EFFECT OF TRAINING AND DEVELOPMENT ON WORKERS' PERFORMANCE IN NIGERIAN COLLEGE OF AVIATION TECHNOLOGY, ZARIA

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DEPARTMENT OF PUBLIC ADMINISTRATION,

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DECLARATION

I declare that the work in this dissertation entitled "EFFECT OF TRAINING AND DEVELOPMENT ON WORKERS' PERFORMANCE IN NIGERIAN COLLEGE OF AVIATION TECHNOLOGY, ZARIA" has been carried out by me in the Department of Public Administration under the supervision of Prof. I. Abdulsalami and Dr H. Yerima. The information derived from literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

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M. Sc./ADMIN/1251/11-12 Signature Date

CERTIFICATION

This dissertation titled EFFECT OF TRAINING AND DEVELOPMENT ON WORKERS' PERFORMANCE IN NIGERIAN COLLEGE OF AVIATION TECHNOLOGY, ZARIA, meets the regulations governing the award of the degree of Master of Science in Public Administration of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to the glory of God and to all that have shown concern and interest in the success of this dissertation.

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My foremost and utmost appreciations go to the Lord of heaven and earth and Source of life. Am eternally indebted for the grace and privilege God has given to me to successfully complete this herculean task. If God were not for me, this dissertation would have been aborted.

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ABSTRACT

Training and manpower development is indispensable to the success of any organisation as efficiency in the productivity and performance of an organisation hinges on the knowledge, attitude and skills of the employees of the organisation. This dissertation evaluates the effect of training and development on workers' performance in Nigerian College of Aviation Technology (NCAT), Zaria. One of the difficulties of training and manpower development is how to enhance, and measure the effectiveness of training and manpower development programme. The subsidiary objectives of the study include: the contribution and impact of staff training to the enhancement of the job performance of NCAT staff; and to ascertain whether post-training evaluation of the job performance of NCAT staff improves training effectiveness. To achieve the objectives of the study, the study adopted the survey research method. While primary data was sourced using questionnaires administered to randomly selected employees of the various Training Schools and Service Departments of the College; text books, journals and internet materials were employed as sources of secondary data. The research made the discovery that though training enhances the job performance of employees, performance evaluation of trained employees does not enhance, improve or guarantee training transfer. Furthermore, it was found that the effectiveness of training and manpower is being threatened and undermined as there are cases of improper identification of employees' training needs, and selection criteria of trainees being compromised. Therefore, we recommend the need for proper diagnosis of the training needs of employees before employees are shortlisted or recommended for training programmes. Training evaluation techniques such as interview, observation, etc. are also recommended after a given training programme so as to detect and rectify any deviation from training objectives that are clearly outlined before the commencement of the training activities.

CONTENTS

CONTENT **PAGE**

Title Page - - - - - - - - - i

Declaration - - - - - - - - - ii

Certification - - - - - - - - - iii

Dedication - - - - - - - - - iv

Acknowledgements - - - - - - - - - v

Abstract - - - - - - - - - vi

Contents - - - - - - - - - vii

CHAPTER ONE: INTRODUCTION

Background to the Study - - - - - - - 1

Statement of the Research Problem - - - - - - 4

Research Questions - - - - - - - - 6

Objectives of the Study - - - - - - 6

Hypotheses - - - - - - - - - 7

Significance of the Study - - - - - - - 7

Scope of the Study - - - - - - - 8

Limitations of the Study - - - - - - 9

Operational Definition of Terms - - - - - 9

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Introduction - - - - - - - - 10

Literature Review - - - - - - - - 11

Theoretical Framework - - - - - - - 37

Herzberg's Two-Factor Theory - - - - - - 37

Relevance of the Theory to the Study- - - - - - 38

CHAPTER THREE: RESEARCH METHODOLY

Introduction - - - - - - - - - 40

Research Design - - - - - - - - 40

Population of the Study - - - - - - - 41

Sample and Sampling Procedure - - - - - - 42

Method of Data Analysis - - - - - - - 45

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

Introduction - - - - - - - - - 47

Data presentation and Analysis - - - - - - 47

Test of Hypothesis One - - - - - - - 53

Test of Hypothesis Two - - - - - - - 68

Major Findings - - - - - - - - 80

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

Introduction - - - - - - - - - 83

Summary - - - - - - - - - 83

Conclusion - - - - - - - - - 84

Recommendations - - - - - - - - 85

References - - - - - - - - - 87

APPENDICES

Questionnaire

Aircraft Maintenance Engineering (AME) School Training Policy

Critical Chi-Square Value Table

CHAPTER ONE

INTRODUCTION

1 .1 Background to the study

Human resources have been identified as one of the main sources of competitive advantage by many organisations in today's economy (Edvinsson and Malone, 1997; Stewart, 1997; Sveiby, 1997; Mayo, 2001). Largely, personnel department has been associated with procuring and hiring the human resources. But, after the newly appointed employees join the organization, it is necessary to impart training to them in order to make them competent for the jobs that they are supposed to handle. Also, in a global, complex and turbulent environment, knowledge is the only reliable source of competitive advantage. Organizational development is always conditioned by human knowledge and skills. Through the process of employee training and development, the management of human resources provides constant knowledge innovation, creates conditions for mutual knowledge and experience exchange and proactive behaviour, in this way contributing to competitive advantage.

Therefore, training and development of manpower is indispensable to organisations, especially organisations that seek to be efficient and effective. This is because the efficiency and effectiveness of any organisation depends, among other things, on the performance of its manpower.

Training, as Stahl (1962) observed, is so important that it is more efficient to improve the skills of existing employees to maximum through training than to rely solely on recruitment to provide the hypothetical highly skilled manpower needed. Arnoff (1971) observes that training

and development foster the initiative and creativity of employees and help to prevent manpower obsolescence, which may be due to age, attitude or the inability of a person to adapt him or herself to technological changes. According to Obisi (2001), training is a process through which the skills, talent and knowledge of an employee is enhanced and increased. He argues further that training should take place once the needs and objectives for such training have been identified. According to Mamoria (1995) training is a practical and vital necessity because it enables employees to develop and rise within the organization and increase their fringe benefits and job security. Mamoria explains that training helps to mould employees' attitudes and help them to contribute meaningfully to the organization. The organization benefits because of enhanced performance of employees. He further states that a well-trained employee would make a better and economic use of materials and equipment which go a long way to minimize wastages. According to Ohabunwa (1999) if organizations train their employees very well, managers and superiors would have the confidence to delegate authority to their subordinates but when subordinates are not properly trained, it would be difficult for authority to be delegated to them by their superiors.

Manpower development is a process of intellectual and emotional advancement. It relates to series of activities which enterprises embark upon to improve the managerial capacity and capability of their employees. The emphasis on manpower development is influenced by the belief that it is now desirable to focus more attention on areas which in the past have been relatively neglected because every organisation regardless of its size must provide for the needs, interest and desires of its employees within the work environment if it is to earn loyalty, dedication, involvement and commitment necessary to compete effectively.

Training and development help to ensure that organisational members possess the required knowledge, skill and attitudes necessary for the effective performance of specific task or job, take on new responsibilities, and adapt to changing condition. Systematic training and

development of organisation's employees is the foundation of efficient and effective utilisation and productivity of corporate personnel. To be effective in meeting the organisational goals of efficiency and increased productivity, training must not be conducted in haphazard (unplanned) manner. It should be a deliberate policy instrument designed to meet training needs of individuals, organisation and technologically changing environment of production. The training programme should be appropriate and adequate to solve corporate training needs arising from requirements of new workers, shortfalls in employee performance, organisational changes and the individual worker's expressed or observed training needs.

The Nigerian College of Aviation Technology, NCAT as the College is popularly known, is the foremost Civil Aviation Training College in Africa. Established by Act of Parliament No.31 of 1964 (as amended), the College is a comprehensive Civil Aviation Training Organization having five Training Schools uniquely co-located. The College's half a century chequered history of training aviation professionals not only for Nigeria but the whole African region and beyond has made the College a house-hold name in aviation training world-wide.

The objectives (as found in Students' Handbook) for establishing the College are to:

- provide the civil aviation industry in Nigeria, in particular, and in the African continent in general with highly trained and skilled personnel, namely Pilots, Aircraft Maintenance Engineers, Aeronautical Telecommunications Engineers, Air Traffic Controllers, Aeronautical Communication Personnel, Cabin Crew, Flight Dispatchers, Aviation Security Personnel, etc.
- stimulate safe, regular, and efficient air transport services; and
- boost economic growth in Africa.

In order to fulfil the above stated statutory objectives, the College is structured into five Training Schools, three Service Departments and a various number of Units and Sections under the office of the Rector.

1.2 Statement of the Problem

Training is a very important device in personnel management. In spite of the fact that no organisation can improve its services without continuous training and re-training of its staff, most workers in Nigerian public sector may not have been adequately exposed to training programme. This probably affects employees' efficiency adversely and thus, it is certain that the public needs are not always satisfied (Eze, 2012). Organisations often plan meticulously for their investment in physical and capital resources. These plans are reviewed with utmost attention to the minute details while rarely do such organisations pay attention to human resources that activate, operate and coordinate other resources of production. Not many organisations consider the necessity for a well-defined and sustainable training and development for their staff members in order to upgrade their performance.

One of the difficulties of successful training programme is how to measure the effectiveness and efficiency of training and development activities in a systematic manner. It is certainly important for organisations to provide a quantitative assessment of how training programmes influence organisational success. However, it is challenging to figure out which metrics to use, and how to incorporate them into post training assessment, how and when to follow-up, and how to adjust future training based on the result. It is one thing to design and develop training programme that is closely aligned with the improvement of job performance of employees so as to realize return on training investment, it is quite another thing to develop a cost-effective training delivery medium that works well for target employees or trainees.

Training is also impeded by constraint of time for preparation and participation in learning events. Scheduling training can be one of the most difficult challenges human resource departments face. Organisations are sometimes reluctant to let employees take much time away from their duties for off-the-job training programme. Furthermore, rapid changes in technology make it difficult to adequately prepare training activities and materials, and deliver training before employees need information and new skills.

Training and development has also been hampered due to little acceptance by learners/trainees of the need to take responsibility for their development. Resistance to learning can occur within an organisation if there is no sufficient buy in (persuasion, conviction) at an individual level. Learning and personal mastery is a question of individual choice and cannot be forced. So, an excellently designed and delivered training activity will be a futile event when trainees show resistance to training activities. There is also the popular misconception of the aim of staff training as it is seen as a tool or means of staff promotion rather than being viewed holistically as a tool for staff development, improved staff performance and retention, as well as the attainment of the corporate goals (Adamolekun, 1983).

Other general issues limiting the effectiveness and efficiency of training and development programme of learning organisation include: the nagging failure by organisations to clearly identify the specific training needs of learners. It is not always easy for organisations to decide what training (general or specific training) should employees have and who (organisation or employees) should bear the financial responsibility of a training (especially general training). Failure to achieve high value through training transfer. Transfer of learning occurs when the acquisition of knowledge or skills of particular task facilitates the performance of that task. To forestall irreparable mistake, trainee's previous experience needs be checked and the differences and possible consequences of negative transfer should also be pointed out and properly addressed.

Improving learning/training effectiveness is another concern for personnel management. Streamlining the training activities, designing a detailed curriculum for a training session, training delivery method, etc. are issues that learning organisations critically weigh in order to have a successful and solid skill development for trainees. It is a common knowledge that all jobs in organizations are done through people, yet over the years, most organizations have failed to attach the necessary attention to employee training and development (Mc Namara, 2008). NCAT, Zaria has the mission to consistently provide the Aviation Industry with Professionals and other personnel through training and related services for safe air transportation in accordance with International standards. One demanding way to keep this mission in perspective and attainable is to engage in continuous training of staff members. It is also essential that the performance of trained staff be evaluated in order to ascertain the impact and contribution of staff training to the corporate goal of the College.

1.3 Research Questions

To specify the problem explicitly, the following research questions are asked:

i. What is the impact of training on the job performance of NCAT staff?
ii. Does the evaluation of the job performance of NCAT trained employees improve learning/training effectiveness?
iii. How does NCAT identify the training need of its employees?

1.4 Objectives of the Study

The basic objective of this study is to evaluate the effect training and manpower development has on the job performance of NCAT staff. While the subsidiary objectives of the study are to examine:

i. the contribution and impact of staff training to the enhancement of the job performance of NCAT staff
ii. how post-training evaluation of the job performance of NCAT staff improves training effectiveness
iii. the strategy for the identification of the training need of NCAT staff

1.5 Research Hypotheses

In order to direct the focus of this study, the following hypotheses are formulated:

H0 Job performance of NCAT employees is not enhanced by acquired knowledge and skills.

