

**STAFF TRAINING AND WORKERS MOTIVATION IN NIGERIA: A CASE
STUDY OF NIGERIA TELEVISION AUTHORITY(NTA), BENIN CITY**

BY

FAVOUR ODEMWINGIE

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CERTIFICATION

We certify that this project was carried out by **FAVOUR ODEMWINGIE** with Matriculation number SSC2004039 in the Department of Public Administration, Faculty of Social Sciences, University of Benin.

DR. W. OKOTIE
(Project Supervisor)

PROF.A. I. MUSTAPHA
(Head of Department)

Date _____

Date _____

DEDICATION

This research work is dedicated to God Almighty for his guidance, protection and good health throughout my period of study and also to my beloved parents Mr. and Mrs. Odemwingie.

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ABSTRACT

The research was designed to examine staff training and workers motivation in Nigeria: A case study of NTA, Benin city. The objectives of the study include the following: to examine the extent to which staff training affects workers motivation. to investigate if trainings are motivations for optimal workers performance. to examine the impact of increased job responsibility on workers motivation. to identify factors that militate against staff training. to proffer solutions to the challenges of staff development and workers motivation in NTA, Benin city. The study adopted survey research design. The population of study of this research is made up of staffs of the NTA, Benin city, Edo state. The sample size of this study are respondents drawn from four departments of the NTA, Benin city. The instrument used for the collection of data was the questionnaire which was administered to the study sampled respondents. Out of the 103 questionnaires distributed, 98 copies were retrieved. The data collected was analyzed using simple percentage and chi square analytical method to test the hypotheses generated for the study. The study discovered amongst others that, lack of fairness and equity in the training and selection process affect workers motivation in NTA, Benin city. Also, lack of staff capabilities affects workers motivation. Furthermore, policy recommendations were adopted which include amongst others that, staff training should be given top priority in NTA, Benin city. Also, the training selection process should be fair and equitable.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Improved organizational productivity, efficiency and effectiveness, are major organizational objectives any organization must pursue for survive in today's highly competitive corporate environment. This, however, depends mostly on the quality of employees who must transform available inputs into needed outputs in order to achieve stated objectives of the organization. To do this, employees must possess the necessary skills, Knowledge, abilities and competencies. The need to have well qualified, flexible and proactive employees who will help organizations to meet their ever-growing challenges of competitiveness, technological advancement, market globalization and improved productivity has made staff training a very vital human resources practice which no manager can ignore.

Today, staff training (development) is at the heart of employee utilization, commitment, improved productivity, motivation and growth, and very essential for improved organizational productivity. The success of an organization greatly depends on the quality of the people who work there to achieve such organizational objectives. The level of their skills, knowledge, abilities, capabilities and expertise of the employees on the main, lies on the quality of training and development received by the employees. Today, very profound emphasis is placed by organizations on the training and development of workers and this has an implicit emphasis on productivity as any organization that fails to lay serious emphasis on training and development is preparing for obsolesce of its employees, and inflexibility to adapt to our fast- paced changing environment (Nwachukwu, 2000). Thus, survival, growth and

productivity of organizations would be difficult to come by in the absence of timely and effective staff training and development.

The importance of effective training and development of workers makes organizations\ to spend an enormous amount of money and time on training in order to help employee's learning of job- related competencies (Casio, 2000; Dowling and Welch, 2005), and employees competencies usually lead to organizational productivity. According to Adeniyi (1995), staff training and development is a work activity that can make very significant contribution to the overall effectiveness and profitability of an organization. Thus, training is a prerequisite for any organization which must achieve maximum productivity through the effective and efficient performance of employees (Taiwo 2007).

