Field Work, 2026*

Table 4 shows that more than half (62%) of the staff reported receiving only in-house training and about 20% of respondents also reported receiving no training since joining the services of the organization This signals a significant deficiency in human resource development and may serve to explain operational inefficiencies and the high employee turnover.

Table 5: Availability of Induction Training (n=37)

Induction Provision Status	**n**	**%**
No induction provided	26	70.2%
Induction provided	10	27.1%
No response	1	2.7%
Total	**37**	**100%**

Source*: Field Work, 2026*

Table 5 indicates the absence of formal induction for more than two-thirds of the employees (70.2%) thus revealing a critical gap in human resource practice. This act by the Management of the Hospital is in stark contrast and in violation to onboarding principles as espoused by Dessler, (2020). The implication of this is that employee may struggle to adapt to the organization and to his role and this will ultimately result in knowledge gap, low morale and employee dissatisfaction.

3.2.3 Theme C: Training Outcomes and Impact

Table 6: Perceived Training Outcomes (n=37)

Outcome Dimension	Strongly agree	Agree	Disagree	Strongly disagree
Improves employee-employer relationship	100%	0%	0%	0%
Increases motivation level	100%	0%	0%	0%
Enhances quality productivity	100%	0%	0%	0%
Improves superior-subordinate's relationship	100%	0%	0%	0%

Source: *Field Work, 2026*

Table 6 depicts a uniform and overwhelming positive perception across all the possible outcome dimensions, thus revealing the level of employee recognition of value of training in spite of the reported limited access. This provides a fertile ground for effective training programme to be initiated and implemented.

Table 7: Frequency of Organisational Training Programmes (n=37)

Frequency	**N**	**%**
Once Annually	28	76%
Once Quarterly	7	18%
Periodic (No fixed Schedule)	2	6%
Total	**37**	**100%**

Source: *Field Work, 2026*

The responses in Table 7 indicate near absence of policy instruments for professional development. More than two-third of participants i.e 76%, reported that frequency of training programme organized by the hospital comes once in a year. However, this frequency falls below the recommendation for best practice towards achieving continuous professional development (Kaur, 2020). Kaur had noted that regular training is necessary for employee to remain competently productive and adaptable to changing work environment.

3.2.4 Theme D: Job Satisfaction and Training Relevance

Table 8: Job Satisfaction (n=37)

Job Satisfaction Level	**N**	**%**
Dissatisfaction	21	56.8%
Neutral	7	18.9%
Satisfaction	9	24.3%
Total	**37**	**100%**

Source: *Field Work, 2026*

Table 8 shows that over 56% of participants reported job dissatisfaction in the work place and about 18% were indifferent suggesting pessimism or frustration in terms of training opportunities. Job dissatisfaction which may be triggered by poor training and development practices may in turn, result in low productivity. Table 8 portrays the level of Job dissatisfaction within the administrative cadre in the Hospital due to employee feeling unhappy unfulfilled or frustrated with aspects of his/her working condition such as training opportunities.

Table 9: Perceived Relevance of Training Content by Staff Category

Staff Category	**N**	**Relevant (%)**	**Not Relevant (%)**
Lower level Staff	29	5 (17%)	24 (83%)
Higher level Staff	8	8 (100%)	0 (0%)
Total	**37**	**13 (35%)**	**24 (65%)**

Source: *Field Work, 2026*

Table 9 depicts a stark contrast in terms of perception of relevance of training content between Management and lower level employee. It shows that only 17% of lower-level employee perceived the training content to be relevant as against the 100% of Management perceiving the training content to be relevant. This reveals a serious misalignment between operational needs and training design by the Management of Usmanu Danfodiyo University Teaching Hospital, Sokoto.

3.2.5 Management Perspective on Strategic Alignment

Semi-structured interviews with 8 management staff revealed four key themes:

Theme I: Strategic Recognition: Six of the eight Management participants do acknowledge training as part of the Hospital's strategic plan, emphasizing that the existence of a dedicated Staff Training & Development Office (STDO) provides institutional support.