H0 Evaluation of the job performance of NCAT trained employees does not enhance the effectiveness of training and development.

1.6 Significance of the Study

The aim of every training and development programme is to add value to human resource. The study of manpower training and development becomes imperative as changes (both of man and machine) are inevitable in every sphere of life. New discoveries of better performance of tasks and invention or innovation of technology are common phenomena in the twenty first century. As such, for workers to be up-to-date and abreast of modern trends and development, there is need for constant training, retraining and development of the skills and performance of workers.

Staff training and development is a vital tool used by personnel department to remedy the job performance deficiency of staff and ultimately facilitate the achievement of the corporate goal of an organisation. Though researches have been conducted to assess the contribution of training and development to the overall success of organisations, the last stage of a complete training cycle (training evaluation) has suffered relative neglect. That is, little attention has been given to the contribution of training evaluation.

This research is significant as it seeks, as one of its objectives, to examine how training evaluation improves the effectiveness of training/learning. The research attempted to know whether evaluation of the job performance of trained employees facilitates training transfer (application of acquired skills and knowledge in workplace) or training evaluation merely serves as feedback to management. Thus, the contribution of this study to knowledge is the examination of the importance of training evaluation to the entire training process.

1.7 Scope of the Study

This research work is focused on evaluation of manpower training and development programme in NCAT, Zaria. The study considers the training programme of the organisation from 2010 to 2013. The period of 2010-2013 was taken as members of staff of the College were exposed to new (current) development in various careers that can contribute significantly to the attainment of the College's mandate and mission. The time frame for the study was chosen so as to evaluate the impact of modern training acquired by staff members on their job performance. The College is chosen because it plays critical role in the training of flight and non-flight officials in the Nigerian aviation industry.

1.8 Limitations of the Study

This dissertation was restricted to the effect of training and development on workers' performance. In this study, the research focused only on three variables of training and development and job performance; training/learning effectiveness and training evaluation; and identification of the training needs of employees by employer among many other variable on training.

The research was limited to the training programme of NCAT, Zaria. The study was also confronted with the difficulty of collecting primary data as the authority consulted with the letter of 'TO WHO IT MAY CONCERN' issued by the department was treated with contempt. However, after much time expended and with persistence, the training policy of Aircraft Maintenance Engineering (AME) School was released on condition of anonymity. The training policy of Training Schools of the College is 'classified and coded', as such, granting of an official interview was extremely difficult.

1.9 Operational Definition of Terms

Effect: this refers to the influence and changes in the behaviour, skills, knowledge and contribution of employees that is brought about by training.

Evaluation : evaluation is the systematic investigation to ascertain whether training programme results in knowledge acquisition, skill development, effective behavioural changes in learners, training transfer, etc. or not.

Job performance: this means the ability and capacity of an employee at a given time either before or after a training event (as the case may be)

Learning: a change of a relatively permanent kind which may result in new behaviours, actions, and/or new understanding and knowledge gained through a formal process, spontaneously or incidentally, or through life experience.

Learning organisation is one in which employees continuously broaden their horizon and expand their capacity to achieve the result they desire, and where new and expansive pattern of thinking is nurtured and encouraged.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter concentrates on careful examination of previous literature on training and development, especially, those written by scholars, authorities and students in the field. The chapter opens with an attempt to compare and contrast between training and development. 'Identification of Training Need' comes next. Furthermore, selected theoretical training models are discussed to demonstrate how systematic training and development can be conducted in an organisation. There is also a discourse of 'Evaluation of Training and Development' before the benefit of training and development. The chapter closes with theoretical framework. Herzberg's Two-Factor theory is adopted as the theoretical framework.

2.2 Definition of Training and Development

Training can be seen as a process or set of activities aimed at assisting individuals to acquire knowledge, skills and attitudes necessary for the effective performance of specific task or job. This assertion is in line with Reilly's (1979) definition of training as the development of a person's knowledge, skills and attitude for vocational purpose. Development, on the other hand, is viewed by him as "a systematic development of the individual's career so that his interests and abilities, educational, formal and informal training, and work responsibilities are related to each other with the intention of realising his full potentials." For Reilly, development is wider than training as it seeks the full attainment of the potential of the trainee. In other words, Reilly believes that with development, employees can get to the peak of their "hierarchy of need".

Beach (1975) agrees with Reilly in his definition of training as an "organised procedure by which people learn knowledge and, or skill for a definite purpose". He explained this point further by adding that training is meant to achieve a change in the behaviour of those trained in skill and technical knowledge. Graig (1967) provides a more detailed basis for differences between training and development. He says development unlike training, is concerned with the growth of the whole man, the expansion of his ability to utilise his knowledge and experience to the solution or resolution of new difficult situation. In the words of Chadan (2000), training is a short term process utilising a systematic and organised procedure by which non-managerial personnel learn technical knowledge and skills for a definite purpose. This definition is found lacking because training should be for managerial and non-managerial staff alike. Jones et al (2000) believe that training primarily focuses on teaching organisational members how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers. Development on the other hand focuses on building the knowledge and skills of organisational members so that they will be prepared to take on new responsibilities and challenges. In the view of Adamolekun (1983), staff development involves the training, education and career development of staff members.

A Personnel Training Scheme (PTS), as Abba and Dawha (2009) called it, is one that seeks to improve work performance. They cited Slee (1997) who saw this as a systematic approach to staff development and continuing education that is usually in form of a programme of learning opportunities aimed at ensuring that workers continue to acquire and adapt their skills and knowledge to a changing environment. They stressed that a well-trained worker knows the scope and expectations of their jobs and will be able to add building blocks to his/her expertise as he/she progresses. Everybody needs self-development professionally. By attending seminars and conferences, the managerial staff can improve professionally. Training is a public or private education programme directly applicable to work situation. When there are lapses or

loopholes in work efficiency and expected productivity, it is likely that the workers involved need more and better skills and knowledge to be gained through training. Formal training programmes are an effective way of directly transferring the organisational goals and values to a whole group of people simultaneously. Appropriate training can develop managers at all levels including the knowledge and skills required to gain competence, in order to manage change in organisation (Shen, 2006).

Helliriege et al (2001) state that training of employees in organisations increases productivity through better job performance; enhances more efficient use of human resources; makes efficient meeting of goals more possible; reduces cost due to less labour turnover; reduces errors, accidents and absenteeism; provides more capable and mobile workforce and encourages retention of existing staff. Akintayo and Babajide (2005) argue that manpower development programmes have been found to be capable of influencing high turnover of profit, improving quality of service, providing better use of human resources, increasing safety on the job (reduced number of industrial accidents), increasing staff motivation, lessening resistance to change, reducing cost due to human error, and thus improving efficiency and productivity. A comparison of the assertions of Helliriegel et at (2001) and Akintayo and Babajide (2005) tends to buttress the argument of a very thin line of difference between the twin concepts of training and development.

The concept of manpower development, on the other hand, is a much broader concept denoting the series of activities which an organisation undertakes to secure for itself a regular supply of skilled manpower to meet its present and future needs. The activities are also geared towards improving the performance of existing staff, giving them opportunities for growth and development, and providing for smooth management succession within the organisation.

Omole (2004) asserts that human resource development is concerned with providing learning and development opportunities, making training intervention and planning, conducting and evaluating training programmes. This author disclosed that the overall aim of manpower development programmes was to see that the organisation had the quality of workforce it needed to attain its goals for improved performance and growth. Ahanor (1990) submits that the objective of manpower development programmes in any work organisation can be achieved by ensuring as far as practicable, that everyone in the organisation has the required knowledge and skills and reaches the level of competence required to carry out their works effectively. Similarly, Osterman (1995) argues that the performance of individual employees and teams in work organisation is subject to continuous improvement on their skills and employees should be developed in ways that would maximise their potential.

It is clear from the above submissions that manpower development goes beyond mere recognition of deficiency in the performance of employees. It is actually concerned with the interest of the employees for self-actualisation. Beach (1990) contends that human assets grow and increase in value. Therefore, maintaining and upgrading employees' skills not only tend to increase productivity; but also increase commitment and motivation. He asserts further that the approach to manpower development within the firm will vary according to the technology, traditional policies and the value of management. Friar (2004) concludes that whilst education is basic to acquisition of knowledge and instilling sound reasoning, it is not sufficient to solve the manpower needs of the society. According to Friar, manpower development on the other hand is specific and geared not only towards maximising productivity but also towards motivating long service staff members or employees, who feel that they have much to contribute to the establishment or that their skills need renewal.

Furthermore, manpower development implies a process in which people acquire more general abilities and information, but in ways that cannot always be tied directly to a particular task

they perform. Phillips (1991) is of the view that human development is a process by which managers and executives acquire not only skills and competence in their present jobs, but also capacity for future management tasks of increasing difficulties and scope. This implies that personnel development is not as specific as training; that is, it is more general in application. Personnel development, therefore, is used in relation to the process of helping managerial employees who perform non-routine jobs to improve their managerial, administrative and decision making abilities and competence. While the focus of training is on improving on the present job or task, development is a learning activity which is directed towards future needs rather than present needs only, and its concern is more with career growth than immediate performance.

Thus, the focus of manpower development tends to be primarily on an organisation's future manpower requirement, and secondly on the growth needs of individuals in the workplace (Cole, 1997). Though the concept of staff training and manpower development are related, a number of basic differences can be identified between them. The differences cover the objective, time scale and focus of responsibility for the exercise (Oladimeji 1999). Training often aims at the enhancement of knowledge and skill so as to rectify a recognised deficiency or to prepare individuals for new roles. Development, on the other hand, aims at improving performance of manpower and the long -term goals of an organisation. Also, while training exercise and the planning associated with it are aimed at securing goals defined within a relatively short time perspective, manpower development tends to focus on goals of relatively long time duration.

2.3 Identification of Training Needs

Identification of training needs before embarking on staff training and development occupies a very important place within the whole framework of staff training and development.

Functional training can only be achieved if an organisation makes it a point of duty to identify its training needs before embarking on any training (Stahl 1962). Stahl points out that managers and supervisors should discern the training needs of their employees when conditions such as low production, slow service, poor morale, lack of coordination or cooperation, excessive bickering, etc. are noticed among staff. He further added that such situations can often be observed without any formal analysis, but it will be better understood if a survey is conducted. This, he contended, can be done through the administration of questionnaires on both supervisors and employees. Another method of doing this is through regular analysis of training needs by heads of units or departments. This, in addition to carrying out job analysis, setting standards of performance, and the evaluation of performance, will point out areas where training will help, he concluded.

On the other hand, Pettman (1973) believes that training within an organisation sometimes depends on its labour turnover rate. This he explained to mean that the higher the staff turnover rate, the more workers are hired; and if the new employees are not already trained in the required skills, the more training is required. To Pettman, therefore, training need depends on whether the skill required is available or not. If it is not, then staff training has to take place in order to achieve it. Commenting on the identification of training needs, Graham (1983) stated that focus should be placed first on the job by finding out what is required and secondly, on the worker in order to find out how he is meeting the requirements. He added that employees must have job description with the pre-determined standards of performance for training identification to be properly done. Graham believed that the difference between optimum performance and actual performance will determine training need.

Hackett (1983) submits that job description has to be examined to ensure that it is up to date and detailed enough to give an accurate picture of it. To do this, he asserts that the key task areas and the technology and procedures involved have to be identified. The skills, knowledge

and possible attitudes required to perform these tasks and the assessment of current job holder's knowledge and skills can be done through job performance appraisal. Any deficiency after such a job performance appraisal is a call for training. Hackett (1983) believed that in determining training needs, both worker and equipment have to be appraised, because new equipment may require that the operator(s) be trained in handling it.

Training needs are basically any shortfall in employee's performance or potential performance which can be remedied by appropriate training (Cole 2002). It is absolutely essential to recognise the training needs of employees since sometimes, employees are asked to meet needs which ought to be dealt with in some other ways such as improving or replacing machinery or simplifying procedures. According to Beach (1975) a rational way of identifying the area of training need is to analyse the entire organisation (people, job, technology etc.). Thus, trouble spots where training may help can be identified. The analysis, according to Beach, involves the following practical steps:

- Identify organisational production problems such as high employee turnover, excessive absenteeism, frequent labour-management strife among others,
- Analyse job and employees: job analysis, and employee appraisal,
- Collect employee and managerial opinions through interviews and questionnaires to obtain views regarding perceived problem areas and deficiencies which will indicate desirable training programmes.

Conversely, Reilly (1979) observes that often, people are sent on training even when there is neither organisational nor individual need. Examples of such cases, according to him, are when people are sent on training to get them out of the way; or as a reward. In other cases, going on training is regarded as an escape from hard work and responsibility. The result, he asserts, will be that training will be inappropriate.

