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**TITLE PAGE**

**AN EVALUATION OF TRAINING AND DEVELOPMENT OF HUMAN  
RESOURCES IN ORGANIZATION**

**A CASE STUDY OF EMENITE NIGERIA LIMITED AND SCIENTIFIC  
EQUIPMENT DEVELOPMENT INSTITUTE AKWUKE (SEDI)**

**BY**

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**UNIVERSITY OF NIGERIA, ENUGU CAMPUS**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
AWARD OF MASTERS DEGREE IN BUSINESS ADMINISTRATION**

**(MBA)**

**SUPERVISOR: DR. ONODUGO, V.A**

**OCTOBER, 2012**

**APPROVAL PAGE**

This project has been approved for the Department of Management,  
University of Nigeria, Nsukka.

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## CERTIFICATION

I EZEH VIVIAN UKAMAKA an MBA student, Department of Business Administration, University of Nigeria, Nsukka, with the Registration number PG/MBA/11/60297 has satisfactorily completed the requirement for the course and research work for the award of master of Business Administration (MBA) in Management.

The work embodied in the project is original and has not been submitted in part or in full for any other degree of this or any other university.

.....

EZEH VIVIAN UKAMAKA

PG/MBA/11/60297

## DEDICATION

To Almighty God and my mother Mary.

## ACKNOWLEDGEMENT

I remain grateful to God almighty for the strength and motivation to complete this project. My indefatigable parents late Chief Engr. F.U. and Lolo Mrs L.O. Ezeh and to my siblings.

In the same vein, many people made invaluable contributions in seeing to the actualization of this study.

I am also indebted to Dr. Onodugo, V.A. who guided me through by offering constructive criticisms in a brotherly manner despite the tight schedule he had. An enormous debt of gratitude also goes to the management of Emenite Nigeria Limited and Scientific Equipment Development Institute Akwuke (SEDI).

A note of appreciation is also due to my friends Omasanuwa Neville who never allowed me lack his piece of advice and financial assistance throughout the period of my academic pursuit.

Finally, I greatly appreciate my friends Okadigbo, Chinelo, Adaeze, my one and only etc. for encouraging me including uncle Chijekwu for his financial assistance. My prayer for all these people whose invaluable contributions led to

the successful completion of this study is for God to visit them at their various points of need.

## ABSTRACT

This research work looked into the issue of “An Evaluation of Training and Development of Human Resources in Organization”. A case study of Emenite Nigeria Limited and Scientific Equipment Development institute Akwuke (SEDI). It has been observed that the success or failure of business organization depends to a great extent on the skills, knowledge and ability of the human elements in such organizations. In the contemporary times, it is noted that while some organizations enjoy optimum productivity, efficiency and effectiveness on the part of their employees, other organizations experience low productivity and inefficiency. This has been the major reason why it is observed that while some organizations have failed; others still forge ahead inspite of all odds. However, the secret behind these discrepancies in performance (or organizations) lies on the organizations training and development of their employees’ others consider it a colossal waste of time and money to carry out such activities. No viable organization can achieve remarkable success without resource to the concept of training and development – because, its importance to organization success cannot be underrated. To carry out this study, both primary and secondary data were extensively used. Specifically, it is hypothesized that as the perceived attainment of desired know-how increases, the employee’s productivity will increase. The basic data of this research consist of interviews, statistical data based on a standardized questionnaire and other secondary sources. Each interview or questionnaire was prefaced by a brief statement to the effect that: 1. The employee’s participation was completely voluntary and did not require that they answer any question. 2. No name were recorded and 3. All research data were presented in tabular form and in some other fashion to completely protect employee confidentiality. Several findings were made in the cause of this research. Permanent among them is that the benefit of planned and systematic human resources is an inevitable aspect of organization growth, and for this reason should avail all workers the opportunity of being trained not only within,



but outside their organization to widen their scope and knowledge on the tasks they perform. For a successful research work to be carried out, this study was divided into five chapters, and each of the chapters was exhaustively dealt with in the main text.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.10 BACKGROUND OF THE STUDY**

It has become an established fact that the success of most public and private organizations does not depend entirely on how well such organizations are financed but also on how well the human resources working in the organizations are experienced. The experiences acquired by these human elements do not simply come out of the blues, but as a result of the chances given to them to acquire such experiences. It has been noted that in most organizations, whether in the public or private sector, those who are found to be more productive are those workers who have a wealth of experience on their

jobs as a result of training and development they had acquired. This is why in contemporary times, many managers and employers in several organizations are no more averse to the concept of training and development. They have begun to realize the fact that well trained and developed employees are assets any public & private organizations.

The above explains why Ubeku (1984:194) opines that “The process of training and development is a continuous one, and money spent on the training and development of employees of any public & private organization are money well invested.” He went further to stress that in public & private organizations employees who have not received adequate training before being assigned responsibilities lack the necessary confidence with which to carry out their jobs. For this reason, an employee should be helped to grow into more responsibility by systematic training and development, because it is only then that he will feel confident enough to carry out the responsibility of the job. This is so because it is only then that the employee believes he knows what is expected of him regarding the job, and because he can do it, his enthusiasm for the job increases.

Consequently, as noted by Donnelly (1992:114) “an employee in this position is more likely to originate ideas as to how best to carry out the tasks of the job. And employees who are not trained tend to cling to methods they were shown the first

time they took over the job. They are frightened of doing the job in a different way, because something might go wrong and that risk they cannot take”.

The concept of training and development is not the task of educational institutions alone. This explains why in December 1970, according to Ubeku (1984:198), the then federal commissioner for labour in his address to the 14<sup>th</sup> Annual General Meeting of the Nigeria employers consultative Association stressed the role of employers in training their employees to be able to carry out their responsibilities effectively. He explained among other things that.

The development of human resources cannot be entirely the concern of our educational institutions. It is also the responsibility of other institutions capable of performing training functions. Every enterprise, whether public or private, necessarily does considerable on-the-job training, some of which organized, and some haphazard and accidental... You as employers must realize or recognize the overriding importance of the development of human resources, without which we cannot 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 plans.

The anxiety of the government and other private organizations over the scarcity of trained manpower in the country has been translated into action in the form of institutions with the function of promoting, training and development in the Nigerian economy.

However, one may be tempted at this juncture to ask – what exactly is training and development? According to Armstrong (1984:20) Training is

the modification of behaviour through experience, and development is a change towards the better”. Based on this, it then shows that employers in organizations that have in their policy, the concept of training and development have paved way for the success and survival of their organizations, and the subsequent enjoyment of optimal performance on the part of the employees or workers.

In any case, the question then is, in the midst of the advantages inherent in the concept of training and development of employees in organizations,

1. How far has the Nigerian public and private organizations appreciated the idea of training and developing their workers?
2. Also, in what capacity do the workers receive training and development of employees in organizations.



It is the above questions posed that leads to the study on “An Evaluation of Training and Development of Human Resources. In Public Private Organizations’ with special reference to Emenite Nigeria Limited and Scientific. Equipment Development Institution Akuike

### **1.11 STATEMENT OF PROBLEM**

It is very axiomatic to state that the importance of training and development of human resources in public and private organizations cannot be over-emphasized. Most organizations have met their waterloo while others are performing below expectations as a result of not having in their employ skilled personnel. The assertions by Torrington and Chapman (1983), show that the developed societies have been paying much attention to training and development. This is the secret behind the relative success being recorded by most public and private organizations in such areas. On the other hand however, most public and private organizations in this part of the world do not consider it very expedient to make provisions for the training and development of their workers (although a few of them do), and this has always been the major cause of low productivity, inefficiency and the inability of most public and private organizations to enjoy continuity.

The discrepancies being noted in the operational systems of Public and private organizations existing in the developed world and those that exist in this part of the world helps us to identify a problem – that no organization can achieve remarkable feats in terms of higher productivity and efficiency without recourse to training and development. This study is therefore set to evaluate the training and development of human resources in Nigeria public and private organizations with emphasis on Emenite Nigeria Limited and Scientific Equipment Development Institute Akwuke.

## **1.12 OBJECTIVES OF THE STUDY**

The specific objectives of this study are stated below:

- i. To identify the kinds and methods of training given to workers in public and private organizations in Nigeria.
- ii. To examine the effectiveness of the approaches/techniques used in training personnel in both private and public organization.
- iii. To evaluate the impact of training on workers performance.
- iv. To assess, if any, the difference employee performance between public and private organization based on training approaches.

- v. To identify the problems associated with training and development programmes in Nigeria public and private organizations.

### **1.13 RESEARCH QUESTIONS**

The study poses the following research questions:

1. What are the kinds and methods of training given to workers in public and private organization in Nigeria?
2. How effective are the approaches/techniques used in training personnel in both private and public organization.
3. What are the impacts of training on workers performance?
4. What are the differences in employees' performance between public and private organizations based on training approaches?
5. What are the problems associated with training and development programmes in Nigeria public and private origination.