Theme II: Resource Constraints: Five participants attributed the seeming reliance on in-house training to budgetary constraints. This corroborates the skewed selection method for training participants resulting in perceived imbalance.

Theme III: Content Focus: Management participants confirmed that the training content is mostly harped on public service ethics, civil service rules/regulations in order to develop staff foundational understanding and practice in line with acceptable norms. However, this has led to limited attention on technical competencies and employee psychosocial needs.

Theme IV: Implementation Gap: Overwhelming Management participants acknowledged a wide gap between the Hospital's training strategies and its actual implementation.

3.3 Key Findings

The preceding analysis reveals four main findings:

i. Consensus on Training Value: Staff unanimously (100%) perceived training as positively effecting productivity.
ii. Provision of Inadequate training and development programmes: A cumulative 81.2% received no meaningful training since employment (19.2% received no training; 62% received in-house training only).
iii. Limitation of Training Model: Heavy reliance on in-house seminar-based training (81.1%) by the Management of the Hospital reflects resource constraints.
iv. Training Relevance and Job Satisfaction Gap: The majority of the participants (83%) find training content not relevant, while more than half i.e; 56.8% have reported poor satisfaction.

3.4 DISCUSSION OF FINDINGS

The findings of this paper reveal, inter alia, the unanimous consensus of participants on the critical importance of training. They reported that training helps towards improving healthy work relationships between Management and employees. Consequently a significant number of participants indicate their willingness to attend Management-sponsored training programmes outside the organisation. This implied that the participants have an appreciable understanding of training benefits. This notion is consistent with inferences drawn from the literature reviewed on the important roles that training and development exerts on employees' performance.

The majority of participants indicated a perceived inadequacy in provision of training and development programmes, majorly revealing that employee training programme is organized once annually or periodic. This portrays a somewhat irregular training and development strategy by the Hospital. The implication of undermining continuous training and development is that it creates knowledge gaps, which may lead to legal risks. Without proper training and re-training, there is a likelihood of disengagement, prompting staff to feel unsupported leading to turnover. Also, a number of participants claimed not to have received induction training at the point of entry. The implication of this failure to organise induction training for newly employed staff is that this may lead to poor performance, errors, safety risks and a weak organisational culture.

Also, the participants reported that the Hospital considers training as part of its management strategy with preference on in-house seminar-based training as the preferred training model. The persistent reliance on low-budget in-house seminar-based training as reported by majority of the participants (81.1%) reflects resource constraints. However, the underlying issues associated with this over-reliance are that employees may only learn from internal staff and this limits their exposure to modern techniques and external perspective from professionals. Additionally, repetitive nature of the seminar-based training has been reported to be monotonous thus employees may not have been properly engaged and at the end they may not have gained any significant improvement in terms of knowledge gaps.

A substantial number of the lower level employees (83%) perceived the content of the training programmes to be irrelevant. This means that knowledge, skills and materials provided during the training and development activities could not match employee job roles, performance gap and organizational needs. The implication of this is that employees may not be able to gain useful skills applicable to their job roles or tasks, thus productivity becomes minimal or absent. Organisations spend funds, time and manpower on training programme. However, when the training content is adjudged to be irrelevant, these resources are wasted without meaningful returns. Additionally, the incompetency affecting productivity may persist as the training could not target and address the actual needs of employees. Also, when training and development programme fails to support career growth, it may result to job dissatisfaction. This abnormality could be avoided by enriching the training content as appropriate.

It is important to note that all the participating Management staff i.e; 100% were in agreement that the training content includes special challenges faced in work place, however 83% of the lower-level staff claimed that the training content was not relevant. This implied that while the higher-level employee tend to be well equipped with leadership skills and goal-aligned strategies which can enhance decision-making, the lower-level staff suffer significant knowledge gaps with its attendant operational inefficiencies. This organizational imbalance could undermine overall organizational productivity, as the poorly trained lower level staff may find it difficult to support complex strategies.

