THE IMPACT OF TRAINING AND DEVELOPMENT ON WORKERS' PRODUCTIVITY: A CASE STUDY OF NATIONAL MARITIME AUTHORITY. LAGOS

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CERTIFICATION

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DEDICATION

Dedicated to the glory of Almighty Allah, whose shower of blessing is it that, I have a wonderful, understanding and supportive wife; Jummai Muktar Adanko. May her star continue to shine forever.

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My profound gratitude goes to the authors whose books I have consulted over the years. I wish to acknowledge the help of my supervisor, Dr. J. Nwasike, who read the entire manuscript and made useful suggestions and corrections, all of which I have followed.

I owe a debt of gratitude to my many friends, who contributed towards the completion of the study: Tijjani Mohammad, Lt. Adamu, (Aliman), Musa Yahaya Hamza, Mallam Shehu Abdullahi Araga, Malachy Daudu, Nuhu Turaki, Calvin Rubainu, Moh'd Aliyu (Bullet), and the whole bunch in the MBA CLASS, 1993/94 Session, particularly, Kayode Adejumo, Wilson Oni___. Many thanks also go to my sisters, Hajiya Nafisatu Abubakar, Hajiya Fatima Mazangar, Hajiya Hajara Ibrahim and others too numerous to mention.

May the Almighty Allah continue to guide them through their endeavors.

ABSTRACT

Manpower development and training helps to identify any future divergence and thereby forewarn the decision makers to devise measures to prevent low productivity as a result of unskilled human resources.

A shipping industry like the National Maritime Authority Lagos, by the nature of the services it renders attracts a lot of clients. This variety of clients creates the need for expert handling of its services to be able to get the required skilled manpower in the open labour market since different categories of skilled staff must be used, people must be employed to meet up this challenge and given as much training as possible.

This study attempts to evaluate the impact of training and development on workers' productivity using the company as a case study. In pursuance of this study, the research period covers from 1990 to 1995, while the objectives of the study is to critically examine training and development tools and to determine the methods of development instituted by the management of NMA and test their workability.

Employees who have not received adequate training lack the necessary confidence to carry out jobs and there is bound to be constant errors and misunderstandings with their superiors or colleagues.

Therefore, the following findings have been drawn from the study: Up till now the company is very unstable, this is largely associated with under-staffing and constant policy changes by the management; the management staff attitude towards training is negative; and also the company policy on training is discriminative in nature since only technicians and engineers are given more preference to the detriment of other categories of the company's personnel.

As a result of such trend, many staff wishing for progress resigned their appointment for other organisations even when the salary grade levels are the same or even less.

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CHAPTER ONE

1.1 INTRODUCTION

Manpower training and development is one aspect of personnel administration that relates to the organisation and utilization of the human resources.

Decree No.10 (30th April, 1987) by the Federal Military Government of Nigeria, established the National Maritime Authority (NMA). It specifically set out the following aims and objectives for the authority.

(a) To correct any imbalance in the Nigerian shipping trade for the purpose of implementing the provisions of the United Nation Transport and Communications Deeds (UNCTAD) code of conduct for liner conferences especially to observe the ratio of 40:20:20 in respect of carriage of goods to Nigerian ports:

(b) Improve Nigeria's balance of payment position by enhancing the earning and conservation of foreign exchange from the shipping industry.

(c) Encourage the ownership of ships and the achievement on indigenous skills in marine transport technology.

(d) Achieve a systematic control of the mechanics of sea transportation.

(e) Promote the training of Nigerians in maritime transport technology and as sea fearers; etc.

Also, the functions of the NMA, among others are as follows:-

(a) To Coordinate the implementation of the national policy on shipping as may be formulated from time to time by the Military Government.

(b) To ensure that Nigerian national carriers exercise fully Nigeria's carrying rights of at least 40 percent of the freight revenue and volume of the total to and from Nigeria.

(c) To grant National carrier status to indigenous shipping lines.

(d) To monitor the activities of vessels of the companies granted national carrier status.

(e) To grant assistance to indigenous companies for fleet expansion and ship ownership. etc

In line with its set down objectives and functions, the NMA has succeeded. The Authority now has greater control on export cargo. Through the method of issuance of sailing certificates, it has been able to control and allocate cargoes equitably between national and foreign carriers. It has made tremendous achievement in generating foreign exchange for the country. In the area of personnel, NMA's staff strength has been witnessing steady increase. From three hundred and sixteen (316) staff members in 1993 to four hundred and eighty five (485) in 1995. There is a projection for a further increase in staff strength in 1996.

1.2 STATEMENT OF THE PROBLEM

This study examines the training and development of manpower and its impact on worker's productivity in NMA. More specifically, it is concerned

with the following:-

i. Determining the existing levels and types of manpower in National Maritime Authority.

ii. Examining what manpower training and development policies have been adopted by NMA and how effectively these have been in coping with workers' productivity.

iii. To determine the possible measures or means of training and development that could be applied.

iv. To evolve defined policies (by way of suggestions and recommendations) through which employees productivity could be enhanced.

1.3 AIMS AND OBJECTIVES OF THE STUDY

The aim of this study is to critically appraise training and development tools and examine their impact on employees productivity. Also, to ensure the optimum utilisation of the human resources currently employed and to provide the future manpower needs of the organisation in terms of skills, numbers and ages. This study therefore seeks to contribute to whatever has been written on training and development. Specifically, the objectives are:-

i) To determine the various ways through which motivational theories can be applied to manpower development.

ii) To determine the methods of development instituted by the management of NMA and test their workability.

1.4 SIGNIFICANCE OF THE STUDY

A study of this nature will no doubt identify those factors that hinder employees' productivity in relation to training and development. Consequently, the study will be relevant to the management of National Maritime Authority by enabling them have a rather close look at training and development and see how they can improve the lot of the staff.

Such a study will also be useful to management in Nigeria in general, because, it will help in suggesting adequate training and development practices for employers or managers who are interested in improving their employees or subordinates' performances in order to achieve organizational objectives.

This is possible because National Maritime Authority is the apex regulating body in the shipping industry, and employs a substantial number of the populace with various disciplines. Hence, any conclusion drawn from such a study could be inferred and infact implemented by other operators engaged in the shipping business.

Finally, its contribution to existing knowledge and its relevance as starting point for further studies cannot be overlooked.

1.5 SCOPE OF THE STUDY.

The scope of the study is limited to the following:-

i) The study is restricted to the National Maritime Authority, Lagos.

ii) The period to be covered is from 1990 - 1996. That is about half of a decade.

iii) It is concerned only with manpower training and development, and emphasis will be on the impact on workers' productivity.

1.6 RESEARCH METHODOLOGY

The Study Area

The study area is Lagos which is where the Head Office of the NMA is situated.

Data Collection

For collection of information necessary for this research, two types of data sources will be exploited.

(a) Primary Source

This will be the major data generating source for this research.

The data will be generated through:

i) Questionnaire Interview

ii) Oral or Personal Interview

iii) Measurements and Observations:-(i) & (ii) will form the major primary source of data.

(b) **Secondary Source**

To complement the major data source (which will be the primary data source). Secondary data will be collected from:

i) Existing records on National Maritime Authority.

ii) Government and Institutional policy statements relating to the shipping industry.

iii) Possibly, individual records.

For more details on methodology and methods of data analysis refer to Chapter Three.