The tremendous emphasis placed on staff training is derived from the current realization that it is the employees that make up an organization's building block. Olaniyan and Ojo (2008) who highlighted the need for staff training and development noted that "human resources, are the most valuable assets of any organization and that with the machines, materials and even money, nothing gets done without man power. The place of staff training and development in the life of any organization can never be over- emphasized. Nwachukwu (2000) succinctly stated that "technological innovations taking place everyday render today's skills and methods ineffective for tomorrow's activities. Thus, one of the most important functions of the executive and personnel administrator is to ensure that employees are helped to acquire needed skills, while those who do are helped to update them. Lewis (1997) demonstrated and strongly maintained that training and development is the main reason behind the high performance of workers, organizations and nations. And once employees are trained, they become more active and quick

in responding and accepting needed changes, as well as build their inner confidence and develop understanding to the support of their peers.

Ameeq and Hanif (2013) supported this when they stated that “the need to perform one’s job actively and the need to know how to lead others are sufficient reasons for training and development, as well as the desire to meet organizations objectives of higher productivity. Any organization that lays little or no emphasis on training and development is encouraging obsolescence of employees, inflexibility in the organization and appears not to recognize the changing environment in which it operates. Olaniyan and Ojo (2008) noted that organization’s development follows the development of individuals who made up the organization. They maintained that training can solve a variety of man-power problems which militate against optimum productivity of an organization by enhancing the individual’s capacity to contribute optimally to the development of the organization and boosting employee motivation.

Training aimed at helping an employee to acquire basic skills required for the efficient execution of the activities and functions for which he is hired; while development is concerned with activities undertaken to expose an employee to perform additional duties and assume positions of importance in the organizational hierarchy (Nwachukwu, 2007:127). Mondy, Noe and Premeaux (2002:215) posit that “training frequently improves workers’ skills and boosts their motivation”. Singh and Mohanty (2012) argued that for training to be effective, it should incorporate application. Successful training therefore requires theory, demonstration, as well as application. In addition, training and development aim at developing competencies such as technical, human, conceptual and managerial for the furtherance of an organization’s growth (Oribabor, 200) and improved productivity.

Katcher and Snyder (2003) noted that “if executed correctly, the effects of training on employee performance can often encourage growth within the worker and the organization itself”. In other words, the implication of more investment in the form of training and development programmes on employees would raise expectations from them in term of performance, and the organization will gain competitive edge over their rivals due to the improved skills, knowledge, behavior and competencies learnt and/or acquired by the employees during their training and development programme. Despite this awareness of the importance of training, organizations maintain a blurred position regarding training and development programmes as they do not understand how investments in training can provide some cognitive value. Consequently, they do not bother with the training and development of workers. So therefore, this study aims to investigate the impact of staff development on workers motivation.

1.2 STATEMENT OF PROBLEM.

Workers are considered fundamental to any organizational survival. However, most organization plan methodically for their investment in physical and capital resources and these plans are reviewed with utmost attention; but rarely many organization’s pay little or no attention to investment in human capital development and the possible impact it could have in boosting workers motivation and performance at their jobs and hence improving productivity. In addition, most organizations find it difficult to fund training and development programme which may lead to low worker motivation, low productivity and high labour turnover and by extension difficulties in attaining organization’s goals. Workers motivation is an important variable to productivity and optimal job performance. Staff training is often linked with its tangible benefits however, intangibles outcomes like the role staff training plays in workers motivation is often sidelined in literature, therefore this study seeks to thoroughly investigate a possible interaction

between these variables. Does staff training impact on workers motivation? Does trainings motivate workers for optimal performance in NTA, Benin city? Does increased job responsibility affect workers motivation in NTA, Benin city? What are the challenges facing staff development towards increased morale in NTA, Benin city? These and many more are the issues this study seeks to tackle.

1.3 RESEARCH OBJECTIVES.

The following are the objectives of these research:

1. To examine the extent to which staff training affects workers motivation.
2. To investigate if trainings are motivations for optimal workers performance.
3. To examine the impact of increased job responsibility on workers motivation.
4. To identify factors that militate against workers training.
5. To proffer solutions to the challenges of staff training and workers motivation in NTA.