2.4 An Overview of Theoretical Training Models

There are various models that demonstrate how best systematic training and development can be conducted in an organisation with a view to improving performance at individual, team and organisational levels. The following training model will be analysed to determine the logical steps to be taken by the trainer not only for ensuring that training and development initiative are delivered, but also to determine the impact of such training initiatives on performance.

2.4.1 A Systematic Training Model

This model is based on the sequence at which trainers should approach training and development initiatives. The systematic training model enables the trainers to check at every step what they have to do and how to do it. The systematic model is based on the role of training in an organisation (Sloman 1999). The model emphasises that training and development should be undertaken on planned basis as a result of a logical series of steps. In practice, the description of these steps tends to vary, but generally, they could cover the following:

- Development of a training policy;
- Identification of training needs;
- Development of training objectives and plans;
- Implementation of planned training; and
- Validation, evaluation and review of training.

According to Sloman (1999), a systematic model has four identifiable characteristics as stated below:

- Training can be perceived as a set of sequential steps,
- Identification of training needs can be introduced into the training cycle at appropriate stage,

- The systematic model centres the attention on the need to act in a structured and disciplined way, and
- The model stresses the place for effective evaluation of training and development at an activity point and how evaluation affects the cycle.

Sloman(1999) however, notes that the model above has been widely criticised by many including Taylor (1976) for the reason that the model is firmly based on strategic management. The model can also be accused of being too legalistic in approach as it lacks flexibility. However, it can be concluded that the systematic model offers the basic steps to be followed by trainer in ensuring that the training and development initiative produces the anticipated changes.

2.4.2 Phillips' Result Oriented Human Resources Development Model

Phillips (1991) developed an eighteen step result-oriented human resources development model. These steps are as indicated below:

Figure 2.1: Phillips Result -Oriented Human Resources Development Model

- Conduct needs analysis and develop tentative objective
- Identify purpose of evaluation
- Establish baseline data
- Select evaluation method/design
- Determine evaluation strategy
- Finalise programme objectives
- Estimate programme costs/benefit
- Prepare and present proposal
- Design evaluation instruments

- Determine and develop programme content
- Design or select training and development method
- Test programme and make revision
- Implement and conduct programme
- Collect data at proper stage
- Analyse and interpret data
- Make programme adjustments
- Calculate return on investment
- Communicate programme results

Source: Phillips (1991 p 63)

Below is brief description of the various activities related to each step:

Step 1: Conduct Needs Analysis and Development

The first of these steps involves the conducting of a needs analysis in order to determine specific deficiencies in performance or lack of information necessary for the job. A needs analysis is conducted by interviews with potential trainees or their superiors or by administering attitude surveys and questionnaires (Phillips 1991).

Step 2: Identify the Purpose of Evaluation

Phillips (1991) maintains that before the trainer commences with any programme development he should determine the purpose of evaluation in order to establish what baseline data should be collected and the evaluation of the methods to be used.

Step 3 Establish Baseline Data

Before any evaluative comparison can be made, data need to be collected prior to the programme and after it for comparison. By collecting data such as the number of grievance in

the past six month, the trainer is able to answer basic questions on what to evaluate. Phillips (1991) maintains that by establishing the baseline data after the needs analysis, the trainer is able to focus more clearly on the changes the programme should bring.

Step 4: Select Evaluation Method/Design

Phillips (1991) is of the opinion that this step of selecting the evaluation method and design should precede the step of finalising of programme objectives as the selection of evaluation methods may influence the objectives established for the programme. He further states that "it is useless to set objectives in an area for which there is no way of gathering information; if methods of gathering information are finalised first, then the objectives are tailored to those method."

Step 5 Determine Evaluation Strategy

According to Phillips (1991), in this step, answers must be provided for the following questions:

- Who will conduct the evaluation?
- Who will analyse the data?
- Where will evaluation occur? (In the training room, on the job or combination of both?)
- When will evaluation be conducted? During the course(learning and reaction), at the end of the course, on the job (behaviour change), at specific follow-up date (result achieved by the individual or group)

Step 6 Finalise Programme Objective

Phillips (1991) argues that it is important for the trainer to finalise the programme objectives before getting into the next state of the evaluation process. Phillips argues that failure on the part of the trainer to observe this step may lead to an inappropriate selection of the evaluation method and subsequently the evaluation strategy.

Step 7 Estimate Programme Costs/Benefits

Phillips (1991) opines that estimating the programme's cost and benefits should be undertaken before any programme development work commences, in order to determine whether or not to proceed with the programme. Berry (1995) stated that a comparison between the cost for the developing and conducting a training programme with the potential benefits to be derived from this particular programme have to be made to determine cost/benefit. The anticipated return on investment can then be calculated.

Steps 8 Prepare and Present Proposal

The proposal for the training programme to be presented to management should be presented in a formal and professional manner and should focus on the information collected (Phillips 1991). Phillips further provides a useful action checklist that can be used when preparing a proposal for a significant training project. Some of the items which he includes in the checklist are the following:

- Determine the best timing to present the proposal after those concerned have concurred with the proposal;
- Understand the numbers in the financial justification section of the proposal;
- Present the proposed implementation schedule for the programme with estimated completion date; and
- Ask for approval to proceed with the programme.

Step 9: Design the Evaluation Instruments

In this step the trainer will design or select specific instrument to be used in the evaluation process. Phillips (1991) proposes that the instruments should be designed before the programme is developed, since some additional information might be uncovered that may alter the course development and course content.

Step 10 Determine and Develop Programme Content

Phillips (1991) recommends that the programme content be determined by subject-matter experts who decide what trainees need to know (principles, facts and skills) to meet programme objectives or the trainer may rely on previous or similar programmes conducted with other groups in his own and other organisations. Phillips believes that if the training programme is result oriented, materials that are "nice to know", but not related to programme objectives, should be omitted. By systematically completing the previous step in the model, the trainer will be able to focus on those areas that will produce the desired results.

Step 11 Design and/or Select Training and Development Method

Phillips (1991) suggests that the choice of the appropriate method will depend on the following factors:

- Budget constraints;
- Resources available;
- Programme objective;
- Time frame;
- Ability of participants;
- Ability of programme developer;
- Ability of instructors; and

- Location of training

Berry (1995) adds that the trainer needs to design or select the most appropriate method for presenting the programme. Some examples of the methods that can be used are the following:

- Presentation-discussion (including lectures, listening and questioning);
- Case studies;
- Role play; and
- Programmed instruction

Step 12 Test Programme and Make Revision

Phillips (1991) recommends that trainer conduct a pilot test of the programme particularly if the programme is to be repeated with many participants. This step provides the opportunity for the trainer to test and adjust if necessary some of the evaluation method such as the pre-programmed evaluation, participants reactions and behaviour simulations.

Phillips also makes the important point that a well-planned pilot programme can take months of analysis, interviews and programme development payoff and by taking the appropriate steps before, during and after the pilot, the odds can be turned in favour of a flawless, fail-safe pilot programme, while at the same time, finding an opportunity to analyse the strengths and weaknesses of the programme.

Step 13: Implement or Conduct the Programme

Phillips (1991) believes that the trainer should make the trainees aware of what results are expected, as communicating the expectations to them can influence the results achieved.

Step 14: Collect Data at a Proper Stage

Phillips (1991) emphasises the importance of establishing a schedule for collecting data for evaluation purposes at right time and adhering to the schedule to ensure that evaluation data are collected and collated at the proper time intervals.

Step 15: Analyse and Interpret Data

Phillips(1991) declares that during the data analysis and interpretation, responses to questionnaires should be tabulated and prepared for presentation and the variances should be analysed, making use of three general groups of statistical analysis that are useful for analysing evaluation data viz: measures of central tendency; measures of dispersion; and measures of association.

Step 16: Make Programme Adjustments

From the pieces of information collected from the analysis, it may be necessary to make changes to the programme. If it is established that the programme produced no results, or that certain parts of the programme were not effective, the programme may need to be adjusted, redesigned or cancelled in those areas which according to evaluation were not effective (Phillips 1991).

Step 17: Calculate Return on Investment (ROI)

Phillips (1991) suggests that if the trainer plans economic justification of the programme, he should consider using the following basic return on investment (ROI) formula:

Rate of return = Financial value of results ÷ programme cost

Step 18: Communicate Programme Results

This step involves the communication of programme results to the following stakeholders:

- The staff of the human resources department, who may require the information to make the necessary improvements to the programme;
- Management, who makes decision regarding the future of the programme; and
- The participants, who need to know how well they did in the programme and see their performance compared to others.

2.4.3 Comprehensive Training and Development Model

To effectively evaluate training and development initiatives, a systematic approach towards training must first be adopted. It serves no purpose to evaluate a training programme which is ad-hoc and unplanned, poorly delivered, and has little or no relevance for both the individual's needs and those of the organisation (Tshukudu 2009). A comprehensive training and development model was developed to provide the necessary guidelines on how trainers and training managers should conduct training in the organisation. The comprehensive training and development model comprises the following phases:

Phase 1: Plan for the Training Programme

Planning is an important step in a training process and the most commonly ignored stage of them all (Tshukudu 2009). It is important for the trainer and training manager to plan ahead for the next training programme. The first step in the planning process is to collect data about the training, determine how the training programme will be delivered, who the beneficiaries are, what their needs are and how the training department hopes to achieve their goal, which is to conduct a successful training programme.

Data collection and diagnosis are essential parts of determining the necessity for training. Training needs are to be developed from organisational, operational and personal analysis. Organisational analysis identifies how successful the organisation has been in achieving

specified goals. Short-term goals will indicate whether needs are reactive or remedial. Long-term goals produce preventive, proactive or development proactive needs.

At the operational or task level, an analysis will identify the performance or skills required to achieve the required organisational goals. A person analysis determines the strengths and weaknesses of the current workforce. It also identifies performance problem which may have occurred as result of performance requirements specified in the operational analysis.

Phase 2: Identify Support for and the Constraints against the Transfer of Training

At this stage, probable opportunities for successful performance and causes of performance problems should be examined. The repertoire of managerial and organisational, trainer's and trainees' pre-training strategies which will enhance training should also be identified. Information flow, work procedures, equipment, reward systems or workplace learning systems which support the desired performance must be considered.

Phase 3: Consider Training as a Solution to Performance Problem

It is essential to determine whether or not a job aid could replace some or all of the training before taking decisions to proceed with training as a solution to performance problem (Tshukudu 2009).

Phase 4: Identify Resources

Once the decision has been taken to proceed with training, available resources must be identified. The considerations must include the following:

- The time available to solve the performance deficiency;
- Budget limitations;
- Qualification of trainers; and

- Facilities, training materials and equipment (Tshukudu 2009).

The success or failure of training programme depends on the available resources. Availability of resources would determine whether or not effective training takes place. If training is embarked upon without taking into consideration the availability of resources, the consequences in terms of wasted time and money can be disastrous for the organisation.

Phase 5: Develop Training Objectives

Once the training needs have been identified and prioritised, programme objectives should be established (Tshukudu 2009). These objectives should spell out what the organisation or/and the trainer intends to achieve from the training. These training objectives form the basis of training standards and the evaluation of training. The objective should also be specific in terms of the behaviour trainees should display at the end of the training programme. Each objective must describe a specific behavioural action. It must indicate the standard of performance required, expressed in terms of number, degree and/or accuracy.

Phase 6: Design and Deliver Training

The amount of learning which must be acquired to produce new behaviour in trainees is used to develop the curriculum (Tshukudu 2009). Having established the training and development objectives, the trainer needs to plan and design the programme. Decisions need to be taken on the best approach to be used for presenting the programme. The development of all the knowledge, skills and attitudes may not be dealt with in one training session. The programme therefore, needs be divided into a number of different modules or meaningful units which need not be of the same duration, but should form a coherent whole. Tshukudu (2009) suggests that after the programme has been properly planned and designed, the trainer is in a position to

present the programme. The trainer needs to ensure that the right and conducive learning climate is created at the beginning of the programme.

Phase 7: Maintain the Transfer of Training and Development

The impact of training must be ensured through the design and delivery of the training programme. The role of the manager, trainer, and trainee during training must be determined in order to eliminate barriers or overlap and encourage support for effective training to take place.

Phase 8: Compare Training and Development Outcome against Criteria

Descriptive and evaluative feedback provides an indication of how successful the training has been. The evaluation should be built into the phases of the programme from initial identification of training needs to the maintenance of the training (Tshukudu 2009). Tshukudu (2009) states that the evaluation should not be viewed as an action which must be undertaken by the trainer at the completion of the course, but rather viewed in relation to the evaluation of the course content prior to presenting the programme, a continual evaluation of the presentation and progress of the programme and the comparison of the final results of the programme with a set of criteria. Once the evaluation has been conducted, it is necessary to decide who should be given feedback on the evaluation information. Continuous improvements also need to be made to the programme, based on information/data obtained from the evaluations.