### **1.14 RESEARCH HYPOTHESIS**

For the purpose of the study, the following research hypotheses will be formulated:

**Ho:** On-the-job-training and job-rotation are not kinds and methods of training given to workers in public and private organization in Nigeria.

**Hi:** On-the-job-training and job-rotation are kind and methods of training given to workers in public and private organization in Nigeria.

**Ho:** The approaches/techniques used in training personnel in both private and public organization are not effective.

**Hi:** The approaches/techniques used in training personnel in both private and public organization are effective.

**Ho:** Ability to learn and adapt to new work methods is not an impact of training on workers performance.

**Hi:** Ability to learn and adapt to new work methods is an impact of training on workers performance.

**Ho:** Human factors management and performance system development are not the differences in employees performance between public and private organization based on training approaches.

**Hi:** Human factors management and performance system development are the differences in employees performance between public and private organization based on training approaches.

**Ho:** Ineffective management and coordination are not problems associated with training and development programme in Nigerian public and private organizations.

**Hi:** Ineffective Management and co-ordination are problems associated with training and development programme in Nigeria public and private organization.

### **1.15 SIGNIFICANCE OF THE STUDY**

It is essential to mention that this study was undertaken so as to evaluate the training and development of human resources in organizations with special reference to Emenite Nigeria Limited and scientific equipment development institute Akwuke. This study is very significant because it enabled the researcher to unveil some functional overlaps in the public and private organizations which could be addressed through training and development of

the human resources, and this when addressed would benefit these organizations as they would enjoy efficient performance on these workers.

This study also enabled the researcher to highlight the advantages that are inherent in training and development so that those employers in public and private organizations who are averse to the idea of training and developing their workers (especially those employers who think that training is a colossal waste of resources) to rescind their decisions since they would benefit immensely by working with well developed or trained employees.

This study is very significant because the findings and subsequent recommendations are of immense benefit to other organizations, especially those that experience low productivity and poor performance on the part of the their workers because of lack of training and development.

Moreover, this study (as believed by the researcher) is a contribution to the academic development of the theories of “Training and Development; and for this reason would be very beneficial to other student researchers, especially those who would wish to research further on the subject matter in the future.

#### **1.16 SCOPE OF THE STUDY**

“An adequate statement of the problem also defines it very carefully in terms of its scope, and it is obvious for a researcher to set forth the bounds of the topic being researched on”, (Osuala, 1983:58). Based on the above, the scope of this study covered an evaluation of training and development of human resources in public and private organizations, with specially reference to Emenite Nigeria Limited and scientific Equipment Development Institute Akwuke.

### **1.17 LIMITATIONS OF THE STUDY**

A study of this nature cannot be successfully completed without the researcher encountering some constraints or limitations. In view of this, one of the major limitations of this study was inadequate time. It was not easy for the researcher to conduct an exhaustive survey of the activities of the organizations under study and at the same time attend to other academic engagements.

Another limitation to this study was inadequate finance. A study of this nature requires enough money to enable the researcher to make constant visits to the organizations under study in search of relevant information with regards to the subject matter under study. But lack of adequate finance nearly marred the efforts of the researcher in this direction.

Also, a major limitation to this study was the difficulty encountered by the researcher in convincing some of the respondents (i.e employees of the organizations under study) to supply the needed information by completing the questionnaire administered to them. Some of these respondents discreetly revealed to the researcher that supplying any information to an outsider would jeopardize their relationship with the management of their organization, notwithstanding the fact that the researcher made efforts to convince them that the study was just for academic purposes.

## **1.18 DEFINITION OF TERMS**

The following terms simply represent the specific meaning(s) that are given to them in this study. These terms include:

### **Training**

In this study training is the modification of behaviour through experience

### **Development**

In this study, development simply means the change towards the better. It is used to denote the art of making workers grow into maturity for assuming more responsibilities.

### **Effectiveness**



The effectiveness of an organization implies the degree to which it attains its goals or the ability of the system as a whole to effect intended results.

## **Management**

In this study, management is the process to utilizing the resources of an organization to accomplish set objectives. And some other times, it (i.e management) would be used to denote human elements at the helm of affairs in the organization.

## **Organization**

This refers to a social system or an organized body of persons working together to achieve a common purpose.

## **Performance**

This means achievements, productivity and successful completion of tasks. In the context of this study, performance means the organization's ability to accomplish its primary goals.

## **Productivity**

In this context, productivity is used to denote the ability of an organization to attain its goals and objectives within a given period of time.

## **Human Resources**

In this study, human resources refer to the human elements working in or for the organization.

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## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

The essence of this chapter is to discuss some salient literature that have the theoretical relevance to the subject matter under study. As a result, the views, ideas, submissions, opinions and the contributions of renowned authorities on the subject matter are to be reviewed in this chapter under the following sub-headings: concepts and definitions of training and development; systematic approach to training and development; assessment of training and development needs; Methods of training and development; Evaluation of training programmes; problems of training and development; Benefits of planned and systematic human resources training and development, and effectiveness of training and development programme of human resources.

#### 2.1 CONCEPTS AND DEFINITIONS OF TRAINING AND DEVELOPMENT

Although the terms training and development (especially of workers) connote different things, the line separating both terms is so blurred that some authors use them interchangeable to mean one and the same thing. Their argument is that when training employees, in variably, you are also developing them or vice-versa.

However, there exist a subtle difference between human resources training and human resources development. But all the same, both concepts play complimentary roles in enhancing workers job performance and also contributing to organizational growth. Nwachukwu (2003:12) stated that, “training is an organizational effort aimed in helping an employee to acquire basic skills required for the execution of the functions for which he was hired” He also explained that workers’ development are those activities undertaken to expose an employee to perform additional duties and assume positions of importance in the organizational hierarchy.

The above definitions by Nwachukwu enable one to easily perceive the differences existing between training and development. Training as it is observed, exposes employees to skills necessary for effective job performance, while on the other hand, development goes further to equip employees with the knowledge required for performing additional responsibilities. In essence, while training may involve making an employee to form a particular task faster and better than before, development may involve exposing an employee to more challenging tasks.

In his own contribution, Tannehill (2008:161) asserted that “training is overall process whereby an individual’s behaviour is modified to conform to a

specified latter”. The researcher assumes that what this definition implies is that training is a means of providing individuals with new sets of attitudes that are consistent with some stated goals.

Supporting Tannehill’s definition, Odiorne (2009:82) maintains that “training should lead to a changed behaviour. If it does not, it then means that the trainee does not have the I.Q to understand, or that he has a boss who conflicts with the training behaviour proposed, or that he has peers or subordinates who determine that such proposed behaviour would not work or may be unsuitable for the environment”.

On the other hand, Kellog (2008: 54) defined development (especially workers’ development) as “a change in the person (a favourable change) that permits him to function more effectively”. He went further to explain that the result of development (the way an employee knows it has occurred) is that the employee possesses new knowledge or information, is able to apply old knowledge or information in a new way, or has an increased interest in applying what he knows”.

Analyzing the above definitions, one could say that both training and development result in creating a change in an individual. Thus, there is a kind of

similarity between training and development because both concepts are aimed at creating a favourable change in the individual. However, the frontiers of development extend further to measure how effectively the favourable change in behaviour has improved job performance making their own contribution, to the subject matter Koontz and O'Donnell (1996:350) provided a definition that distinguished workers' training from workers' development. According to these authors "workers' training is any programme designed to facilitate employee's learning process, 'and workers' development is the progress employees make in learning how to perform their jobs".

The researcher was of the view that from the definitions above, it is suitable for one to infer that training enables employees to acquire skills necessary for present and future tasks, while development involves among other things, increasing the job content of an individual worker, assigning more responsibility to him in order to determine how he is using the skills acquired to perform his job effectively.

Moreover, Onah and Ogwu (1996:11) stated that "training is the development of practiced skills and techniques that are related to one's job; while development is a conscious and concerted effort to enhance worker's performance of the job and thus, their promo ability". This definition portrays

further the difference between employee training and employee development. The training of workers concerns providing employees with skills relevant for their jobs, while employee development involves preparing employee for higher responsibilities.

Contributing further, Klatt et al (1995:340) asserted that training of human resources (or employees) is “a systematic way of altering behaviour to prepare an employee for a broader role in an organization”. These authors perceive training as a job-related experience because it is used to develop mental or manual skills to increase knowledge, and to change attitudes. Employee, these authors saw as person-oriented because it focuses on improving the conceptual, decision-making, and interpersonal skills in complex, unstructured situations”.

Following the above definitions, one can easily perceive the difference between employee training and employee development. Koontz and O’Donnell made this difference more discernible by saying that learning about skills takes place in training situations, whether in the classroom, in a conference, or in a working experience, while development takes place through actual job performance.



However, employee training and employee development complement each other in an organization's quest to evolve qualified manpower. This is why some authors use both terms as a common word.

