



STAFF TRAINING NEEDS ASSESSMENT IN RAMAT POLYTECHNIC MAIDUGURI, BORNO STATE, NIGERIA

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Abstract

*This study is on an
evaluation of staff
training needs
assessment in Ramat
polytechnic,
Maiduguri, Borno
State. Staff training
and development
means the provision of*

Keywords

*Training, Training
needs, Training
Evaluation, Staff
Training Analysis
facilities and
opportunities for
people to perform the
jobs for which they are*

INTRODUCTION

The essence and aims of every training and development program are to add value to human resource. Any training and development program that would not add value should be abandoned. Organizations should therefore make training and development of their employees a continuous activity. Arnoff (1971) observes that training and development foster the initiative and creativity of employees and help to prevent manpower obsolescence, which may be due to age, attitude or the inability of a person to adapt him or herself to technological changes. According to Obisi (2001) training

*employed and to staff development staff satisfaction with
develop their own system. However, the training they have
personal potentials to these studies are silent received. The study
meet their present and on training needs utilized both primary
future needs in line assessment. The and secondary sources
with organizational general objective of of data. The primary
objectives. Several the research was to data were derived
studies have been evaluate staff training from the questionnaire
conducted on training needs assessment in and In-depth
activities in Ramat Ramat Polytechnic. Interview, while the
Polytechnic, The specific objectives secondary data was
Maiduguri. These were to identify the obtained from review
range from staff study types of training needs of relevant literatures
leave arrangement, of the Ramat such as documents
staff Polytechnic staff, from Ramat
conference/workshop evaluate whether and Polytechnic,
attendance to the how the training is Maiduguri.
Education Trust Fund assessed and to assess*

is a process through which the skills, talent and knowledge of an employee is enhanced and increased. He argues that training should take place only when the need and objectives for such training have been identified Scott, Clothier and Spriegel (1977) agree that training is the corner-stone of sound management, for it makes employees more effective and productive. They argue that training is actively and intimately connected with all the personnel and managerial activities. It would be difficult for a new employee to grow on the job and become a manager without adequate training and development. According to Mamoria (1995) training is a practical and vital necessity because; it enables employees to develop and rise within the organization and increase their market value, earning power and job security. Mamoria explains that training helps to mold employees' attitudes and help them to contribute meaningfully to the organization. The organization benefits because of enhanced performance of employees. He further states that a well-trained employee would make

a better and economic use of materials and equipment which would go a long way to minimize wastages.

According to Ohabunwa (1999) if organizations train their employees very well, managers and superiors would have the confidence to delegate authority to their subordinates but when subordinates are not properly trained, it would be difficult for authority to be delegated to them by their superiors.

Human capital is one of the most important of the factors of production of any organization. Therefore, the success or failure of any organization depends solely on the effective performance of the employees.

Staff training and development means the provision of facilities and opportunities for people to perform the jobs for which they are employed and to develop their own personal potentials to meet their own present and future needs in line with the organization objectives Cumming (1980). However training like any other result oriented communication whose purpose is achieving of desired reaction or pro-action must have a clearly defined purpose stated such as skills acquisition, change in attitude and behavior or provision of knowledge. These are some of the performance gap that can be close through training.

The Concept of Training & Development

Training is a form of specialized education aimed at giving the trainee a particular or specialized knowledge, skill and attitude which he must possess to effectively perform in a given position. Development is concerned with specific programmes designed to prepare and groom a worker with particular education and training for higher responsibilities Onasanya, (2006).

Beardwell and Helen (2001) also view development as the process of becoming increasingly complex, more elaborate and differentiated by virtue of learning and maturation. Training is also seen as a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. Osborne, (1996) Rouda and Kusy (1995) views Training and Development as the 'acquisition of knowledge, competencies and skills, and adopting behaviors that improve performance in current jobs,

including: adult learning theory and applications, instructional systems design, train-the-trainer programs, and instructional strategies and methods.

Management development and training has been seen as a process by which employees are recruited, selected, trained, motivated and required within an economic system. According to Alao (2010), formal management development programme began to appear in large cooperation in 1940 and early 1950s. In the past few decades, there has been an increasing amount of research and general knowledge of the principle and techniques of administration. The rapid rates of technological and social changes have made it imperative to have managers and workers who are trained to cope with these changes.