1.7 LIMITATIONS OF THE STUDY

There are three major limitations to this study. The first is the short time to carry out the study. The second is the response barrier; some top management believe that they are doing everything possible, within the organizational limits, to train and develop subordinates. The junior staff are afraid to express negative responses for fear of reprisals. While the third is the lack of funds.

FOOTNOTES TO CHAPTER ONE

1. BEACH, D.S. (1965) Personnel:The Management of the people at work. The Macmillan Company, New York.

2. Federal Government of Nigeria: The National Shipping Policy Decree; No: 10 of 1987.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

The effectiveness of an organisation is among other things, a function of its work force. Modern times is characterised by progress and rapid changes which eventually results in societal growth and development. To meet the demands of these changes, there must be a source of consistent and adequate supply of the right calibre of manpower in both private and public establishments particularly in the parastatals which are set up for efficient and effective management with little or no supervision by the mother ministry. Therefore, the need for manpower development and training in such agencies is very important if their aims and objectives are to be achieved.

This chapter therefore, is going to focus on the general overview of training and development. Manpower development policy, training policy, types of training and development programmes available in the organisation, manpower utilisation and development process and finally, the impact of training on workers' productivity.

2.2 TRAINING AND DEVELOPMENT : AN OVERVIEW

Many authors and writers have tried to define the concept of manpower development with reference to either the public service or the private organisations. Most of them have basically agreed on what these terms mean and whatever difference that might exist, is just a question of style or semantics. Ubeku (1975) looks at manpower development and training this way, "The development of human resources cannot be entirely the concern of our nation's educational institutions. It is also the responsibility of other institutions capable of performing teaching functions. Every enterprise, whether public or private necessarily does considerable on the job training some of which is organised and some haphazardly incidental. If employers display greater readiness than many of them do, to invest in training, we can hope more rapidly to supplement the work of educational and other training institutions. The case of Japan is a relevant example. As you know before adequate public educational institutions could be established in Japan, private enterprises had their own programs to train skilled workers, and technicians. You as employers, no less than national leaders, development planners and technical assistance agencies all over the world, must recognize the over riding importance of the development

of human resources, without which we can not overcome the continuing shortage of trained people as we strive to throw off the bonds of economic backwardness and seek to achieve the social and economic objectives of our development plan".[1] Despite what he has said, still many employers do not believe in the philosophy of training. So long as the employees can be used to get the money, such employers are not interested in training programs for their employees. To them training is redundant. Furthermore he said, the process of training and development of employees is money well invested. Employees who have not received adequate training before being assigned with responsibilities lack the necessary confidence with which to carry out the job.[2]

Reilly (1979) thinks training is a continuous process that should concern a person throughout his or her career in the public service or business world.[3] Training applies to everyone, whether a generalist or technical or professional officer, junior or very senior. It is usually seen and naturally includes, formal courses conducted at training establishments, it must also be consciously carried out in the officer's work situation by both

professional trainers and the officer's supervisor. It should include both the particular and the general and embrace the development of attitudes as well as the acquisition of knowledge and skills.[4] Following the process of matching the needs of the employee with needs of the organisation through the employment process, the next stage should be that of training, that is, developing the employee's capacity to perform.

Koontz, et al (1980) say that the purpose of training is to achieve enterprise objectives and develop professional managers. They lament that there often is little relationship between the training activities and the aims of the firm. In an efficient training programme, managers determine enterprise objectives and integrate them with developmental needs of employees. An enterprise with a need for long-range planning, for example should match these demands with talents and aspirations of managers in the company.[5]

There is a mistaken notion that manager development requires placing a few people with high potential in a training programme while ignoring the rest of the employees. It is of course difficult to identify the potential of prospective managers, but to rely on a few trainees is also risky. It is even

more risky if the trainees are selected on the basis of friendship or kinship with executive, without regard for capabilities. Development programmes should be available for all qualified employees who aspire to a career.

The Operational-Management theory approach to training and development is a situational one that integrates principles, concepts, theory and behavioural knowledge with management practices to achieve optimum results. Therefore, training is not just for a selected few " crown princes and princesses," nor is training only for those at lower levels.

According to Pigors and Myers (1981) dissatisfactions, complaints, absenteeism and turnover can be greatly reduced when employees are so well trained that, they can experience the direct satisfactions associated with a sense of achievement and the knowledge that they are developing their interest capabilities at work.[6] Continued training can help employees to develop their ability to learn adapting themselves to new work methods. Learning to use new kinds of equipment, and adjusting to major changes in job content and work relationships. In the years ahead, when technological advances will doubtless continue to change many work

situations rapidly, versatility and adaptability may well be the most important advantages that can be derived from training. Training constitutes an investment in human resources.[7]

Okumotifal (1978) held the view that, natural endowment of material resources by itself no longer determine a country's economic strength------ shifted to concentration on the development of manpower, availability for natural resources must be supported with appropriate manpower capability in order to achieve an accelerated economic development of nation.[8] High level or skilled manpower does not appear automatically as roads, factories, hospitals -------- these vital resources have to be developed through various strategies and such development takes time.[9] Education and training are two distinct processes or methods of manpower development. Education involves the acquisition of general knowledge and the development of basic mental ability, while training on the other hand, involves the development of specific skills which are needed to perform a particular job or series of jobs. Education is a prerequisite for various kind of training. The essential function of formal education is to prepare people for training rather than to train people for particular occupations.

In determining the contribution of training and development to any improvement, care must be taken so that it is not given a disproportionate share of credit since other factors may have contributed to the rise in the standard of efficiency. We can only, at best, approximate the result of training because training especially in the public service deals with intangibles and may just be one of a number of circumstances that can account for a given effect and i n conclusion, we must be able to compare the effectiveness of training with other approaches to developing manpower capabilities such as improving selection procedures.

Organisation must be forward looking and plan ahead with respect to adequate manpower with the right type; both managerial and technical, since training and development is not just planning the future manpower requirements of an organisation. It is concerned with the future staffing of planned and evolutionary changes in the organisational structure.

2.3 MANPOWER DEVELOPMENT POLICY

Planned development programme is essential to an organisation in terms of increased productivity, heightened morale, reduced costs and greater

organisational stability and flexibility to adapt to changing requirements. As a result of this phenomenon, the National Maritime Authority in 1987 evolved manpower development policy for its employees as follows :-

i) To attract more qualified professional staff to the organisation from within and outside the country.

ii) To upgrade the efficiency and productivity of existing manpower through regular training courses, seminars, workshop etc.

iii) Study leave may be granted on behalf of the Board of Directors for the purpose of promoting the objectives of the organisation.

iv) Study leave shall be granted on such terms and conditions as the Board of Directors may determine.

v) A member of staff who at the end of his study leave is in breach of any or all of the conditions laid down by the Board of Directors shall be liable to disciplinary action.

The Minister of Transport who is the statutory chairman of National Maritime Authority is usually appointed by the Head of the Federal Government with the Board of Directors comprising the Minister (as the Chairman), Director-General (alternate Chairman), and all Directors as members.

The appointment of all staff on salary grade levels 12 and above is ratified by the Director-General and the Board of Directors. But where such

positions are to be filled by promotions or upliftment from the existing staff in the company, a committee is appointed for the assignment with recommendations subject to the approval of the Board of Directors.