## **2.2 SYSTEMATIC APPROACH TO TRAINING AND DEVELOPMENT**

The approach to the type of human resource training best suited to a specific organization depend upon a number of factors, such as skills called in Jobs filled, qualification of candidates applying for jobs and the kind of Operating problems confronted by the organization. As noted by Rigors and Myers (1991:283) "although, it is important that the training program be developed to meet specific needs, the personnel administrator or training director should also be familiar with the whole range of training as practiced in other firms and organizations in order to be able to advise managers on training methods best suited to their needs". Their argument is that when training employees, invariably, you are also developing them or vice-versa.

However, there a subtle different between human resources training and human resources development. But all the same, both concepts play complimentary roles in enhancing workers' job performance and also

contributing to organizational growth. Nwachukwu (2003:121) stated that, “training is an organizational effort aimed in helping an employee to acquire basic skills required for the execution of the functions for which he was hired”. He also explained that workers’ developments are those activities undertaken to expose an employee to perform additional duties and assume Positions of importance in the organizational hierarchy.

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The systematic approach must describe the overall scheme of training and its costs and benefits. The overall scheme should further provide for the development of training programme facilities, the selection and use of appropriate training methods and the selection and training of trainers. Finally, the systematic approach should involve the complementation of training plans

including the maintenance of training records and the measurement analysis of results.

### **2.3 ASSESSMENT OF TRAINING AND DEVELOPMENT NEEDS**

From all indications, it is observed that from the different phases or stages, the starting point of a systematic training is the identification or assessment of training needs. This is very vital to the success of any training programme. Many training programmes have failed because a thorough analysis of training needs did not precede the decision that training is necessary. Attwood (2000:94) defined a training need as the “gap between the requirement for skills and knowledge inherent in the job and those possessed by the current job holder”. She went further to explain that a thorough analysis of training need starts with an attempt to assess total organizational training needs in the context of management’s plans for the future of the organization, the current organization structure and the current expectations about the use of employees. This is because an analysis of organizational characteristics and problems is necessary if training is to be adequately linked to business plans.

Klatt (2000:340) stated that ‘there is a list of methods of determining the training need which include:

- (a) interview with potential participants so as to identify training that would prove job performance or prepare the worker for future jobs;
- (b) questionnaire survey — which is sent to employees and managers to identify training needs that may not be available currently;
- (c) analysis of personnel inventory files so as to obtain each worker's career objective and department courses in order to match the employee's need for training and development with the company need in the future;
- (d) observation of on-the-job behaviour, observation of workers' behaviour, communications, workflow, and relationships on the job may suggest needs for technical training in communications and organizational development
- (e) job analysis and job competence, which is necessary when a worker does not meet the job satisfaction;
- (f) and tests which may be given to determine promotability.

In assessing training and development needs of workers in an organizations, Ubeku (1994:195) contends that “training should not be undertaken for its own sake. It must be geared to the objectives of the particular organization. This is important because organizations differ in culture, and in

order to work out a training programme, the training needs of each organization have to be assessed. No organization can plan a realistic training programme unless a thorough diagnosis of the present manpower position has been made and its future plans and the type of manpower requirements have been decided upon. It is essential, therefore, to know what the present skills are, and, based on the agreed objectives, what training is required to meet the development of the necessary skills for the achievement of the objectives”

The choice of any particular method depends on the financial resources of the organization concerned because some of the training and development methods involve large financial costs. A critical identification or assessment of training needs helps to clearly state the objectives of any training programmes. Based on the identification of training needs, a training plan can be drawn. This plan should contain the objectives of the training programmes, where and when the training should take place, the context of the training programme, the learning methods to be used, the participants and who should administer the training.

Once the plan for the training and development programme has been drawn, decisions must be taken to establish general methods to be used.

According to Litterer (1998:325), “the choice of training and development

depends on the number of employees of a particular type to be trained and developed, the financial resources available to the organization, and the comparative cost-benefit ratios for each method”.

## **2.4 TYPES AND METHODS OF TRAINING AND DEVELOPMENT**

The methods of training and development chosen in any organization should be capable of creating a favourable change in the behaviour of employees. As stated by Pigors and Myers (1991:283) “the types of employee training and development best suited to a specific organization depend upon a number of factors, such as skills called for in jobs to be filled, and the kind of operating problems confronted by the organization.

Although it is important that the training be developed to meet specific needs, the personnel administrator or training director should also be familiar with the whole range of training as practiced in other firms and organizations in order to be able to advise managers on training methods best suited to other needs”.

However, the methods of training and development chosen should be capable of creating a favorable change in employee behaviour. Some of the training and development methods include the following:

**(a) On—the—Job— Training:** This involves training employees while they are performing their assigned tasks. This is the most popular and in

Some cases, the only form of training used by some organizations.

According to Nwachukwu (2003: 125) “one of the advantages of on-the-job training is that it minimizes the problem of transfer of learning associated with other methods of training. On—the—job training could be an on-going process that does not excessively disrupt normal company operation. The major disadvantage is that the(trainer could pick bad habits”.

**(b) Job—Rotation:** This is a training method where employees (trainees) move from one job to another in order to broaden their knowledge. Nwachukwu (2003:125) maintains that “the major short-comings of this method are that productive work may suffer because of the obvious periodic disruption caused by such changes, and the limitation on the amount of the job skill that can be acquired during the short period of time”.

**(c) Apprenticeship Programme:** This method of training is particularly useful when extensive practiced or technical knowledge is required to perform a job. It involves workshop practice and classroom lectures.



**(d) Role Planning:** This is actually used in developing employees. It is a form of stimulation emphasizing human — relations problems. Parts are assigned to trainees to act as they would in real life. It provides a forum for trainees to interact together to solve certain problems. This method is very useful for the development of executives in viable organizations.

**(e) Coaching:** This involves consistent transfer of knowledge to trainees by an expert or coach. The coach guides trainees by explaining the relevance of certain information and through this, helps to generate alternatives to problems.

**(f) Operative Training:** This method of training is specifically ideal for the private sector. According to Seymour (2000:32), “the basic purpose of operative training is the transfer of skills from those who possess them to those who do not.” However, we are aware that a person cannot transfer skills to another unless he himself possesses those skills. This is the problem faced by many companies in this country. There is the contention that there is a shortage of skilled workers in this country. Sometimes, even when skilled workers are available, it is still necessary to train them on how to handle and run the machine of a particular company. For this problem to be solved, every company has to draw up a simple training programme for its

operatives rather than putting them ‘raw’ on the machines and when this is done, companies will achieve higher objectives.

This explains the reason why the organizations under study — Emenite Nigeria Limited scientific Equipment Development Institute Akwuke spend a lot of financial resources for the training and development of its human resources, since this enables them to achieve higher productivity.

## **2.5 EVALUATION OF TRAINING PROGRAMME**

A major aspect of organization’s policy is the evaluation of their training programme. This is usually done to underscore the extent to which the programme has yielded the desired effect. And according to McGehee and Thayer (1999:259) “an organization has to evaluate its training programmes in terms of the needs which were expected to be met by the training, and the costs involved”. They went further to explain that many organizations do not consider it necessary to evaluate training and the apathy is believed to arise from the fact that heir management is generally reluctant to waste time in testing something it has convinced itself is good. And it is only when management accepts training

as one of the necessary tools for the efficient operation of the business, then the question of evaluation must be given a serious attention and action.

In any case, the researcher considered that it is from careful and critical evaluation that organizations can discover whether the money spent on training is producing the results needed by them. They can also through evaluation, discover what improvements can be made to the training procedures in order to reduce costs and improve organizational effectiveness or whether the money if spent on another activity would contribute more effectively to the attainment of organizational goals.

Contributing to the subject matter, Nwachukwu (2003:127) stated that “the - evaluation of training programmes provides a basis ascertaining whether they achieved the purpose for which it was administered. Evaluation provides a feedback system through which actual results can be measured against expected results. The information collected in the evaluation process should enable an organization to improve on the programme for future trainees, and enable the trainers appraise themselves in terms of method and content”.

In the Opinion of Ubeku (1984:217) “an organization has to evaluate its training programmes in terms of:

- (a) the needs which were identified and which were expected to be met by the training, and
- (b) the costs involved”.

On the other hand, Catalanello and Kerk Patrick (2008:9) summarized the basic criteria of evaluation as:

- (a) **Reaction** — Do the trainees like the programme?
- (b) **Learning** — Did the trainees learn the facts, principles, techniques and concepts presented?
- (c) **Behaviour** — Did their job behaviour change because of the programme?
- (d) **Results** — what tangible results were achieved (reduction in staff turnover, better quality, increased production)

In any case, evaluation should not be limited to the trainees alone. The training facilities of the company should also be evaluated to ascertain their effectiveness in delivering or achieving quality training.

Supporting the above, Kialt et al (2000:343) listed three methods of evaluation. According to them, the methods include:

- (1) the revision of training materials in the light of training objectives — that is, looking at both what was developed and also how it was presented for easy understanding;
- (ii) asking the participants at the end of the programme to fill out course critiques;
- (iii) participants to also complete a Follow—up questionnaire on how relevant and useful the course was for doing their job or work.