The ever increasing technological sophistication especially in this age of computer technology has paved way for management training to meet changing business. In the recent years, industries have been concerned with the development of workers and those in management position both to improve performance in their present job and to provide a solid basis for those who are newly recruited. Those developments have been given impetus with the research of Taylor (2008), which emphasized continued necessity of scientific discoveries of human potentials through training. It was in this climate of technological and social changes taking place in the 19th century that managers started to seek better ways of coping with increasing complexities taking place in their enterprises.

Taylor (2008) was one of the pioneers who found out that workers are important and can be more efficient than machine Alao, (2010). Taylor asserted that it is the workers and management that set the pace for production hence, the need for manpower training and development in order to enhance the organizational predetermined goal. It has been emphasized that “scientific management is not a collection of technique only to increase efficiency, but rather a philosophy of being accomplished by workers training and development” Alao, (2010).

In Nigeria, the genesis for manpower training and development can be traced to the Ashby commission set up in 1959 to conduct an investigation into Nigeria’s need in the field of past secondary certificate and higher education Alao, (2010).

Following his development, the federal government has since established a number of training institutions such as the Industrial Training Fund (ITF) in 1971, the Nigerian Council for Management Education and training, the association institution known as center for management development (CMD) in 1972. The Developing Country Studies Administration Staff College of Nigeria (ASCON), the Agricultural and Rural Management Training Institution (ARMTI) as well as the Nigeria Institute for Policy and Strategy (NIPSS) and Institute for Labour Studies. Apart from the aforementioned, there are various Federal; and state training centers all over Nigeria.

In the private sectors, there are many organizations that have established their own training centers and schools while others depend on university sponsored programmes and seminars as well as executive development and general management courses run by the Nigeria Institutes of Management (NIM) and that of Institute of Personnel Management (IPM). Hence, for an organization to achieve its objectives, there must be a continuous review of manpower training to ensure their effectiveness throughout the organization. It is also believed that a vast majority of new employees have not been prepared to perform the job they may encounter in their organisations in respective of the technical or professional education received. There is therefore need for training and retraining of the workers to perform new jobs and adapt to changing working environment.

Training needs arise mainly from the problems that lack of training may have created. Rapidly changing technology in both factories and offices has also created shortage of skilled labour. Also, the growing awareness of many organization responsibility in Nigeria society has accelerated the entrance of less qualified groups in the workforce management has realize that for well qualified workers to man all the different tasks, it is necessary to train their staff. Telecommunication, mass media and financial institutions for example need the kind of training that would equip their workers with the modern technology and ideas.

Training is therefore needed because of transfer, promotion and changes in work schedules. Training is needed when job delegation takes places. Training is required when job are enlarge and employees rotates from job

to job. Training becomes imperative when scientist discoveries result in innovation in product and equipment.

Understanding Training and Development

According to Obisi (1996) the concepts, of training and development are used interchangeably. However, it can be differentiated from the other. Training is for specific job purpose while development goes beyond specifics development covers not only those activities which improve job performance, but also those which bring about growth of personality. In training, you using one stone to kill one bird while in development you use one stone to kill two birds Mamoria, (1995).

Steinmetz, Lawrence (1996), notes that training is a short-term process, utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skill for a definite purpose. Development on the other hand is a long term educational process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose.

Cambell(1971) states that training refers only to instruction in technical and mechanical operations while development refers to philosophical and theoretical educational concept. Training is designed for non- managers while development involves managerial personnel. Training courses are typically designed for a short term, stated purpose, such as the operation of some piece (s) of machinery while development involves a broader education for long-term purpose. Training is for short-term while development is for long-term. Training is for specific job related purpose while development is for general purpose.

