TRAINING AND DEVELPOPMENT AS A TOOL FOR IMPROVING EMPLOYEE PERFORMANCE AND EFFECTIVENESS

A CASE STUDY OF FEDERAL INLAND REVENUE SERVICES KADUNA

BY

ABDULLAHI, MOHAMMED SANI

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CERTIFICATION

I hereby certify that this project "Training and Development as a tool for improving employee performance and effectiveness" a case study of F. I. R. S. Kaduna; is a product of my research work, for the award of Master in Business Administration A.B.U Zaria.

M. S. ABDULLAHI
2000.

CERTIFICATION

This Project titled Training and Development as a tool for improving Employee Performance and Effectiveness: A case study of Federal Inland Revenue Service Kaduna by Abdullahi, Mohammed Sani meets the regulations governing the award of the degree of Master in Business Administration (MBA) of Ahmadu Bello University and is approved for its contribution to knowledge and literary presentations.

Signature:.......................... Date: 24/05/2002
Supervisor
Mr. J.K.YERE

Signature:.......................... Date: 25/12/2001
External supervisor

Signature:.......................... Date: 27/5/2002
Head of Dept. Business Admin

Signature:.......................... Date: 23/8/04
Dean, Post Graduate School

POST GRADUATE SCHOOL
A.B.U. Zaria Nigeria

DEDICATION

I dedicate this project work to my wife and children.

ACKNOWLEDGEMENT

I thank the Almighty Allah for the strength, guidance and good health he gave me to conduct this research work.

ABSTRACT

The realization of any organization's objectives lies solely on dedicated hardworking and efficient personal to assist in realizing its objectives. In the recent past, banks and government parastalals do collapse and close largely due to lack of efficient and trained manpower.

It is in line with that training and development was carefully studied and specially the case of the employees performance and effectiveness in federal Inland Revenue Service was considered.

Some of the findings include the existence of proper implementation of various techniques of training and development that greatly enhance the performance and effectiveness of employees in the organization. Also the availability of adequate training and development opportunities in the organization was unanimously agreed by majority of the respondents which they believe is immensely contributing to the success of revenue collection in the department.

It was also found out that the organization was able to use mostof the training and development techniques which enables it to overcome the problem of having many employees not having the basic idea of how to carry out its schedules effectively.

It was also discovered that the department patronises other professional bodies around for training their employees, most especially at the Ebute-Meta 'framing School, Lagos.

But some problems were also identifies which are posing a serious impediment to the department's effort in providing adequate training for the employees and this is financial.

The financial provision for training is being handled at the corporate Head Quarter of the department which is beyond the control of Kaduna Office. Also, frequent transfer of officers greatly affect the performance of Kaduna Office in the area of on-the-job training.

Some of the recommendation made is that, the department should look into the cases of frequent transfers and placement to avoid mis-use of priorities.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 INTRODUCTION:

Staff training and development is an important aspect of human resource management today and always. One important reason being that new tax laws, systems and working procedures emerge every day which calls for additional and improved skills of workers and management.

In a period of dwindling economy, tax evasion strategies, it is important for tax authorities to provide necessary training to its staff to enhance efficient revenue collections for fiscal purposes. As employees constitute the most important resource of any organisation, the success or failure of federal inland revenue service will depends solely on the performance of its staff. But then how do we make them to perform effectively?. This leads us to the main topic of discussion in this project writing, which is training and development as a tool for improving employees performance and effectiveness.

For any organisation to succeed, it has to train and develop their employee effectively so as to meet up with the specific challenges that relates to their performances.

It is behind this that effective training and development of employees, that an organisation will be able to fair well towards its goals and objective. This could be made possible if the following measures should be taken as a process of training and developing the employees to meet up with the challenges that could hinder its success:

Giving an intensive induction training on the new employees.

Sending some employees for special training.

Giving adequate on-the-job training.

Increasing the number of nomination to serious management courses.

All employees, regardless of their previous training, education and experience, need to be introduced to their new employer's work environment and to be shown how to perform special task.

Moreover, specific occasions for re-training arises when employees are transferred or promoted or when jobs change and new skills must be learned perhaps because of change systems or policies.

A fundamental purpose of training is to provide for organisation manpower plan which will be valuable, identifying as it does the need for the right skills in both quality and quantity in order to safeguard continuity, improve commercial performance and carry through expansion; to that extent that training is voluntary willingness to spend money in this direction is obviously related to its perceived pay off. To quote from the manpower service commission (MSC) 1980 publication outlook on training "the aim is to help avoid persistent and economically damages of skills, including shortages which will inhibit, technological development".

A further intrinsic aim of training is to equip individuals with the necessary skills to enable them to find employment, to gain promotion, and to have a reasonable expectation of redeployment in the event of their being made redundant. At a higher level, it purports to provide those who are capable with breadth of knowledge not simply to have a job, but to develop improvements, to innovate, and pioneer technically or otherwise creative change.

Training does not end with the initial orientation and induction of employees, not is it to be limited to re-training for a new job or altered work methods. People are constantly being "trained" and re-training by the way organisational superiors and long-service employees treat them by the opportunity or lack of it to receive an appraisal of their work performance from their supervisors.

Manpower development is aimed at improving the quality as well as the quantity of management staff. The manpower plan helps to articulate the need and the scheme for providing the right number of managers that posses the right type of skills at the right place and at the right time.

1.2 STATEMENT OF THE PROLEM:

Every organisation strives to achieve its goals within the target period. The realisation of that objective involves the input, pre-planning and co-ordinating all aspects of the venture, both human and material. As the venture takes off, the basics that are required to keep it going comes into play.

Today, one of the serious problems confronting organisations is the refusal of most of them to expend money for training and developing their employees which could have solved their problems had they realise the important of it.

With the fallen revenue collections of federal inland revenue service Kaduna, the pertinent questions one should ask are:- What type of training strategy should inland revenue adopt to improve the inspectors performance and effectiveness and uplift the standard of performance in the organisation? And what development strategy can the organisation apply in trying to make their employees more effective?.

It is therefore to answer these questions that the writer believe that the effectiveness of training and development of employees should be seriously examine also hoped that this study will provide the dimension that F. I. R. S. Kaduna should take towards having well trained employees for its performances.

1.3 PURPOSE OF THE STUDY:

The purpose of this study is to examine the relevance of training and development in improving employee performance and effectiveness in an organisation and to collect and analyse data relevant to that. It is to examine the relationship between training and development and its role on employee performance and effectiveness as employed by federal inland revenue service Kaduna, which is the case to be studied and also to determine the following:-

The extend to which training and development contributes in improving employee performance and effectiveness.

The techniques employed by F. I. R. S. in improving the employee performance and effectiveness.

The effect of training and development to the employee performance.

1.4 SIGNIFICANCE OF THE STUDY:

The significance of this research is to bring to bright the important role that training and development plays, as can be properly exploited by both private and public organisations, of particular reference here is the case of F. I. R. S. It will also be significant to all those that will be opportune to read the research. Those organisations that do not train and develop their employees will also find it important and relevant they read and exploit the numerous ways of training and developing employees as will be discussed on the subsequent chapter.

Finally, the findings and recommendations will serve as a stepping stone for further related research in this field.

1.5 HYPOTHESIS OF THE STUDY:

A hypothesis is a tentative supposition about an event aimed at drawing logical or empirical results in order to test its accord with known facts.

There are two types of hypothesis:- NULL and ALTERNATE Hypothesis.

Null hypothesis assumes that a change has not occurred from known or specified conditions, while Alternate hypothesis assumes that changes usually occurred from known or specified conditions.

The following Null and Alternate hypothesis will be tested in this study: -

H_0 = Training and development plays a significant role in improving employee performance and effectiveness.

H_i = Training and development does not play any significant role in improving employee performance and effectiveness.

H_0 = Training and development of the F. I. R. S. employees has a significant effect on the growth of revenue collections.

H_i = Training and development of the F. I. R. S. employees has no significant effect on the growth of revenue collections.

H_o = F. I. R. S. effectively employs training and development techniques.

H_i = F. I. R. S. do not effectively employs training and development techniques.

.6 SCOPE AND LIMITATION OF THE STUDY:

This research is not without its attendant limitations. It is confined to the training and development as a tool for improving employee performance ad effectiveness. The researcher also limit him self to Federal Inland Revenue service Kaduna only.

Time and cost are the major constraints to the study. The will not allow a nationwide survey of the population of federal inland revenue service.

Also a routine transfer of the officers of the department greatly affected consistency of data collections.

1.7 DEFINITION OF KEY TERMS:

(a) **TRAINING:** This is the acquisition of technology, which permits employees to perform according to standard.

It is thus an experience, a discipline or a systematic action which causes people to acquire new skills and knowledge and predetermined behaviour.

See literature review

(b) **DEVELOPMENT:** A steady growth and progressing from one step to another towards individual or collective advancement. According to E. Breth, it is a change process characterised by increasing productivity acquisition in the distribution of the social project and emergence of institutions whose relationship with outside world is important.

(c) **PERFORMANCE**: Accomplishment, execution, or carrying out any thing. To an organisation it is the level of profitability and satisfaction given to customers.

(d) **EFFECTIVENESS**: According to chambers dictionary, is having power to produce or producing a desired result.

(e) **EMPLOYEE:** Person employed for wages, salary etc in an organisation private or public.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 INTRODUCTION:

As employees live in an organisation they are bound to learn new skills and ideas, and with this they become familiar with its job environment. Expansion and introduction of new products, policy or new machinery as well as techniques pose challenges which can best be absolves by development and training. Development has to do with learning and becoming an expert on one's job over a period of time. Training on the other hand is the process of learning new ideas and skills and development. Behaviour modification for one's development as well as increasing efforts in achieving organisational objectiveness, goals of one's firm. As development is some thing that one learns how to do over time, it is the responsibility of the manager to be developing their subordinates, to this end, not much will be spent in providing on how to go about it.