At the inception of the company a lot of external recruitment was carried out to bridge the gap created by the split of the company into two (2) i.e Nigerian Port Authority Plc. and National Maritime Authority. A good number of employees were drawn from organisations of related disciplines. However, graduates from Universities and Polytechnics as well as Secondary schools were recruited into the various departments of the company. The external recruitment helped the company in securing the management staff that started the organization and the highly specialized professional staff especially those in the technical, engineering and personnel departments of the company. Immediately after the take-off of the company, other forms of external recruitment were employed e.g many were employed on the basis of recommendations given to the management by their friends and relatives, who were employees of the organization. Some candidates were unsolicited i.e they walked into the premises of the company with their applications and the fortunate ones got the jobs.

Although most of the time the company advertises vacant posts in the newspapers, investigation has shown that, the company draws the greater part of its employees locally i.e within its area of operation though not necessarily reflecting the catchment area. This is against government policy in this respect.

2.4 TRAINING POLICY

In recognition of the fast and constant technological changes in the shipping industry and in view of the huge financial investments and the contribution which training makes to an organisation's continuing efficiency and profitability, it is the policy of the National Maritime Authority to train its employees at all levels and cadres at a low cost as possible, to acquire the necessary attitude, knowledge and skills needed to operate the business in an efficient and effective manner. To this end, customer relations, technical training and management training and development are considered as priority areas.

As contained in the training policy, all new employees into the organisation will be required to undergo an induction or orientation training upon their

assumption of duties to assist them to settle down into the company. They are given initial on-the-job training in addition to the above to introduce them to the functions and systems that will normally form part of their schedule of duties.

Further training will also be provided as required to maintain the necessary standard of performance over a period of time. Staff will be given the opportunities to attend seminars or workshops and conferences, (local and abroad) to enable them continuously broaden their knowledge and keep abreast with changes in their fields of activities and professions. Similarly, opportunities for personal self-development through the granting of study leave with or without pay, for course relevant to the needs of the organisation, where it does not significantly lower the effectiveness of the department or unit in which the employee works.

2.5 TYPES OF TRAINING AND DEVELOPMENT PROGRAMMES

The purpose of training is to supplement the trainee's academic education or to train him to undertake work in a higher grade. Therefore, the

importance of training and development is derived from the fact that it leads to:-

- greater efficiency of the whole enterprise and improves the morale of the workers or staff.
- Increases loyalty and adaptability of staff and reduces labour turnover thus reducing costs.
- leads to properly trained staff who require less supervision.

The principal objective of training and development in any organisation is to enhance employee productivity and consequently achieve organisational goals and objectives. Training may however be given to create job satisfaction through satisfying individual, personal aspirations and career ambition.

Any company or establishment should give all attention to the training and development of all kinds of staff, using various kinds of training and development according to her requirements. The ones that are going to be used for the purpose of this project include, induction, on-the-job training, management development etc.

(A) INDUCTION TRAINING

This is organised for new employees and is aimed at helping them to settle down in their new jobs and giving them ideas about the organisation and the background of the work. This helps the worker to get the right impression about the organisation and improves his attitude towards the employer. This is particularly important for school leavers who are entering the organisation or employment for the first time. In some cases new employees are placed under the supervision of a senior officer or directly posted to the place of his work to receive on-the-job training from his colleagues who are superior, knowledgeable and competent on the job.

The newcomer needs to know the organisation structure, company policies, company rules and regulations and his duties and responsibilities, as well as his status in the department to which he has been appointed. Induction training is carried out by means of film shows, tour of works, offices, lectures and introducing him to other workers.

(B) ON-THE-JOB TRAINING AND DEVELOPMENT

This involves specialized instructions in the performance of the duties of a specific job. This type of training goes from the general to the particular or specific job during which the employee may go through a course designed to train and develop him in greater depth for his particular job, whether in his office or in a factory.

It is aimed at the technical details of a particular task so that workers become efficient in the shortest possible time.

The methods of training include:-

(i) on the job training

ii) vestibule training

iii) apprenticeship training

iv) internship training

v) special techniques such as simulation.

(i) ON THE JOB TRAINING

This means giving the trainee an opportunity to practice the job under intensive supervision until he is skilled enough to work satisfactorily under a normal degree of supervision. This

procedure is most effective when the person already has the necessary basic job skill or when the job calls for only minimum skills.[2]

An example of on the job training can be given in a situation whereby, pump operators are trained as apprentices by an experienced operator who has been working in this job for say a decade. The employee is given a job to undertake under a general supervisor. The supervisor overlooks the performance of the job by the subordinate and corrects or instructs him as to what to do for effective performance on the job.

The advantage of this method is that the employee works on an actual work situation and he is therefore being prepared directly to deal with the situations as they arise. A disadvantage of this method is that the employee may make a very costly mistake which might be damaging to the organisation.

(ii) **VESTIBULE TRAINING**

The second method of training operatives is through Vestibule training. Here a replica of the work situation is simulated and the trainee is given instruction by his supervisor as to what to do to carry out the job. Banks use these methods in their training schools. An advantage of this method is that it avoids the pitfall of on-the-job training concerning irreparable mistakes.

iii) **APPRENTICESHIP TRAINING**

With apprenticeship schemes here, the operative is bounded to a qualified person who overseas his day to day progress. He stays under the person for a period of time after which he sets up on his own.

The apprenticeship period might be two to three years. This method of training is mostly used in Nigeria for people in the technical lines such as mechanics.

iv) **INTERNSHIP TRAINING**

Here the professionals after qualifying are required to work for a period of time under a more qualified person before they set up on their own. Examples are medical doctors, lawyers, pharmacists and accountants.

(v) **SPECIAL TECHNIQUE**

The special techniques of training can be done through simulation where a prototype of the machinery to be used is put at the disposal of the trainee to work with. Examples abound in the training of pilots where the expensiveness of equipment dictates simulation.

(C) **MANAGEMENT DEVELOPMENT**

In addition to training and retaining program for skilled workers, most large firms have education programs for the development of supervisory personnel and executives. These may include incompany development courses taught by company executives or by university personnel.

2.6 MANPOWER UTILISATION AND DEVELOPMENT PROCESS

The promotion policy adopted in organization in Nigeria (both in public and private sectors) is based on merit and experience. The ability of the worker in performing a job can be assessed regularly in terms of development and progress while he is working. Promotion is offered as an incentive for people who qualify or who train themselves or take advantage of training offered to them in order to get higher positions.

After every two years, junior workers are to be promoted while senior officers have to spend a minimum of three years or even more. 273 promotion have been made or approved by the National Maritime Authority out of which 26 are acting appointments. 63 Indigenous officers have been promoted amongst the administrative and 7 expatriate technical staff.

Furthermore, no statistics of staff turnover is available nor was it possible from the records collected to calculate such statistics. Staff turnover, of course, forms a significant element in any manpower training and development process. Turnover can arise from a number of reasons, chief

among which to be included are :-

- ill health and death
- Retirement due to old age
- Leaving to take up appointment with other organisation somewhere
- Transfer within the organisation (say inter-departmental transfer).
- Termination and non-renewal of specific terms of contract (particularly among expatriate staff).

It is very important that sufficient recruitment be carried out to counteract staff turnover. However this recruitment cannot be planned until an accurate estimate can be made of staff turnover. Meanwhile all possible measures must be taken to reduce staff turnover, particularly where the reason for the high turnover is the result of unsatisfactory personnel policies.

Thus in conclusion, it is pertinent to mention that training and development procedures and methods in National Maritime Authority is universal as applicable in all the remaining parastatals in Nigeria.