Types of training

According to Kulkarni (2013), different practices are followed in different industries and in different organizations too. So, the need of training and development programs is depending up on the requirements of the job profile. Therefore there are various types of programs shared by different authors. The types of training and development programs are as follows:

On- the -Job Training



Job Instructions
Apprenticeship & Coaching
Job Rotation
Committee Assignment
Internship Training
Training through step by step

Off -the- Job Training



Programmed Instructions
Class Room Lectures
Simulation Exercises
- Business Games
- Case Study Method
-Audio- visual Method
- Experiential Exercises
- Vestibule training
- Computer Modelling
- Behavioral Modelling
- Role Playing
- Conference/ Discussion Method
- Workshop/Seminar

The concept of training needs

An organization is seen to have needs when it recognizes that it is not geared to meeting the objectives which it has set for itself. Training needs can therefore be that gap, which exists between the true requirements of a given job and the present capabilities of the incumbent Robinson, (1985). Training therefore is designed to overcome the barrier which inhibits performance of the job Boydeil, (1979). The meaning of training needs exists, when the application of systemic training will serve to overcome a particular weakness. Training needs assessment would involve the determination of appropriate responses to the following issues. To make sure that such training needs if identified could be used as basis for the design, development and delivery of subsequent training programmes; that could contribute to organizational effectiveness. In the reality, organizations and their problems is complex, hence there will be no single decision to problems. Its diagnosis and the method of need analysis towards finding solutions shall also vary. However, training like any other result oriented communication whose purpose is the achievement of desired reaction or proaction must have a clearly defined purpose are

stated as: skills acquisition, change in attitudes and behaviour or provision of knowledge. These are some of the performance gap that can be closed through training.

Evaluation of Training

Evaluation of training & development programmes are normally used in a broad sense to mean any attempt to obtain information (feedback) on the effects of a training programme, and to assess the value of the training in the light of that information. According to some experts on the evaluation of training, a distinction is made between validation (the assessment of whether the training has achieved its laid-down objectives) and evaluation (the measurement of the total effects of the training programme). In practice, however, this distinction is not always meaningful, since it may be almost impossible to obtain information on the total effects of training (which may be extremely complex).

The process of evaluating training and development has been defined by Hamblin (1974) as: “any attempt to obtain information (feedback) on the effects of a training programme, and to assess the value of the training in the light of that information”. Warr (1969) defined evaluation as “the systematic collection and assessment of information for deciding how best to utilise available training resources in order to achieve organisational goals”. From these definitions it follows that evaluation leads to control which means deciding whether or not the training and development was worthwhile (preferably in cost-benefit terms) and what improvements are required to make it even more efficient and effective.

Evaluation, in its crudest form, is the comparison of objectives (criterion behaviour) with effects (terminal behaviour) to answer the question of how far the training & development programmes has achieved its purpose. The setting of objectives and the establishment of methods of measuring results are, or should be, an essential part of the planning stage of any training and development programme. Evaluation can be difficult because it is often hard to set measurable objectives and even harder to collect the information on the results or to decide on the level at which the evaluation should be made.

While there is a growing body of conceptual work on how employees really learn, and a burgeoning body of case studies of innovative corporate initiatives, there has been little synthesis of these bodies of literature. Not surprisingly, the yield from training and development initiatives will be maximised when employees perceive that desirable outcomes (or avoidance of undesirable outcomes) are attained as a result of their full commitment to a training and development program.

Wexley and Baldwin (1986) criticised the traditional training and development for its lack of accountability. The lack of accountability and rigorous evaluation may be attributable in part to an unfounded belief that “training and development is good for the employees and the organisation; so let there be training budget and training programmes”. This target-based (e.g., a specific number of employees to be trained during a given year) or budget-driven (influenced by the availability of time, energy, and resources) training and development efforts will ultimately lead to the result that “training is only a paid perquisite or free time for the employees devoid of daily stressors and distractions of the workplace on the one hand, and a wasteful expenditure for the management on the other”.

Mumford (1988) observes that prior to participating in any training and development experience; participants implicitly ask themselves a variety of questions: Do I believe this training and development will help me or my subordinates? Are there risks for me if I perform poorly? How does this experience relate to my job performance? Not surprisingly, the yield from training and development initiatives will be maximized when employees perceive that desirable outcomes (or avoidance of undesirable outcomes) are attained as a result of their full commitment to a training and development programme.