2.5 Evaluation of Training and Development

After training has been conducted, it is worthwhile for the organisation to determine how effective and efficient the training goals were (Berry 1995). Brown and Seidner (1998) define evaluation as a disciplined and deliberate inquiry to gather facts and other evidence that will allow an evaluator to make assertions about the quality, effectiveness, or value of a programme,

a set of materials or some other object of evaluation in order to support decision making. To Wilson (2005), evaluation is seen as a structured analysis of learning, training and development, by stakeholders. The evaluation could be of an event, process or outcome. The stakeholders could include learners, employers, designers, trainer, managers, owners, consultants, researchers, etc. Combs and Fakketta (2006) define evaluation as the systematic process of gathering and analysing data and other objective human performance-improvement processes and outcomes within the context of a business or organisational setting in order to determine the quality, value and effectiveness of the intervention.

It can be concluded that evaluation is the application of systematic methods to periodically and objectively assess the effectiveness of training programmes in achieving expected results, as well as the appraisal of their impacts, both intended and unintended, and also continued relevant alternative or more cost-effective ways of achieving the expected result. Training evaluation thus, is the systematic investigation of whether a training programme results in knowledge acquisition, skills development, or effective behavioural changes in learners.

2.5.1 Purpose of Evaluating Training and Development

The purpose of training and development are rather broad and determined by the primary focus of the training and development initiative. Foxos and Lybrand (2005) argue that there is lack of agreed-on definition of evaluation and therefore, there are an equally broad range of opinions on the purpose of evaluation.

2.5.1.1 Feedback

Bramley (1991) opine that the common view of evaluation is that it completes the training cycle. The purpose for evaluation is therefore integral to the training cycle and has a key role in the quality control of the cycle by providing feedback on:

- the effectiveness of the method being used;
- the achievement of the objectives set by both trainers and trainees; and
- Whether the needs originally identified, both at organisational and individual levels, have been met.

Feedback provides quality control over the design and delivery of training and development activities. Feedback to trainees is critical for imparting a learning process during training and development. Timely feedback to participants on the effectiveness of particular methods and on the achievement of objectives set for the programme will help in the development of the programme currently being run and those planned for future occasions.

Bramley (1991) concludes by noting that the main purpose of feedback evaluation is the development of learning situations and training programme to improve what is being offered. He identifies four other purposes for evaluating training and development, namely: control, research, intervention and power games.

2.5.1.2 Control

Control measures for evaluation are crucial and the organisation must ensure that policies on evaluation of training and development are in place before they begin the evaluation. Control evaluation relates training practices to organisational goals. Control evaluation may be the answer to such questions as: will the main focus on training give a better solution to the problem than re-structuring the department or re-designing some of the jobs? The information required for control evaluation includes:

- Some measures of the worth of the output of the training to the organisation; and
- Some measures of costs.

It can therefore be concluded that control evaluation is something that an organisation might require of a training manager or might impose through the creation of a group which is responsible for evaluating.

2.5.1.3 Research

This evaluation seeks to add to knowledge of training principles and practices in a way which will have more general application than feedback evaluation. Studies of ways in which people learn or studies of factors which facilitate knowledge transfer would be examples. Research evaluation can also serve to improve the techniques available for training and development of personnel.

2.5.1.4 Interventions

Training evaluation can be used for internal communication between all stakeholders such as trainers, trainees, and managers. Bramley (1991) declared that it is an illusion to believe that the process of evaluation is able to provide some objective measuring instrument that is independent of the programme being evaluated. The evaluation will almost inevitably affect the way in which the programme is viewed and can be used to redefine the sharing of responsibility for the learning between the trainers, trainees and employing managers.

2.5.1.5 Power Game

The use of information as a power game is common in some organisations whereby evaluation information is used as bargaining chip in certain instances. Bramley (1991) explains that all information is powerful but certainly evaluative information about training and development events can be used within the organisation in a political way. As it is probably not possible to avoid these power games, perhaps it is not desirable to aim to do so. It does however place responsibility on the evaluator to make sure that the evidence/information which is being used is based on a sound study.

2.6 Benefits of Training and Development

Another aspect of staff training and development that has been given a lot of attention by scholars is the benefit/purpose for which training and development take place. Sikuna (1976) noted that training is not only relevant for new employees; it is also critical and beneficial for experienced employees. This, he argued, would help to increase their job efficiency, thereby increasing productivity. It also leads to increased quality and quantity of output by workers. Another benefit is the breeding of good morale and good working climate which, in turn, gives employees confidence. Industrial safety is another benefit of training as put forward by Sikula. This is because well trained workforce knows their job so well that avoidable accidents are prevented. Training also keeps workers abreast of current improvements in their respective fields whether mechanical or managerial. Beach (1990) was of the opinion that training encourages staff retention by reducing staff turnover caused by frustration among ambitious worker.

There is documented evidence that training activities have a positive impact on the performance of individuals and teams. Training effects on performance may be subtle (though measurable). In a qualitative study involving mechanics in Northern India, Barber (2004) found that on-the-job training led to greater innovation and tacit skills. Tacit skills are behaviours acquired

through informal learning that are useful for effective performance. Training not only affects procedural knowledge (i.e. how to perform skilled behaviour), but also enhances strategic knowledge, defined as knowing when to apply a specific knowledge or skill (Kozlowski 2004). Smith et al (1997) referred to this as training for adaptive expertise. In addition, training enables consistency in performance.

Through training in job specialisation, as well as in others, workers are equally prepared for leadership and managerial competence. Training serves the purpose of preparing a worker to undertake a completely different job from the one he had been doing by teaching him totally new skills (Denyer 1982). Nigro and Nigro (1976), on their part give a different opinion on the benefit of staff training and development. For them, new appointees are induced to make a career of the public service and old employees are motivated to remain on their jobs by training prospects. Fearms (1980) lists eight benefits to be derived from training and development of employees. They are: increased productivity and output; improvement in the quality of output; greater flexibility of skills of the employees and greater job satisfaction. Others are; reduced turnover of labour; improved employees morale; improved promotion opportunity for workers and improved safety measures.

Most of the research on the relationship between training activities and their benefits for society has been conducted by economists; the focal dependent variable is often national economic performance. Overall, this body of literature leads to the conclusion that training efforts produce improvements in the quality of the labour force, which in turn is one of the most important contributors to national economic growth (Becker 1962). Economists coined the terms “human capital” and “capital formation in people” in referring mainly to schooling and on-the-job training (Wang et al 2002). In addition to economic growth and other related financial outcomes, training activities have the potential to produce benefits such as the inclusion of the country in powerful economic blocs. This is because some of the requirements

imposed on countries to be part of these blocs include human capital development. Accordingly, in recognition of the benefits of training at the societal level, many countries encourage national scale training and development projects as a matter of national policy (Cho and Mclean 2004). The people-centred approach assumes that investment in human capital is fundamental for achieving societal prosperity.

2.7 Review of Selected Empirical Studies

Several studies have been conducted on training and development by students and scholars alike. One of such studies was conducted by Ahmed and Din (2009) who recommended that proper training evaluation should be based on Kickpatricks four level model to achieve the requisite training goals. They further asserted that successful training evaluation depends upon whether the means of evaluation are built into the design of the training programme before it is implemented. However, they failed to consider the impact or importance of training evaluation to the skills and knowledge acquired by employees.

Also, Okereke and Nnenna (2011) conducted a research work titled 'Training, Manpower Development and Job Performance: Perception and Relevance among Civil Servants in Ebonyi State'. A research survey method was employed in the study. 350 civil servants were randomly selected as the sample size for the study. They are of the conclusion that training and manpower development programme relevant to organisational goals should be provided to employees and recipients provided with an enabling environment to perform their tasks. The enabling environment includes opportunity to put into practice the new skill and competence they acquired; commensurate monetary reward to, perhaps, compensate them for the rigours experienced in acquiring the new skill and competence. They further recommended that selection of employees should primarily be on merit via an objective appraisal of eligible

employees. However, the proper identification of the training needs of employee was omitted by their research.

Tshukudu (2009) in a survey research conducted on a "Model for Evaluating Training and Development Initiative in the Botswana Public Service" concludes that evaluation is an important and integral part of successful training and development programme. Evaluation can be facilitated through the use of effective strategies, techniques, appropriate approaches, and through the implementation of performance-management systems such as aligning both team and individual performance to the current strategic organisational goals; setting meaningful and attainable expectations that are aligned with the vision, mission and the broad objectives of the training programme, etc. Evaluation of training and development assists managers realise change that occurs due to training. So, according to Tshukudu (2009), one of the reasons for training evaluating is to determine effectiveness at individual, team and organisational levels. This study of course did not assess the relationship between training evaluation and training transfer.

In summary, the existing literature on training and manpower development has, to a great extent, focused on the relationship between training and manpower development and variables such as workers' job performance, workers retention, attainment of corporate goals, etc. while the contribution or impact of training evaluation on training transfer has suffered relative neglect. Proper identification of the training needs of employees is another dimension of training and manpower development that this study considers as contribution to the existing literature on training and development.

2.8 THEORETICAL FRAMEWORK

HERZBERG'S TWO-FACTOR THEORY

Fredrick Herzberg's two- factor theory of motivation is also known as motivation-hygiene theory or motivation-maintenance theory. Herzberg conducted a study on more than 200 accountants and engineers in the Pittsburgh area of U.S.A to find out factors that are responsible for motivation. Herzberg asked his respondents events they had experienced at work which either had resulted in marked improvement in their job satisfaction, or had led to marked reduction in job satisfaction (Laxmikanth 2011).

Herzberg found that the set of factors involved in the job satisfaction events were entirely different from the set of factors involved in the job dissatisfaction events. He called the factors that lead to job satisfaction satisfiers (motivators, growth factors or intrinsic factors) while the factors that bring about job dissatisfaction he termed dissatisfiers i.e. hygiene factors, maintenance factors or extrinsic factors. The dissatifiers help to sustain the satisfaction level of employees as well as support the mental health of employee but do not provide motivation to employees as was traditionally thought by management (Sharm, et al 2011).

The hygiene factors simply provide working environment to the workers. They are necessary to maintain a reasonable level of satisfaction among employees. On the other hand, the motivators describe employee's relationship to what he does (his job content). In other words, they are related to the nature of work and are thus intrinsic to the job itself. They are effective in motivating the individual to superior performance and effort. The intrinsic factors or motivators lead to job satisfaction because of the need for growth and self-actualisation and they bring about challenge and chance for personal growth. These intrinsic factors encourage employees' autonomy, competence and achievement.

Table 2.1 shows Herzberg's Hygiene-Motivator Factors

Hygiene Factors	**Motivators**
Company policy and administration	Achievement
Supervision	Recognition
Salary	Work itself
Interpersonal relations	Responsibility
Working conditions	Advancement
Job security and Status	Growth

Source: (Laxmikanth 2011, P185)

Relevance of the Theory to the Study

Herzberg's two-factor theory is relevant to the study of the effect of training and manpower development in organisation as training and manpower development is a vital tool used by personnel manager to motivate and integrate employees fully into an organisation. Of the two-factor-Herzberg's theory, the intrinsic factors are more suitable to the study of training and manpower development. This is so as the motive of training employee or employees embark on training programme to achieve at least one of the motivation factors.

Organisations train their employees so that they can assume more responsibility by and by. When organisations observe that there is a shortfall between the expected performance and actual performance of employees, and such performance deficiency can be remedied by training events, such employees are recommended or sent for training as recognition of the importance and contribution of the employees to the corporate success of the organisation.

Furthermore, for there to be achievement of the corporate goals of an organisation as well as the fulfilment and sense of accomplishment on the part of employees, continuous training of employees is absolutely necessary. Training and manpower development fosters the advancement of the skills, knowledge and behaviour of employees. Training and development makes employees more proficient and competent so that they are qualified, suitable and fit for advancement (promotion) in their workplace.

It is training and development of employees that guarantees psychological and emotional growth of employees. Training makes employees resilient and mature to tackle or resolve any difficulty or challenge that might arise in the course of discharging their responsibilities. Training of any organisation's labour force makes the employees to work effectively and efficiently while under pressure with little or no supervision. It makes workers use their discretion (where necessary) creditably. All these are manifestation of growth and maturity occasioned by training and manpower development.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the strategies or procedures used in data collection and analysis in order to come up with answers to the research questions. The chapter focuses on the research design, population of the study, sample and sampling procedure, research instrument, method of data collection and analysis.

3.2 Research Design

This study adopted the survey method. A survey research is one in which a group of people or items are considered to be representative of the entire group. Survey design specifies how data will be collected and analysed.