1.4 RESEARCH HYPOTHESES

The following research hypotheses are stated in the null form;

1. There is no significant relationship between staff training and workers motivation at NTA, Benin City.
2. There is no significant relationship between trainings and workers performance in NTA, Benin City.
3. There is no significant relationship between increased job responsibility and workers motivation in NTA, Benin City.

4. There is no significant relationship between factors militating against staff training and workers motivation at NTA.

1.5 SIGNIFICANCE OF THE STUDY

The rationale for this study is to expose the vital strength of staff training and workers motivation in NTA. This study will be of utmost significance to management theorists, as salaries and wages is an important tool that can affect the morale and performance of workers in the working environment.

Furthermore, this study will enable the organization to understand why it is essential to administer salaries and wages that suits the employees' job, with a proper consideration of the economy and environment in which the organization operates.

1.6 SCOPE OF THE STUDY

The study is mainly concerned with staff training variable that enhances workers morale vis a vis organizational productivity. The research will specifically concentrate on the staff development and trainings as a determinant of workers morale as applicable in NTA, Benin City. Investigation shall cut across all departments and units within the organization and will include both male and female employees. And lastly, the study shall dwell within the umbrella of staff training as it relates to workers morale and as a predicator to enhancing staff productivity.

1.7 DEFINITION OF TERMS

Development

Development generally means the process of causing somebody or something to grow or making something to become larger gradually. But in relation to manpower, development can be

seen as a process of increasing the quality or value or skill of an employee (personnel). Development involves preparing employees for higher responsibilities in future. Development according to Ezeuwa (2009) can be seen as the use of human resources to quantitatively change man's physical and biological environments to his benefits or the introduction of new ideas into the social structure and causing alterations on the patterns of the organization and social structure. To develop staff, (Daniels, 2003) simply refers to make them grow with the company so that they can be fitted for available higher positions within their capacity. Development deals with improving human relations and interpersonal skills, (Iwuoha, 2009).

Staff Training

Staff Training is a systematic process of training and growth by which individuals gain and apply knowledge, skill, insights and attitude, manage work and personnel effectively. It involves the estimation of the demand for the supply of management staff for the organization in future. It is the involvement of efforts aimed at improving the quality as well as the number of management staff. Studies showed that many workers fail in organizational expectations because the training needs were not identified and provided for. Development may help to build confidence in the workers and make him work more efficiently and effectively.

Workers Motivation

Motivation is an employee's outlook toward different stakeholders of an entity and is a psychological state of affairs for contentment, poise and resolution. In an organizational concept motivation is an important factor which determines the performance of an organization. Which means motivation will create a positive attitude among employees and that will helps to attain organizational commitment and goals, hence morale determine the performance of an organization (Morgan, 2002). Hence, it could be said that workers motivation explains the

outlook, contentment and poise that employee's feel at work. When workers are affirmative about their environment and think that they can meet their most significant desires at work, employee morale is encouraging or elevated. Likewise, if workers are downbeat and discontented about their place of work and suffer a stumpy attitude and as if they cannot gratify their goals and needs. Thus, it could be concluding that Motivation is one of the factors which is measuring bad or good performance of an organization.

Nigerian Television Authority NTA

The Nigerian Television Authority or NTA is a Nigerian government-owned and partly commercial broadcaster. Originally known as Nigerian Television (NTV), it was inaugurated in 1977 with a monopoly on national television broadcasting, after a takeover of regional television stations by military governmental authorities in 1976. After declining interest from the public in government-influenced programming, it lost its monopoly over television broadcasting in Nigeria in the 1990s. The NTA runs the largest television network in Nigeria with stations in several parts of the country. It is widely viewed as the "authentic voice" of the Nigerian government.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 The Concept of Staff Training.

Staff training focuses on building the knowledge and skills of organisational members so that they will be prepared to take on new responsibilities and challenges. In the view of Adamolekun (1983), staff development involves the training, education and career development of staff members. The purpose of training and development has been identified to include: creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization; enhancing the company's ability to adopt and use advances in technology because of a sufficiently knowledgeable staff; building a more efficient, effective and highly motivated team, which enhances the company's competitive position and improves employee motivation; and ensuring adequate human resources for expansion into new programs.