In the light of the above, organisations need to under take a continuous improvement of the ability and qualification of their staff through the process of training and development which entails developing a large portion of effort and resources. It is toward this direction that WILLIAM COVENTRY makes this observation that "Training should start with the induction and continue systematically through out all subsequent services. Progressively, this should include apprenticeship, if any, instructions in semi-skilled work, especially training for technical or clerical work, training for supervisors and finally, training for management".

2.2 FRAME WORK FOR TRAINING AND DEVELOPMENT:

From the practitioners perspective, training and development is viewed in a frame work of four major objectives, training development, education and rehabilitation.

The definitions of these objectives are:-

TRAINING: This is a systematic way of altering behaviour to prepare an employee for a job or to improve the employee's performance on the present job. A manager may be trained in public speaking so that speeches he/she gives for the organisation will be better.

Training is used to develop mental or manual skills, to increase knowledge and to change attitudes. Training is a job related experience.

It is also defined as the process by which new or improved skills, knowledge and attitude are acquired.

DEVELOPMENT: This is person oriented, it is preparing employees for a broader role in the organisation. It focuses attention on improving the conceptual, decision making and inter personal skill in complex, unstructured situation.

EDUCATION: This is individual related learning experience. The focus here however, is on improving breadth of knowledge, the understanding and thinking processes of the individual to broader the range of responses.

As JOHN DEWEY said "it is that reconstruction or re-organisation of experience which adds to the meaning of experience and which increases ability to direct the subsequent experience.

REHABILITATION: This is experience oriented toward the special skills and attitudes required by some people in order to remain or become useful to society. Some companies for example, make special effort to employ and retain physically handicapped people. Many companies have unpublicised programmes for employees who have become alcoholics.

2.3 IMPORTANCE OF TRAINING AND DEVELOPMENT:

Training and development is an important aspect of human resources management today. This is because it serves as an important element to the performance of and effectiveness of the employees, and provide an atmosphere for industrial peace and harmony within an organisation.

New technologies and new work procedures emerge every day that call for additional and improved skills of workers and management.

New employees as well as older ones going to new jobs often require some training and re-training.

Training is also thought to be important in many organisations because of the belief that a trained employee who is capable of carrying out his functions is more likely to be competent and be highly motivated and consequently more productive.

Training is the systematic process of altering the behaviour of employees in a direction to increase organisational goals. The process of training and development is a continuous one. Money spent on the training and development of employees is money well invested. Employees who have not received adequate training before being assigned with responsibility lack the necessary confidence to carry out jobs. An employee should be helped to grow with more responsibility by systematic training and development. It is only then that he will feel confident to carry out the responsibilities of the job. People who are not trained tend to stick to what they were thought the first day they took over the job. They are frightened of doing the job in a different way, because some thing might go wrong and that risk they cannot take.

However, there are many employers in this country who still do not believe in the philosophy of training. Among the worst offenders are the small manufacturing companies, contracting companies and the small shop keepers. So long as the employees can be used to get the money, such employers are not interested in training programmes for their employees. To them, training is redundant. That attitude however, is an unfortunate one which in the long run will do such companies more harm than good.

2.4 CHARACTERISTICS OF TRAINING AND DEVELOPMENT:

Training and development may vary from programmed learning at home, to paid leaves of absence to obtain a PHD degree.

The training and development programme is usually differentiated to develop five groups of employees:-

- Managers
- Professional personnel

- Semi professional employees (Technician)
- Office and Clerical help
- Factory and other production personnel

Managers may receive training to up date their functional fields, to develop them for future promotion or to make their responses to society, the public and their customers more sophisticated and less provincial. The development of managerial capabilities is a never ending process that parallels managerial experiences.

The use of seminars for the inter change of ideas, case study techniques and work shops are highly favoured for management development. Some companies offer to level managers educational reward programmes at universities both in NIGERIA and BEYOND. Companies such as Xerox and General Electric have built their own management schools away from the demands of the plant Headquarters.

Professional and Semi Professional development courses may range from one day seminar, to two or three years accounting, engineering or manufacturing programmes.

Although some courses may be given on company time and at the plant, many are given after hours. Tuition refund programmes and seminars away from the company plant are common, but the use of company instructors is popular because in this way, courses can be focused on the company's problems. The advantage of sending students outside the company and away from their work is that it gives them a fresh looks.

Office and Clerical helps require a tremendous amount of re-training because of the introduction of micro-computers, computerised data storage and retrieval systems, and newly designed work stations. Generally, workshops and shops seminar course are most useful for such training information system.

Factory and other production workers are also strongly influenced by computerised information systems, as well as automation.

Again, the same techniques that fit clerical workers are applicable here.

2.5 MAIN DIFFERENCE AND RELATIONSHIP BETWEEN TRAINING AND DEVELOPMENT

	TRAINING	LEARNING DIMEN	DEVELOPMENT
1.	Non-Managerial	Who (incumbent)	Managerial
2.	Short-term	Time (WHEN)	Long-time
3.	Specific knowledge	Purpose (WHY)	General knowledge
4.	Technical knowledge	Coverage (WHAT)	Theoretical
5.	Conceptual		

Before joining the organisation, the applicant must have had some basic education or training technical or clerical. The company further builds on this through a planned and systematic programme of further training and development. Thus, even though the development programmme necessarily incorporates some amount or series of training in the shortrun it cannot be equated with training perse.

One of the fundamental differences is that development involves development of all managers including executives training programmes are usually thought of by top management as being all right for the others but not applicable to them.

A second fundamental difference lies in the method of development compared with established training method. B.D MISSELBROOK observes that "it is too easy for the development of management to be equated with the provision of courses. These are indeed valuable but represent no more than 10% of the answer. The real challenge lies in development on the Job"1 courses are only tools of management development and can only be appropriate when they fit into the manager's field of work.

A third difference is that managers just cannot be away "to be developed" like a roll of film. W.S.BARRY STRSSESS that "it is axiomatic that any management development programme should be based on what a company needs. There is no panacea and only quacks will try to sell you one"[2]

A fourth difference is that the focus of development is on the individual and his self development. Each individual is expected periodical, as a contribution to the process. This naturally lies in with management by objective (MBO) which is so well embodied in an organisation that it become an end to itself. But development is never an end to itself. The ultimate goal, the objective development *in more effective management.*

2.6 GOALS OF TRAINING AND DEVELOPMENT:

As pointed earlier on, even though development may be distinguished from training in many respects they are complementary and ultimately, aimed at achieving similar objective.

The most frequently mentioned are:-

- To improve the quantity of output.
- To improve the quality of output.
- To lower the cost of waste and equipment maintenance.
- To lower the number and cost of accidents.
- To lower turnover and absenteeism and increase employees job.
- Satisfaction since training improves the employees self esteem.
- To prevent employee obsolescence.

In effect training and development help the enterprise to become more efficient and effective and the employee to become more fully developed and satisfied.

According to the view point of two executives on the purpose/goal of training and development one of them; edger speer, chairman and chief executive officer of United State Steel "we support training and development activities to get result. We are interested in specific things that provide greater rewards to the employee, increase in return to the stock holders, and enable re-investment needs of the business. In other words (we are interested in) those things which effect the "bottom end". Although you cannot always evaluate training as reality as some other function as people improve their performance. It is reflected in on the job result as well as all aspect of their lives"[3]

William Murray, Chairman of the Board and Chief Executive Officer of Harris Bank of Chicago says "I relate to the fundamentals of good technical training...the training function plays an integral role in the bank by helping to grade employee performance and from time to retire approach provide continuity in the developing process of bank personnel. While we can not measure the absolute results of training progammes, our record as an organisation indicate we are doing something right"

The employees are not producing the quality and quantity of output expected and it appears that training may help reduce cost to make the firm more competative. Well training employees also tend to be more satisfied with their positions and better able to perform their jobs effectively.

PRODUCTIVITY: Development activities should apply to both new and old members of staff, managers are to be help to increase their level of performance in their present job assignments. Increased human performance often directly leads to increases operational productivity both quantitatively and qualitatively. If managers are kept up to date on latest developments in administration, they are able to keep subordinates better informed about the duties and responsibilities of their job and as a result prevent costly errors in their work.

MORALE: The General organisational Climate and Atmosphere are usually improved when proper educational programmes exist within a company because an endless chain of positive reaction can result from well planned company training and development programmes. For example, productivity and product quality may rise, financial incentives may then be increased, expansion and internal promotions become possible and base pay rate increases result.

DIRECT COMPENSATION: managers consider educational opportunities as part of employer-employee remuneration package. In other words, educational benefits are major incentive for an individual joining and remaining with a particular organisation. Therefore many organisations offer special training and development programmes as recruitment techniques to attract highly qualified potential employees.

.7 TYPES OF EMPLOYEE TRAINING:

Both training for the unskilled and re-training for the obsolete employee, follow one of four approaches which combine elements of the where and what of training, these are:

- Apprenticeship
- Vestibule
- On-the –job training
- Off-the-job training

The types of employee training best suited to a specific organisation depends upon a number of factors, such as skills called for in the jobs to be filled, qualifications of candidates applying for jobs and the kind of operating problems confronted by the organisation. Although it is important that the training programme be developed to meet specific needs, the personnel administrator or training director should also be familiar with the whole range of training as practised in other firms and organisations in order to be able to advise managers on training methods best suited to their needs.

APPRENTICE TRAINING: This may be a combination of both on the job and off-the-job training. It requires the co-operation of the

Apprentice training is *desirable in industries* such as building constructions, which require a constant flow of new employees who expect to be come all round craftsmen. Since training is long and requires continual supervision, this method of training is expensive.

Standards are rigid and are defined in an apprenticeship agreement that, in unionised firms, involves union acceptance.

After the long period of apprenticeship is completed, there is no assurance that the apprentices will remain with the firm that trained them. Nevertheless, there is a continuing need for apprentices with special crafts. *The apprentice commits himself/herself to a period of* training and learning that involves both formal classroom learning and practical no-the-job experience. These periods can vary from two years or through four or five years up to tem years.