However, Ubeku (1994:2 17) explained that “another method of evaluation is to give participants oral or written examination before and after the training”.

Each of the evaluation methods explained above has its own backs. In any case, a critical evaluation of training should be able to determine among other things:- whether the money spent on training is producing the results needed by the organization; what improvements can be made on the training procedures in order to reduce costs and improve efficiency, above all, whether the type of training given is necessary to improve organizational effectiveness.

## **2.6 PROBLEMS OF TRAINING AND DEVELOPMENT**

In as much as evaluation and assessment of training and development programmes are very vital for the effective and efficient working of organizations, it is essential to mention that these cannot be achieved without some impediments. According to Ayida (2000:18) “there are six identified major problems that militate against management development and training in Nigeria. He explained that these problems include the following:

- (i) The geopolitical factors in management appointment which tend to overburden the good ones due to lack of skills by others.
- (ii) There is the problem of reluctance to release staff especially the good ones for any external period of training. The reason for this is that the burden of the day today management is becoming so tremendous that organizations can no longer spare existing personnel for training.
- (iii) The explosion of economic activity which has given rise to excessive expansion of institutions and creation of new ones, both in government and in the private sector.
- (iv) Ineffectiveness of Management: This is buttressed by the growing level of indiscipline authoritarian tendencies in both public and private organizations.

(v) The competitive demand for trained employees from the public and private sector. One organization induces the trained manpower of the other. As a result of this, organizations become indisposed to embark upon training for their employees.

(vi) Inadequate coordination: The need for adequate coordination of the resources required for the training and development programme is lacking.

However, Ayida was of the opinion that because of some bottlenecks and bureaucracies, training and development programmes in this country more particularly the fact that it exist in government and private sectors is an effort made to explain some of the reasons for the current decline in quality of service all over the country.

## **2.7 BENEFITS FOR PLANNED AND SYSTEMATIC RESOURCE TRAINING AND DEVELOPMENT**

It is essential to explain that no organization should choose whether or not to train or develop their employees. All new employees, regardless of their previous training, education, and experience, need to be introduced to their new employers work environment and to be shown how to perform specific tasks.

This will enable them not only to be effective and efficient, but will enable the organization to achieve its objectives especially as it concerns high productivity and optimum performance, and above all, a reduction in material wastage. The benefits, according to Pigors and Myers (1991:281) include the following:

- (i) Training and development provide employees with general information that they need about the general information that they need about the organization about policies, procedures, practices, and rules that will affect them, and also about jobs on which they will work. All these could be easily achieved during induction and orientation.
- (ii) Through training and development, new employees are instructed in the requirements of specific jobs they are to perform, as outlined in an accurate and comprehensive job description. In this way they can rapidly learn to measure up to standards for performance, thus increasing their value to the organization and satisfying their human needs for personal growth on the job.
- (iii) An obvious advantage of a planned and systematic employee training and development is that accidents, spoiled work, and damage to machinery and equipment can be kept to a minimal by well—trained employees, who are motivated to do their work.



- (iv) Dissatisfaction, complaints, absenteeism, and turnover can greatly be reduced when employees are so well trained and developed, that they can experience the direct satisfaction associated with a sense of achievement and the knowledge that they are developing their inherent capabilities at work.
- (v) As employees respond to continued training and development, they can progressively increase their value to the organization and thus prepare themselves for promotion.
- (vi) Continued training and development can help employees to increase their ability to learn — adapting themselves to new work methods, and adjusting to major changes in job content and work relationships.

In summing up this sub—chapter, the researcher is of the view that 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 a well and systematic employee training and development. Training and development constitutes an investment in human resources.

## **2.8 EFFECTIVENESS OF TRAINING AND DEVELOPMENT PROGRAMMES OF EMPLOYEES IN ORGANIZATIONS**

Donnelly (2000:468) stated that ‘training and development programmes include numerous activities that inform employees of policies and procedures, educate them in job skills, and develop them for future advancement. The importance of training and development to an organization cannot be overemphasized. Through recruitment and placement, good employees can be brought into the organization, but they need orientation and continued education and development so that their needs can be met and the objectives of the organization can be achieved simultaneously...’

Training is a continual process of helping employees perform at high level from the first day they start work, It is designed to improve a person’s skills to do the current job. Whether it occurs at the place of work or at a special training facility, training should be sponsored by experts in the educational process.

A major concern in the selection of training techniques to fit training are in accomplishing their goals of modifying skills, attitudes and ultimate behaviour. One way” of predicting the potential success of training technique is

to compare them against a list of desirable result from the guidelines and generalization. Based on that, each of the major techniques of training is evaluated on its potential for meeting the training programmes criteria. However, Donnelly (2000:468) went Further to highlight that for training and development programmes to be effective, it must accomplish a number of goals. For instance, in the first place, it must be based on organizational and individual needs. Training for training sake is not the aim. Second, the training and development objective should spell out which problems will be solved.

Third, all training should be based on solved theories of learning. This is a major reason that employees (human resources) training and development are not tasks for amateurs. Finally, training must be evaluated to determine whether training programme is working.

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## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 RESEARCH DESIGN

The research design serves as the framework for collecting the data which are relevant for a study. According to Kerlinger (1977:16) “research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance”.

The research design adopted for this study is the survey. This enabled the researcher to look into the training and development programmes of the selected organizations under study.

## **3.2 SOURCES OF DATA**

In the process of carrying out this study, the data used were collected from two major sources. These include the primary and secondary sources.

### **3.2.1 PRIMARY SOURCES OF DATA**

The primary data used for the analysis of this study were collected from the respondents through the designed questionnaire. The respondents were made up of the management and employees of EMENITE Nigeria Limited and scientific equipment Development Institute Akwuke.

### **3.2.2 SECONDARY SOURCES OF DATA**

The secondary data for this study were collected from already written works both published and unpublished that were found to be relevant for this study. Those already written works include textbooks, journals and past research works by students. All these were consulted from institutional libraries in Enugu metropolis.

### **3.6 INSTRUMENTATION**

According to Odo (1992:57) “instrumentation deals with the tools a researcher/scientist employs to elicit information for data analysis”. Consequently, in the course of this study, the instruments used were the questionnaire administered to the employees of Emenite Nigeria Limited and Scientific equipment Development Institute Akwuke

In designing the questionnaire (instruments), effort was made by the researcher to structure the series of questions in multiple choice, open-ended and Yes/No forms.

### **3.7 POPULATION OF THE STUDY**

Population is usually involved in a study of this nature. The population for this study, taking cognizance of the subject matter covered the nature employees and management of Emenite Nigeria Limited and Scientific Equipment Development Institute Akwuke.

Information made available to the researcher from the administrative units of the organizations revealed that Emenite Nigeria Limited has a staff strength of 186 employees, and scientific equipment Development Institute Akwuke has a workforce of 180 employees. The population for the study was therefore 366.

### **3.6 METHOD OF DATA COLLECTION**

The research was designed in such a way to enable the researcher sample the opinion of a reasonable percentage of the respondents i.e. the employees and management of Emenite Nigeria Limited and Scientific Equipment Development Institute Akwuke and other public and private companies which are the organizations selected for the study.

In the method of data collection, a set of questionnaire was printed and distributed to the respondents. This was done so as to examine their views,



knowledge and opinions about the subject matter under study. The questionnaire was designed by the researcher using the following:

1. Dichotomous questions – that is the Yes/No type of questions. This allows for two possible options and it is aimed at making the answers easy for the respondents, and at the same time allows no room for bias.
2. Multiple choice questions – which allows respondents to choose from an array of suggested answers which allows respondents to choose from an array for suggested answers which best suit their own opinions.
3. Open-ended questions, which are those questions that do not limit the respondents to any particular answer, hence they can freely express their opinion in their own way.

### **3.8 DETERMINATION OF SAMPLE SIZE**

Samples are normally used in studies that involve large population. The reasons why samples are used include the desire to adequately manipulate the enormous population in order to avoid errors due to the calculation of large numbers. Also samples are used due to the desire of the researcher to reduce the cost of producing the questionnaire that will cover the entire population.

To determine the sample size for this study, the researcher employed the statistical formula devised by Yaro Yamani (1964:280). The formula states thus;

$$n = \frac{N}{1 + N(e)^2}$$

Where n = Sample size

N = Population for the Study

I = A constant

e = margin of error. And in this study, the margin of error

(e)

was 5% or 0.05 which was chose voluntarily by the researcher.

Therefore, substituting the formula above, we obtain

$$n = \frac{366}{1 + 366(0.05)^2}$$

$$\frac{366}{1+0.915}$$

$$n = \frac{366}{1+915}$$

$$n = 191.12 \text{ or } 191$$

Therefore the sample size for the study was 191. As a result, a total of 191 copies of questionnaire were printed and distributed to the respondents in the organizations under study.