Researchers see training as the impartation of knowledge, enlightenment or wisdom (Ofobruku and Nwakoby, 2015). This implies that these attributes underline staff training and are vital ingredients of development, which equips the employee with the wherewithal for effective performance of duties and routine assignments. This, impact on productivity and the realization of organizational objectives ultimately. Igbaekemen (2014) affirms that training is a procedure or strategy through which the abilities, talent and knowledge of a worker is upgraded and expanded. As such, a fruitful training programme must add to the development and improvement of workers at all levels. Training influences employee development in a way that the workers' state of mind is improved with a view to eliciting their commitment to duties and organizational effectiveness.

Staff training and development is not merely concerned with the workers present activity but prepares the worker for imminent work necessities (Kum, Cowden and Karodia, 2014). Therefore, effective training programmes must be put in place to allow management to sustain a pool of workers that could adequately substitute employees who may exit the organisation or are redeployed to different departments. Hence, staff training enables workers to adjust to advanced or modern-day technology and ensures that suitable manpower are made available for expansion into different and new areas. Abonyi (2007) further posits that training is possibly regarded as one of the best strategies for workers improvement. It means orienting a worker towards the goals of the organization, for the purpose of maximum output and accomplishment of the organizational goals and objectives. According to him, the aim of staff training is to encourage workers to accumulate greater skills in order to perform at the most acceptable level on the present job and to broaden their knowledge towards future opportunities in the organization. This indicates that no matter how automated an enterprise may be, the ideal efficiency and optimum productivity rest upon the expertise of the workforce.

Staff training does not only imply knowledge building or skill acquisition; it comprises the improvement of attitudes required for workers to carry out their jobs accurately on a given assignment. It stands to reason that training is the overall procedure through which an individual behavior is modified to conform to a pre-defined and specified outcome. Training mainly focuses on teaching workers the procedure to perform their present jobs and also acquire the knowledge and skills they need to become effective performers (Jones, George and Hill, 2000; Ndibe, 2014). These definitions did not consider the dynamic and changing nature of the environment in which organizations operate. Skills needed by employees are continuously changing. Besides, the ever changing enhancement in information technology makes knowledge and skills obsolete in a short

while (Okanya, 2008). Hence, the Human Resources Department of every organization ought to consider the current and future requirements of the organization when planning for staff training (Beardwell & Holden, 2001).

EMPLOYEE DEVELOPMENT AND TRAINING: METHODS AND FRAMEWORK.

Approaches to Staff Training in Public Organizations

There are various methods of staff training that an organization can adopt, and this largely depends on the objectives of the organization. The specific approach chosen by an organization would be determined by the cost of the training, available time and number of people to be trained. Approaches to staff training can be generally classified under three major headings: (i) On- the-job training (ii) Off-the-job training and (iii) Simulation methods. However, organizations often use a combination of the three methods as no training programme is perfect for all training needs. The type of training chosen should reflect the objectives of training to be accomplished, the available resources and the needs of workers for training and development. Olaniyan & Ojo (2008) and Okeke (2011) identified the following approaches:

On- the-job training

On-the-job training is a broadly used technique, where learning takes place in the work environment. This method operates in the context of work, at the same time, the actual work is being performed. Most organizations prefer on-the-job training for the acquisition of effective skills and abilities. With this method, worker's development and skills advancement is achieved more rapidly and employees benefit from relating with co-workers (Okeke, 2011). The worker is in the real work situation and shown the job. He learns in the same environment where he will, in future, be working. Kulkarni (2013), confirms that one of the advantages of on-the-job training is

that it reduces the difficulty in transferring knowledge associated with other approaches to training; it expedites the transfer of knowledge because the learner has instant opportunity to practice; it also reduces the cost of training as no additional training facilities are required. On-the-job training could take the following forms:

Orientation/Induction Training: This approach is precisely designed for new employees to enable them get acquainted with the overall requirement of the organization such as norms, ethics, goals, rules and regulations. It is also geared towards getting the new workers acquainted with the organization's goals, structure, culture, work standard and different conditions of employment. This familiarization with the work environment protects them from making costly mistakes. Dialoke, et.al (2016), affirm that orientation or induction training is given to newly hired or appointed staffs immediately they are employed, to get them familiarized with their new positions and to make them understand the overall objectives, scope, programmes, problems, policy and structure of the organization. Induction courses are imperative for newly hired officials to enable them gain self-confidence and perform up to expectation. The duration may range from few days to three weeks depending on the situation.

Apprentice Training: This approach to staff training entails the acquisition of skill through extensive training for a period of time by the apprentice. Isiwu (2012:28), submit that the training medium could either be formal or informal. In the informal setting, the apprentice is attached to the trainer, and he/she is required to pay for an agreed period of apprenticeship. On the other hand, the formal environment requires a worker to be placed under apprenticeship within an organization with pay. Ofobruku and Nwakoby (2015) observed that this strategy for training is attractive in the industries, for example, the metal exchanges, printing merchants and building development, which require a consistent stream of new workers who are relied upon to

become versatile skilled craftsmen. Since this training is long and requires continual supervision, this method of training can be expensive.

Vestibule Training: This approach to staff training requires the acquisition of skills and knowledge in a similar work environment (Nongo, 2005). The worker practices his skill with instruments or equipment that he uses at his normal work location. Some of the advantages are: workers are trained as if they were on the job, but it does not disrupt production, reduces costly mistakes that could affect the normal production. A good example of vestibule training is where a technical staff, especially those who deal with the tools and machinery, are given the job education/training in the workplace other than the main production plant. Another example is the cashier training (Omodia, 2009). There are special trainers or specialists, who impart training on the technical staff, thereby reducing the burden on the line supervisor, who has to supervise the entire production process. Under this training approach, the emphasis is on learning rather than production. Other procedures under this method are: film show and exhibition, role-playing, educational television customized direction and others.

Job Rotation: Job rotation is a management approach where workers are shifted between two or more assignments or jobs at regular intervals in order to expose them to master what goes on, in other sections or departments in an organization. Job rotation is an organized practice to reduce the boredom of doing same type of job every day in order to explore the hidden potentials of an employee. The essence of this programme is to widen the knowledge and capabilities of workers in different professions. The added knowledge may be needed for performing higher level tasks and taking up higher level responsibilities. Some advantages of job rotation are: to help management discover the talent of employees and determine what he or she is best at; it gives an employee a chance to explore his or her own interests and gain experience in different fields or

operations, to provide a general idea of organizational objectives; to encourage co-operation among departments and to promote organizational flexibility through dynamic human resource utilization (Lawal, 2006:15).

Coaching: This is the most direct and effective manner for a person to influence the behavior of another person. Coaching generally follows the format of individual guidance that is focused on job performance and aimed at one person per time. Usually, the person being coached is exposed to a chain of planned instructions to accelerate his development. He may be given a unique assignment, possibly as a member of a committee or task force, he can also stand-in for the boss or be delegated part of his obligation, his activity can be enlarged, or he can be systematically associated through a chain of jobs. Coaching is an effective training technique of a business enterprise. It takes place most often and naturally in the superior-subordinate relationship (Otti, 2011). The coach specifically advises the personnel on how to perform a particular task, they provide constructive feedback and delegate further similar tasks, setting goals or higher-level tasks for the individual to complete. One of benefits of coaching is that the employees improve their performance and skills by receiving one-on-one training to develop career prospects. Also, majority of coaching is generally delivered within the organization by an immediate supervisor or manager. Though, some organizations may prefer to employ external professional coaches to provide these services.