Research evaluating construction workers trained by apprenticeship method versus on-the-job training indicates that apprentices are better trained, get promoted sooner and experience less unemployment later. Thus apprenticeship training can be effective.

VESTIBULE TRAINING: This is used when large numbers of employees must be trained quickly, as during rapid expansion of employment in some firms or industries, although it is also helpful as a preliminary on-the job training. New workers are training for specific jobs on special machines or equipment in separate locations.

Under this type of training, an employee works in a simulated environment to achieve the skill required on the job. For example a machine shop with an instructor may be established at a plant to train shop workers. Vestibule learning makes it easy to transfer skill to the job.

The advantage of vestibule training is that the machine and the work condition simulate the actual shop work condition and a trainer work closely with the trainees. It also permits more emphasis on teaching the best method on getting our production. Further more, trainees have an opportunity to get accustomed to work routines and to recover from initial nervousness before getting into actual jobs.

ON-THE-JOB TRAINING: Probably the most widely used method of training (formal and informal) is on the job training. The employee is placed into the real work situation and shown the tricks of the trade by an experience employee or the supervisor. Although this programme is apparently simple and relative less costly, if it is not handled properly the cost can be high in damaged machinery unsatisfied customers, misfiled forms, and poorly taught workers.

Effective on-the-job training depends primarily upon qualified trainers. Without them, it is simply the old haphazard practice of putting new workers with old hands who may have neither the inclination nor the ability to teach the new comer properly.

With competent instruction, however, this type of training may be most effective for rapid training of large members of unskilled and semi-skilled workers. It is the method by which during the second world war millions of persons, many of whom had never been in the labour market before, were training to do thousand of different jobs in war plant. The value of adequate on-the-job training was one of the war's great lessons in the development of human resources.

OFF-THE-JOB TRAINING: other than apprenticeship, vestibule, on-the-jog training, all other training are off-the-job training. Whether it is done in organisation classrooms, vocational schools, or elsewhere.

Off-the-job training includes going to colleges, vocational schools, high schools, or special seminars and corrections. It may include correspondence courses and tuition refund programmes. For higher level company executives it may be working for the Federal Government for one or two years on a leave of absence. It is generally more expensive than other types of training for large members of employees. It is advantageous when only one or two people require training available within the company. It also brings fresh ideas to the organisation.

The most frequently used method for of-the-job training are the conference/discussion, programmed instructions, computer-assisted and simulation approaches.

2.8 IDENTIFICATION OF TRAINING NEED:

In recent years, experience has shown that, training requirements have been changing very rapidly, and are likely to continue to change at an increasing rate in the years to come. The reasons for this however, are:

(a) Increase in the differentiation and specialisation in trade/occupation

(b) Rapid technological revolution in the manufacturing processes, production equipment, and plant.

(c) Expansion in the rate of trade in technology between the developed countries on the one hand and the increasing rate of transfer of technology from the developed countries by the developing world.

(d) Increase in the use of composite and systematic materials as well as new procedures in manufacturing and development of new types of product.

(e) Increasing consciousness for industrial safety, especially the protection of workers health and the redressing of environmental pollution etc.

These factors do not only induce the acceleration of training requirements. They also make training appear too complex and complicated for an enterprise to engage in.

<u>**WHAT IS TRAINING NEED**</u>: Although there are some differences with regard to the available material on the definition of training needs, it simply means a short fall in performance which can be corrected by the application of systematic training. Identification of training need therefore involves a detected examination of the organisation, to identify those areas when training would help for effective and efficient performance.

There are three main areas by which training need can be identified:

1. <u>**ORGANISATIONAL LEVEL NEEDS**</u>: At this level, the weaknesses in the structural or sectoral functional relationship in the organisation are identified, and efforts are made to high height the particular areas where training is needed for a harmonious and effective corporate performance. For example the need to decentralise or develop

authority and policy implementation or to create new divisions or sections.

2. **OCCUPATIONAL LEVEL NEEDS:** This refers to the requirement in terms of skills, knowledge, and attitude that will enhance the performance of a particular job or occupation. For instance, accountancy or machine milling.

3. **INDIVIDUAL LEVEL NEEDS:** This level needs with identifying which employees need training in areas where deficiencies such as skills, knowledge and attitudes are identified so as to improve his level of efficiency. For instance accountant, leather operations, or even a manager.

2.9 TECHNIQUES OF IDENTIFYING TRAINING NEEDS:

When considering the techniques in identifying training needs, it is imperative to first consider if the organisation recognises the existence of a problem before calling in a specialist.

The approach may be using any or a combination of the following:

- Management request.
- Direct observation.
- Interviews.
- Group conference.
- Job or activity analysis.
- Questionnaires.
- Test or examinations.
- Merit or performance rating.
- Personnel records.
- Business and production reports.
- Long range organisational planing.

DIRECT OBSERVATION: Training needs can be identified by careful observation of the situation or developments in the organisation. Many problems especially at the operation level become known through careful observation. It is advisable not to rely completely o this technique as some time too might be unrepresentative of the whole situation.

QUESTIONNAIRE: This refers to the set of questions given to respondents to answer confidentially. The use of questionnaires sometimes help in determining training needs. Although the use of questionnaires has its advantages in that it enables a large number of people to be surveyed within a short period of time, it cannot be totally relied upon. Apart from the fact that it is difficult to design properly these are unreliable and misleading.

INTERVIEWS: a study of the things people say at interviews can reveal areas in need of training. Good interviewing is usually difficult and most of the time underrated. An interviewer has to be very skilled because he gets opinions and not facts and he has to be skilled in interpreting these opinions and drawing conclusions from them. The interviewer should endeavour to interview people from different level of cadres such as clerical staff, operators, supervisors, and managers as well as customers. Some interview given at the exist of some employees also help in identifying training needs. But one should be careful as the opinions received might sometimes be highly subjective, untrue or even incomplete.

It is important to stress here that a rapport should be established with the interviewer and the interviewee in terms of confidentiality.

<u>RECORDS</u>: most organisations have highly developed system of records. Hopefully, much more factual information can be obtained from existing records. For example, labour turnover, production figures, age distributions and financial date etc, can help in identifying training needs.

<u>TEST AND EXAMINATION</u>: this technique is a highly specialised field which should be considered i.e how others see organisations. "Others" here refers to consumers, clients and local or national community, government.

The behaviour of those in the organisation and the top management, if there are any conflicts how various groups see themselves and whether they hinder each others effort also helps in identification of training needs.

Other indicators or evidence that may reveal the need for training and development of employee includes:-

Request from line managers and functional departmental executives. If production records indicate that target and standards are not being achieved, additional training may be required.

Employee turnover statistics may also help to indicate which sections or departments of the organisation require training.

Supervisory training in human relations may be indicated for a departmental or societal head if employee grievances and complaints become chronic.

<u>MANAGEMENT REQUEST</u>: Managers may request the training director to admit certain people to specific courses, request that specific courses be given or request the development of a new training and development programme.

ASSESSNING CENTRES: These are widely used for evaluating employees for promotion, placement, and for their training and development.

JOB OR ACTIVITY ANALYSIS: Job analysis leads to the development of job specification. If a worker does not meet the specification set for the job, training may likely be the answer.

OUTSIDE CONSULTANTS: In some cases outside consultants may be called into review training and development programme and make recommendations. In small companies without a training director, this may be especially beneficial.

Outside consultants provide a fresh view, greater breadth of experience, and help to support the training director's final proposals to management.

2.10 IMPLEMENTING THE TRAINING AND DEVELOPMENT PROGRAMME

Successful implementation of training and development programmes depends on selecting the right programmes for the right people under the right conditions. Needs analysis helps identify the right people and the right programmes, and several training and development considerations help to create the right conditions.

The following considerations help to create the right conditions and must be appropriately addressed in order to increase the changes of a training and development programme being effective:-

- Who participate in the programme
- Who teaches the programme
- What media are used to teach
- What should be the level of learning
- What learning principles are needed
- Where is the programme conducted

With these considerations in mind, the personnel or training managers select a training and development programme from among the many that are available according to scholar and young blood "effective selection depends upon knowledge of the available programmes, the type of skill sought, and the target level of the programme".

WHO PARTISPATE: Generally, development programmes are designed to teach particular skills to one target audience. The target audience may be one of three (Manager) groups. Foremen (First level supervisors) middle operational managers consisting of departmental heads and plant managers, and top level managers.

WHO TEACHES: This often depends on where the programme is held and the subject that is being taught. Subjects dealing with the company, its policies, and programmes are either taught by a major line executive or a member of the training staff. Quite often organisations will engage lecturers from the universities and polytechnics to teach courses in statistics, operation research, production planning, and management information system, or these techniques may be taught by specialist within the company who are professionally qualified in these areas.

WHAT LEVEL OF LEARNING: The many types of training that exist can be grouped into four categories corresponding to skills and abilities increased by training. These are:-

Basic skills of Grammar, Maths, Safety Reading, listening and Writing (BSG)

Basic skill of technical nature to do specific jobs (Budgeting and Schedulling Skills are included here) BST

Interpersonal skill including communications, human relations, leadership, and labour relations (IPS) also included here are skills related to legal considerations and time management. Broader based conceptual, integrative skills, such as strategic and operational planing, organisational design and policy skills in adopting to complex and changing environment.

WHO IS INVOLVED: For training and development to be effective, top management must support it, they provide the budget and psychological support. They must indicate to the trainers, the training implications of their strategic decisions.

2.11 EVALUATING TRAINING AND DEVELOPMENT SYSTEM:

Evaluation of training and development is a systematic process of determining the extent of which institutional objectives are achieved. It includes both quanlitative and quantitative description of what is desirable as results. It is not just a mere-end of-course tool to be called upon when the programme is to be rounded up. Rather it is a systematic and continuous process incorporated into the training and training programme itself. Evaluation of training is a continuous process that under lines good teaching and learning process it seeks to assess what has been gained through the training programme and to determine how for the objectives of the training programme have been met.