Grider et. al (1990) Conducted a study to determine which training evaluation method were perceived to be the most effective by training professionals, and which methods were most frequently used . For this purpose they selected members of American Society for Training & Development (ASTD). The findings of the study suggested:

- Integrate T&D into the strategic plan of the firm.
- Provide necessary resources to evaluate the training activity effectiveness.

- Establish an information network to facilitate access to necessary data for before and after measurement
- The most important benefit to be gained from successful evaluation will be improvement in organizational performance and increased employee satisfaction.

Bramely (1992) believes that behavioral change is introduced through training evaluation presents a, three part approach:

- Evaluation of training as a process
- Evaluation of changes in knowledge, skills, attitudes and levels of effectiveness
- Various approaches to evaluation such as interviews, surveys, various methods of observing behavior and testing.

Fuchsberg (1993) observed that many organizations base their training and development budgets on annual projections for new initiatives that link, optimistically, with business requirements. Now, the need to rigorously evaluate training and development initiatives in economic terms is becoming more apparent. As the training and development efforts in many organizations continue to expand and grow, many new competing programmes will be proposed, and senior management and board members will continue to ask hard questions about the projected value or likely financial impact of training and development investments. Evaluation of the economic and non-economic benefits, and the investments associated with the training and development programmes is absolutely critical to determining how training and development initiatives contribute to corporate performance. Many are currently struggling to evolve a valid, reliable and operationally viable model to measure and evaluate the effectiveness of training and development programmes Phillips, (1997, 1999); Taylor & associates, (1993); Lawson, (1993, 1994); Cronshaw & Alexander, (1991); Crawford & Webley, (1992).

Sackett and Mullen, (1993) suggested a broader perspective on a variety of aspects of training process. The purpose of evaluation is to help organizations make decision about future training activities, and provide

tools needed to assess the type of evaluation possible in a given situation, to conduct the most informative evaluation possible given the constraints of the situation, and to communicate to organizational decision makers both the strengths and the limitations of whatever evaluation data is obtained.

Kraiger et. al (1993) Proposed cognitive, skill-based and affective learning outcomes (relevant to training) and recommended potential evaluation measures. They integrated theory and research from a number of diverse disciplines and have provided a multidimensional perspective to learning outcomes and advanced the theory of training evaluation by providing a conceptually based scheme of learning constructs, measurement foci, and measurement techniques.

Toplis (1993) criticized Kirkpatrick model for three reasons:

- The implication that level 1 might be best carried out first and level 4 last; in reality it is advisable to take initiatives aimed at level 4 without delay, even if it is difficult to evaluate them.
- The individual words associated with each level (reaction, learning, behaviour and results) are easily confused if used on their own; it is important to use the full definitions of the levels to avoid confusion.
- The models do not give any indication of the importance of process in introducing and sustaining the use of the model.

A literature search based on Kirkpatrick's name yielded 55 articles but only 8 described evaluation results and none described correlation between levels.

Lewis and Thornhill (1994) examined the relationship between training evaluation, organizational objectives, and organizational culture. Explicit recognition of organizational objectives linked to an integrated approach to training evaluation will certainly improve the effectiveness of evaluation. The absence of or ineffective practice of training evaluation within so many organizational is directly related to the nature of organizational culture.

Pearce (1995) Evaluation tends to be a neglected part of training. If it is considered at all, it is usually at a last stage in the training process. The absence of at least some evaluation can lead to an enormous waste of

resources. Mann and Robertson (1996) conducted a study in Europe to answer the question 'What should training evaluations evaluate?' They selected 29 subjects (10 female and 19 male) from a three-day training seminar for European nationals run in Geneva. The results showed that the trainees did learn from the training sessions and, although they did not retain all they learned, they did know more one month after training than they did before training. They recommended that an effective way for practitioners to evaluate training is to measure self-efficacy regarding the trained tasks, immediately after training.

Saxena (1997, a.) cited a study conducted by American Society of Training and Development (ASTD) on the practice of evaluation. It was reported that the actual practice of evaluation did not often follow the strict recommendations of evaluation literature. This was largely explained by the fact that many training practitioners had not found the literature's advice applicable or useful for their organization. Most of the training managers who participated in ASTD's research effort believed that there was value in a concerted effort to increase the practice of employee training evaluation.