Off-the-Job Training: These are professional trainings aimed at exposing workers to new techniques adopted in modern work environments. They are usually performed on full-time basis in educational institutions like, universities, polytechnics, colleges and so forth, lasting through a specific period (Malaolu & Ogbuabor, 2013). Off-the-job training occurs when workers are taken

away from their place of work to be trained. The major disadvantage of this type of training is that workers after acquiring new skills/qualifications may leave for better jobs.

Formal Training: This type of training is done within or outside an organization. It is also referred to as in-house or off-the-job training which takes place in universities, polytechnics, training institutes/Centre's. Off-the-job training may also be provided by members of the training department, external education and training establishment or training providers like training consultants or guest speakers. Many organizations prefer to use external training providers rather than sustaining their own training methods (Konings, 2010). Formal learning programmes are typically synonymous with full-scale learning systems, with courses and curricula planned in a very structured way. As a result, the content is generally created by a specified group of instructors, designers and trainers. The learning materials can be delivered in a classroom training model, with lecturers to impact the learning. It requires reading and scheduled testing.

Guided Discussion: This method is a leader-centered approach to training and problem solving. It permits the group leader greater opportunity to get reactions to an idea than does the lecture method. In the guided discussion method, the leader presents an idea to the group and encourages them to discuss it, but makes it clear to the group that he reserves the right to make the ultimate or final decision (Otti, 2011). Guided discussion exposes workers to a variety of perspectives, helps them recognize and investigate their assumptions, improves listening and conversation skills, fosters connection to a topic, and affirms workers as co-creators of knowledge. As they participate in discussion, workers situate new knowledge within the context of their current understanding, thus facilitating a thorough understanding of the course material.

Programmed Instruction: This is a modern training method that uses coaching machines, programmed books or filmstrips. It differs from traditional forms of training in which the instructor guides the learner to acquire new techniques, because the materials to be used is presented in a manner which the learners can control. Programmed instruction is a method of presenting new subject to students in a graded sequence of controlled steps. Students work through the programmed material by themselves at their own speed and after each step, they are tested on comprehension by answering an examination question or filling in a diagram. They are then immediately shown the correct answer or given additional information. Computers and other types of teaching machines are often used to present the material, although books may also be used. Computer-assisted instructions, which both tests students' abilities and marks their progress, may supplement classroom activity or help students to develop ideas and skills independently (Kulkarni, 2013; Dialoke, et.al (2016). One advantage of programmed instruction is that it can contribute to more efficient classroom procedure and supplement conventional teaching methods. Teaching machines enable students to work individually, calling for active participation of the learner. In the industries and the military, programmed instruction is often used to train personnel.

Workshops, Seminars and Conferences: There are various institutions that organize workshops/seminars aimed at inculcating specific skills on workers. Experts present papers and discussions centered on them in such conferences. New techniques and ideas are examined and members are encouraged to ask questions and express their views (Okereke and Igboke, 2011). A seminar is a type of scholastic guideline, either at a scholarly establishment or offered by a business or expert association. It has the capacity of uniting little gatherings who concentrate on some specific subjects where everybody present papers. While a workshop is a sort of intuitive

preparation where members complete various exercises rather than listen to an address or presentation. Comprehensively, two types of workshops exist: a general workshop for a blended gathering of people, and a closed workshop that is customized towards meeting the preparation needs of a particular group.

OBJECTIVES, NEEDS AND CONTENTS OF STAFF TRAINING

Training is a process that develops and improves skills related to performance. Training objectives or needs can be derived from the manpower situation. The existing staff situation determines the training objectives both as organizational and national level. To be able to identify training needs, therefore, will entail a comprehensive staff survey which is usually an aspect of workforce planning (Ngu 1990) Caldwell identify four major training objectives, this includes the achievement of capable men and women prepared through training to perform the tasks that the national welfare requires, mobilizing for attack upon national problems thirdly a tool for enlarging human resources and productivity, fourthly, the designing for constructive channeling of human resources. These training objectives as identified by Caldwell are rather two broad with emphasis on national training policies and objectives with no emphases on organization. The objectives of staff training and development can be summarized thus:

- i. Improve efficiency, and motivation
- ii. Introduce new techniques
- iii. Provide for succession, enables qualified replacement to be available
- iv. Raise the standard of unskilled personnel, thus helping overcome

Labour shortage.

v. Develop supervisors and decrease the amount of supervision needed.