The cost and difficulty of measuring the impact of training and development upon the individual trainees and upon the productivity of the company usually discourage companies from the attempt. "We know it pays off, but not how much" is the usual feeling of top management. The decision that an evaluation should be carried out is, therefore, the starting point of the process.

Evaluation is a very important step in training and development exercise in order to know the effectiveness of the programme to know whether there has been a change in the attitude of the participants.

KIRKPATRICK has suggested that four levels of evaluation should take place with regard to all training and development programmes:-

Firstly, the reaction of the participants (although highly subjective and emotional) many times provide insight as to the quality of the presentations and applicability of the contents.

Secondly, the amount of learning that takes place during the training determines the degree to which changes in participant attitudes, skills and knowledge have occurred. Next, behavioural changes measure the actual changed performances of participants on the job. In other words how capable is a participant in transferring the training experience to the work experience? and finally, how well did the results of the training experience lead to the accomplishment of the organisational goal.

This final criteria of effectiveness is probably the most difficult to assess largely due to ambiguous organisational goals and the usual short programme evaluation time frame involved."[7]

2.11.1 **PARTICIPANT REACTION:**

"The easiest and least statistically valid way to evaluate a training and development programme is to simply ask the participants if they learned any thing. This information is usually gathered in the form of an opinion survey or questionnaire. This procedure is often rendered almost useless, however, because educational programmes are rated by participants in terms of their entertainment value, ease grade outcome, or personality characteristics of the instructors instead of on the basis of information content"[8]

2.11.2 **BEFORE AND AFTER TEST SCORES:** A more effective methodology involves before and after test scores. A participant is given a test before the training and then re-given the same test after the completion of the instructional programme. All things being equal, a significantly increased test score would indicate the informative value of the course.

The problem with this evaluation method is that participants do not especially like to be given a test even before the course officially begins. Tests in general are being criticised because of their lack of validity. Also, increases in the test scores do not usually or necessarily mean increased organisational performance or improved job competence.

2.11.3 <u>BEFORE AND AFTER PERFORMANCE MEASURES:</u> A third and better assessment alternative is to use before and after performance is determined. Programme participates are evaluated before the training and development courses commences. The programme ensures that at the end of the instruction, participants are re-evaluated using the same job performance index. Increase score reflects increased job competence and performance.

Edgar schein argues that "Although this assessment techniques solve some appraisal problems many still remain. Additional on the job training and practice over time may them solves be responsible for the increased job performance. To investigate these posibilities, a more sophisticated research methodology in needed"[9]

It is my opinion that the best method of evaluation is the one that combines before and after job performance measures.

2.12 REASONS FOR EVALUATION:

For a purposeful training programme there must be set objectives. We evaluate to find out whether these objectives have been attained and to what degree they have been attained. Without some form of evaluation feed back, the trainer has no information which will enable him determine the effectiveness of his training and therefore do something to strengthen the programme if the desired goals are not being met. The trainer needs proof of his success. This is obtained through the results of his evaluation. This is assured through evaluation of results that what he has set out to achieve is being achieved. A successfully implemented training programme is one which achieves what it is set out to do and the evaluation process should always be seen in relation to training objectives. Essentially, a major reason for evaluation is to find out:-

- Cost/benefit of training
- Analysed effectiveness of training

COST/BENEFIT OF TRAINING: Evaluation consist of cost and benefit analysis. The costs are related to the charges made for executing the training programme and the resultant effects on the employee that attended the training. However, this can only be effective if the training performs in accordance with the organisation goals.

EFFECTIVENESS ANALYSIS: Benefits of training on the other hand are observable and quantifiable. Such benefits may be in terms of the improves efficiency and effectiveness of the trainee where efficiency is measured by the degree to which his post training performance approximates the optimal level expected eg where a trainee records less accidents, less wastages of materials and spends less time to carry out specific tasks than it used to be before training was carried out.

STAGES IN EVALUATION:

- Training need (identification).
- Determine most effective method or learning.
- Test existing skills, knowledge, attitude (possessed by trainee).
- Conduct training events.
- Immediate reaction testing.
- Session, section, day reviews.
- End of course testing of skills, knowledge, attitudes.
- End of course validation interview.
- Mind term evaluation, follow up (by boss, peers etc).
- Long term evaluation follow up (by boss, peers etc).
- Identify control group(s).
- Test existing skills etc.
- Second testing of skills etc.

HOW TO EVALUATE: Precisely, how to evaluate will depend on what is being evaluated. knowledge, skills and attitude are often factors training seeks to modify. Evaluating attitudinal training is different from how we evaluate knowledge or skills training.

For instance, in finding out the knowledge acquired after training it is neccessary to establish the following:-

- What is the range of knowledge to be tested
- What questions are to be asked
- What form will they take
- What answers are required
- How detailed are the answers required
- What percentage of accuracy is required.

Evaluation of skills acquired or changes in attitudes are much more difficult to conduct. There must be considerable reliance on observation. The degree of difficulty will depend on the skills or attitude being evaluated. There is little doubt that management skills and attitudes, interpersonal or social skills and attitudes generally will be most difficult to evaluate.

INSTRUMENT AND TECHNIQUES OF EVALUATION: The major instrument of evaluation is the Questionnaire.

The Questionnaire as an instrument of evaluation:-

The questionnaire is a set of written questions through which a respondent gives his opinion on issues raised. It could be open-ended or close-ended. Open-ended and close-ended questionnaires are best used for test of knowledge of principles and applications. The major advantages include its simplicity, straight forwardness and objectivity. It is easy to analyse and elite concise answers especially if it is close-ended questionnaire.

TEST AND MEASUREMENT TECHNIQUES OF EVALUATION:

- Oral question and answer session in course of training to test understanding.
- Observation of practice of individual training or group of trainees at work after training for some times, this is also combined with support interview.
- Structured and unstructured interviews which are also oral and may demand only Yes/No answers or allow respondent to make own statements.
- Audits: A further modification of the use of the questionnaire involve an approach known as an Audit, usually carried out to provide a clear picture of work in an organisation. For instance, a trainer may wish to

evaluate the result of an MBO (management by objective) programme as a management development system among a group of trainees to determine:

(a) To what extent an MBO is practiced in the organisation.

(b) An indication of where further training is seen as necessary.

<u>**ASSESSMENT OF TRAINERS BY TRAINEES:**</u> Apart from assessing the content of the course, evaluation of the trainers can also be made by having the trainees to assess him on the following:-

- How well he introduced the subject.
- How well he described the subject.
- How well he out line the content.
- How well he out line approach.
- How well he build up session up logically.
- How well he used Questions, aids, brainstoming.
- His grasp of the subject.

<u>**WHO EVALUATES A TRAINING:**</u> Evaluation is usually carried out by:-

- The trainer.

- Top management of the organisation.
- External assessors.
- The trainee.

The training evaluates to see the worth of his effort. He wants to see the ultimate change of behaviour, which his training has yielded at the stage when training is going on and immediately after training. Evaluation is certainly the responsibility of the human resources developer.

Top management must evaluate because the final evaluation is clearly a managerial function. Since top management decides and approves what will be spent on manpower development in the organisation, it cannot afford to leave evaluation of its corporate responsibilities. It must evaluate to find out it training had yielded returns for the high investment expanded on it. Sometimes, top management can invite external assessors to carry out evaluation.

For a balance independent and un-balance view, external assessors are reliable for evaluation purposes. But it is not all programmes that would require external assessors. In training involving top management, where a genuine independent view is required to tell top management where it erred etc, external assessors may be invited.

The training can evaluate a programme to see hoe effective the trainer is and how adequate the training materials have been evaluation by the trainee makes the trainer prepare well.

ADVANTAGES OF EVALUATING A TRAINING PROGRAMME:

There are many advantages of evaluating a training programme. Some of which are:-

- It helps the trainer to determine if he has value to spend on training.
- Since training is a very expensive venture, there is a need to know if the value of money, time and other resources spent were worth it, evaluation will give you this.
- Evaluation tells the trainer if his training has been effective.

Effectiveness of training is often reflected in terms of the improved efficiency of the trainees on the job. This is in turn reflected in wastages, time spent, accident rate etc.

- Evaluation tells the trainers areas of weakness in his training. It also points to areas of strength. When such weakness are observed, the trainer is able to correct the faults. Also, he is able to re-emphasize the areas of strength in future runs of the same programme for the benefit of other trainees.
- Evaluation tells the trainer how adequate his facilities, equipment supplies and training aids are. If these are not adequate, objective evaluation points to what is lacking and what should be.
- Evaluation tells the trainer if his effort, time etc, are worth the while, if his training packages are adequate, if there is a need for modification and if he has performed well.

Finally, evaluation results help the management of the organisation receiving the training to know if their training policy is justified or not. If their training plain and programmes are desirable or not.

Evaluation is a logical necessity, it should be related to objectices and considerations of cost effectiveness must be considered by a training officer making recommendations, cost benefit analysis for what it is worth should be left to top management. Since training is desirable to improve knowledge, skills and attitude, evaluation cannot be ignored. If nay change of behaviour is to be determined, it can only be done through the process of evaluation.

FOOT NOTE

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CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 INTRODUCTION:

This chapter deals with the sources of data collection, measurement and analytical techniques used in writing this project. It also highlighted on the constraints and limitations to the methodology.

Information can be collected through two sources i.e Primary or Secondary or both, the significant feature of this project is the collection of information through both sources.

SURVEY: This survey consists of gathering dada by Interviewing a limited number of people (a sample) selected from a larger group its advantage is that it can get to the original source of Information. The Interview in a survey may be done by the researcher in person, by telephone or mail.

PRIMARY DATA COLLECTION: These are information obtained from informal discussions or information collected directly from the original source(s) (questionnaires, personal interview, observation and survey). The formation obtained from this source is first hand and fresh hence the term primary data. The various techniques used for obtaining these data include:-

INTERVIEWS: This involves asking questions to the respondent, these questions are structured interviews, the wordings and sequence are already given and these have to be follows.