2.7 TRAINING AND WORKER'S PRODUCTIVITY

With training an employee becomes more skillful on his job and thus becomes more productive. By productivity here we mean the performance

of staff in relation to expected target or compared with his previous output. A good training and development program creates skilled worker which requires less supervision and hence reduces cost of supervision. It makes an efficient and effective worker to exert little effort to produce more output or relatively greater result. Training should also be able to boast employee morale and enhance his promotion prospects. Training thus provides a benefit to organization and employee.

However, due to certain factors, organizations and employees may fail to reap the desired result of training. Where this happens, employee may not realize his hope for promotion and thus makes no effort to achieve high productivity. Where training seeks to restrict the employee to a formal and standard work method, it kills the initiative of the employee and increases monotony in the job. Hence instead of increased productivity training brings about decreased productivity. These and other factors affecting training and development effectiveness in guaranteeing employee productivity will be discussed later in the study with particular reference to National Maritime Authority.

Organization try to assess and appraise performance of employees through a number of ways. Among the methods are:

i) Formalized staff reports and /or performance appraisal interviews :- It could be open or secret. In this method the supervisor fills the employee report form, or interview the employee and make an assessment of him.

ii) The Graphic rating system lists a variety of traits or characteristics that are thought to be related to high performance outcomes in a given job. A manager then rates the individual on each trait to indicate a range of unsatisfactory to outstanding accomplishments. These ratings are sometimes given point values to allow for a summary numerical rating.

iii) Comparison Technique:-

The other method of employee comparison technique which formally compares one person's performance with that of one or more persons in order to identify differences in performances. Another means of measurement is the critical incident method which involves drawing

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for each job a list of critical job requirements. The managers are trained to watch out for critical incidents of outstanding examples of the subordinate's success or failure in meeting these requirements. These failures or successes are observed and recorded for each subordinate as "debt" on one side and "credit" on the other, with no attempt made to balance them. The advantage of this system is that ratings are based on objective evidence but care must be taken to avoid too much supervision or keeping a black-book.

iv) Free-Form Narratives:-

The other method is "free-form narratives". Which is written essay description of someone's job performance. The commentary typically includes actual description performance, discusses an individual's strengths and weaknesses, and provides an overall evaluation. This is sometimes used in combination with other performance measurement methods. The other method in use is also rated and arranged in order of performance achievements.

The best goes to the top while the worst goes to the bottom of the list with no ties allowed.

FACTORS RESPONSIBLE FOR PRODUCTIVITY

Factors responsible for productivity are varied and dependent on many variables. The accomplishment, execution and carrying out of anything ordered or undertaken, the doing of any action or work is said to be the function of motivation, ability and role perfection. That is, the individual knows what is expected of him (effective communication); does he have the necessary skills, knowledge and ability and is the individual sufficiently motivated to perform ?.

In addition to the above areas of concern, we consider these as factors responsible for productivity i.e organisational structure; as this involves communication channel, information flow and reporting-line which can enhance or stultify performance; job design is another factor which specifies job content, method and relationship with a new satisfying the technological and organisational requirements, as well as the solid and individual requirement of the job holder.

Effective support as a factor offers all the necessary resources

required for the job to give out his best from his effort without threatening his job security.

Training and development as earlier discussed as the main topic is a great factor because organisational external environment is dynamic with frequent changes in technology, economic environment, thus the need to update the skills of employees to ensure proper people-job match and high levels of motivation for improved productivity.

Solid Factor is yet another factor as people have different attitudes, values, sentiments which may affect their job performance. Furthermore, their feelings towards their superiors, job environments, the personal problems and a number of other factors have profound influence upon staff general performance.

Indoctrination is also a great influencing factor in productivity i.e the level of staff socialization assist in his commitment to put in his best and generally harmonize employees actions toward common goal of those organizations. It builds organizational loyalty and commitment.

It also makes delegation of authority very easy since all staff socialize towards a common direction.

Delegation of Authority also influences productivity as it makes organisation possible and enhances efficiency and productivity because no one person can execute all the tasks necessary for accomplishing group goals. If properly done, delegation can enhance interaction of activities and the coordination of the activities of various departments thereby enhancing performance. Other factors responsible for productivity can also be economic rewards, psychological factors (like job satisfaction, job security), adequate staffing, standardized conditions and appliances, appropriate job design with clearly defined tasks, appropriate job loading, job autonomy and effective system of reporting.

FOOTNOTES TO CHAPTER TWO

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2. IBID Page 270.

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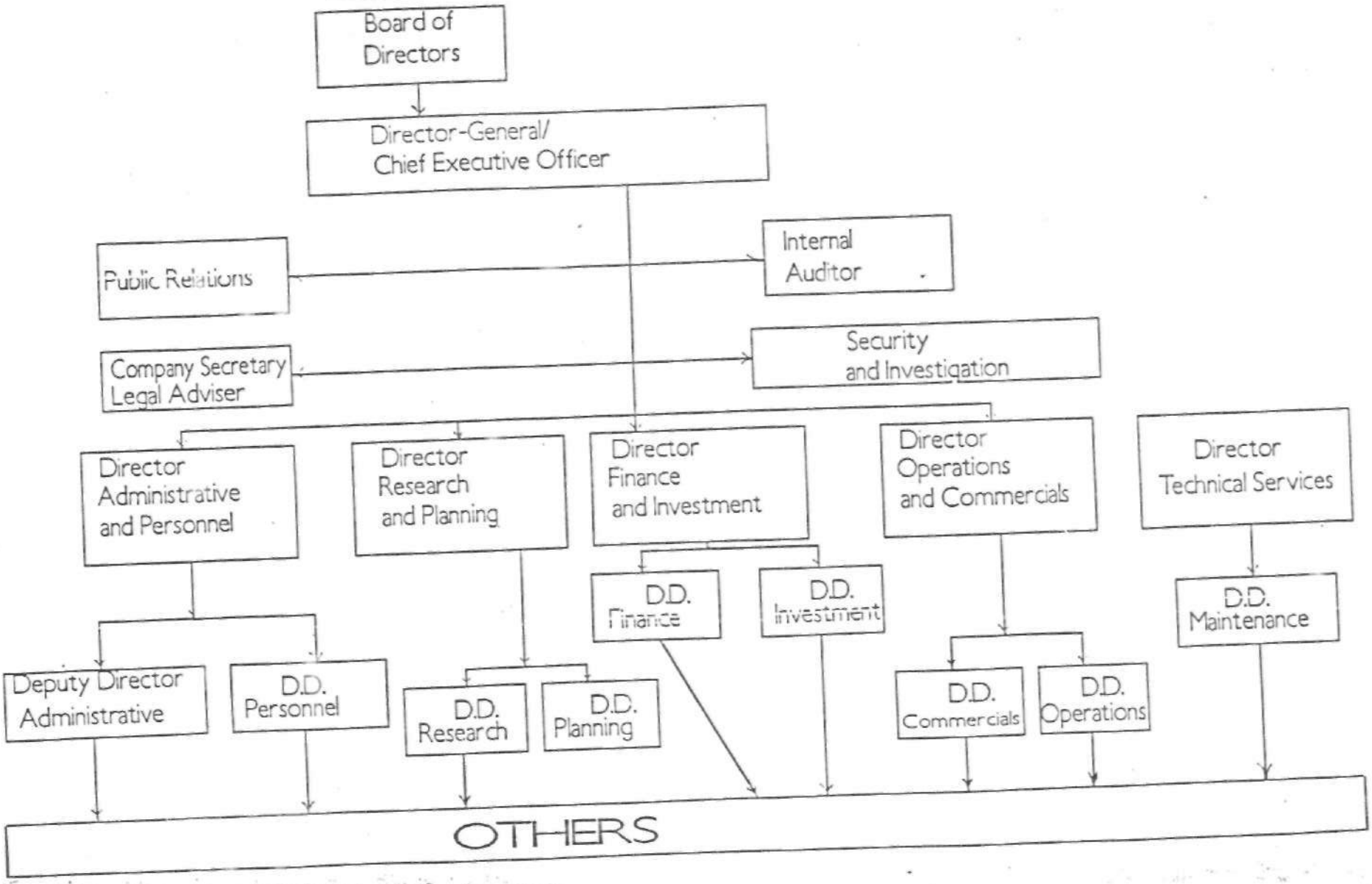
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THE ORGANISATIONAL CHART OF NATIONAL MARITIME AUTHORITY LAGOS