In order to have a fair representation of every section of the College in the administration of the questionnaires, the researcher employed the existing organisational structure of the College. The College is structured into five Training Schools, and three Service Departments. Also, there are a number of full-fledged functional/support Service Units under the Office of the Rector/Chief Executive. So, in the administration of the questionnaires, the five Training Schools staff, being the line as well as having the highest number of workers, got 60% of the total questionnaires administered. While the staff members in the Service Units under the office of the Rector, and the staff members of the three Service Departments- Registry Department, Bursary Department and Works and Technical Service Department-got 20% each of the total questionnaires administered. Each section of the College was captured in the administration of the questionnaire as each of the sections has eligible staff for training and development programme.

3.3.1 The Population of the Study

The population is sometimes referred to as the universe, and it is defined as the entire group whose characteristics are to be investigated. The population defines the limits within which the research findings are applicable. A population can be classified into two: target and accessible. The target population is all the members of a specified group to which the investigation relates; while the accessible population is defined in terms of those elements in the group within the reach of the researcher. The case study of this work being a relatively large organisation permits that the accessible population be reached to collect data.

As at the time of this research work (2015), the Nigerian College of Aviation Technology, Zaria, has estimated staff strength of seven hundred and forty five (745).

The researcher gave priority to the staff members of the five Training Schools viz Flying School (FS), Aircraft Maintenance Engineering (AME) School, Air Traffic Services and Communications (ATS/Com) School, Aeronautical Telecommunications (ATE) School and Aviation Management School (AMS). Chunk of the 745 estimated staff members of the College work at the various departments that make up the five Training Schools. This justifies the reason for allotting 60% of the total questionnaires to the Training Schools.

Since the other sections- Service Units and Service Departments- are integral part of the College, and part of our entire population, questionnaires were administered to their staff members in the proportion of 11%, 11%, 11% and 7% for the Service Units, Registry Department, Bursary Department and Works and Technical Service Department respectively. The rationale for this apportionment was that the Works and Technical Service Department has the least Units compared to other Service Departments and Service Units.

3.3.2 Sample and Sampling Procedure

A sample is a smaller group of elements drawn through a definite procedure from a specified population. The elements making up this sample are those that are actually studied. Thus, the sample size is a representative of a given population. The sample size for this research work was determined using the Morgan's formula. The Morgan's formula is as given below:

$$S = \frac{X^2 NP(1-P)}{d^2(N-1) + X^2 P(1-P)}$$

Where:

S = required sample size

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841)

N = the population size (745)

P = the population proportion (assumed to be 0.50 since this would provide the maximum sample size)

d = the degree of accuracy expressed as a proportion (0.05)

By substitution,

$$S = \frac{3.841 \times 745 \times 0.50(1-0.50)}{0.05^2(745-1) + 3.841 \times 0.50(1-0.50)}$$

$$S = \frac{715.39}{2.82}$$

S = 254

Our sample size gives 254

Sampling techniques are divided into probability and non-probability sampling. In the case of probability sampling, the sample is statistically chosen at random, which gives every unit of the population the same chance to be selected for participation in the study. Non- probability sampling is more subjective in nature as the researcher exercises more control over the selection of units (De Vos, et al 2002). Probability sampling was used in the study as the population is considerably large. The reason for adopting this technique was to give each element of the population an equal and independent chance of being included in the sample. And samples from the application of this procedure are believed to be unbiased and would, therefore, be a true representation of the larger population.

3.3.3 Sources of Data

Data for this research were collected employing both primary and secondary sources of data.

The primary data was sourced using questionnaires administered to the employees of NCAT, Zaria and information derived from the documents and publications of the College. Furthermore, textbooks, articles in journals, dissertation, thesis, internet, etc. were consulted and used for secondary data collection.

3.3.4 Method of Primary Data Collection

Method of data collection refers to the instrument and procedure employed by researcher to obtain data. The primary data for this dissertation was collected using the sample survey method. Questionnaire was the major instrument of data collection used in this study. Saunders, et al. (2000) indicate that questionnaire is a suitable data collecting method for the identification

and description of different variables, such as those found in organisational practices or in the opinions or attitudes of people.

The questionnaire was carefully designed in such a way that technological terms were deliberately avoided, clear and precise instruction provided and the questions proceeded from general to specific. While the first section contains biographical questions, subsequent sections contain questions formulated from the objectives of the study. The questions were drafted in simple unambiguous manner to avoid misunderstanding of the questions as the researcher might not be present to give explanation of each question. The questionnaire adopted a five-point Likert Scale questionnaire format of strongly agree; agree; uncertain; disagree; and strongly disagree. The development of the questionnaire was based on key aspects of training evaluation as explored and identified in the literature study. The questionnaire was designed to explore the extent to which the criteria that qualify employees for training and development programme identified in the literature study are applied by the College. The questions were also tailored to ascertain current strategies for evaluating training as employed by the College.

Administration of the Questionnaires: While the researcher endeavoured that every section of the College was reached for the administration of the questionnaires, priority, more time and attention was given to the Training Schools of the College. The staff members of the various sections were randomly selected for the administration of the questionnaires. A staff member of the College assisted as research agent and thereby helped to mitigate the challenge of accessibility and availability of staff members whose opinions were critical for the validity of this research work.

Collection of Administered Questionnaires: while some respondents asked the researcher to wait and get the questionnaires immediately, some respondents asked the researcher to get

back for the collection of the questionnaires a week later, other questionnaires were administered and collected by the research agent

3.5 Method of Data Analysis

Chi-Square (X^2) Distribution

Data generated for this study was analysed using the Chi-square Distribution. In other words, the two hypotheses for this research work were tested using the Chi-square distribution. The general formula for the computation of Chi- square is given as:

$$x^2 = \frac{\sum(O - E)^2}{E}$$

Where: O= Observed frequency

E= Expected frequency

$\sum$ = Summation sign

A chi-square test is a statistical test used to compare observed results with expected results. The purpose of this test is to determine if a difference between observed data and expected data is due to chance, or if it is due to a relationship between the variables i.e. training and performance, and training evaluation and learning.

Chi-square is an excellent choice that helps us better understand and interpret the relationship between the two variables in each of our hypotheses. A chi-square test tells if there is a large difference between collected data and expected data. If the difference is large, it tells us that there may be something else other than the independent variable causing a significant change.

A significantly large difference means that we reject the null hypothesis, which is defined as the prediction that there is no interaction between variables in the hypothesis.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter is broadly divided into two sections. The first section deals with tabular presentation of data, interpretation and analysis of the data given in each table and the test of hypotheses formulated for this research work.

The second section of this chapter gives the major findings of this research work.

4.1 Data Presentation and Analysis

The total population for this survey research was seven hundred and forty five (745). Using Morgan formula, we arrived at two hundred and fifty four (254) sample size. Questionnaires were administered to the sample size. In other words, the researcher endeavoured that virtually every department, unit or section of the College was visited and questionnaire administered to randomly selected staff of the various Schools, Departments and Units.

Of the total 254 questionnaires administered, 198 were adequately filled and returned by respondents. So, the percentage of the questionnaire returned equals 78% approximately.

Background of the staff

The following tables and interpretation concern the respondents' departments/units, working experience, age, gender, and education background.

Table 4.1 Department/unit of respondents

Department/Unit	Frequency	Percentage
Administrative	45	22.7
Finance	9	4.5
Training	108	54.6
Store	-	0
Others	36	18.2
Total	198	100

Source: Research Questionnaire 2015

Table 4.1 above shows that selected staff members of the various Schools, Departments and Units of the College got questionnaires. An overwhelming majority of the respondents 108 (54.6%) work at Training Schools. Respondents of the Training Schools got a total number of 152 questionnaires out of which 108 were duly filled and returned. In other words, the researcher got 71.1% returns from the Training Schools of the College. Since the highest percentage of respondents work at the Training Schools, the data collected can be reliably used to make conclusion and recommendation for this study. The table also shows that 36 respondents equivalent to 18.2% work at Service Department (e.g. Mechanical Section, Maintenance Section etc.) and Service Units under the office of the Rector. 45 respondents (22.7%) work at the administrative department (Registry Department) where planning,

organising and adequate record keeping of files and sensitive information is done. And 9 respondents i.e. 4.5% of the total respondents are staff of the Bursary Department.

Table 4.2 Number of years of service

Years of Service	Frequency	Percentage
0-5	85	42.9
6-10	50	25.4
11-15	27	13.6
16-20	9	4.5
21 and above	27	13.6
Total	198	100

Source: Research Questionnaire 2015

A glance at the above table shows that majority of the respondents (42.9%) have served the College for barely five years or less. One-quarter of the total respondents have spent between six and ten years of service in their various organisation. However, a critical look shows that over 31.7% have spent or worked with the College for at least a decade. Furthermore, 57.1% of the total respondents have served the College for five years and above. This indicates that majority of the respondents were experienced.

Table 4.3 Age group of respondents

Age	Frequency	Percentage
21-30	41	20.9
31-40	63	31.8
41-50	76	38.4
51-60	18	9.1
Over 60	Nil	0
Total	198	100

Source: Research Questionnaire 2015

Table 4.3 above reveals that 76 respondents (38.4%) are at their prime of life and career. Opinions of this age group are usually reliable as they are stable physically, emotionally and professionally. Respondents in the age groups 21-30 and 31-40 which constitute 20.7% and 31.8% respectively of the total respondents are usually members of staff that are very active and inquisitive. In other words, they are often eager to learn and know more (be trained) so that they can climb to the next rung of the promotion/career ladder and be more profitable to their organisation. Eighteen (9.1%) of the respondents are between 51 and 60 years of age. Most of them must have got to the peak of their career and should have had one form of training or the other, and attended conferences and/or workshops.

Table 4.4 Gender

Gender	Frequency	Percentage
Male	157	79.3
Female	41	20.7
Total	198	100

Source: Research Questionnaire 2015

Table 4.4 indicates that out of the 198 returned questionnaires, 41 (20.7%) were filled and returned by female staff while 157 (79.3%) male respondents duly filled and returned the questionnaires. This translates that for every one questionnaire returned by female respondent, there were four from male respondents.

Table 4.5 Educational qualification of respondents

Academic Qualification	Frequency	Percentage
G. C. E O Level	-	0
G. C. E A Level	5	2.5
Diploma	27	13.6
HND	18	9.1
First Degree	72	36.4
Second Degree	72	36.4
Other	4	2.1
Total	198	100

Source: Research Questionnaire 2015

The table above (4.5) reveals that majority of the respondents possess first degree or its equivalent as 18 respondents (9.1%) are HND holders while 72 respondents (36.4%) are University graduates. In addition, there are other 72 respondents (36.4%) that have acquired second degree. Four other respondents (2.1%) possess educational qualifications like Basic Technology (NCAT). Respondents with G.C.E 'A' and Diploma are 5 (2.5%) and 27 (13.6%) respectively. The relative sound educational backgrounds of virtually all respondents account for the absence of invalid returned questionnaire.

Test of Hypothesis One

H_O The job performance of NCAT employees is not enhanced by acquired knowledge and skills.

While the dependent variable of the above stated null hypothesis is 'job performance', the independent variable is 'acquired knowledge and skill'. Training and development programmes are conventionally suggested, recommended and/or embarked upon whenever there is an apparent or perceived gap between the job performance of employees and the required or expected skill or ability of the employees. Training bridges the gap between current job performance and expected job performance of employees. The formulated hypothesis is speculated to determine the degree or extent to which job performance of employees is enhanced by training or knowledge and skills acquired. It is meant to measure the influence of staff training on job performance of employees. The hypothesis was statistically tested using chi-square Statistical Analysis System (SAS).

Table 4.6 Department with training programme

Responses	Frequency	Percentage
Yes	193	97.5
No	5	2.5
Total	198	100

Source: Research Questionnaire 2015

It is evident from table 4.6 that most departments or units of NCAT have a training programme or policy as overwhelming majority of the respondents, 193 respondents equivalent to 97.5%,

responded affirmatively to the existence of a training programme in their various departments. While only minute 5 (2.5%) respondents gave negative response. This is an evidence of the significance of training and development to the attainment of the corporate goal of the organisation. The response also shows the value attached to the contribution of training and development not only to organisation but also to members of staff.

Table 4.7 Participation in training programme

Responses	Frequency	Percentage
Yes	189	95.5
No	9	4.5
Total	198	100

Source: Research Questionnaire 2015

Table 4.7 shows that most of the respondents, 189 (95.5%) of the total respondents, indicated that they have been trained or attended workshops, seminars and/or conferences within the last three years. Only 4.5% of the respondents were yet to attend any form of training programme. Since survey shows that training programme exits in various departments and many members of staff have been trained before, data collected can be used to test our hypothesis on the influence of training programme on workers' job performance. This response indicates that employees are inquisitive and willing to acquire new knowledge and skills that invariably boost their morale for enhanced job performance.