While in unstructured interviews every thing to be followed is at the discretion of the interviewer and is very flexible. Interviewers can alter the questions to fit the situation as they see it. This answer is not satisfactory. More information can be obtained by personal *interview than by telephone or mail. The major limitation of this* method is the length of time needed to consult the interview and the probability that the researchers physical presence many have affected the responses received. The researcher's advantage of long association with some of the key members of staff of an organisation and some ordinary members will enable him to have some informal discussion with them and generally Interview them freely. In the process of the Interview open – ended as well as close ended questions techniques were used freely so as to allow the Interviewees to respond openly and positively without any prejudice Questions relating to the employees previous performance, (before under going training) and present performance (after under going the training) were asked so as to be able to compare performance before and after to see whether it really help in Improving their performance, and other related questions that are relevant to the subject matter.

QUESTIONNAIRE: These are prepared questions with some space in between for the respondent to fill in. These could be mailed to the prospective respondent s and having them return the completed form by mail. It can also be administered personally. It is advantageous because it is not hampered by Interview bias or problems connected with the management of Interviewers, it is also economical. It is more useful in broad national survey. More so, if the respondents remain anonymous they are more likely to give true answers because they do not feel the need to Impress the Interviewer.

The limitations of questionnaire are:-

- The reliability of the questionnaire returned especially when the returns are anonymous.
- The questionnaire must be reasonably short and the questions very simple because there is no way to explain a puzzling question.
- There is no opportunity to get additional data by observation.

A simple questionnaire (structured) was designed and administered so as to obtain "bias free" information on the study.

Although, most of the data connected is through personal interviews, the questionnaire was designed to support data already collected. Also one to restrictions on information disemination in the federal public service, the respondents are always relevant to put in written answers to questions put to them.

However, being a participant in the training programme of the any organisation, answers were obtained with less restriction.

OBSERVATION: Data is collected by this method, by observing some actions of most of the respondents. The Interview though structured has Immensely provided the necessary responds from the respondents.

The Interview, questionnaire and observation used are likely to be subjective as most of the respondent are personally known to this writer.

SECONDARY DATA COLLECTION METHOD: This refers to the published data relating to the topic of study, this could be collected through external and Internal sources. The external sources are made up of text books, government publications, Journal, Newspaper, pamphlets etc.

The Internal sources refer to the organizational records such as the revenue collections for the period under study. Copies of letters written to tax payers and in some cases the resultant effects of there letters.

Both letters and records of collections were used in data collections, and carefully analyzed In chapter iv.

3.2 STUDY POPULATION:

The federal Inland Revenue service Kaduna had four operational offices:-

1. **ZONAL OFFICE:** This is located at No.1 Constitution Road Kaduna. This office represents the top level management. It co-ordinates the affaires of the North/Western States of the Country. These are Kano, Kaduna, Jigawa, Katsina, Sokoto, Kebbi and Zamfara State.

   With a Staff strength of thirteen, it is headed by D.D.T; Deputy Director of Taxes, Grade level 16 in the Federal Public Service. Others are five middle level management staff, the rest are junior officers.

2. **AREA OFFICE:** Located at Broadcasting Road Kaduna. It has the Largest Staff Population in Kaduna. It Is headed by A.D.T; Assistant Director of Taxes Grade Level 15. Sixteen of its Staff are middle level management Staff. Thirty-two are Junior Officers.

   This office has one of the most important responsibility in Revenue Collection machinery in the State. It has the sole authority to issue tax clearance certificates to limited liability companies throughout Kaduna State.

With fourty-nine members of Staff its operations makes impact throughout the State in the collection of company income tax, with-holding tax and capital gain tax in the State.

3. **VAT OFFICE I**: Located at No. 8 Alkali Road Kaduna. Its Staff strength is thirty. It is headed by Principal Inspector of taxes Grade level 12. Seven middle level management staff, the rest are junior officers. Its operational jurisdiction is restricted to Kaduna North Local Government only.

4. **VAT OFFICE II**: Located at Habib Bank building Kakuri Kaduna. Its Staff strength stands at fifteen. It is headed by Assistant Chief Inspector of Taxes. Four of the staffs are middle management, others are junior officers. The total population is 107 this is without domestic staff.

3.3 SAMPLING METHOD (SIZE):

There is no even representation among the population in terms of qualification, position, experience and job performance. However, three distinctive samples were made as follows:

(a) **TOP LEVEL MANAGEMENT:** This refers to head of units not minding their level at the federal public service. This is because they all have similar if not the same responsibility towards other member of staff i.e supervision, assessment, evaluation and reporting.

(b) **MIDDLE LEVEL MANAGEMENT:** This involves officers from level 7-10. They constitute the operational and professional strength of the offices. The ability of this group to perform effectively can easily translate into the efficiency or otherwise of Inland Revenue Kaduna. These are the group that handle the professionalism of tax assessment and collection and is the group studied by writer.

(c) **OTHERS:** this refers to the employee's level six and below. They constitute supportive and other administrative staff. Their functions does not easily translate into the corporate performance of the organisation. This is not to consider the group as irrelevant, rather it does not constitute the sample for the study.

Group B above is the focus of this study. This group has 32 members who were further categorised into three sub-group.

1. **<u>INSPECTORS OF TAXES</u>:** These are the main professionals. After university education, they were trained (Special) by the Federal Inland Revenue Service. They were usually recreation from disciplines like law, Accounting, business administration and economics. These group usually rise to top level management.

2. **<u>EXECUTIVE OFFICERS</u>:** These are graduates of polytechnics with higher national diploma in any of the disciplines mentioned above. They are usually given on the job training in taxation and administration. They mostly specialises in administration.

3. **<u>OTHER EXECUTIVE OFFICERS</u>:** This group constitute those employees that many rise to middle management due to long years of service. Their operations is mainly in office administration. The middle level management groups, of inland revenue Kaduna were carefully group and analysed as will be seen in chapter IV

FOOT NOTES

1.	J.K Yere	Lecture notes on Reseach methodology Buad 765 Year 1998
2.	Federal Inland Revenue Service Information Circulars	No. 9701 of Jan. 1997 No. 9902 of Jan. 1999 No. 9304 of Jan. 1994
3.	Informal discussions with Assistant vat Officer 1 F.I.R.S Kaduna.	Vat office 1 F.I.R.S Kuduna September, 2000.

CHAPTER FOUR

PRESENTATION OF DATA AND ANALYSIS OF FINDINGS

The data obtained is presented and analysed in this order:-

4.1 Introduction

4.2 Briefs on methods of REVENUE COLLECTION PROCEDURES

4.3 PERSONAL INTERVIEWS

4.4 QUESTIONAIRE RESPONSES

4.5 TEST OF HYPOTHESIS

4.1 **INTRODUCTION:** This chapter analyses the responses of the research conducted through the various methods of data collection i.e Secondary data collected through literature works and primary data through Interviews, questionnaire and informal discussions.

The Respondents of the questionnaire were a small sample of the population of TAX – paying public selected carefully on the basic of their commitment to tax obligations. These are those that did not default in the monthly vat returns for the past twelve (12) months.

The Interview spanned through companies carefully selected on the basic of their commitment to tax obligation. These are companies that settled all assessments raised on them in the last one year i.e company income tax

Informal discussions were held with Inspects of taxes scheduled with the responsibility of ensuring that companies were professionally assessed and, supervising unit-heads were Informally interviewed to comment on the Impact of training and development on the middle level staff.

4.2 REVENUE COLLECTION Briefs on method PROCEDURES:

The federal Inland Revenue Service is vested with the responsibility to Generate Revenue ,for the federal government from taxable Incomes. There exist various legislation's which grant authority to this department to collect TAX.

A. THE COMPANIES INCOME TAX ACT:

Cap 60 Law of the federations of Nigeria 1990 (cap 60 of Income L.F.N 1990). This law deal with the taxation of all limited liability companies in Nigeria though it was amended by decree 3 of 1993, decrees 30,31 and 32 of 1996.

When a company is incorporated, the register of companies is supposed to notify the F I R S, furnishing the details to Include the name, and locational address of the new company. This is not a legal requirement but rather an administrative arrangement that brings all potential corporate taxpayer into the tax net Immediately they become legal persons. A file is the opened for the new company and the sponsors are contacted for more Information about the new company. For this purpose, there is a standard questionnaire which is sent to any of the directors to respond to the details are as follows:-

i. The full name of the company
ii. The full locational address of the company
iii. The address of branch (or branches)
iv. The line (s) of trade
v. The names and address of the directors of the company.
vi. The date of the company Commenced (or Intends to commence) business.
Vii The name and address of the auditors of the company (if already apprental

The answers to the questionnaire is to be sent to the F I R S along with the following documents:-

i. *a certified copy of the certificate of incorporation*
ii. a copy of the memorandum and articles of association of the company duly stamped.

All these documents are put in the permanent note jacket (PNJ) for future reference while the company is expected to submit annual returns of its activities these after. Before a company commences business, it is supposed to submit only statements of affaires.

This will reflect its pre-commencement status. However, when it commence business, it is expected to notify the F I R S promptly and submit annual activities retune henceforth.

<u>CHARGEABLE PERSON</u>:- *A company is chargeable to tax :-*

i. In its own name or

ii. In the name of any principal officer, attorney, factor, agent or representative of the company in Nigeria or

iii. In the name of a receiver or liquidator.

The principal manager of a company shall be held responsible for any tax matter that have to do with his company. This is quite important since every company though a legal person can only act through its management and other responsible staff.

The Board of the F I R S in Nigeria has power under the law to appoint any person by notice in writing as agent of any company and the person so declared as agent can be require to pay any tax liability of the company of which he is declare an agent from any money that may be due from him to the company. Such appointed agent cannot refuse or else the debt shall be recoverable from him from his own resources.

B. **VALUE ADDED TAX:** "VAT is a tax on the supply of goods and services which is eventually borne by the final consumer but collected at each stage of the production and distribution chain"

Generally, value is added to a good when it appreciates in appearance, intrinsic value utility.