All the organizations represented in the study evaluated some aspect of their training programmes. In terms of the four-level Kirkpatrick model, 75 to 100 per cent of them evaluated training programmes at the participant's 'reaction' level. Virtually all of them also evaluated participant's 'knowledge gains' in some of their training programmes. Twenty-five per cent of their training programmes were evaluated at the 'learning' level. 'Behaviors' change on the job was the least measured among companies surveyed, only about 10 per cent evaluated training at this level. Employee training was evaluated at the 'organizational results' level about 25 per cent of the time, despite new pressures on training practitioners to assess the economic worth of human resource development (HRD) activities. Sixty-six per cent of the training managers reported that human resource development (HRD) professionals were under increasing pressure to show that programmes produced favorable bottom line results. Although most training programmes were evaluated at the reaction and learning levels, these levels were not always consistent with the reasons for evaluation. 'Impact

on job performance' and 'economic gains within organisation' were evaluated the least. Most organisations evaluated training programmes to meet the training department demands, employee demands, and management demands.

Saxena (1997, b.) undertook a study on the role of evaluation of training in designing training programmes in institutions of government, private, public and banking sectors. A total of 100 training and development programme participants were selected randomly by the investigator. They represented the four clusters: (1) Government training institutions, (2) HRD centers of private sectors, (3) HRD centers of public sectors, and (4) Training institutions of banks. Data were collected by administering the questionnaires. In addition, structured and unstructured interviews were conducted by the investigator with both the top managers of training institutions and the trainees. It was found that:

1. the institutions and HRD centers defined the scope of training evaluation from trainee's development level to the organisational effectiveness level;
2. the training institutions were very clear about the purpose of evaluating the training programmes;
3. 'lack of adequate evaluation methodology', 'lack of expertise' and 'fear of exposure to weaknesses' were cited as the constraints for obtaining and collecting evaluation data;
4. 'overall impact on the performance of organizations, 'change in skills and attitudes of trainees', and 'quality of subject matter in courses' were cited as the most important indicators of course effectiveness;
5. training institutions concentrated their evaluation efforts mostly on reaction and learning levels; and
6. training institutions and HRD centers were found to have plans to improve the courses by effective evaluation procedures.

Campbell (1998) suggested evaluation can provide a sense of satisfaction and accomplishment to the personnel associated with a course or programme. Everyone needs feedback on how they are doing, and evidence that training is worthwhile is a source of pride. Apart from this, periodic

evaluations are necessary to assure optimum training relevance, effectiveness, and cost efficiency.

Blanchard et al.(2000) studied training evaluation practices at both management and non-management level in Canada through a survey of 202 organizations, employing a total of over 4,70,000 employees, thus representing a significant portion of the Canadian workforce. The survey data indicated that only one-fifth of the Canadian organizations evaluated their training as suggested by academic standards. The researchers presented practitioner perspective as a supporting rationale for the survey results.

Yadapadithaya (2001) studied the current practices of evaluating training and development programmes in the Indian corporate sector on the basis of data collected from written questionnaires mailed to 252 respondent companies – 127 private, 99 public, and 26 multinational corporations (MNCs). The major findings of his study include the following:

- High pressure for increased quality, innovation, and productivity acts as a major driving force for the Indian corporate training and development programmes.
- Most of the key result areas of training and development function are related to the measurement and evaluation of training effectiveness.
- Nearly 86 per cent of the private sector, 81 per cent of the public sector, and all the MNCs evaluate the effectiveness of training in one way or the other.
- The major purpose of evaluation is to determine the effectiveness of the various components of a training and development programme.
- Organizations rely mostly on the participants' reactions to monitor the effectiveness of training.
- An overwhelming majority of the organizations use "questionnaires" as an instrument to gather relevant data for evaluation.
- In most of the cases, evaluation was done immediately after the training.
- Majority of the private and public sector organizations use one-shot programme design and more than half of the MNCs also use single

group, pre-test and post-test design for evaluating the effectiveness of training and development programmes.

- Absence of transfer of learning from the place of training to the workplace has been a major perceived deficiency of the corporate training and development system.
- Indian corporate sector is currently facing the challenge of designing and developing more valid, reliable and operational measures to evaluate the effectiveness of training and development.