However, to allocate the copies of questionnaire proportionally to the respondents in the two organizations, the researcher used the Bowley's proportional allocation technique. The formula states thus:

$$\frac{n}{N} \times \frac{nh}{1}$$

Where,

$n$  = Sample size

$N$  = Population of the study

$nh$  = Number of employees in each organization

Substituting the formula, we have,

For organization n1 (i.e Emenite with 186 employees)

$$= \frac{191}{1} \times \frac{186}{1}$$

$$366 \quad 1 \quad = \quad 97$$

For organization, n2 (i.e scientific equipment development institution with 180 employees).

$$= \frac{191}{366} \times \frac{180}{1} = 94$$

The questionnaire were allocated to the organizations in the above proportion.

### 3.6 METHOD OF DATA COLLECTION

The research was designed in such a way to enable the researcher sample the opinion of a reasonable percentage of the respondents i.e. the employees and management of Emenite Nigeria Limited and Scientific Equipment Development Institute Akwuke and other public and private companies which are the organizations selected for the study.

In the method of data collection, a set of questionnaire was printed and distributed to the respondents. This was done so as to examine their views, knowledge and opinions about the subject matter under study. The questionnaire was designed by the researcher using the following:

1. Dichotomous questions – that is the Yes/No type of questions. This allows for two possible options and it is aimed at making the answers easy for the respondents, and at the same time allows no room for bias.
2. Multiple choice questions – which allows respondents to choose from an array of suggested answers which allows respondents to choose from an array for suggested answers which best suit their own opinions.
3. Open-ended questions, which are those questions that do not limit the respondents to any particular answer, hence they can freely express their opinion in their own way.

### **3.7 VALIDATION OF THE DATA INSTRUMENTS**

To validate the data instruments, the researcher conducted a pilot study or (pre-test) of the questionnaire before the actual distribution. Also, the researcher contacted some experts in the field of management who have a wealth of experience on the subject matter under to scrutinize the questions asked in the questionnaire. They were consulted so as to confirm that the questions were not at variance with the subject matter under study

### **3.8 METHOD OF DATA ANALYSIS**

For the achievement of the objectives of this study and the research hypotheses, the researcher has to employ some techniques for the analysis of the data collected.

The collected data were subjected to simple statistical treatments. They were organized and presented in tables and percentages.

Also, the chi-square ( $X^2$ ) statistical method was used to test the hypotheses. The chi-square formula is calculated as follows:

$$X^2 = \frac{\sum (O_i - O_e)^2}{O_e}$$

Where:  $X^2$  = Chi square calculated

$O_i$  = Observed frequency

$O_e$  = Expected frequency

$\sum$  = Summation sign

$K$  = Level of significance

$d$  = Degree of freedom

The  $X^2$  will be tested as a degree of freedom given by

$$Df (n - 1) = (r - 1) (c - 1)$$

Where; Df (n-1) = Number of degree of freedom

C = Number of columns for response

R = Number of rows for responses

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## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

The essence of this chapter is to present and analyze the data collected for the study and analyze the data collected in the course of the research, using chi-square ( $X^2$ ) as the appropriate statistical tool.

The chi-square ( $X^2$ ) test provides basis for testing whether more than one population may be considered equal.

.  $X^2$  provides a means of comparing a set of observed frequency with a set of expected frequencies. The calculated  $X^2$  will be compared with the critical value of  $X^2$ . The difference will form the basis for accepting or rejecting the null hypothesis.



#### 4.1: ANALYSIS OF QUESTIONNAIRES DISTRIBUTED AND RETURNED.

##### Questionnaires Distributed, Returned And Not Returned.

Table 4.1: Data and Questionnaires Distributed, Returned and not Returned.

Responses	Questionnaire	Percentage Given	Questionnaire returned	Percentage Returned	Questionnaire not Returned	Percentage not returned
Emenite	186	51	97	27	89	24
SEDI Akwuke	180	49	94	27	83	22
<b>Total</b>	<b>366</b>	<b>100</b>	<b>191</b>	<b>54</b>	<b>172</b>	<b>46</b>

Source: Survey Data, 2012.

I observed that out of 366 questionnaires distributed, 191 representing 54 were returned, while 172 representing 46% were not returned.

#### 4.2 SECTION A: DEMOGRAPHIC DATA

##### Question 1: What is your age distribution?

Table 4.1 Age Distribution of respondents.

Age Grouping For Emenite And Sedi Akwuke	Numbers of Respondents	Percentage Number of Respondents
18 - 28	31	16
29 - 38	57	29

39 - 48	58	30
49 – 58	25	14
59 and above	20	11
<b>TOTAL</b>	<b>191</b>	<b>100</b>

Source: Survey Data, 2012

The table above shows that 16% of the respondents are within the age group of 18 and 28, 29% are within the age of 29 and 38, 30% are within 39 and 48, 14% are within 49 and 58 while the remaining 11% falls in the age of 59 and above.

From the table, it is observed that the highest number of respondents fall within the age of 39 and 48. This could be because at this age people are more energetic and possess the potential of undertaking high energy task.

On the other hand, the age group of 59 and above recorded the least number of respondents. This could be that, at this age, people tend to be weak and a little energy and potential are reserved to undertake high energy demanding task especially in industries .

**Table 4.2 Data on The Sex Distribution of the Respondents.**

<b>Sex (Gender) For Emenite And Sedi Akwuke</b>	<b>Numbers of Respondents</b>	<b>Percentage Number of Respondents</b>
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MALE	141	74
FEMALE	50	26
<b>TOTAL</b>	<b>191</b>	<b>100</b>

Source: survey Data, 2012

The above data shows that 141 respondents representing 74% are male while 50 respondents representing 26% are female. This indicates that number of men engaged in Emenite Nigeria Limited and Scientific Equipment Development Institute Akwuke, out number that of women. But it does not mean that there is gender distribution in the company rather, more men are engaged in the sector than women

### Question 3: What is Your Educational Qualification?

Table 4.3 Data on Education Background

Qualification for Emenite and Sedi Akwuke	Numbers of Respondents	Percentage Number of Respondents
SSCE	26	14
OND	52	27
BSC/HND	78	40
MBA/MSc	20	11
PHD	15	8
<b>TOTAL</b>	<b>191</b>	<b>100</b>

Source: Survey Data, 2012

The data above shows that 40% of the respondents are BSC/HND holder while 11% are MBA/MSc holders, also are PHD holder which constitutes about 8% of the respondents, 27% are OND holders and 14% were SSCE respondents.

#### Question 4: What is your Marital Status?

Table 4:4 Data on the Marital Status of the Respondents.

<b>Marital Emenite &amp; For Sedi Akwuke</b>	<b>Numbers of Respondents</b>	<b>Percentage Number of Respondents</b>
Married	58	30
Single	57	29
Divorced	31	16
Widowed	20	11
Separated	25	14
<b>Total</b>	<b>191</b>	<b>100</b>

Source: Survey data 2012

The above table shows that 30% of the respondents are married, 29% single, 16% are divorced while 11% and 14% are widowed and separated respectively.

### 4.3: SECTION B

**Question 1: What are the Kinds and Methods of Training Given to Workers in Public and Private Organization in Nigeria?**

**Table 4.5: Data on Kinds and Methods of Training Given to Workers in Public and Private Organization in Nigeria.**

<b>Option</b>	<b>Response</b>	<b>Percentage (%)</b>
On the job training and job rotation	130	68
Role planning	15	8
Apprenticeship programme	40	21
All of the above	6	3
<b>Total</b>	<b>191</b>	<b>100</b>

Source: Survey Data, 2012

The table shows that 130 respondent representing 68% indicated on the job training and job rotation, 15 respondent representing 8% indicated role planning, 40 respondent representing 21% indicated apprenticeship programme, 6 respondent representing 3% indicated all of the above.

This shows that On-the-Job-Training and Job-Rotation, role planning, apprenticeship programme are kinds of training given to workers in Nigeria organization.

**Question 2: On-the-Job-Training and Job-Rotation are kinds and methods of training given to workers in public and private organization in Nigeria.**

**Table 4.6 Data on the job training and job rotation training in public and private organization.**

<b>Option</b>	<b>Response</b>	<b>Percentage</b>
Agree	50	26
Strongly agree	100	52
Disagree	30	16
Strongly disagree	11	6
<b>Total</b>	<b>191</b>	<b>100</b>

Source: Survey data 2012

The table above shows that 50 respondents representing 26% indicated agree, 100 respondents representing 52% indicated strongly agrees, 30 respondents representing 16% indicated disagree while 11 respondents representing 6% indicated strongly disagree.

This shows that On-the-Job-Training and Job-Rotation are kinds and methods of training given to workers in public and private organization in Nigeria.