These takes place in one or two or all of the following three ways:-

i. By altering its from thereby improving its usefulness or attractiveness (eg by Manufacturing, Processing, Drying, Frying, Roasting etc)
ii. By moving it to an area of higher need or where it is scarce, through storage thereby making it available at a time of higher need or allowing it to ferment.

It is the taxation of these created or added values that is known as **Value Added Tax.**

4.2.1 **TYPES OF VAT:** There are three types of VAT:-

THE CONSUMPTION VAT: Under the consumption variety, capital purchases are expensed. This means that they are treated like the purchases of any other inputs such as raw materials. The implication of this is that taxes paid on the capital goods are deducted as input taxes from the output taxes fully and immediately. Thus, the tax burden of capital purchases are passed on the consumer rather than being borne by the tax paying company. Thus companies are encourage to expand their business. Another advantage of the consumption VAT is that it is easier to compute since the company does not have to separate expenditures into Capital and Revenue to know on which taxes have been levied. This form of VAT is the most popular with the advanced nations of the EUROPEAN Union.

THE INCOME VAT: Under the income form of VAT, the tax paid on Capital inputs is amortized over the expected life span of the asset. This means that it is rebated from the output tax of the firm on an equal (or other worked out) basis over the life span of the asset. The treatment is much like the deduction of capital allowances with the difference being that which capital allowances are set against assessable income, the input VAT is amortised against the output tax of the company.

THE GROSS PRODUCT VAT: Under this types of VAT, no deduction of VAT on input of capital purchases is allowed against the firm output tax. This means that the tax on capital purchases has to be borne fully by the company. This type of VAT does encourage industrial expansion as it makes plants and machinery more expensive. However, such taxes are allowed to be capitalised for the purpose of capital allowances chains.

This is a small consolation since the reliefs are not immediate. This is the type of VAT that Nigeria has adopted.

METHODS OF CALCULATING VAT:

(a) **THE CREDIT METHOD:** Under this method, the VAT payable to the government is calculated by the following three steps:-

i. Multiply purchases by the tax rate to determine the tax.
ii. Multiply the sales by the tax rate to determine the output tax.
iii. Deduct the input tax from the output tax to arrive at the remittable tax.

(b) **ADDITION METHOD:** With the addition method, the taxable firm calculates the value added by adding all earnings of all the four factors of production employed by the firm. These are rent for land, interest for capital employed, wages for labour engaged and profit for entrepreneurial ability. The result of the addition will be the value added which is then multiplied by the tax rate to get the remittable tax.

(c) **THE SUBTRACTION METHOD**: Crediting what you have paid to what you received is a form of subtraction. What is subtracted though, is the input tax from the output tax. In pure subtraction method however, what is subtracted is the purchases from the sales to arrived at the value added.

The value added is then multiplied by the tax rate to arrived at the remittable tax.

ILLUSTRATIONS:-

A wholesaler made sales of N500,000 in August.

He also purchased stock worth N300,000 during the month.

Calculate the remittable VAT in the month of September assuming that the rate of the tax was 10%

CREDIT METHOD:

Output tax is 500,000 x 10%	=	50,00
Input tax is 300,000 x 10%	=	30,00
Remittable tax	=	N20,000

SUBTRACTION METHOD:

Sales	=	500,000
Purchase	=	300,000
Value added	=	200,000
Tax rate of 10%	=	N20, 000

ADDITION METHOD:

N90, 000 as Wage expense

N60, 000 as Rent expense

N30, 000 as Interest payment

N20, 000 as Profit made

N200, 000 is the total untaxed input

Tax base or value added is N200, 000

Tax Rate at 10% N20, 000

For the same firm, it could be seen that the save tax payable of N20,000 is arrived at irrespective of the method of calculation adopted provided they are correcting applied. If the base of the tax rate are the same the method of calculation will not affect collections.

The federal Inland Revenue Service has the sole responsibility to assess, collect, and Account for taxes. As such tax assessments shall now be considered.

A. 4.2.2 TAX ASSESSMENTS:

This is the whole process of measurement of a taxable person's tax obligation and putting him on notice in respect there of. The modus operandi for achieving this depends on the provisions of the tax laws of the system concerned. Generally however, it will Involve:-

i. as certaining the base or the assessable profit of the tax

ii. granting all the reliefs and allowances as may be prescribed by the law and

iv. applying the relevant tax rate

Depending on the provisions of the relevant laws, It may or may not also involve the Insurance of a notice of assessment and serving same on the taxpayer.

CLASSES OF ASSESSMENTS: There are two broad classifications of assessment – official assessment and self assessment.

i. **OFFICIAL ASSESSMENT:** This is also known as Revenue assessment or government assessment, under official assessment, the tax obligation is established by the tax authority and communicated to the taxpayer in a notice. The calculation of the tax payable may be based on the tax payers returns or it can be estimated on best of Judgement.

By their nature, official tax assessments are open to disputes since, naturally the assessor wants to establish the maximum possible tax Indebtedness while the tax payer wants the minimum tax obligation. The tax payer is therefore allowed a period of 30 days from the date of service of the notice of assessment, to object to an assessment if he is so Inclined failing which he has obligation to pay the tax as stipulated by the law.

ii. **SELF ASSESSMENT**:- Unlike official assessment, self assessment is a system under which the tax payer is entrusted with the responsibility for assessing him self the tax and paying the assessed tax as stipulated by law. Self- assessment is also an original assessment but to a fair degree, the system eliminates objections and protracted arguments which are a characteristic features of many original assessments.

TYPES OF ASSESSMENT

There are many types of assessment of which the following stand out clearly: -

1. **ORIGINAL ASSESSMENTS:** This is the main assessment of a particular year of assessment. It can be based on either the submitted returns of the tax payer or on the assessments best of judgement. Original assessments are raised when the stipulated period for submission of tax returns have lapsed whether such returns have been submitted or not. There are two types of original assessment:-

A. <u>CURRENT ASSESSMENT</u>: *This is the first or original assessment* for the current year. It can be based on submitted returns or on best of judgement.

B. <u>CURRENT BANK YEAR</u>: This is the first or original assessment, but relating to a bank (or past) year. It can also be on either submitted returns or on the assessment best of judgement.

2. <u>ADDITIONAL ASSESSMENT</u>: Where there is deficiency in the first or original assessment, and it is considered that there is need for more tax to be paid, an additional assessment is issued to take care of the difference. Additional assessments result from fresh introduction or disallowance of expense items in the accounts. It can also be issued where tax payable per accounts exceeds an assessment already issued on best of judgement of the assessor.

3. <u>AMENDED ASSESSMENT</u>: An amended assessment is one that is issued as a result of a valid (successful) objection to an original assessment. It is a replacement of an original assessment since it is wrong to issue a partial discharge of the original assessment in a situation in which it carries a higher tax than is warranted. Where an objection is successful, and a new tax is agree upon, the original

assessment has to be discharged and an amended assessment issued.

4. **REVISED ASSESSMENT:** A revised assessment is not as a result of agreed tax liability between the taxpayer and the tax assessor as with amended assessment. Rather it is an assessment issued at the discretion of the Revenue and under which the Revenue reserves the right of subsequent upward or downward review. At times a revised assessment is issued along with a notice of Refused to amend. When this is done, it represents a clear signal from the Revenue that even under the threat of litigation, the assessment in question will be retained. The same form is used for issuing notices or revise assessment as well as notices of Refusal to amend.

B. 4.2.3 TAX COLLECTION:

There are no universally established principles of tax collection as with tax assessment. Each system fashions out collection rules and regulations that are most effective as both collection weapon and as deterrence failure to pay.

Naturally, every system expects tax payment where there is no objection and it is neither in the interest of the tax payer nor of the Revenue for areas of tax to spill over to subsequent tax periods.

In Nigeria a number of measures have been put in place to ensure prompt payment of taxes. These measures are a mixture of carrot and stick approach whereby one is rewarded for prompt payment and sanctioned for tax delinquency.

These measures include provisional tax payments staggered (or instalmental) payments, imposition of penalties, collection of interests, deduction of tax at source (or with holding of taxes) etc.

PROVISIONAL TAX: One feature of Nigerian taxation is that a company has up to six month after the en of its accounting date to prepare, audit and submit its returns for the outgoing trading period. This fact is inimical to tax payment as and when due since no sensible company can be expected to keep part of its profit aside for six months until assessment is issued. Such funds will be employed in the business and when the returns are eventually submitted and assessment made; it may not be convenient to raise the cash in good time.

One good measure designed t ameliorate this problem, is the provision for payment of provisional tax. In Nigeria, limited liability companies and public listed companies (PLC) are obliged by section 59 (1) of CITA CAP 60 LFN, 1990 to pay the equivalent of the tax paid in the immediately preceding year of assessment within three months of commencement of the new year of assessment.

Provisional tax is not a separate type of tax but rather a collection device. Assessment years commence on 1st January each year and by the end of march all companies are supposed to have paid their provisional tax except those that may have made special payment arrangement with the Revenue. A company can avoid the payment of provisional tax by simply submitting its Audited acionts and tax returns early enough which would be sometime in January. Provisional tax can be paid in one lump sum or an arrangement for a staggered payment can be concluded with the Revenue provided the following two conditions are met:-

i. The instalmental payment must begin in January.

ii. The last installment must be paid latest 30th April of the year.

This means that the monthly installments cannot exceed four in number.

PENALTIES AND INTEREST FOR LATE PAYMENTS:

Interest and/or penalties are charged for late payments of tax in Nigeria, this is to serve as a disincentive to tax payers who may want to trade with tax money for as long as possible or keep it in the bank to earn interest at the expense of the government.

Interest is not an alternative to penalties but rather an addition to it in instance of late and deferred payments. On the other hand, a penalty is imposed for late payment of tax.

In the case of self assessment, penalty starts to count from the due date of payment but interest starts to count from a day after the due date of payment .

As for provisional tax, penalty starts to be reckoned from 1st January of each year which is the due date of payment while interest is calculated from 2nd January which is a day after due date of payment.

Government assessment, penalty is charged from the date the assessment was issued but interest is reckoned a day after the notice of assessment is served.