CHAPTER THREE

RESEARCH METHODOLOGY

3.1. INTRODUCTION

In pursuance of this study, the research methodology employed included questionnaires, and interviews, which were administered on the employees of the National Maritime Authority.

These questionnaires and interviews were administered randomly among the different departments in the organisation and of course, among different categories of staff. The questionnaires distributed are based upon the population samples size chosen.

This methodology is used in order to obtain unbaised views of different categories of staff of the NMA, of which the result shall be used for generalization.

3.2 REASONS FOR CHOOSING THE NATIONAL MARITIME AUTHORITY

The reasons for choosing NMA are not far-fetched.

First, NMA is the regulating body in the shipping industry. Thus, it sets the rules and regulations guiding the shipping business. It collects on behalf of government all funds accurable to it and acts as the final arbiter in area of conflict resulting from the activities of all shipping companies, both foreign and national.

Coupled with the above, NMA is a major employer of labour. As a government parastatal with major functions to perform, it engages the services of various professionals with varied educational backgrounds. Hence, such organisation will be a very good sample of which results obtained could be used to generalize for other organisations to take a clue. Furthermore, being an apex body, several methods have been used and are still in use to train and develop its employees, which include on the job training, vestibule training, apprenticeship training, internship training, management development programmes and host of others. Thus, result gathered from such an organisation in relation to employees training and development will be very useful.

3.3 POPULATION AND SAMPLE SIZE

The total staff strength of NMA is four hundred and eighty five as at 31st December, 1995. The staff strength shown in categories is presented below:-

CATEGORY OF STAFF	TOTAL
Chief Executive	1
Executive Officers	9
Middle Management	28
Senior Staff	108
Junior Staff	249
Grand total	485

Source : The National Maritime Authority : Annual Report and Statement of Accounts 1995.

Out of a population of 485 employees, the sample size chosen for the research was 50, randomly selected to represent all departments in the organisation. These departments are Administration and Personnel, Finance and Investment, Operations and Commercial, Research and Planning as well as Public Relations. It is believed that no section or department should be left out since every employee is being trained and developed.

This would give us an overall view of estimate of how the organisation as a whole reacts to training and development.

3.4 SAMPLE PROCEDURE

As earlier mentioned, the sample size is about 15% (fifteen percent) of the population. However, it must be noted that administering these questionnaires, random sampling method was used in distributing the questionnaires.

It is hoped that through this random sampling the diverse elements in the different departments were given equal chances of being included in the sample. This will give proper and reliable views of the entire population.

3.5 METHODS OF DATA COLLECTION

Two methods were used, they include the use of interviews and questionnaires.

a) Interview:

A fairly large number of 50 (fifty) members of staff of National Maritime Authority were interviewed, chosen at random.

Starting from the Top, the Middle management cadre of staff interviewed, were of the opinion that they are quite satisfied with the way the company is training and developing them and believe that their subordinates are equally satisfied.

Some questions relating to their satisfaction with their jobs were put forward, while other questions related to training and development impact on their productivity.

The same questions poised to the management staff cadre were also put forward to the senior and junior staff. This was with the intention of getting their opinions for our analysis.

(b) Questionnaires

A total of fifty (50) questionnaires were sent to various categories of staff in the organisation . A copy of the questionnaire is shown in the Appendix 1.

In order to get required information, the questionnaires was divided

into section A, B. and C. Viz a viz the independent and the dependent variables.

i) Independent Variable

Under the independent variable section, which is basically section A of the questionnaire, here information about the respondent is sought. Such information include sex, age, marital status, educational , qualification, salary level and a host of others.

All these independent variables shall be measured with the use of weights assigned and percentages given to each. Calculations will be shown in Chapter Four.

ii) Dependent Variable

With the dependent variables, we have three sub-variable: internal training and development programmes, external training and development programmes, and productivity variables. The dependent variables which were divided into section B and

C of the questionnaire will be measured by the use of a five-point scale ranging from strongly agreed with 5 points, to strongly disagreed with 1 point as indicated below:

- Strongly agree 5
- Agree 4
- Undecided 3
- Disagree 2
- Strongly disagree 1

This shall be derived from responses from the questionnaire as stated in format in Appedix 1.

3.6 METHOD OF ANALYSIS

The analysis of the data shall be done using the research techniques of "content analysis" which is mainly used for objective, systematic and quantitative description of manifest content of communication.

The significance of the study cannot be over-emphasized because no one has ever written any work on training and development and its impact on workers' productivity.

3.7 SUMMARY

Manpower training and development has to carried on in an organisation because in any dynamic environment, no organisation can grow effectively unless the functions of training and development are carried out effectively.

For one undergoing a research of this type, various methods of data collection could be used, however, for the purpose of this write-up, the following methods of data collection were used: Questionnaire, Personal interviews, others (which include observational means and Published works related to this research).

This methodology will enable the researcher focus on ways of obtaining and improving training and development impact on workers' productivity.

FOOTNOTES TO CHAPTER THREE

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CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 INTRODUCTION

As was shown in the preceding chapter, this chapter is going to focus on the analysis of data collected during the course of the work.

4.2 COLLECTION AND ANALYSIS OF DATA

The survey was conducted through oral interview with some members of the four categories of staff in the National Maritime Authority. Also fifty (50) questionnaires were administered to Top and Middle Management, Senior and Junior staff. It must be noted that these staff were given the questionnaire at random without any baisness whatever. Out of these questionnaires all the fifty (50) were collected back, but five (5) were eliminated due to incomplete information, leaving us with forty-five (45) duly completed for our analysis.

4.3 CHARACTERISTICS OF SAMPLE

Most of the respondents were males consisting of about 75%, leaving us with about 25% for the female Appendix 1 -7 summarises the respondents independent variables in respect of Sex, Age, Marital Status, Educational qualification, Salary, present post and Years spent in the organisation. Therefore, refer to Appendix 1 for summary of the details of respondents independent characteristics.

4.4 ANALYSIS OF TRAINING AND DEVELOPMENT IN NATIONAL MARITIME AUTHORITY

From the general discussions held with some of the top management members i.e Heads of Departments and Senior managers apart from other cadres on their perception of the manpower training and development policy of the company and personal opinion on how to improve on it, none of them expressed satisfaction with what is currently in practice. Most of their complaints are that the personnel department is powerless, every thing is controlled by the Director-General. In addition, the manpower and training needs identification form that are usually sent from the Director-General's Office arrive late and in most cases these needs are not given the

much needed attention. In fact courses are mostly being arranged without due regard to the needs of the departments.