Most importantly, the findings also revealed that approximately 57% of the participants reported poor job satisfaction. This is related to the inadequate training opportunities within Usman Danfodiyo University Teaching Hospital. In this case, job dissatisfaction as the intervening variable is affected by the Hospital's poor training and development practices which in turn affect employee productivity. The employees experiencing job dissatisfaction may be less willing to participate actively in subquent training programmes. This may limit skill improvement and performance enhancement. Also, emplotyees who are unhappy tend to show little or no interest in the organisation's goals or vision and teamwork. Furthermore, job dissatisfaction may lead to increased absenteeism and labour turnover. This has been the case with Usman Danfodiyo University Teaching Hospital as reported. These findings provides empirical support to existing literature further demonstrating the negative effect of poor training and development strategies on employee productivity.

4.0 CONCLUSION AND RECOMMENDATIONS

The unanimous consensus of participants on the critical importance of training signals their readiness to undergo rigorous continues training exercise for their development. This implied that the participants have an appreciable understanding of training benefits. Therefore, the issue of staff training and development must not be treated lightly. Thus the Management of Usmanu Danfodiyo University

Teaching Hospital should strategically initiate customized training models that can contextually align with job schedules and the Hospital's core values. Training should be aligned with Info-Tech soft skills and technical needs to enhance staff engagement. To achieve a sustained higher productivity, Usmanu Danfodiyo University Teaching Hospital should set an objective with focus on creating a significant human capital difference at the end of each successive period of time. The Management of Usmanu Danfodiyo University Teaching Hospital should then strive to consistently consolidate on successive achievements towards becoming a better entity.

The perceived deficiency in provision of training programmes by the majority of the participants should serve as a wake-up call for the Management to reconsider its cost-containment strategy and go all out for a robust training strategy notwithstanding the possible cost implication. This is because even though training might be expensive but lack of training is much more expensive. Also, a number of participants claimed not to have received induction training at the point of entry. This not only violates the onboarding principles recommended by Dessler (2020), but also has serious ramification for long term employee development. Management can correct this by imbibing the onboarding principles through organising induction programme for newly employed staff henceforth. This will help bridge knowledge gaps and afford the newly employed staff to capacity to avoid errors and imbibe strong organisational culture.

The Hospital's heavy reliance on low-budget in-house seminar-based training should be supplanted with a robust and more aggressive sponsored external training programme with wider coverage and regularity. Also, the seminars-based training can be made to be more attractive by attaching material benefits or financial bonus as a corollary so as to attract not just more participation but also more concentration. Employees should be encouraged to imbibe the culture of continuous personal development. This way, employees would be able to access and update their knowledge in line with best practice and global trends.

The reported job dissatisfaction in Usman Danfodiyo University Teaching Hospital should be addressed through Management oversight ensuring a level playing ground and equal opportunity for all. The main objective of every training and development programme is to ensure that there is an added value to the human resource element, therefore, the issue of staff training and development must not be treated with levity, it should rather be used as a tool for enhancement of individual productivity and by implication, organizational growth.

Policymakers (National assembly) should initiate policies that promote continuous learning culture. This may necessitate incentivizing organisations' investment towards employee training and development. Additionally, a stronger collaboration between agencies and educational institutions can help provide means of initiating contextually-befitting training models that meets the current and future needs of the workers within developing economies. Regulatory policy framework that can assess and certify employee training programmes should be initiated in order to provide organizations with acceptable options for staff training and development.

In conclusion, for organisation to achieve the full benefits of training and development programmes, it must should adopt strategic methods that can align the training contents with specific challenges faced by staff in work setting. Specifically, this requires integrating both digital skills and technical training content and instituting the culture of continuous learning process by initiating and implementing training and re-training programmes consistently.

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