**Question 3: How Effective are the Approaches/Techniques Used in Training Personnel in both Private and Public Organization.**

**Table 4.7: Data on Techniques and Effects on the Organization.**

<b>Option</b>	<b>Response</b>	<b>Percentage (%)</b>
To achieve the organizational goals	120	63
To update new techniques	40	21
To upgrade individuals technical know-how	26	13
All of the above	5	3
<b>Total</b>	<b>191</b>	<b>100</b>

**Source: Survey Data, 2012**



The table above shows that 120 respondents representing 63% indicated to achieve the organizational goals, 40 respondents representing 21% indicated. To update new techniques, 26 respondents representing 13% indicated to upgrade individuals technical know-how, 5 respondents representing 3% indicated all of the above.

This shows that to achieve the organizational goals, to update new techniques and to upgrade individuals technical know-how are the ineffective on training approach.

**Question 4: The Approaches/Techniques Used in Training Personnel in Both Private and Public Organization are Effective?**

**Table 4.8: Data on Techniques and Effects on the Organization**

<b>Option</b>	<b>Response</b>	<b>Percentage (%)</b>
Agree	77	40
Strongly agree	95	50
Disagree	10	5
Strongly disagree	9	5
<b>Total</b>	<b>191</b>	<b>100</b>

Source: Survey Data 2012

The table above shown that 77 respondents representing 40% indicated agree, 95 respondents representing 50% indicated strongly agrees, 10 respondents representing 5% indicated disagree while 9 respondent representing 5% indicated strongly disagree.

This shows that the approaches/techniques used in training personnel in both private and public organization are effective.

## Question 5: What are the impacts of Training on Workers Performance?

**Table 4.9: Data on impact and Training Performance**

<b>Option</b>	<b>Response</b>	<b>Percentage (%)</b>
Ability to learn	50	26
New working methods	100	52
Ability to adapt or change	30	16
All of the above	11	6
<b>Total</b>	<b>191</b>	<b>100</b>

Source: Survey Data, 2012

The table above shows that 50 respondents representing 26% indicated ability to learn, 100 respondents representing 52% indicated new working methods, 30 respondents representing 16% indicated ability to adapt/change 11 respondents representing 6% indicated all of the above.

This shows that ability to learn, new working methods and ability to change/adapt are the impact of training on workers performance.

**Question 6: Ability To Learn and Adapt to New Work Methods is an Impact to Training on Workers Performance.**

**Table 4:10: Data on Training and Adaptation**

<b>Option</b>	<b>Response</b>	<b>Percentage (%)</b>
Agree	60	31
Strongly agree	105	55
Disagree	20	11
Strongly disagree	6	3
<b>Total</b>	<b>191</b>	<b>100</b>

Source: Survey Data 2012

The table above shows that 60 respondent representing 31% indicated agree, 105 respondent representing 55% indicated strongly agree, 20 respondent representing 11% indicated Disagree, while 6 respondent representing 3% indicated strongly disagree.

This shows that ability to learn and adapt to new work methods is an impact to training on workers performance.

**Question 7: The Problems Associated with Training and Development Programmes in Nigeria Public and Private Organizations.**

**Table 4:11: Data on problems and Development**

<b>Option</b>	<b>Response</b>	<b>Percentage (%)</b>
Geopolitical factors in management	20	10
Explosion of economic activity	36	19
Poor management	110	58
All of the above	25	13
<b>Total</b>	<b>191</b>	<b>100</b>

Source: Survey Data 2012

The table shows that 20 respondent representing 10% indicated geopolitical factors in management, 36 respondents representing 19% indicated explosion of economic activity, 110 respondent representing 58% indicated poor management 25 respondent representing 13% indicated all of the above.

This shows that geopolitical factors in management, explosion of economic activity and poor management are the problems associated with training and development programmes in Nigeria public and private organizations.

**Question 8: Ineffective Management and co-ordination are Problems Associated with Training and Development Programme in Nigeria Public and Private.**

**Table 4.12: Data on Ineffectiveness of the Organizations.**

<b>Option</b>	<b>Response</b>	<b>Percentage (%)</b>
Agree	60	31
Strongly agree	100	52
Disagree	20	11
Strongly disagree	11	6
<b>Total</b>	<b>191</b>	<b>100</b>

Source: Survey Data 2012

The above table shows that 60 respondent representing 31% indicated agreed, 100 respondent representing 52% indicated strongly agree, 20 respondent representing 11% indicated disagree while 11 respondent representing 6% indicated strongly disagrees.

This shows that ineffective management and co-ordination are problems associated with training and development programme in Nigeria public and private.

**QUESTION 9: The Major Problems Associated with Training and Development Programmes in Nigeria Public and Private Organization.**

**Table 4.13: Data on major problems in the organizations.**

<b>Option</b>	<b>Response</b>	<b>Percentage (%)</b>
Yeas	160	84
No	15	8
No Idea	16	8

<b>Total</b>	<b>191</b>	<b>100</b>
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Source: Survey Data 2012

From the above table, a total of 160 respondents representing 84% replied in the affirmative to the question, and this implied that those respondents agreed that there are major problems in the organizations. On the other hand, 15 respondents or 8% replied negatively, which implied that they did not agree that there are major problems in the organization. Also 16 respondents representing 8% maintained “No idea” response which implied that they have no idea whether or not their organizations have any major problems.

On a follow-up question which asked the respondents to enumerate these problems, some of the respondents indicated that the major problem which their organizations encounter is poor managerial know-how. Still, other respondents indicated that the major problem which their organizations encounter is lack of raw materials for production.

(The researcher was of the opinion that to alleviate the problems of these organizations government should do much in funding them. Also, effort should be made by their management to ensure that those at the helm of affairs in the organizations are well developed so as to enable them acquire managerial skills.



Government should also help out by supplying them with their needed raw materials for production processes).

**Question 10: What Are the Differences in Employees Performance Between Public and Private Organization Based on Training Approaches?**

**Table 4:14: Data on Training Approaches**

<b>Option</b>	<b>Response</b>	<b>Percentage (%)</b>
Human factors management in public and private organization	15	8
Performance systems development in public and private organization	26	13
Competitive advantage in both public and private organization	30	16
All of the above	120	63
<b>Total</b>	<b>191</b>	<b>100</b>

Source: Survey Data 2012

The table above shows that 15 respondents representing 8% indicated human factors management in both public and private organizations, 26 respondent representing 13% indicated performance systems development in public and private organization, 30 respondent representing 16% indicated competitive advantage in public and private organizations, 120 respondent representing 63% indicated all of the above.

This shows that human factors management, performance systems development, competitive advantages are the differences in employees' performance between public and private organization based on training approaches.

**Question 11: Human Factors Management and Performance System Development are The Differences in Employees Performance between Public and Private Organizations Based on Training Approaches**

**Table 4.15: Data on Employees Performance**

<b>Option</b>	<b>Response</b>	<b>Percentage (%)</b>
Agree	100	52
Strongly agree	60	31
Disagree	20	11
Strongly Disagree	11	6
<b>Total</b>	<b>191</b>	<b>100</b>

Source: Survey Data 2012

The table above shows that 100 respondents representing 52% indicated agree, 60 respondents representing 31% indicated strongly agree, 20 respondents representing 11% indicated disagree, 11 respondents representing 6% indicated strongly disagree.

This shows that human factors management and performance system development are the differences in employees performance between public and private organizations based on training approaches.

#### **4.4: HYPOTHESES TESTING**

In this section, the hypotheses associated with the study will be tested using chi-square. The data already presented will be used in testing the hypotheses

##### **Hypothesis 1**

**H<sub>0</sub>:** On-the-Job-Training and Job-Rotation are not kinds and methods of training given to workers in public and private organization in Nigeria.

**H<sub>1</sub>:** On-the-Job-Training and Job-Rotation are kinds and methods of training given to workers in public and private organization in Nigeria.

The above hypotheses are tested using the data from the questionnaire respondent question 1 table 4.5.

**Question 12: On the job training and job rotation are kinds and methods of training given to workers in public and private organization in Nigeria?**

**Table 4.16: Data respondents response on the kinds and methods of training given to workers in public and private organizations.**

<b>Option</b>	<b>Response</b>	<b>Percentage (%)</b>
Agree	50	26
Strongly agree	100	52
Disagree	30	16
Strongly disagree	11	6
Total	191	100

Source: Survey Data 2012

### Test statistic

$$X^2 = \frac{\sum (O - e)^2}{e}$$

Where:  $X^2$  = Chi square

$O_i$  = Observed frequency

$O_e$  = Expected

$\Sigma$  = Summation

Level of significant is 0.05 (5%)

Degree of freedom is  $(r-1)(c-1)$

$$= (4-1)(2-1)$$

$$= (3)(1)$$

$$= 3$$

Critical value with 3 degree of freedom at 0.05 level of significance from the chi-square table = 7.81.