Regarding their personal opinion on how to improve on the manpower development and training policy of the company, majority of the staff are of the opinion that the company should lay more emphasis on the need to acquire a more competent manpower development and Resource/Training unit which can be done by expanding the Personnel Department to reflect its importance. It should also be staffed with skilled and dedicated officers who are prepared to accept changes and make careers in the unit. In addition, recruitment of staff should be based on merit so as to acquire the best and qualified staff to handle the staff training programs effectively and efficiently. They are also of the opinion that the company should provide more facilities for the training and development of manpower at all levels. Other responses which required statistical analysis could be seen below.

TABLE 4.1:- Every entrant into the service of the Organisation ought to undergo an induction/orientation course. Do you agree?

RESPONSE	PERCENTAGE
Strongly agree	55%
Agree	30%
Disagree	-
Undecided	15%
Total	100%

With regard to the question, 55% of the staff strongly agree that every entrant to the service should benefit from induction/orientation course, 30% of the staff just merely agreed that such a training should be in operation while 15% of the staff are undecided whether such a training should be in operation or not.

Induction/Orientation course for every new entrant into the service is a forum whereby you educate the new entrant about the dos and don'ts of the organisation. During this forum, he/she is given the rules and regulations of the organisation. Here he comes to know the facilities he is to enjoy. It may not augur very well for the new staff if he/she is left in darkness therefore, the induction or orientation training helps both the employer and the employed.

TABLE 4.2:- How will you rate the present training opportunities available in the organisation and condition under which course was undertaken.

Table 4.2.1

Response	Percentage
Very adequate	10%
Inadequate	70%
Very poor	20%
Total	100%

Table 4.2.1 shows responses of workers regarding training opportunities available in the organisation. It is evidently clear that the organisation has not recognised the necessity of staff training. However, there is little training opportunity. A concerted effort should be made towards providing adequate training opportunities for all staff.

Table 4.2.2

Response	Percentage
Study leave without pay	20%
Study leave with pay	30%
Full in-service	45%
Technical Assistance	5%
Total	100%

In response to the condition under which course was undertaken, table 4.2.2 shows that 45% of the staff said they went on full in-service training, 30% replied they went on study leave with pay, 20% of the staff said they went on training on study leave without pay, while 5% of the said they enjoyed the technical assistance programme. From my observation, those that enjoyed the full in-service, leave with pay and the technical assistance are mostly Senior Managers while the Junior staff went on study leave without pay. It will be necessary that both the senior managers and junior staff be treated equally for the smooth running of the organisation.

TABLE 4.3:- Rank in order if importance the type of training which you will recommend.

RESPONSE	PERCENTAGE
Induction course	-
on-the-job training	14.3%
In-Service- training	85.7%
TOTAL	100%

From the response in respect of table 4.3, 85.7% of the staff said, they consider in-service training more important. There was no response in favour of induction course. From the research, it was discovered that, some

staff thought On-the- job training, induction course are formal courses, since the staff prefer the in-service training it should be encouraged. Since it helps to raise the employee morale.

TABLE 4.4 Category of staff to be considered most for training.

	No Of Response	Percentage
Management Staff	6	10%
Middle Management	10	20%
Junior Staff	3	5%
Equal Treatment	28	65%
Total	47	100%

Out of the forty-seven response 65% suggested that equal treatment should be given to all staff on all training issues. Only 20% are of the opinion that middle management staff should be given preference. In addition only 10% of the response suggested management staff and the remaining 5% goes to the junior staff. This also is a clear indication that the generality of the staff are against the current practice i.e giving preference to management and middle management staff alone.

TABLE 4.5 Operational unit to be considered most when planing training program.

	No of Respondents	Percentage
Equal consideration	21	45%
Personnel Department	3	6.5%
Operation and Maintenance	10	25%
Finance and Investment	6	17%
Research and Planning	3	6.5%
Public Relations	2	4%
Total	45	100%

In the above table 45% of the responses indicated that equal consideration should be given to all departments when planning for manpower development and training program. 25% suggested operation and maintenance where technicians and engineers fall into, while both Personnel and Research ND Planning departments got 6.5% each. Finance and Investment got 17% and 4% for Public Relations. This suggests that majority of the entire staff are against what obtains now.

TABLE 4.6 How to improve the position of the present Manpower Development and Resource Unit.

	No of Respondents	Percentage
By reorganising the department to reflect its importance	32	75%
Maintaining the status quo	2	2.5%
Establishing more training School	6	12.5%
By organising conferences and Seminars	5	10%
Grand Total		100%

From the above table it is observed that 75% of the forty-seven responses felt that reorganisation of the Manpower development and Training Unit is the only way to improve its position. However, 12.5% indicated that establishing more schools is the only solution, while 10% opted for organising conferences and seminars and only 2.5% for maintaining the status quo. This clearly proves the assertion that the best way of improving the efficiency and effectiveness of the unit is by complete reorganisation of the entire department to reflect its importance.

TABLE 4.7

From the table below we can see that majority of the staff trained in 1990 were engineers and technicians who constituted about 88.2% of the total participants with only about 11.8 from the non-technical unit. This greatly negates the principles and practice of the entire manpower development and training policy of the company.

Statistics of Training Courses Awarded in 1990

S/NO	NAME COURSE	NO OF PARTICIPANTS	CADRE	TOTAL
1	Telegraph Measuring	24	Operators	24
2	Maintenance Philosophy/Traddic Engineering	16	Technologist	16
3	Diesel Engineering Repair and Overhaul	8	Officers	8
4	Data Collection System	7	Analyst	7
5	Introduction to Optical Fibre	8	Medical	8
Grand Total				63

SOURCE: National Maritime Authority Yearly Report 1990 (Manpower Development and Training Unit).

TABLE 4.8

The table below shows that not all the courses attended by the staff in 1995 were basically pertaining to engineering and technical aspects which carried about 53% while other, departments like finance and investment, personnel, public relations and research and planning constituted the remaining 47%.

Statistics of Training Courses Awarded in 1995

S/No	Name of Course	No of Participants	Cadre	Total
1	Introduction to Financial Management	5	Snr. Officers	5
2	Performance Appraisal	5	Officers	5
3	Personnel Management (Element)	4	Snr. Officers	4
4	Advance Computer Appreciation Course	20	Analysts	20
5	Senior Management Computer Course for	14	Manager	14
6	Job Evaluation, Wages and Salary Administration	2	Manager	2
7	National Maintenance Workshop	4	Engineers	4
8	Maintenance and Installation	14	Technicians	14
9	Finance for Non-Finance Non-Finance Managers	1	Manager	1
10	Customer Relations	8	Jn. Staff	8
11	Workshop on Information for Management Decision and Operational function	3	Manager	3
GRAND TOTAL				70

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SOURCE: National maritime Authority Annual Report (Manpower Development and Training Unit 1995.

4.5 GENERAL FINDINGS AND THEIR IMPLICATIONS FOR MANAGEMENT

It was observed that the major constraint to the development of the organisation is lack of skilled and experienced men and women to implement the various programmes of the organisation. Since it is a young organisation with a desire to grow, some of the problems encounter in formulating the manpower training and development programme include :-

i) Trained staff work with very little or no supervision and that allows the Heads of unit to handle other pressing work.

Trained officers also work efficiently and effectively, this in itself is a positive development. However, management should note that it is not training a person that matters but training according to priority or relevance that will augur well for the organisational growth.