Table 4.8 Selection or recommendation for training

Responses	Frequency	Percentage
Test	13	6.6
Observed deficiency	27	13.6
Recommendation by superior	153	77.3
Employees complaint	5	2.5
Total	198	100

Source: Research Questionnaire 2015

From table 4.8, 13 respondents (6.6%) have been trained or attended training programme after undergoing a written or oral test. 27 respondents (13.6%) were sent for a training programme as a result of observed deficiency in workers' performance by their superiors. Over 75% of the respondents were sent on training based on recommendation of their superior. In other words, at least three out of every four staff get trained after being nominated (recommended) by their superior. 5 respondents (2.5%) have been trained so far because of the complaint of their inability to discharge their duty without relevant training. A situation where employees are recommended for training and development by superior may lead to inappropriate identification of training need of employees. Trainees may not also appreciate the training programme.

Table 4.9 Qualification for training and development activities

Responses	Frequency	Percentage
Introduction/Purchase of new machine or equipment	54	27.3
Promotion	45	22.7
Need or deficiency	68	34.3
Others	31	15.7
Total	31	15.7

Source: Research Questionnaire 2015

The above table 4.9 depicts that there are several criteria that qualify employees for training and development programme. 54 respondents (27.3%) indicated that they are shortlisted for training and development whenever there is the introduction of new machine or equipment they need to learn its functions, capacity, and capabilities as well as how to operate it. 45 (22.7%) respondents were of the opinion that they embarked on training and development whenever they are promoted. Promotion means assignment of new responsibilities and challenges that would require that they be equipped through training and development for the adequate discharge of their new duties. The table also shows that the highest percentage (34.3%) of the respondents qualify for training and development in order to bridge the gap that exists between their current skills, knowledge and attitude and the required skills and knowledge.15.7% i.e. 31 respondents are of the opinion that they are qualified for training and development as it is regulatory/mandatory requirement of the College.

Table 4.10 Training guarantees better performance

Responses	Frequency	Percentage
Strongly agree	139	70.2
Agree	54	27.3
Uncertain	5	2.5
Disagree	-	0
Strongly disagree	-	0
Total	198	100

Source: Research Questionnaire 2015

Table 4.10 reveals that overwhelming 70.2% respondents strongly agreed that training enhances and elicits better performance from trained staff. 54 respondents (27.3%) also agreed with the assertion that training guarantees better performance from trained workers. Negligible 2.5% respondents are undecided whether training encourages better performance of staff or not. While none of the respondents disagreed at all as to the positive correlation between training and improved performance of staff. This result corroborates existing research on the importance of training toward the performance of employees.

Table 4.11 Trained staff give higher commitment and cooperation

Responses	Frequency	Percentage
Strongly agree	90	45.5
Agree	103	52
Uncertain	5	2.5
Disagree	-	0
Strongly disagree	-	O
Total	198	100

Source: Research Questionnaire 2015

Table 4.11 shows that 90 (45.5%) respondents and 103 (52%) respondents strongly agreed and agreed respectively that organisations earn the commitment and cooperation of their staff when they (employees) are trained and developed. While 5 respondents (2.5%) are neutral, no respondent disagreed that trained staff give their commitment and cooperation to their organisation. From these responses, training and development is one of the key ingredients needed to elicit the commitment and cooperation of employee. In other words, the dedication, loyalty and support of employee can be aroused through training and development. The responses also show that training and development does not only sustain the commitment and cooperation of trained staff, it also increases their commitment.

Table 4.12 Training and development motivates employees

Responses	Frequency	Percentage
Strongly agree	103	52
Agree	95	48
Uncertain	-	0
Disagree	-	0
Strongly disagree	-	0
Total	198	100

Source: Research Questionnaire 2015

Respondents, from table 4.12, generally agreed that training and development motivates workers. While 52% respondents strongly agreed that training and development is one of those incentives that boost morale of staff, 48% respondents equally answered in the affirmative. No respondent was indecisive, neither did any respondent disagree that training and development is a motivation factor for staff. Though training and development is one strong motivating factor for employees, it can be complemented with safe and conducive environment to work, supply of modern tools and machines, adequate remuneration for employee, and other fringe benefits that encourage trained staff to apply their acquired knowledge and skills at their workplace.

Table 4.13 Training and development reduces absenteeism, industrial accident and boredom

Response	Frequency	Percentage
Strongly agree	49	24.8
Agree	108	54.5
Uncertain	14	7.1
Disagree	18	9.1
Strongly disagree	9	4.5
Total	198	100

Source: Research Questionnaire 2015

Table 4.13 indicates that 14 respondents, equivalent to 7.1% respondents are uncertain concerning the impact of training and development in mitigating absenteeism, industrial accident and boredom. An aggregate of 27 respondents (13.6%) are of the opinion that training and development does not reduce these organisational menace. However, over three quarters (79.3% to be precise) respondents concurred that training and development reduces absenteeism, industrial accident and boredom. Since over 79% respondents agreed that training and development reduces absenteeism, it means that some workers malinger due to their inability to discharge their responsibility as they lack the requisite knowledge and skills that are acquired through training and development programme.

Table 4.14 Training and development promotes workers' retention

Responses	Frequency	Percentage
Strongly agree	41	20.7
Agree	63	31.8
Uncertain	67	33.8
Disagree	18	9.2
Strongly disagree	9	4.5
Total	198	100

Source: Research Questionnaire 2015

The above table 4.14 shows that while 20.7% respondents strongly agreed that organisations with a training and development policy usually retain their staff, 31.8% respondents agreed alongside with those that strongly agreed. 67 (i.e.33.8%) respondents gave neutral opinion while a total of 27 respondents objected that training and development encourages staff retention. So, barely over 50% of the total respondents are of the view that training and development brings about staff retention. Notwithstanding, since it takes time and costs a fortune to recruit new staff, (moreover, even new staff require training and development) it saves a lot to retain old staff through continuous training and development.

Table 4.15 Training and development facilitates attainment of organisational goal

Responses	Frequency	Percentage
Strongly agree	112	56.6
Agree	81	40.9
Uncertain	5	2.5
Disagree	-	0
Strongly disagree	-	0
Total	198	100

Source: Research Questionnaire 2015

The table above (4.5) reveals that outside the 5 (2.5%) respondents that are uncertain, every other respondent is of the opinion that training and development facilitates the attainment of organisational goal. In other words, over half (exactly 56.6%) of the respondents agreed in strong term that organisations that have training and development policy for their staff are very much likely to achieve their goal. 81 (40.9%) respondents also gave affirmative response to the statement. This result shows that there is a direct relationship between staff training and development and attainment of organisational goal. The overwhelming response in favour of the statement that training and development facilitates attainment of organisational goal shows that it is a public knowledge that organisations with staff training and development plans often achieve their organisational goal.

Table 4.16 Absence of training programme in organisations often leads to non-achievement of corporate goal

Responses	Frequency	Percentage
Strongly agree	36	18.2
Agree	81	40.9
Uncertain	54	27.3
Disagree	27	13.6
Strongly disagree	-	0
Total	198	100

Source: Research Questionnaire 2015

Table 4.16 shows that though 54 (27.3%) respondents are uncertain whether organisations that do not have regular training programme achieve their corporate goal or not; none of the respondent denied the significant impact of staff training and development on achievement of organisational goal.36 respondents strongly agreed that where organisations do not have training policy nor allow staff members to embark on personal training, such organisations rarely (if at all) achieve their organisational goal. 81 (40.9%) respondents agreed that staff training and development is absolutely necessary for organisations to achieve set target. Therefore, 59.1% respondents underscore the importance of staff training and development for organisational success.

Table 4.17 Assessment of the impact of training on staff job performance

Responses	Frequency	Percentage
Very effective	117	59.1
Effective	81	40.9
Uncertain	-	0
Ineffective	-	0
Very ineffective	-	0
Total	198	100

Source: Research Questionnaire 2015

A glance at table 4.17 shows that 117 (59.1%) respondents rate training and development, as tool for enhanced job performance, very effective, while 81 (40.9%) respondents judged training and development as an effective tool for improved job performance of staff. None of the respondents is uncertain neither did any consider training and development as ineffective means of enhancing job performance of staff. So, from the above table, training and development is sine qua non for effective and efficient job performance of staff members.

Table 4.18 Frequency of performance evaluation

Response	Frequency	Percentage
Continuously during the year	22	11.2
More than twice a year	23	11.6
Twice a year	27	13.6
Once a year	117	59.1
Never	9	4.5
Total	198	100

Source: Research Questionnaire 2015

From table 4.18, 9 (4.5%) respondents indicated that they never got their performance appraised before. 117 (59.1%) respondents ticked that they have their performance evaluated once a year, while 27 (13.6%) respondents indicated to have biannual evaluation of their job performance 23 (11.6%) respondents have their performance evaluated more than twice a year and 22 (11.2%) respondents indicated that their job performance evaluation is a continuous process. From the table above, it is obvious that virtually every respondent (at least 95%) undergoes an evaluation process after a training programme.

Statistical Test of Hypothesis One Using Chi- Square Statistical Analysis System (SAS)

H_O The job performance of employees is not enhanced by acquired knowledge and skill.

From the foregoing hypothesis, while the dependent variable is job performance, the independent variable is acquired knowledge and skill.

Data Computation for the test of Hypothesis One

The FREQ Procedure

Table of VARIABLES by RESPONSES

VARIABLES RESPONSES

Frequency, Expected	A	D	SA	SD	U	Total
VA	7	0	17	0	1	25
	10.48	0.8838	10.859	0.2525	2.5253	
VB	13	0	11	0	1	25
	10.48	0.8838	10.859	0.2525	2.5253	
VC	11	0	13	0	0	24
	10.061	0.8485	10.424	0.2424	2.4242	
VD	14	2	6	1	2	25
	10.48	0.8838	10.859	0.2525	2.5253	
VE	8	2	5	1	8	24
	10.061	0.8485	10.424	0.2424	2.4242	
VF	10	0	14	0	1	25
	10.48	0.8838	10.859	0.2525	2.5253	
VG	10	3	5	0	7	25
	10.48	0.8838	10.859	0.2525	2.5253	
VH	10	0	15	0	0	25
	10.48	0.8838	10.859	0.2525	2.5253	
Total	83	7	86	2	20	198

Statistics for Table of VARIABLES by RESPONSES

Statistic	DF	Value	Prob
Chi-Square	28	65.3609	<.0001
Likelihood Ratio Chi-Square	28	65.9027	<.0001
Mantel-Haenszel Chi-Square	1	0.4461	0.5042
Phi Coefficient		0.5745	
Contingency Coefficient		0.4982	
Cramer's V		0.2873	

Sample Size = 198

From the Chi-square (SAS) the calculated Chi- square value is 65.36. The critical Chi-square value at 5% level of significance and 28 degree of freedom gives 41.34.

Decision Criteria

Since the calculated value of X^2 is greater than the critical value of X^2 (65.36>41.34), we reject the null hypothesis and accept the alternate hypothesis which says that job performance of

employees is enhanced by acquired knowledge and skills. This result corroborates preceding research discovery that training and development enhances job performance of employees.

Test of Hypothesis Two

H_O The evaluation of the job performance of NCAT trained employee does not enhance the effectiveness of training and development

From the aforementioned hypothesis, the independent variable is the 'evaluation of the job performance of trained staff' while 'effectiveness of staff training and development' is the dependent variable. From the reviewed literature, it is understood that training evaluation is the last phase or stage of a training programme. Training evaluation completes a training process and it is generally meant to assess the value and contribution of a training programme to the success of an organisation. Hypothesis two was formulated to ascertain whether the job performance of trained staff is influenced or enhanced by the evaluation of their performance after undergoing a training programme. This hypothesis is meant to appreciate the value and /or importance of training evaluation as the final stage in a complete training process. From the variables of the hypothesis, a number of questions was raised to examine the impact of the evaluation of the job performance of employees on the effectiveness of a training programme.

Table 4.19 Job performance evaluation after training and development

Responses	Frequency	Percentage
Yes	130	65.7
No	68	34.3
Total	198	100

Source: Research Questionnaire 2015

Table 4.19 shows that in response to the question as to whether job performance of staff is examined after training and development, 130 (65.7%) respondents responded affirmatively, while 68 (34.3%) respondents chose the 'No' option. That is, they do not have their job performance evaluated/examined after a training programme. This question comes before other questions under the second hypothesis, so as to be the basis for the subsequent questions, and to know if there is the existence of training evaluation in the College. From the responses collected, majority of respondents (65.7%) acknowledged the existence of training evaluation in the College. So, valid judgement could be reached on the influence of training (performance) evaluation on training and development.