The expected frequency

$$= \frac{50 + 100 + 30 + 11}{4} = \frac{191}{4} = 47.75$$

$$E = 47.8$$

Calculation of chi-square ( $X^2$ )

O	E	O - e	$(O - e)^2$	$(O - e)^2/e$
50	47.8	2.2	4.84	1.013

100	47.8	52.2	2724.84	57.005
30	47.8	- 17.8	316.84	6.628
11	47.8	- 36.8	1354.24	28.331
				$X^2 = 92.977$

### Decision Rule

Reject  $H_0$  (Null hypothesis) If the computed value of  $X^2$  is greater than critical value and accept  $H_i$ , otherwise accept  $H_0$ .

$X^2$  Computed is 92.977 from the table above, the computed  $X^2$  value is greater than the critical value i.e.  $92.977 > 7.81$ .

### Decision

We reject  $H_0$ , the null hypothesis, and accept  $H_i$  which states that “On-the-Job-Training and Job-Rotation are kinds and methods of training given to workers in public and private organization in Nigeria”.

### Hypothesis 2:

**H<sub>0</sub>:** The approaches/techniques used in training personnel in both private and public organizations are not effective.

**H<sub>i</sub>:** The approaches/techniques used in training personnel in both private and public organizations are effective.

The above hypothesis is tested using the data from the questionnaire respondents question 3 table 4.7.

**Question 13: The Approaches/Techniques Used in Training Personnel in Both Private And Public Organization are Effective.**

**Table 4.17: Data On Respondents Response on The Effective Of The Approaches/Techniques Used in Training Personnel in Both Private and Public Organization.**

Option	Response	Percentage (%)
Agree	77	40
Strongly agree	95	50
Disagree	10	5
Strongly disagree	9	5
<b>Total</b>	<b>191</b>	<b>100</b>

Source: Survey Data 2012

**Test Statistic**

$$X^2 = \sum (O - e)^2$$

$$\frac{\quad}{e}$$

Where:

$$X^2 = \text{Chi square}$$

$$O_i = \text{Observed frequency}$$

$$O_e = \text{Expected frequency}$$

$$\sum = \text{Summation}$$

Level of significant is 0.05 (5%)

Degree of freedom is  $(r-1)(c-1)$

$$= (4-1)(2-1)$$

$$= (3)(1) = 3$$

Critical value with 3 degree of freedom at 0.05 level of significance from chi-square table = 7.81.

$$\text{Expected frequency} = \frac{77+95+19+9}{4}$$

$$= \frac{191}{4}$$

$$= 47.75$$



$$E = 47.8$$

Calculation of chi-square  $X^2$

O	E	O - e	(O - e) <sup>2</sup>	(O - e) <sup>2</sup> /e
77	47.8	29.2	852.64	17.838
95	47.8	47.2	2227.84	46.606
10	47.8	- 37.8	1428.84	29.893
9	47.8	- 38.8	1505.44	31.495
				$X^2 = 125.832$

### Decision Rule

Reject  $H_0$  (Null hypothesis) If the computed value of  $X^2$  is greater than critical value and accept  $H_1$ , otherwise accept  $H_0$ .

$X^2$  computed is 125.832 from the table above, and the value  $X^2$  is greater than the critical value i.e.  $125.832 > 7.81$ .

### Decision

We reject  $H_0$ , the null hypothesis and accept  $H_1$  which states that “Approaches/techniques used in training personnel in both private and public organization are effective”.

### Hypothesis 3

$H_0$ : Ability to learn and adapt to new work methods is not an impact of training on workers performance.

$H_1$ : Ability to learn and adapt to new work methods is an impact of training on workers performance.

The above hypotheses are tested using the data from the questionnaire respondents question 5 table 4.9.

### Question 14: The Impact of Training on Workers Performance.

**Table 4.18: Data on Respondents Response on the Adaptation and Impact On Workers Performance.**

Option	Response	Percentage (%)
Agree	60	31
Strongly agree	105	55
Disagree	20	11
Strongly disagree	6	3

<b>Total</b>	<b>191</b>	<b>100</b>
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Source: Survey Data 2012

Test statistics

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

Where:  $X^2$  = Chi square

$O_i$  = Observed frequency

$E_e$  = Expected frequency

$\sum$  = Summation

Level of significant is 0.05 (5%)

Degree of freedom is  $(r-1)(c-1)$

$$= (4-1)(2-1)$$

$$= (3)(1)$$

$$= 3$$

Critical value with 3 degree of freedom at 0.05 level of significance from chi-square table = 7.81.

$$\text{Expected frequency} = \frac{60 + 105 + 20 + 6}{4} = \frac{191}{4}$$

$$= 47.75$$

$$E = 47.8$$

Calculation of chi-square ( $X^2$ )

O	E	O - e	(O - e) <sup>2</sup>	(O - e) <sup>2</sup> /e
60	47.8	12.2	148.84	3.114
105	47.8	57.2	3271.84	68.449
20	47.8	- 27.8	772.84	16.168
6	47.8	- 41.8	1747.24	36.553
				$X^2 = 124.284$

### Decision Rule

Reject  $H_0$  (Null hypothesis) If the computed value of  $X^2$  is greater than critical value and accept  $H_1$ , otherwise accept  $H_0$ .

$X^2$  computed is 124.284 from the table above, the computed  $X^2$  value is greater than the critical value i.e.  $124.284 > 7.81$ .

### **Decision Rule**

We reject  $H_0$ , the null hypothesis and accept  $H_i$  which state that “Ability to learn and adapt to new work methods is an impact of training on workers performance”.

### **Hypothesis 4:**

**$H_0$ :** Human factors management and performance system development are not the differences in employees performance between public and private organization based on training approaches.

**$H_i$ :** Human factors management and performance system development are the differences in employees performance between public and private organization based on training approaches.

The above hypotheses are tested using the data from the questionnaire respondent question 10 table 4.14.

**Question 15: What are the differences in employees' performance between public and private organization based on training approaches?**

**Table 4.19: Data on respondent response on the differences in employees' performance based on training approaches.**

Option	Response	Percentage (%)
Agree	100	52
Strongly agree	60	31
Disagree	20	11
Strongly disagree	11	6
<b>Total</b>	<b>191</b>	<b>100</b>

Source: Survey Data 2012

#### Test statistics

$$X^2 = \frac{\sum (O - e)^2}{e}$$

Where:  $X^2$  = Chi square

$O_i$  = Observed frequency

$O_e$  = Expected frequency

$\sum$  = Summation

Level of significant is 0.05 (5%)

$$\begin{aligned}
 \text{Degree of freedom is } & (r-1)(c-1) \\
 & = (4-1)(2-1) \\
 & = (3)(1) \\
 & = 3
 \end{aligned}$$

Critical value with 3 degree of freedom at 0.05 level of significance from chi-square table = 7.81.

$$\begin{aligned}
 \text{Expected frequency} & = \frac{100 + 60 + 20 + 11}{4} = \frac{191}{4} \\
 & = 47.75 \\
 E & = 47.8
 \end{aligned}$$

Calculation of chi-square ( $X^2$ )

O	E	O - e	(O - e) <sup>2</sup>	(O - e) <sup>2</sup> /e
100	47.8	52.2	2724.84	57.5
60	47.8	12.2	148.84	3.114
20	47.8	- 27.8	772.84	16.168
11	47.8	- 36.8	1354.24	28.331

				$X^2 = 105.113$
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### Decision Rule

Reject  $H_0$  (Null hypothesis) If the computed value of  $X^2$  is greater than critical value and accept  $H_1$ , otherwise accept  $H_0$ .

$X^2$  computed is 105.113 from the table above table and the value is greater than the critical value i.e.  $105.113 > 7.81$ .

### Decision

We reject null hypothesis and accept  $H_1$ , which state that human factor and performance system development are the employees differences.

### HYPOTHESIS 5:

$H_0$ : Ineffective management and co-ordination are not problems associated with training and development programme in Nigerian public and private organizations.



Hi: Ineffective management and co-ordination are problems associated with training and development programme in Nigeria public and private organization.

The above hypotheses are tested using the data from the questionnaire respondent question 8 table 4.12.

**Question 16: What are the problems associated with training and development programmes in Nigeria public and private organizations.**

**Table 4.20: Data on Respondents Response on Problems Associated with training and Development Programmes in Nigeria Public and Private Organisation.**

Option	Response	Percentage (%)
Agree	60	31
Strongly agree	100	52
Disagree	20	11
Strongly disagree	11	6
<b>Total</b>	<b>191</b>	<b>100</b>

Source: Survey Data 2012

### Test Statistic

$$X^2 = \frac{\sum (O - e)^2}{e}$$

Where:  $X^2$  = Chi square  
 $O_i$  = Observed frequency  
 $O_e$  = Expected frequency  
 $\sum$  = Summation

Level of significant is 0.05 (5%)

$$\begin{aligned}
 \text{Degree of freedom is } & (r-1)(c-1) \\
 & = (4-1)(2-1) \\
 & = (3)(1) \\
 & = 3
 \end{aligned}$$

Critical value with 3 degree of freedom at 0.05 level of significance from chi-square table = 7.81.