Srivastava. et al.(2001) evaluated the effectiveness of various training programmes offered by the in-house training centre of Tata Steel, Shavak Nanavati Training Institute (SNTI), India. Effectiveness of training was measured in terms of various outcomes such as satisfaction level; reaction and feedback of participants; and change in performance and behavior as perceived by participants, their immediate supervisors, and departmental heads. The sample consisted of sixty departmental heads, fourteen hundred participants and thirteen hundred immediate supervisors from various departments. The data were collected through structured interview schedule. It was found that the satisfaction levels of participants, their superiors, and divisional heads were above average for all types of programmes. The participants were benefited from the programmes, but transfer of learning was not as expected from their supervisors. There were changes in the post-training performance ranging from 10 to 37 per cent. Training programmes could meet the objectives only to a limited extent.

Ogunu (2002) in his study titled "Evaluation of Management Training and Development Programme of Guinness Nigeria PLC" examined the management training and development programme of Guinness Nigeria PLC, Benin City with a view to ascertaining its relevance, adequacy, and effectiveness. A convenience sampling design was adopted, whereby the researcher used all the 50 management staff of the company's Benin Brewery as subjects for the study. Data were collected by administering a questionnaire titled 'Management training and development questionnaire' (MTDQ) developed by the researcher. Hypotheses testing in the study revealed that facilities for staff training were adequate for

effective training of management staff, training programmes for management staff were relevant to the jobs they performed, and the training programmes undergone by staff did indeed improve their performance and effectiveness at works.

Interestingly, much of the existing literature on training and development has lamented the failure of organizational efforts to significantly improve the knowledge, skills, and attitudes of employees or affect business performance Campbell, Dunnette, Lawler, & Weick, (1970); Greiner, (1987); Hall, (1984). As Hall (1984) pointed out more than a decade ago, “if strategic human resource management is rare in contemporary organizations, then the strategic development of managers is virtually non-existent”. Greiner (1987) similarly concluded that “entertainment without development” accounts for about 75 per cent of the management development budget.

Methodology

The study utilized both primary and secondary sources of data. The primary data were derived from the questionnaire and Indepth Interview, while the secondary data was obtained from review of relevant literatures such as documents from Ramat Polytechnic, Maiduguri.

Summary of findings

The findings of the study are highlighted below:

- i. There is no training needs assessment in Ramat polytechnic, Maiduguri. Although the reason is not unconnected with the fact that the management of the institution do not take into cognizance its importance as such nobody initiates training needs analysis rather staff only choice to go if interested?
- ii. It also found out that training need is not prioritized among the staff of the Ramat polytechnic, Maiduguri. This is an affirmation that it has created skill gab among the staff as a result of the poor training methodology.
- iii. The analyses further revealed those trained were satisfied with the training they received, however their number is not encouraging compared to those that lack any form of training in

the institution. This can have effect on the overall performance of the staff in terms of efficiency and effectiveness.

- iv. Lastly, the result of the hypotheses testing revealed that there is a significant relationship between training needs of staff and approval for training. Thus the implication of this finding is that a staff of Ramat Polytechnic is likely to be given approval for further training if the institution assesses his need for such training.

Conclusion

The empirical result indicates that there is a significant relationship between training needs of a staff and approval for training in Ramat Polytechnic, Maiduguri. Even though the organization is lacking training needs analysis it is very clear that training improves the organizational performances. It is therefore deduced that initializing training needs analysis is very essential for efficiency and productivity of the organization.

Recommendations

Based on the findings, the following recommendations are hereby suggested:

1. Since it was found that there is no training need assessment in sending staff for training, the management of the institution should henceforth consider staff training only based on the needs of the department and the individual so as to bridge the gap between requirement and the current capacity of the incumbent.
2. The organization must exhibit a high level of commitment to its employees by prioritizing individual staff and departmental request for training. If the staff are given adequate resources, facilities and training, they will not be likely concern about losing their job due to lack of skill as such there is likelihood of high level of employee's commitment. But on the other hand, if staff are not given adequate resources, facilities and training, they will not likely view the

organization as being committed to them as such performance may drop and some may even change their jobs.

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