Table 4.20 Use of performance appraisal as a selection criterion

Responses	Frequency	Percentage
Yes	50	25.3
No	148	74.7
Total	198	100

Source: Research Questionnaire 2015

From table 4.20, overwhelming majority of the respondents (74.7%) are of the opinion that selection for training and development is not based on performance appraisal of staff. In other words, prospective trainees are not selected or recommended for training and development programme using job performance appraisal. Conversely, 50 (25.3%) respondents indicated that they are of the opinion that prospective trainees are selected or recommended for training using performance appraisal of staff. For majority to disagree that they are selected for a training and development programme using performance appraisal suggests that other criteria and not performance evaluation are used to shortlist trainees for a training programme. Nevertheless, one quarter of the respondents agreed that staff members are recommended or shortlisted for training and development whenever it is observed or indicated that there is a gap in the current performance and expected performance of employees.

Table 4.21 Trainees concentrate during training activity if aware of post-training performance evaluation.

Responses	Frequency	Percentage
Strongly agree	76	38.4
Agree	99	50
Uncertain	18	9.1

Disagree	5	2.5
Strongly disagree	-	0
Total	198	100

Source: Research Questionnaire 2015

Table 4.21 indicates that only 5 (2.5%) respondents objected that post-training performance evaluation gingers trainees to stay alert during training activities. 18 (9.1%) respondents are neither proponents nor opponents of the assertion. While 76 (38.4%) respondents strongly agreed, 99 (50%) respondents agreed that trainees will give rapt attention during training if they are aware of post-training performance evaluation. In a nut shell, over 80% respondents are of the opinion that post-training performance evaluation of staff encourages application of acquired skill, attitude and knowledge through training intervention.

Table 4.22 Trained employees' morale is boosted if they are aware that their performance is being evaluated

Responses	Frequency	Percentage
Strongly agree	63	31.8
Agree	108	54.6
Uncertain	18	9.1

Disagree	9	4.5
Strongly disagree	-	0
Total	198	100

Source: Research Questionnaire 2015

The above table (4.22) reveals that only 9 (4.5%) respondents disagreed that the morale (confidence) of trained employees is raised by the evaluation of the performance of staff after training. 18 (9.1%) respondents are uncertain i.e. neither agreed nor disagreed with the statement. Furthermore, the table shows that 63 (31.8%) and 108 (54.6%) respondents strongly agreed and agreed respectively that trained employees tend to be more confident if they (employees) are aware that their post-training performance is being assessed. This result shows that training evaluation goes a long way to hasten the attainment of organisational goal. This also underscores the need for supervision and observation as observation is one of the training evaluation techniques.

Table 4.23 Training evaluation raises productivity

Responses	Frequency	Percentage
Strongly agree	45	22.7
Agree	90	45.5
Uncertain	36	18.2

Disagree	18	9.1
Strongly disagree	9	4.5
Total	198	100

Source: Research Questionnaire 2015

From table 4.23, 45 (22.7%) respondents strongly agreed that training evaluation raises productivity. 90 (45.5%) respondents also agreed that evaluation of training enhances productivity. While 36 (18.2%) respondents are indecisive, 18 (9.1%) respondents and 9 (4.5%) respondents disagreed and strongly disagreed respectively that training evaluation has a positive effect on productivity. Majority of the respondents (68.2%) agreed that training evaluation improves productivity. This result indicates that truncating a training process by ignoring the last stage (training evaluation) is to deprive the organisation of the high level of productivity credited to training evaluation.

Table 4.24 Feedback on training programme improves training programme

Responses	Frequency	Percentage
Strongly agree	90	45.5
Agree	103	52
Uncertain	5	2.5

Disagree	-	0
Strongly disagree	-	0
Total	198	100

Source: Research Questionnaire 2015

Except 5 (2.5%) respondents that are uncertain, table 4.24 shows that overwhelming 97.5% respondents indicated that feedback on training programme improves training programme. No respondent disagreed that feedback on training improves training programme. Evaluation of training programme is an attempt to obtain information on the effects of training programme. Feedback enables organisation (management) find out whether or not the training has achieved its purpose. Feedback also enables training organisation to streamline the training process so as to optimize the training objectives.

Table 4.25 Training evaluation ensures that training conforms with organisational goal

Responses	Frequency	Percentage
Strongly agree	54	27.3
Agree	112	56.6
Uncertain	18	9.1

Disagree	-	0
Strongly disagree	14	7
Total	198	100

Source: Research Questionnaire 2015

Table 4.25 shows that while 14 (7%) respondents strongly disagreed that training evaluation ensures that training activities are in line with the overall goal of the organisation, 18 (9.1%) respondents' opinion was neutral. An aggregate of 166 (83.9%) respondents agreed that training evaluation guarantees that training programme is in line with organisational goal. This result supports the assertion that the objectives of a training programme should be made clear before the commencement of the training programme. Deviations from the clear-cut objectives will be easily detected and rectified before too long and training programme will not be conducted haphazardly as the training objectives are already well known before training programme commences. Furthermore, training transfer (right application of acquired knowledge and skills at workplace) is often guaranteed where training evaluation exists.

Table 4.26 Performance evaluation of trained staff leads to application of acquired skills and knowledge at workplace.

Responses	Frequency	Percentage
Strongly agree	72	36.4
Agree	104	52.5
Uncertain	13	6.6

Disagree	9	4.5
Strongly disagree	-	0
Total	198	100

Source: Research Questionnaire 2015

Table 4.26 depicts that 72 (36.4%) respondents strongly agreed that job performance evaluation of trained staff after training programme guarantees training transfer. 104 (52.5%) of the total respondents also supported the chances of training transfer due to performance evaluation of trained staff. So, 176 (88.9%) respondents agreed that job performance evaluation leads to training transfer. 13 (6.6%) respondents are uncertain while 9 (4.5%) respondents disagreed that performance evaluation of trained staff leads to application of acquired knowledge and skills. The ultimate objective of any training programme of any organisation is to bring about proficiency in the discharge of employees duties. Responses from table 4.26 show that job performance evaluation of trained staff facilitate the application of acquired knowledge and skills at workplace.

Table 4.27 Shortcoming of a training programme can be detected through examination of trained staff

Responses	Frequency	Percentage
Strongly agree	59	29.8
Agree	99	50
Uncertain	18	9.1

Disagree	13	6.6
Strongly disagree	9	4.5
Total	198	100

Source: Research Questionnaire 2015

Table 4.27 indicates that approximately 80% of the total respondents are of the view that evaluation of trained staff surely reveals the weakness of training programme. 18 respondents equivalent to 9.1% of the total respondent are neutral or uncertain while 22 (12.1%) respondents disagreed that only through evaluation of trained staff could the weakness of a training programme be detected. It is one thing to identify the training needs of employees and quite another to identify the deficiency of a training programme. The solution to the challenge or difficulty of detecting where deficiencies in training programme (or perhaps in trained staff) lies in the appraisal of trained staff. With the evaluation of the job performance of trained staff, management will be able to detect with precision whether it is the training programme that is faulty or it is the trained staff that do not cooperate.

Table 4.28 Training-induced changes in organisational efficiency are acknowledged by management

Responses	Frequency	Percentage
Strongly agree	36	18.2
Agree	139	70.2
Uncertain	14	7.1

Disagree	9	4.5
Strongly disagree	-	0
Total	198	100

Source: Research Questionnaire 2015

Table 4.28 shows that while an overwhelming 139 (70.2%) respondents agreed that management acknowledges positive changes in workplace induced by training, 36 (18.2%) respondents strongly agreed that management acknowledges improvement in organisational efficiency informed by staff training. 14 (7.1%) respondents are neutral or uncertain and 9 respondents equivalent to 4.5% of the total respondents disagreed that changes in organisation's efficiency is acknowledged by management.

Statistical Test of Hypothesis Two Using Chi- Square (SAS)

H_O Evaluation of job performance of NCAT trained employees does not enhance the effectiveness of training and development.

While the independent variable of hypothesis two is 'evaluation of job performance of trained employee', the dependent variable is 'effectiveness of training and development'

Data Computation for the test of Hypothesis Two

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                    The FREQ Procedure

                Table of VARIABLES by RESPONSES

VARIABLES     RESPONSES

Frequency,
Expected ,A       ,D       ,SA      ,SD      ,U       ,  Total
ƒƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆ
HA       ,     12 ,      1 ,     10 ,      0 ,      2 ,     25
         , 13.258 , 1.0101 , 7.9545 , 0.5051 , 2.2727 ,
ƒƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆ
HB       ,     14 ,      1 ,      8 ,      0 ,      2 ,     25
         , 13.258 , 1.0101 , 7.9545 , 0.5051 , 2.2727 ,
ƒƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆ
HC       ,     11 ,      2 ,      6 ,      1 ,      5 ,     25
```