It will even be advantageous to both the individual staff and the organisation as a whole.

ii) It was also observed that in most developing countries the main constraint to any development programme is finance and efforts have not yet been intensified by the government in providing sufficient funds in their short and long term development plans for effective financing of manpower development programmes as it is generally accepted that human resource element is the most important aspect of the nations development plan, it is human resource that utilises all other factors of production in the National Development plan.

One can understand when there is no money, but to divert money meant to plan for manpower development and planning program is the

same as doing a dis-service to the organisation. There are times when trainees are even called back from courses on the pretext of non-availability of funds. This clearly shows inefficiency on the management's part. If such behaviours are not reduced to the bearest minimum, it will seriously tell on the productivity of the individual staff and the organisation as a whole.

iii) Ignorance is another factor, both employee and management think that staff development is a waste of funds and time, a general laxity and "I do not care attitude" to training. Some times the aspects of manpower development are left in the hands of amateurs. While some staff employed had every little or no education but find themselves in responsible position but can not be accepted by any institution for any kind of training or further education.

Therefore, the management of the National Maritime Authority must implore at all cost and employ her own permanent teaching staff for the Staff Training and Development Centre. This if done, will be beneficial to her than the present system of hiring and or borrowing experts for this function.

Invariably, the organisation has nothing to show for the encouragement given to training and development of staff to ensure retention. I feel the organisation's management should take bold steps to ensure the retention of trained staff. Some of the steps that may be taken include increase responsibilities to the trainees, promoting them as due to retain their seniority, they should be allowed to organise symposia for the benefit of the staff and the organisation. This will motivate the employee to work hard which will enhance increase in productivity for the organisation. Trainees should also be allowed to perform their duties according to their specialisation and training.

The above are some of the existing problems and if not tackled in good time will lead to low productivity of individual staff which will affect the general performance of the organisation in future.

FOOTNOTES TO CHAPTER FOUR

1. National Maritime Authority Annual Reports December 1990. Page 10.

2. Ibid, January - August, 1995. Page 6

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

Manpower training and development has gained such wide recognition that many organisations are becoming aware of the fact that ignorant workers are poor workers and under developed employees are liabilities to the organisation. Training motivates man to work and more training reshapes man and makes him more committed and very much efficient. The use of training is therefore to improve staff performance in order that the organisation might function well with optimum efficiency and productivity as well as equip the staff for higher levels of responsibilities.

The study has proved that the fundamental purpose of training is to improve the work performance of the staff in current and future jobs. Also staff training meets the company's immediate and future needs resulting from promotion, transfer, retirement and expansion. This, it is important for an organisation to train and develop its workers to perform better. An employee who does not know what his job is all about is as good as not being in the employment of the organisation.

NMA as a public enterprise needs different categories of staff. These staff also need to perform their jobs effectively and efficiently. Thus a good training program if put to proper use will not only yield the efficiency and effectiveness needed by the organisation but will also boost the staff's morale. An employee who is employed to do a job must be trained and developed from time to time to enable him cope with new demands and trends in his work. Training and development can also act as great motivators for a worker who has been on the job for a long time and has nothing new to offer an organisation in changing times. With further training and development, his productivity will be boosted and not only will be enjoy his job more but the organisation will gain more from his added knowledge.

The company has found it necessary to organise training programs for its staff. The training needs for the future are always planned properly and systematically to meet these needs of development. Infact, the training programs serve as a source of steady supply of skilled manpower and the selection of trainees is based on certain criteria e.g a staff must be confirmed on the job after a probation period of one to three years as the case may be.

Also the trainee must be nominated by his Head of Department, the trainees' aptitude for leaning and competence on the job must also be considered. The company's training programs include Workshops, Lectures, seminar and conferences organised both internally and externally. Inspite of the one sidedness of the training program, training has immensely contributed a lot to the staff development in the company.

Organisations all over the world now realise that there is a compelling need for manpower development through extensive training, and it is clear that the objective of the company in engaging in internal and external training programs is to develop its much needed manpower. In fact the way the various training schemes are patterned and spread though with much emphasis to technical and engineering aspects, clearly demonstrates the seriousness of management in this regard.

5.2 CONCLUSION

The effectiveness of the organisation is a function of the efficiency of its administrative/management bureaucracy. There is therefore no gain saying that the National Maritime Authority as an organisation needs to be staff

by people with adequate experience and potentials in various professions to enable the authority to perform its very vital functions efficiently. This ideal position can not however, be attained simply through recruitment. Therefore, the effective direction of human efforts and potentials towards high productivity can only be assured through proper development, systematic manpower development and training on continuous basis. For any organisation to function effectively., there must be continuous and systematic training that is functional to its operations.

The following conclusion can be drawn from the findings of the writer -

i. Due to the faulty manpower training and development policy of the company as enumerated in Chapter IV and summed up in the summary section, one discovers that up till now the company is very unstable which is largely associated with under staffing and constant policy changes by the management.

ii. Training funds and facilities are inadequate to meet staff training requirements. The management staff attitude towards training is also negative, this led to under utilisation of the training funds. Also the company has no departmental libraries of any kind. In addition, the financial incentives such as local course allowance are hard to get.

iii. The training department is facing problems of inadequate qualified and experienced personnel to handle the affairs of the department. The manager who is a technician finds it difficult to handle issues on non-technical course effectively or formulating a comprehensive manpower plan for the organisation.

iv. From the data available, the company since its inception in 1987, sponsored only a negligible number of staff for other non-technical courses. This in fact discourages many competent graduate applicants from seeking employment with the company since there is no sure room for further training.

v. The training policy of the company is discriminative, in nature since only technicians and engineers are given more preference to the detriment of other areas. As a result, many staff wishing for progress resigned their appointments for other organisations even though the salary grade levels are the same or even less.

5.3 RECOMMENDATIONS

It is hoped that the following recommendations which when adopted and implemented will help alleviate most of the problems of manpower training and development and achieve the company's objectives.

i. The importance of manpower development in NMA should be stressed by the Manpower Development and Resource/Training Unit. In this respect the unit should therefore be expanded to reflect its importance and staffed with skilled and dedicated staff who are prepared to accept changes and make careers in the units

ii. The existing manpower development and training policy should be re-examined and reviewed in the light of experience, administrative, economic, social and educational changes that have taken place since the inception of the policy. A periodic review of every two years be ensured so that training programmes could be geared towards meeting the needs of the service since the needs are dynamic, policies should also be dynamic and progressive.

iii. Non-technical courses should be accorded equal treatment with technical and engineering training. This will go a long way in reducing the labour turnover within the company.

iv. Non-promotional courses should be encouraged by the management. Staff who attend such courses twice or more and with good performance should be considered for advancement.

v. The company should provide more facilities for the training and development of manpower at all levels in such a way as to ensure success and enable individuals to understand and utilise the full potential of their physical and mental abilities.

vi. There should be regular organisation of seminars and conferences where staff could be encouraged to present papers in their fields of operation.

vii. In-service training should be made available to eligible officers as a matter of right rather than of privilege. One sure way of cutting down costs is to program officers for courses on study leave with pay conditions within the first few years of their public service career. After the first academic or professional courses, emphasis should be shifted to informal training through Seminars, Conferences, attachments, on-the-job training, refresher and other short courses. The mandatory stance of the training policy on induction and orientation courses should be pursued vigorously in view of its importance to new entrants.