WITHHOLDING TAX: Contrary to general believe, withholding tax is not a type of tax but rather a tax collection device that can be built into any type of tax. It is a system in which a debtor is empowered by law to withhold a certain percentage of the money due to his creditor and pay it over to the government in liew of the tax to be paid later o that sum by the creditor. It is a deduction at source that is applicable to payments such as Salaries, Wages, others etc.

STAMP DUTIES: These are fees paid to government for the conferment of legal recognition an instruments. For the purpose of stamping, an instrument is defined as every written document.

Thus, if a transaction is effected orally or by gentlemen agreement or arises from the conduct of parties to the agreement (such as a lady thumbing a taxi car and entering it without even greeting the driver) there will be no document to stamp and there would be no duty to collect.

Stamped instruments have the "STAMP" in the appropriate assessment amount affixed on them and a copy is loged with the commissioner of stamp duties. In the event of a legal adjudication on such stamped instrument, the copy lodged with the commissioner of stamp duties serves as an independent evidential material to the law count on both the fact of the existence of the document and the fact that it was duly stamped and duty paid there on.

These functions were provided by the provisions of Stamp Duties Act Cap 411 LFN 1990.

- <u>**CAPITFAL GAINS TAX**</u>: Capital gains arise when there is a sale, an exchange or other disposition of properties known as chargeable assets. Such properties include plants, machinery, buildings, lands etc; either situated in or outside the country.

One important characteristic of capital gains transactions is that they are once and for all, irregular incomes as opposed to recurring and regular ones like salaries, rentals, dividends, business incomes etc.

Profits and loses from sales of asset are not brought into account in the determination of business profit simply because they are not business profit. Rather, specific special provisions are applied when assets are sold leading to either balancing allowance or balancing charge.

When an asset is less than the tax written down value of the asset, the difference is balancing allowance.

When the sales proceed of an asset is more than the tax written down value but equal to or less than the original purchase price of the asset, the difference constitutes balancing charge.

For now the rate of CAT is 10%. This is provided under the capital gains tax act cap 42 LFN 1990.

- **PETROLEUM PROFIT TAX**: Petroleum profit tax in Nigeria is now guided by the provisions of the petroleum profit tax act cap 354 LFN 1990. It is a codification of the petroleum profit tax ordinance No. 15 of 1959 which took effect from 1st January 1958; and all it's amendments up to 1990.

PERSONAL INCOME: This is codified by decree No. 104 of 1993. The Federal Inland Revenue Service has its jurisdiction to asset the following categories of incomes of persons:-

- Residents of Federal Capital Territory
- Staff of the Nigeria Mission abroad
- Arm – forces and other persons, prisons and other Para –Military Services in Nigeria; including Police.
- Persons resident outside Nigeria who derive profits or income from Nigeria.

These are forms and methods the F I R S assess and collect tax for the government.

C. **<u>ACCOUNTING FOR TAX COLLECTIONS</u>**: Since, to assess and collect tax are the primary objectives of Revenue functions the only control mechanism is to account for the tax to the government.

The Federal Inland Revenue Service have mandated certain commercial Banks to collect revenues on its behalf. Tax payers are directed to write cheques with the name of the type of account to which their taxes relates. Copied of their assessment are to be used in making payments at the banks.

The following are examples of how cheques are to be drawn for specific payment of taxes:-

F G N – F I R S – VAT ACCOUNT

F G N – F I R S – INCOME TEX ACCOUNT

F G N.– F. I R S – WITHHODING TAX ACCONT

Appendix i, ii are specimen of assessment notices for Vat and company income tax.

Banks also make a daily summary of all payment received on behalf of Inland Revenue. A summary of cleared funds is sent to the respective offices of Inland Revenue which enable the department to issue official receipt to the tax payer.

The entire functions of Inland Revenue Servers other wise is a reflection of the quality of manpower it has in its service.

4.3 <u>QUESTIONNAIRE RESPONSES</u>:

Out of the total of 43 questionnaires distributed to the respondents consisting mainly officers of grade level 07 – 09 of Inland Revenue Kaduna, only 24 responded. This represents 56% of the questionnaires distributed to the respondents.

Questions number one to seven are about the personal data of the respondents except questions number five which seeks to know the years of experience of the respondents with the department which is aimed at determining the mean number of years of all the respondents to determine the quality of their responses.

The sum total of their years of experiences with the department is two hundred and twenty one years (221) their mean year of experience was five (5) years which was a significant time to gain experience. for this the quality of their response is not in anyway doubtful.

To find out whether they have attended any training since joining the department, a question was asked and majority accepted the fact that they have undergone various types of training within the organisation.

On the effect of such training and development attended on the performance and effectiveness of the respondents, majority were of the opinion that it has tremendously improved their performance and effectiveness.

TABLE 4.1 ATTENDANCE OF TRAINING (SPECIAL)

RESPONDENTS	NO	PERCENTAGE
Those who had undergone Training	21	87.5
Those who did not undergone Training	3	12.5
	24	100%

SOURCES:- Questionnaire to middle level officers of Federal Inland Service Kaduna.

The above table shows that majority of the respondents have attended the inspector of taxes course organised by the Federal Inland Revenue Service. Thus Indicated the commitment of the department to the training of staff. Only 3 respondent representing 12.5% of the officers have not been trained for the simple reason that they have just been employed in the department.

Those fully training among the respondents are 21 representing 87.5%.

TABLE 4.2 TYPE OF TRAINING ATTENDED

TYPE OF TRAINING	NO OF RESP.	PERCENTAGE
Induction	24	100%
On the Job	24	100%
Special Course	21	87.5%

SOURCES: Questionnaire to middle workers of Federal Inland Revenue Services Kaduna.

The above table shows the various types of training that the various respondents have benefited from: It can be clearly seen that almost all the employees must undergo any Induction course which nigh spanned from one to fifty – four weeks depending on the period of the employment. Employees recruted immediately after a training session will have to wait linger period of induction.

On the Job training is a training session that spans throughout the entire period of an employee service with the organisation.

Specialised courses are usually organised by the department preliminary inspector of taxes course is design to prepare employees to the task of Revenue collection and its applicability to real life situation. Officer of grade level 08 are usually training for a period of four to eight weeks depending on the needs, offer which an examination is conducted to assess the understanding of the trained employees.

Under specialised courses, employees are some time sent abroad to acquire training sessions.

TABLE 4.3 <u>OVER SEAS TRAINING IN AMERICA</u>

Those who attend	Nil	0%
Those who did not attend	24	100%

The above table indicated that non of the respondents under went any foreign training. This may not be unconnected with the European Unions Sanction on Nigeria on Technical Aids to protest long military rule in the country.

However, with the new democracy in the country, majority of the respondents express their hope that all these sanctions will be lifted and training (abroad) will resume.

TABLE 4.4

On whether Training and Development has assisted in enhancing employee performance and effectiveness

RESPONSES	NO OF RESPONDENTS	PERCENTAGE
YES	4	100%
NO	-	0%

SOURCES: Questionnaire to the four unit heads of Federal Inland Revenue Service.

From the above responses, it can easily be understood that the unit heads who are settled with the supervision of the performance of the employee. They all agreed that Revenue collection has not only improved in American terms but also the quality of assessments and correspondences with tax payers has greatly improved.

"Appendix" iii & iv..show the level of VAT collections for the years 1999 and 2000.

"Appendix" v is a specimen of query raised against a company and the schedule of expected additional tax payable.

In all, all the respondents (100%) unanimously agreed that training and development are the key factors for effective revenue collections.

"Appendix" vi is a specimens of additional tax liability raised against a potion of the assessment, however it reveals how additional tax is arrived at after services of communication with the company.

TABLE 4.5

COMPANY'S COMPLIANCES TO ADDITIONAL ASSESSMENTS ON VAT AND CO MPANY INCOME TAX:

	AVERAGE OF COMPANIES	PERCENTAGE
Those that settled assessments	4	16.64%
Those that arranged installment concessions	6	25%
Those that objected and won on technical ground	Nil	-
Those that objected and won on Immanitation ground	3	12.5%
Those that are silence	11	45.83
Total	**24**	

SOURCES: Questionnaire to inspector of taxes.

The table above indicates those companies that were subjected to additional tax after they have settled what they believe is the only tax payable by them. Out of the 24 responses only four voluntarily accepted and settled the additional assessment issue to them; immediately.

Six companies arrange to settle the additional tax instalmentlly.

Three companies have their additional assessments waived on the premise of ignorance, first time offenders, or natural causes.

Element of the total remained silence or adamant to the additional assessments issued to their. This does not means incompetence but to give time for reckoning.

None of these companies successfully objected to additional assessment and have them waived. This is a reflection of the level of professionalism with the trained staff of Federal inland Revenue Service Kaduna.

Tax – Paying companies are noted for patronizing tax consultants, specialist and other professionals to minimise their tax incidence, but cannot easily escape the trained officer of Federal Inland Revenue Service Kaduna.

.3. **PERSONAL INTERVIEW:**

To further compliment the data obtained from the questionnaire, the researcher was able to interview two persons from VAT office I and VAT office II Kaduna. There offices were selected due to their monthly application of vat rules rather than Area office (company income tax office) whose operation are on yearly basis, and zonal office which is were for co-ordination and general administration.

The format of the interview (see appendix vii) was thoroughly discussed with the interviewer.

Bellow are the findings from the interview:-

Interview with the Assistant VAT OFFICER VAT I

This interview revealed that this officer has worked some where else before joining the Federal Inland Revenue Service in January 1995. He has experience that spanned from private companies to other government establishement.

He proved to be very conversant with impact of training and development to Revenue collection in relation to personnel performance. When asked about the number of trained officers in the office he promptly answered by saying that (17) seventeen. This comprises both junior and senior level. But only five (5) are inspectors of taxes.

On whether the department has a training center, he responded by saying that they have a standard training school at Ebute Meta Lagos. It is usually headed by senior management staff. It is fully equipped with modern facilities. Some time outside consultants are employed to assist during a training session.