```
         , 13.258 , 1.0101 , 7.9545 , 0.5051 , 2.2727 ,
ƒƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆ
HD       ,     12 ,      0 ,     11 ,      0 ,      1 ,     24
         , 12.727 , 0.9697 , 7.6364 , 0.4848 , 2.1818 ,
ƒƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆ
HE       ,     14 ,      0 ,      7 ,      2 ,      2 ,     25
         , 13.258 , 1.0101 , 7.9545 , 0.5051 , 2.2727 ,
ƒƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆ
HF       ,     13 ,      1 ,      9 ,      0 ,      2 ,     25
         , 13.258 , 1.0101 , 7.9545 , 0.5051 , 2.2727 ,
ƒƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆ
HG       ,     12 ,      2 ,      7 ,      1 ,      2 ,     24
         , 12.727 , 0.9697 , 7.6364 , 0.4848 , 2.1818 ,
ƒƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆ
HH       ,     17 ,      1 ,      5 ,      0 ,      2 ,     25
         , 13.258 , 1.0101 , 7.9545 , 0.5051 , 2.2727 ,
ƒƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆƒƒƒƒƒƒƒˆ
Total         105        8       63        4       18      198
```

Statistics for Table of VARIABLES by RESPONSES

Statistic	DF	Value	Prob
Chi-Square	28	21.7211	0.7940
Likelihood Ratio Chi-Square	28	22.8437	0.7408
Mantel-Haenszel Chi-Square	1	0.9589	0.3275
Phi Coefficient		0.3312	
Contingency Coefficient		0.3144	
Cramer's V		0.1656	

Sample Size = 198

From the above Chi-square (SAS), the calculated Chi-square value is 21.72. The critical Chi-square value at 5% level of significance and 28 degree of freedom gives 41.37.

Decision Criteria

Since the calculated value of X^2 is less than the critical value of X^2 (21.72<41.37), we accept the null hypothesis that states that 'evaluation of job performance of trained employees does not enhance the effectiveness of training and development'. This result shows that other variables than evaluation of the job performance of trained employees enhances training effectiveness. It has been observed that learning is a choice. Acceptance of our null hypothesis also suggests that application of acquired skills and knowledge by trained employees is a choice made by individual trained employees or social element at workplace. Variables such as work environment, availability or required machines and equipment, working conditions,

employee's state of mind and health, peer influence, etc. are variables that should be considered where trained employees do not discharge or apply what they have learnt at their workplace.

Major Findings

i. Training and development obviously is beneficial to employees and employers alike especially when the training and development programme is coordinated and planned by employer and not done haphazardly by employees. It was observed that a well-planned training programme by an organisation ensures that the organisation has a consistent supply of competent and qualified labour force that is able to meet both immediate and future need of personnel to effectively man the affairs of the organisation. The organisation also benefits from training and manpower development in terms of less staff absenteeism, less frequent labour turnover, reduction of industrial accident to the barest minimum, among other benefits engineered by staff training. On the other hand, training and development also has positive effective on employees as trained employees tend to give their cooperation heartily towards the attainment of the corporate goal. It was also observed that training guarantees better performance from trained staff.

ii. The research made the discovery that though training enhances the job performance of employees, performance evaluation of trained employees does not enhance or guarantee training transfer. In other words, it is not the evaluation or assessment of the job performance of trained employees that makes or motivates trained employees to apply what they (employees) have learnt at workplace. Use of training evaluation techniques like observation, interview, pre-training test and post-training test do not in themselves encourage or compel employees to give more or perform more after a training programme. So, other conditions and requirements such as good working

conditions, motivations, etc. are to complement training programme to make training effective and enhance training transfer.

iii. Though most respondents were of the opinion that it was deficiency in job performance that qualified them for training and development programme, it was observed that most employees are recommended for training and development programme by their superior as against being shortlisted for training and development programme based on observed deficiency in employee's job performance.

iv. Training evaluation is virtually as important as the training programme as it ensures that training programmes embarked upon by employees are relevant to the organisation and enhances the speedy attainment of the overall objective of the organisation. Training and development evaluation does not only complete the training process, it guarantees that a valid assessment of the entire training process is made for effective future decision-making by management.

v. The effectiveness of training and development is being threatened and undermined as there are cases of improper identification of employees' training needs; trainees taking training programme for granted due to the fact that training and manpower development is mandatory and regulatory requirement of the College; selection criteria of trainees being compromised; etc.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter contains the summary of the research work, its conclusion and recommendations.

5.1 Summary

The general aim of the study was to evaluate training and development programme in Nigerian public organisations. The study was guided by four research questions and four objectives. Chapter one provided background to the study by painting vivid picture of the indispensability of the equipped human element the attainment of organisational goals. A statement of the problem that necessitated the execution of this research work was equally clearly given in chapter one among other sub-topics in chapter one. The study declared that there has been a

common observation that the issue of staff training and development is often treated with levity and neglect. The scope of the study covered between 2010 and 2013.

Chapter two of the research work gave a critical review of relevant and related literature. Here, the twin-concepts of training and development were given scholarly definitions and the distinctions between training and development as recognized by some scholars were given. The importance of proper identification of training need was underscored, and selected theoretical models for training and development were suggested. The study adopted contingency approach as its theoretical framework. The approach was chosen to reiterate that 'no one best' or universal model for training and development programme and training evaluation for all organisation.

Chapter three was a discourse of the methodology employed to collect data for the research work. Survey method was adopted for this work. While Yamane's formula was used to arrive at the sample size, Chi-square distribution was used to analyse data collected using SAS.

In chapter four, presentation and interpretation of the data collected were done using tables and simple percentage. The hypotheses formulated for this work were also tested and objective inferences made.

5.2 Conclusion

Training and development is an initiative adopted by organisations to bridge the gap between current job performance of employees and their expected or required job performance. For training and development to be effective and efficient, organisations need to consider the pros and cons of the various training models and adopt the most suitable for any training need at any given time. Equally important is the evaluation technique to be employed to assess the contribution of any training initiative at a given time. The evaluation method should be made

an integral part of the entire training process. It is worthy of note that evaluation will not ensure effective learning unless training is properly designed. Effective training evaluation strategies are needed to measure changes in employees' behaviour, attitude, knowledge and skill that are induced by a training programme. Training evaluation strategies are equally required to ascertain changes or improvement in organisational efficiency and effectiveness. Training evaluation is also necessary to rectify performance deficiency of employees. The impact of training and development on an organisation and its employees is enormous. Training and development hasten the fulfilment of organisational goals as well as fulfilment of the career advancement need of employees. It strengthens the bonds between employers and employees because of the mutual benefits both derive from a well organised training policy of organisations.

5.3 Recommendations

i. We observe that training programme actually has positive effects on the College and its staff. However, much can still be done to enhance the positive effects of training and development on the College and its members. The content of the training programme can be enriched and spiced. That is, training curriculum should be reviewed periodically; modern training technique should be employed; trainees' allowance increased and conducive environment to training activities created. The objective of the training should also be clearly spelt out before the commencement of the training programme. And when the objective of the training programme is achieved, it should be communicated to the trained staff as a feedback for their cooperation. This in itself will encourage staff to give their best to the College.

ii. We recommend that there is need to properly diagnose the training needs of employees before employees are shortlisted or recommended for training programme. It is only when it is proved that it is training that can remedy the job performance deficiency of

employees that they should be recommended or shortlisted for training. Practices of recommendation of subordinates for staff training as reward for loyalty or tribal affiliation should be checked and prevented.

iii. Training evaluation techniques like interview, questionnaire/survey, pre-test / post-test, observation, report and record, etc. are recommended for public organisations after a given training programme. The choice of suitable technique is usually informed by the objective of the evaluation. So, the objective of the training evaluation should be well known, and then appropriate training evaluation technique chosen.

iv. It is also recommended that the training programmes of public organisations be reviewed periodically (perhaps quarterly). Periodic review of the existing training and development programme will ensure that the training programme is in line with modern international standard practices. The existing training programme should be continuously fine-tuned to make it result-oriented i.e. guarantees that there is training transfer (application of acquired skills and knowledge at work place).

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Department of Public Administration
Faculty of Administration
Ahmadu Bello University, Zaria

Dear Sir/Madam,

I am a postgraduate student of the above mentioned department conducting a research study on the topic "Training and Development Programme in Public organisations: Case Studies of Nigerian College of Aviation Technology Zaria and Nigerian Institute of Transport Technology, Zaria" in partial fulfilment of the requirement for the award of Master of Science degree.

Kindly assist by filling and returning the questionnaire attached herewith.

Section A of the questionnaire contains biographical questions. Subsequent sections contain questions relating to training and development evaluation strategies. The survey is strictly confidential, and will be treated as such.

Thanks.

Yours sincerely,

Aborishade Emmanuel

SECTION A

Biographical Data

Please supply the following information regarding your position in the department by ticking the appropriate block.

A1 In which department of the organisation do you currently work?

Administrative ( ) Finance ( ) Training ( ) Store ( ) Transport ( )
Others –Please specify.....

A2 For how long have you been employed by the College?

0-5 Years ( ) 6-10 Years ( ) 11-15 Years ( ) 16-20 ( ) More than 20 Years ( )

A3 what age group do you belong?

21-30 ( ) 31-40 ( ) 41-50 ( ) 51-60 ( ) Over 60 ( )

A4 Gender Male ( ) Female ( )

A5 what is your highest academic qualification?

G C E 'O' Level ( ) G C E 'A' Level ( ) Diploma ( ) HND ( ) First Degree ( )

Second Degree ( ) PHD ( ) Others specify.....

SECTION B

TRAINING AND DEVELOPMENT AND PERFORMANCE

Please tick (√) the appropriate option for each of the following questions

B1 Does your department have a training programme?

Yes ( ) No ( )

B2 Have you attended any training course, workshops or seminars in the last three years?

Yes ( ) No ( )

B3 How are employees selected or recommended for training programme?

By undergoing test ( ) Observed deficiency in employee by superior ( )

Recommendation by superior ( ) Complaints by employees of their inability to perform given task ( )

B4 what qualifies members of staff for training and development?

Introduction/purchase of new machine or equipment ( ) Promotion ( ) Need/Deficiency ( )

Please specify others.....

B5 Training guarantees better performance from trained workers.

Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )

B6 Do trained workers give higher commitment and cooperation at workplace.

Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )

B7 Training and development motivates workers to be more active and productive.

Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )

B8 Training and development reduces absenteeism, industrial accident and boredom at workplace.

Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )

B9 Employees that are trained by their organisation rarely leave their organisation for another.

Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )

B10 Organisations that train their employees tend to achieve their organisational objective(s) easier than organisations that do not train their employees.

Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )

B11 Organisations that do not have regular training programme do not achieve their corporate goal.

Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )

B12 How do you rate training as a tool to improve performance in your organisation?

Very Effective ( ) Effective ( ) Uncertain ( ) Ineffective ( ) Very Ineffective ( )

B13 How regularly is performance appraised in your organisation?

Never ( ) Once a Year ( ) Twice a Year ( ) More than twice a year ( )

Continuously during a year ( )

SECTION C

EVALUATION OF TRAINING AND DEVELOPMENT

C1 Is your performance examined after training and development programme?

Yes ( ) No ( )

C2 Do you think performance appraisal is used in selecting staff for training?

Yes ( ) No ( )

C3 Trainees concentrate during training activity if they are aware that their post training performance will be evaluated.

Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )

C4 Knowledge that trained employees are evaluated boost the morale of the employee.

Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )

C5 Employees that are trained but not evaluated are likely to be less productive and have low performance compared to those evaluated after training.

Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )

C6 Employees' feedback on training programme helps to improve training programme

Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )

C7 Evaluation of trained employees guarantees that training and development programme is actually in line with the organisational goal.

Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )

C8 Examination of trained employees usually reveals if trained employees apply or practise what they have been taught in the course of training

Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )

C9 The shortcoming of a training programme can only be detected through examination or appraisal of trainees.

Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )

C10 Management or superior determines any changes in the organisational efficiency and effectiveness that can be attributed to post training performance of individuals and team.

Strongly Agree ( ) Agree ( ) Uncertain ( ) Disagree ( ) Strongly Disagree ( )

AIRCRAFT MAINTENANCE ENGINEERING (AME) SCHOOL TRAINING POLICY

1. AME CADET.

The AME CADET will undergo ICAO Diploma in Aircraft Maintenance Engineering (Airframe & Powerplant or Avionics.

2. AME INSTRUCTOR IN TRAINING.

The AME Instructor-in-training will be attached to an Aviation Maintenance Organisation (AMO) to gain three (3) years post-licence experience. Two (2) years shall be spent at an organization which carries out maintenance on aircraft below 5,700Kg and one (1) year in an organization which carries out maintenance on aircraft above 5,700Kg.

3. AME INSTRUCTOR

Within two (2) years of assumption of duty, the AME Instructor shall undergo the following trainings:

(i). Training Instructor Course
(ii). Examination Techniques Course

(iii). Safety Management Systems
(iv). Human Factors in Aviation
(v). Instructional Aids Training
(vi). Training needs assessment course.

4. REFRESHER TRAINING

AME Instructors shall be provided with refresher training and four (4) weeks Airline field attachment annually to keep their licences and other approvals current in line with the requirements of the Regulations.

Refresher training shall be provided in any of the following areas:

(i) Non-Destructive Testing and Inspection
(ii) Aircraft Type training or manufacturer's course
(iii) Modular Courses
(iv) Human Factors Training
(v) Examination Techniques Course
(vi) Training Instructor Course
(vii) Airworthiness Course
(viii) Instructional Aids Training
(ix) New development in maintenance procedures

The refresher training shall be NCAA-approved and the airline field attachment shall be in an approved maintenance organization carrying maintenance on wide-body aircraft.

STANDARDIZATION TRAINING

AME Instructors shall maintain the following standard of training:

1. AME Instructor-in-Training;
    i. Diploma in airframe and powerplant/ Avionics
    ii. Basic AME Licence
    iii. Three (3) years Post qualification experience in an Approved Maintenance Organisation (AMO).

2. AME Instructor III;

Upon completion of the courses in paragraph (1) above, the officer should undergo the following courses

i. Instructor's Training Course
ii. Examination's Techniques Course
iii. AME Instructor's Rating Licence
iv. Relevant Workshops and Seminars

3. AME Instructor II;

Upon completion of the courses in paragraph (2) above, the officer should undergo the following courses

i. Airline Field Attachment
ii. Manufacturer's Course on TB-9 Aircraft
iii. EASA Modular Courses as applicable to each department
iv. Training Needs Assessment Course
v. Instructional Aids Training
vi. Aircraft Maintenance specialized courses
vii. Relevant Workshops and Seminars

4. AME Instructor I;

Upon completion of the courses in paragraph (3) above, the officer should undergo the following courses

i. Airline Field Attachment
ii. Manufacturer's Course on TB-20 Aircraft
iii. Manufacturer's Course on Bell 206
iv. EASA Modular Courses as applicable to each department
v. Aircraft Maintenance specialized courses
vi. Relevant Workshops and Seminars

5. Senior AME Instructor:

Upon completion of the courses in paragraph (4) above, the officer should undergo the following courses

i. Airline Field Attachment
ii. Manufacturer's Course on Beech Baron 58 Aircraft
iii. EASA Modular Courses as applicable to departments
iv. Aircraft Maintenance specialized courses
v. Airworthiness Courses
vi. Relevant Workshops and Seminars

6. Principal AME Instructor II:

Upon completion of the courses in paragraph (5) above, the officer should undergo the following courses

i. Airline Field Attachment
ii. Manufacturer's Course on TBM 850 Aircraft
iii. Airworthiness Course
iv. Aircraft Maintenance specialized courses
v. Relevant Management Courses
vi. Relevant Workshops, Seminars and Conferences

7. Principal AME Instructor I:
The officer should obtain training in the following:-

i. Airline Field Attachment
ii. Airworthiness Courses
iii. Aircraft Maintenance specialized courses
iv. Relevant Management Courses
v. Relevant Workshops, Seminars and Conferences
vi. Developmental courses to take care of innovations in Aircraft Maintenance Engineering Training.

8. Assistant Chief AME Instructor:
The officer should obtain training in the following:

i. Airline Field Attachment
ii. Airworthiness Courses
iii. Aircraft Maintenance specialized courses
iv. Relevant Management Courses
v. Relevant Workshops, Seminars and Conferences
vi. Developmental courses to take care of innovations in Aircraft Maintenance Engineering Training.

9. Chief AME Instructor:
The officer should obtain training in the following:

i. Airline Field Attachment
ii. Airworthiness Courses
iii. Aircraft Maintenance specialized courses
iv. Relevant Management Courses
v. Relevant Workshops, Seminars and Conferences
vi. Developmental courses to take care of innovations in Aircraft Maintenance Engineering Training.