We have tried to show that in solving the problem of shortage of trained or skilled manpower, the strategy of training and development can not be taken in isolation because it is linked closely with other personnel processes such as recruitment, placement and the incentive systems etc. Training is

a continuous process that is aimed at keeping employees abreast of new developments in their areas of specialization and equipping them for both present and future performance. Although this involves a huge financial outlay, no amount of money should be considered too great to be invested in training. This is because the lot of public fund invested in other development projects would not yield the desired result if there are no suitably trained and qualified manpower to manage and maintain the other resources.

In conclusion, I will like to state that, this study has not offered all the solutions to all the manpower development and training situation in the National Maritime Authority, rather, the study is more of an attempt to highlight the successes and weaknesses of the manpower development and training programme in order to draw attention to this all important aspect of personnel management in the organisation. If the service must reflect the changing pattern of society and it should, the training of its staff must be relevant to the roles and expectations at any given point in time. It is therefore neither possible nor wise to make rigid prescriptions as to type and methods of training for all time.

These have to be dictated by the prevailing circumstances at any given point in time. I do take consolation in the hope and belief that this study will generate further interests and form the basis for onward research in various aspects of the subject matter as it relates to the National Maritime Authority.

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APPENDIX 1

RESEARCH QUESTIONNAIRE

Department of Business Administration,
Post Graduate School,
Ahmadu Bello University,
Zaria.

Good day Sir/Madam,

I am a Post-Graduate student of the Department of Business Administration, Ahmadu Bello University, Zaria.

I am presently conducting a research on Training and Development and its impact on Worker's Productivity. Could you please go through the questions below and give your answers to them.

I assure you that any information so given shall be treated in strict confidence and used purely for academic purpose.

Thank for your co-operation

SECTION A

Your Department ----------

Please supply the following information by ticking ( ) only one for each of the alternatives you consider most appropriate to you.

1. SEX (a)Male
   (b)Female

2. AGE (a)15 - 24 (c)35 - 44
   (b)25 - 34 (d)45 and above

3. MARITAL STATUS
   (a) Single
   (b) Married
   (c) Widow
   (d) Divorce

4. QUALIFICATION
   (a) No formal education
   (b) Primary/"O" Level
   (c) OND/HND
   (d) Degree (B.A,B.Sc,Masters (etc)
   (e) Professional Qualification

5. RANK/PRESENT POSITION
   (a) Junior Staff
   (b) Supervisor
   (c) Middle Management
   (d) Top Management

6. YOUR LENGTH OF SERVICE
   (a) 1-4 years
   (b) 5-9 years
   (c) 10-14 years
   (d) 15 and above

7. YOUR SALARY PER ANNUM
   (a) Below 6,000.00
   (b) 6,001 -10,000.00
   (c) 10,001 - 20,000
   (d) 20,001 and above

SECTION B

For the following questions, please write in the column provided any of the following comments, as an option you think is most appropriate. These comments are :-

(a) Strongly Agree (b) Agree (c) Undecided (d) Disagree
(e) Strongly Disagree.

1. I had thought of leaving my present employment because of lack of adequate manpower development and training

_____.

2. I am happy with my organisation■s personnel policy that allows development of new skills and knowledge of work _____

_____

3. Every entrant into the service of the organisation ought to undergo an induction/orientation course do you agree ?

_____

4. Doing my job well gives me a feeling of accomplishment and a sense of belongingness _____

5. An increase in training and development will make work harder

_____

6. There is opportunity for independence thought and action in my job

_____.

SECTION C

The purpose of this section is to find out how the staff view the present Manpower Development and Training Policy of the Company and the means to improve on it.

1. What is your view on the Manpower development and training policy of the company

_____

_____

2. Which category of staff should be given preference to formal training

   (a) Management staff
   (b) Middle Management
   (c) Junior Staff
   (d) Equal treatment to all staff

3. Which operational unit should be considered most in planning Manpower development and Training program.

   (a) Personnel Department
   (b) Operational and Maintenance Department
   (c) Finance and Investment(d)Research and planning
   (e) Public Relations.

4. Which of the training should the company place more emphasis on.

   (a) Overseas Training
   (b) In-the-job Training
   (b) local Training
   (d) On-the-job Training
   (e) All of the above.

5. How do we improve the present standard of the Manpower development and Resource unit of the company

   (a) By reorganising the department to reflect its importance.
   (b) Maintaining the status quo.
   (c) Establishing more Training schools
   (d) By organising conferences and seminars.

6. How will you rate the present training opportunities available in the organisation

   (a) Very adequate
   (b) Inadequate and
   (c) Very poor

7. Rank in order of importance the types of training which you will recommend. _____

_____

_____

_____

APPENDIX II

ORAL INTERVIEW FOR HEADS OF DEPARTMENT OR UNITS

1. Training Needs and Schemes for Staff

2. Assessment of overall performance of the officers who have undergone the training programme.

3. Role of Training in Staff Development.

4. Encouragement given to trained staff to ensure retention.

5. The most serious problems and impediments of Training in the National Maritime Authority

APPENDIX III

NATIONAL MARITIME AUTHORITY

TO : _____. DATE : _____.

FROM: _____. REF: _____.

COURSE NOMINATION FORM

Seminar/Course Title : _____

Duration : _____

Date: _____

Number of Nominations : _____

Rank of Participants: _____

S/NO	NAMES OF NOMINEES	I.D NO.	RANK	PRESENT	LOCATION	STATE OF ORIGIN
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

SIGNATURE OF HOD/GM

APPENDIX VI

NATIONAL MARITIME AUTHORITY
PERSONNNEL DEPARTMENT TRAINING NEEDS
IDENTIFICATION FORM (TNI)

(A.) (Items 1 - 9 should be completed by the staff).

1. NAME: _____

2. ID.NO : _____ 3. JOB TITLE: _____

4. SALARY BAND : _____ 5. DEPARTMENT _____

6. **DUTIES AND EXPERIENCE**

DATE ATTENDED		RANK	DESCRIPTION OF DUTIES	LOCATION
FROM	TO			

7. ACADEMIC QUALIFICATIONS (WITH DATES)

QUALIFICATION Date

i. _____ i) _____

ii. _____ ii) _____

iii. _____ iii) _____

iv. _____ iv) _____

v. _____ v) _____

8. PROFESSIONAL QUALIFICATIONS (WITH DATES)

QUALIFICATION	DATE OBTAINED
i. _____	i) _____
ii. _____	ii) _____
iii. _____	iii) _____
iv. _____	iv) _____
v. _____	v) _____

9. COURSES ATTENDED

DATE ATTENDED		COURSE TITLE	CERTIFICATE OBTAINED
FROM	TO		

DATE:_____

_____

SIGNATURE OF STAFF

(10 -13 To be completed by the supervisor or HOD):

10. **STRENGTH:**

I have worked with the staff and confirmed that his/her performance is strongest in the following areas:-

i) _____

ii) _____

iii) _____

iv) _____

v) _____

11. WEAKNESS:

His/her performance needs to be improved in the following areas:-

i) _____

ii) _____

iii) _____

iv) _____

v) _____

12. DEVELOPMENT:

He/she requires the following Training to enhance his/her performance:-

NAME/TYPE OF COURSES	**DURATION**
i) _____	i) _____
ii) _____	ii) _____
iii) _____	iii) _____

13. **COMMENTS:**

_____

_____

_____

NAME OF SUPERVISOR/HOD _____

SIGNATURE: _____

DATE: _____