The expected frequency

$$\begin{aligned}
 & = \frac{60 + 100 + 20 + 11}{4} = \frac{191}{4} \\
 & = 47.75 \\
 E & = 47.8
 \end{aligned}$$

Calculation of chi-square ( $X^2$ )

<b>O</b>	<b>E</b>	<b>O - e</b>	<b>(O - e)<sup>2</sup></b>	<b>(O - e)<sup>2</sup>/e</b>
60	47.8	12.2	148.84	57.5
100	47.8	52.2	2724.84	3.114
20	47.8	- 27.8	772.84	16.168
11	47.8	- 36.8	1354.24	28.331
				$X^2 = 105.113$

## **Decision Rule**

Reject  $H_0$  (Null hypothesis) If the computed value of  $X^2$  is greater than critical value and accept  $H_1$ , otherwise accept  $H_0$ .

$X^2$  computed is 105.113 from the above table and the value is greater than the critical value i.e.  $105.113 > 7.81$ .

## **Decision**

We reject  $H_0$ , the null hypothesis, and accept  $H_1$ , which state that ineffective management and co-ordination are problems associated with training and development programme in Nigeria public and private organization.

## CHAPTER FIVE

### 6.0 SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

The essence of this last chapter is to present the summary of findings from the research work as it was carried out with regards to the subject matter which is “An Evaluation of Training and Development of Human Resources in Organizations” with special reference to Emenite Nigeria Limited and Scientific Equipment Development Institute Akwuke (SEDI).

### 6.1 MAJOR FINDINGS

The major findings at the end of this research investigation include the following

1. Ineffective management and co-ordination are problems associated with training and development programme in Nigeria public and private organization.
2. Ability to Learn and adapt to new work methods is an impact of training on workers performance.

3. Human factors management and performance system development are the differences in employees performance between public and private origination based on training approaches.
4. On-the-job-training and job-Rotation are kinds and methods of training given to workers in public and private organization in Nigeria.
5. To achieve the organizational goals, update new techniques, upgrade individual technical know-how are the approaches/techniques used in training personnel in both private and public organization.

## **5.2 RECOMMENTATIONS**

Based on the findings of the study, and taking cognizance of the importance of the subject matter under study, not only to the organizations selected for this research, but also to other organizations in similar lines of business throughout the country, the researcher was inclined to make the following recommendations:

1. The management of the organizations should realize that training and development of human resources (i.e. workers) is an inevitable aspect of organizational growth, and for this reason Should avail all workers the opportunity of being trained not only within the organizations but also

outside. This will enable the workers to widen their scope and knowledge on the tasks they perform in their workplace.

2. Efforts should be made by the management of the organizations to ensure at all times that the training and development needs of the employees are identified both on individual and collective basis. This will help to provide the workers the due training and development, and very timely too.
3. All the workers in the organizations should be made to realize the advantages inherent in training and development. They should be made to appreciate the fact that training makes them not only contribute to the success and survival of their organizations but also makes them to become more resourceful.
4. Efforts should be made by the organizations management to ensure that they have in their official policy well spelt out training and development programmes especially those that will favour every worker in the organization be it the old or newly employed workers. This is very important since it is the best way to ensure human resource development.
5. The researcher recommends selection of workers for training should be done through performance and evaluation results. This merit approach would ensure that the selection is not affected by favoritism. This approach will I

also make it possible for the right caliber of workers to be selected for training programmes.

6. More importantly, the management of the organizations should always differentiate the types of training which they give to their workers, since every worker needs particular types of training and development depending on his or her position and rank, in an organization.
7. Workers in the organizations are encouraged to maintain the cordial relationship existing between them and their management. This is important since it is the only means of ensuring that a pleasant atmosphere pervades the entire organization and at the same time ensuring that no industrial disharmony could ruin the organization.
8. Government should play a big role by helping in every way possible to provide not only financial assistance to the organizations but also to alleviating their problems by providing them with their needed raw materials for production process.
9. The organization and their management should appreciate the benefits accruable from working with well trained (skilled) employees. Conversely, they should not, and never be insensitive to the dangers of working with



untrained (or unskilled) workers. For this reason, the concept of training and developing the workers must always remain one of their top priorities and cardinal objectives.

The researcher believes that if all these recommendations are religiously adhered to, there is no misgivings whatsoever that the organizations under study should always enjoy working with human elements that would be in the position to render satisfactory job performance.

### **5.3 CONCLUSION**

The inevitability of employees or workers' training and development in organizations, whether private or public sector has been well emphasized throughout the course of this study. Not only does training and development improve skills and knowledge of the human resources in an organization, it restores confidence in a worker especially in the performance of his duties.

It has become obvious from this study that the training and development of workers is quite indispensable as far as organizational Survival is concerned. The management of several business organizations have come to realize the unmistakable truth that an untrained employee is incomparable to the well trained one in terms of efficiency and effectiveness. It is against this back drop

that many organizations see the training of its workers as its major responsibility notwithstanding the fact that the direct advantages of training and development are enjoyed by the workers.

However, it is nothing short of the truth to state that the success or failure of any organization (especially profit-oriented organizations) depends to a large extent on its caliber of workers. Moreover, for the workers to be efficient and productive, they need to possess optimum skills, knowledge and ability. In any case, these workers' developed to cope with the complex organizational, technological and job changes that normally associate work environment.

It is worthy to note that after an employee has been recruited, selected. Their insensitivity to the concept of training and development has often resulted to incompetence, inefficiency and low productivity on the part of their workers. To some extent, it has resulted to many business failures.

The need for every organization to evolve good training and development programmes become appreciated when we realize the benefit accruing from such programmes. A well articulated training programme not only guarantees workers efficiency, but satisfies all the requirements of good human resource management.

Conclusively, the importance of human resource training and development cannot be overemphasized. Indeed, training as an organizational activity aims at helping the human element to acquire basic skills required for efficient execution of functions for which he was hired. Therefore, every organization must adhere strictly to the concepts of workers (human resource) training and development.

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## APPENDIX

Department of Management  
School of Postgraduate Studies  
University of Nigeria  
Enugu Campus.

20<sup>th</sup> August, 2012.

Dear Respondent,

I am a postgraduate student of the Department of Management of the above-named institution. I am carrying out a research work titled “An Evaluation of Training And Development of Human Resources in Organizations’. Your organization has been selected for the study.

Kindly complete the attached questionnaire to the best of your ability. This research is purely for academic purpose.

You are, therefore, assured that every item of information supplied will be treated with strict confidentiality. Thanks for your anticipated co-operation.

Yours faithfully,



**Ezeh Vivian U.**

## **SECTION A**

### **PERSONAL PROFILE**

#### **INSTRUCTION**

Please tick (√) in the boxes provided for the answer you consider appropriate.

You can as well supply other information where necessary.

1. Sex?

(a) Male [  ]

(b) female [ ]

2. Age?

(a) 20-30 years [ ]

(b) 31-40 years [ ]

(c) 40-50 years [ ]

(d) 51-60 years [ ]

3. Educational qualification

(a) FSLC [ ]

(b) WAEC/GCE [ ]

(c) HND, BSC [ ]

(d) MSC, MBA Ph.D [ ]

4. Marital Status

(a) Single [ ]

(b) Married [ ]

(c) Widowed [ ]

(d) Divorced [ ]

5. Number of years worked with the bank

(a) 0-4 years [ ]

(b) 5-9 years [ ]

6. Category of Staff

(a) Junior [   ]

(b) Senior [   ]

## SECTION B

7. Does the organization engage in any born of training?

(a) Yes [   ]

(b) No [   ]

(c) No idea [   ]

8. What type of programmes does your organization engage in?

(a) On-the-job training [   ]

(b) Coaching [   ]

(c) Off-the-job [   ]

(d) Job rotation [   ]

9. What category of workers does your organization consider for training programme?

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

10. Do you think that the efficient performance of workers in the organization is as a result of training and development they receive?

(a) Yes [ ]

(b) No [ ]

(c) No idea [ ]

11. In your opinion, why does the organization train the workers?

(a) Because the organization has money [ ]

(b) Because it helps to improve productivity [ ]

(c) Because it makes workers efficient [ ]

12. Do you think that training and development of human resources enhance their productivity?

(a) Yes [ ]

(b) No [ ]

(c) No idea [ ]

13. In your opinion, what are the benefits of a planned and systematic human resources training and development to an organization?

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

14. Do you think that there are problems associated with training and development programmes in Nigerian organizations?

(a) Yes [ ]

(b) No [ ]

(c) No idea [ ]

15. If yes to the above, what are the problems?

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

16. How do you evaluate the relationship between the management and employees in the organization?

(a) Very cordial [ ]

(b) Good [ ]

(c) Very Poor [ ]

17. Do you think that there are major problems in your organization?

(a) Yes [ ]

(b) No [ ]

(c) No idea [ ]

18. If yes to above, enumerate some of these problems?

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_