On the provision of adequate training and development opportunities to all employees, he said, provision of such facilities have never been a problem because the management has attached great importance to training and development of all staff. Infact junior officers are annually subjected to series of training at the Federal training centre. This is because management believe that it is when train staff that they can perform their duties effectively.

Other opportunities abound to the employees is through sending them to overseas training. It is on record that since 1993 management annually send selected officers to overseas training. Unfortunately no officer was send from kaduna for any foreign training since 1995

Seminars and workshops, are fully exploited by Revenue staff in Kaduna. Recently a workshop was organized at Hamdala Hotel Kaduna, staff of various levels were Invited and papers were presented, questions were asked. To a large extent staff were enlightened on the various tax collection procedures.

Re-enlphasised to know his response on the category of workers that are trained most, he was quick to say that they provided training to all categories of workers but they give priority to Inspectors of taxes- This Involves employing professionals, consultants to assist in the training of this category of staff. While other employees enjoy the assistance of the federal ministry of labour and productivity at the federal training centre for their annual training.

On the effort the training department is making towards making it one to be reckoned with in terms of effectiveness and efficiency in the organization, he responded by saying that no officer of Revenue get promoted without passing a prescribed examination. In other words all categories of staff must undergo a training section and must pass a prescribed examination before he could be considered for promotion.

When asked whether the training and development they extended to the employees really improves their performance and effectiveness, he responded by saying that it really improve their performances and effectiveness, Infact it was because of this that the Department is able to exceed their it was because of this that the department is able to exceed their Revenue target an vat collections since 1994 to year 2000. He said their office is able to exceed the federal target due to good performance of the trained officers deployed to the state.

On how the management attend to the department's financial obligations, he said due to commitment to training, every year special budgetary provisions is made on training and development. And at no time was such provisions directed for other projects. This Indicates management's commitment's to the training and development programmes of the departments.

INTERVIEW WITH AN INSPECTOR OF TAXES: Most of the questions asked and responded by the assistant vat officer tally with what this officer replied except some additions by the Inspector like the issue non – regular promotions in the department. He argued that even when an Inspector passed the prescribed course his promotion is not automatic. He has to audit for an existing vacancy and quota allocation of vacancy to his state of origin. This he believe greatly affect employee moral and effectiveness.

This and many other problems posed a problem to the effectiveness of the employees.

INFORMAL DISCUSSIONS: Here the discussion the Researcher had with an employee of the organisation centred on how training has assisted the staff performance and effectiveness. He proposes that if staff training could be conducted on b1 annual basis it could greatly reduce the level of performance cost.

He provided the Researcher with the sample of the general feedings of the employee about the management. Most employees complained about non –regular promotions of staff to the nest levels.

He contributed immensely in providing the various methods of vat collections.

4.4 TEST OF HYPOTHSIS:

Three hypothesis were developed which guide the researcher in collecting data that can assist in writing the project and at the same time assist in Knowing or determining the stand of the data collected and the assertion that training and development is a tool for improving employee performance and effectiveness, it is in the height of this that questions related to this were asked in the questionnaire and the interview format to guide the researcher in testing the hypothesis.

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H_o – Training and Development does not play any significant role in improving employee performance and effectiveness.

The above hypothesis is related to question in table 4.4 to the unit heads of the four Inland Revenue Offices in Kaduna, which reveled that all the unit heads unminously agreed to the fact that it really plays a significant role in improving staff performance.

The assistant vat officer VAT I also in the interview conducted testify to the above statement. This left the researcher with no alternative but alerting the null hypothesis.

H_o – Training and Development of the employees has no significant effect on the growth of Revenue Collections.

Table 4.5 is related to this hypothesis.

The researcher is able to verify how companies were subjected to additional assessments by the Federal Inland Revenue. Out of 23 companies assessed to additional tax 4 already settled the assessments. Six pleaded for Instelmental concessions. Three have the additional assessments waived on concessional grounds. Ten remained silence which implies that the assessments are valid and collectible.

This position has provide how additional assessments become undisputable facts.

H_o – Federal Inland Revenue Service does not effectively employs training and development techniques.

Tables 4.1, 4.2 and 4.3 is related to these hypothesis.

87.5% percent of the respondents have attended social inland Revenue training course.

All the respondents have undergone induction courses and are always undergoing on the job training and evaluations.

Although non of the respondents travelled for the united states training course of Inland Revenue, it is noted that on the job training is capable of transmitting knowledge to the rest members of staff.

In all the null hypothesis have been proved to be more inclined to the Training programmes of Federal Inland Revenue Service Kaduna.

SOURCE: united kingdom statement of standard Accounting practice (SAP) No. 5

APPENDIX II

INTERVIEW FORMAT:

1. How long have you been in this organisation.
2. Does Department have a training centre.
3. Do the Department officer adequate training and development opportunity to employees.
4. Which techniques of training and development does the organisation adopt?
5. Which category of employees are trained most?
6. What impact does training and development does to the officers trained.
7. Please, comment freely on how to improve this research work.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY:

This Research work tried to identify how Training and Development, if properly implemented can assist in improving employees performance and effectiveness. A case study of the effectiveness of the middle level officers of Federal Inland Revenue Service Kaduna.

The Researcher of this piece had to concede to the fact that the scope of the Research was narrow which was largely because of the smallness of the size of the Research sample.

A lot of previous literature on the subject of the research had been consulted and improved upon. The most current definitions of Training and Development have been carefully discussed for simple comprehension of the two terms. The procedures of Revenue collections have been briefly discussed, and how the organisation employ techniques of training and development has been presented.

In the process of this research work the following tools for data collection were administered:- Questionnaire, Personal Interview and Informal Discussion.

The data obtained from the questionnaire was presented in simple tables and analysed by the use of percentage. Any response that was slightly above 56% was generally accepted as the overall basis for facts, and opinion of the respondents. Also with regard to personal interview the best response or positive response was assumed to be in factor of the question.

5.2 CONCLUSION:

From the data collection and subsequent analysis, the following conclusions was made.

That Training and Development of employees is very vital to the success of any organisation because unless and until an organisation is able to identify those training needs of its employees and take immediate action allot will be left to be desired. By taking bold action to train and develop them means they are preparing themselves for any challenge that may come their way, most especially under democratic government.

Federal Inland Revenue Service, from the Research conducted was found to be employing four different training techniques: Induction, On the Job, Special training and overseas training.

The Researcher was able to found out that the training and development extended to the employees tremendously contributed to the efficiency, and growth of Revenue collections.

It was also established that the organisation do send their employees to over seas training but probably due to the size of the research population, no one was send for the foreign course at Kaduna.

The above findings were confirmed by the assistant vat office VAT I Kaduna, in an interview conducted with him, and he further said that the department have a standard training center at Ebute Meta Lagos.

It was further revealed that all inspector of taxes, and other level 07 – 12 cannot get promoted until they passed the prescribed special course at Ebute Meta Lagos.

Seminars and Workshops are being organised to meet the knowledge requirement of officers (Senior) of the Federal Inland Revenue Service.

Finally, it was found that the training programme of the department is conducted annually in Lagos. All these prove positively to the researcher that Training and Development is really a tool for employee performance and effectiveness.

Conclusively, a money expanded on training and development are money judiciously and wisely spent.

3 RECOMMENDATION:

Any issue that concerns employees performance and effectiveness in any orgnisation is normally varied from different angles. Some look at it from the financial angle, others from the managerial angle, from whenever perspective on look at this issue both the two angles has to be integrated under one umbrella in order to achieve the desired goal, that is money has to made available for smooth running of such important function because a well trained and knowledgeable person even one is better than hundreds who are not trained and lack the sound knowledge to perform, and money has to be spent before such competant persons can be found and properly placed.

Though money are budgeted to the training school, it appears that much needs to be done in order to be able to impact the easy knowledge to the employees.

Also, since Inland Revenue is expanding, there is the need for training sessions to be conducted twice a year rather than an annual basis.

The department should ensure that trained officer are promoted regularly. This will improve their morale and effectiveness.

The training centre should be de-centralise to pave way for other zones to establish zonal training centres for easy evaluation of employee performance.

Finally, I strongly recommend that the management should make use of the principles of management in all its activities in order to achieve its aim and objctives with regard to giving adequate and intensive training to the employees in the Department.

"If you don't train them don't blame them"

APPENDIX I

TRAINING AND DEVELOPMENT FOR EFFECTIVE ERFORMANCE

RESEARCH QUESTIONNAIRE

TARGET RESPONDENTS

Population of Middle Level Officers of Federal Inland Revenue Service Kaduna.

BACKGROUND INFORMATION:

1. Name of Respondent Officer (optional)
2. Position or Designation
3. Academic Qualification
   i. Higher Degree
   ii. First Degree/HND
   iii. ND
   iv. School Certificate
4. Professional Qualifications
5. Number of Years of Experience
6. When were you employed with Revenue department
7. In what capacity or position were you employed
8. Have you undergone some training since employed: YES NO

9. Explain and give details of the Nature of Trainig

10. Have you attended any Over Seas Course: **YES** **NO**

11. Listed below are some methods of training and development generally by organisation indicate the one(s) you benefited from

i. Introduction course

ii. Vestibule

iii. On the Job Training

iv. Off the Job Training

12. How many company(s) are under your schedules

13. Have you ever raise additional assessments on these comanpnies

YES **NO**

14. How many have you assessed to additional tax

15. What are (is) the basis of these assessments:

i. Wrongful conpulation as per tax already paid.

ii. Late submission penalty

iii. Best of judgement assessment

16. Was the additional assessment ever objected by the tax payers **YES** **NO**

17. How was it resolved

18. How does training and development help you to perform the task

19. Comment freely on how improve this research study

APPENDIX II

INTERVIEW FORMAT:

1. How long have you been in this organisation.
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4. Which techniques of training and development does the organisation adopt?
5. Which category of employees are trained most?
6. What impact does training and development does to the officers trained.
7. Please, comment freely on how to improve this research work.

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