It is pertinent to note that most organizations do not regard training as a professional activity, and in many cases training officers are not themselves trained. Many courses are held and workers sent on courses or educating unskilled though without any serious thought being given to the real training needs of an organization. Effective training Programme, according to Blun and Naylor (1976), can result in increased productivity, reduces Labour turnover and greater workers satisfaction. They should include all workers from factory, workers to executives and apply not only to inexperienced workers but also to experienced workers new to the enterprises. They also note that a training Programme should also include those that are promoted to higher level jobs and the periodic retraining of present workers by means of refresher course.

In this direction, MC Cornick and Tiffin (1977) categorizes training programmes in organizations into three forms, namely orientation training, on-the-job-training, off-the-job training. Closely related to the above, are the training needs of the staff in organization. MC Cornick and Tiffin believe that training needs differ from group. According to them, the training needs of people in organizations tend to fall into two groups which more or less blend into each other. First, there is the need to provide specific Job training, especially, for new workers and sometimes for present workers who are deficient in job performance.

Second, there is the need in most organizations to provide training of a personnel development nature that will contribute to the longer –range effectiveness of the individuals' question. Although personnel development training programmes have generally been limited to

executives and the managements class, the changing times emphasis the desirability, of such training for other groups in order to combat the occupational obsolescence of professional and scientific personnel.

Tobias (1967) view the following as a balanced staff programme; Recruitment, Development, motivation, Education, training, utilization and stabilization. To him, training programmes prepare the worker for efficient Labour force participation with respect to giving occupation. He concludes that training is endless so long as a man works, he learns and teaches others at all levels Regarding management development, Ubeku (1975) observes that the plan of management development should aim at

- i. Systematically transferring general management knowledge, policies and procedures for managing the company to all managers.
- ii. Appraising and maintaining all inventory of all candidates moved as qualified for replacements for manager positions.
- iii. Improving the present performance of all managers on-the-job development methods directed at individual needs
- iv. Broadening managers for higher responsibilities through outside and on-the-job programmes activities and courses.

In general, Nigro and Nigro (1977) feel that the objective of an executive development programme is to improve the executive and understanding of such areas as planning, coordination, communication, decision-making, delegation, headquarters, field relations, legislative relations, and public relations. Writing on the training and development of the

executives in developing countries, Mutahaba (1986) opines, that it is no longer in dispute that training and development of public administrators contribute to improve performance. This increasing acceptance of the importance and significance of training in public administration is according to Stone and Stone (1978) and Goshin (1979), indicated by the attention giving to it in many countries of the world.

According to Muta (1986), there is recognition that training and development in developed countries should include all categories of public service personal from the most senior to the most junior and middle level public service personal. Senior and top executives have generally been left out. ed. A study focusing on administrative training in Nigeria, Ghana and Sierra Leone by Mutahaba (1983) confirms the above observations. It shows that although the mandates of the institute of public administration and management in the three countries provided for the holding of training programmes for all levels of personnel, including top executives, attendance by top executives appears to be a rare phenomenon. For Nigeria, this is in spite of the fact that the administrative staff college of Nigeria (ASCON) has a huge, infrastructures intended for training, and provides development opportunities for most top personnel in the service. Similar observations could be made with respect to situations obtainable in many other African countries as Schaffer (1978) remarked. Available evidence would therefore tend to support, this observation that top executives in African public services attend executives development courses. Without attributing the poor state of public administration to that factor alone, there might be some validity in Tyagi's (1975) observation that the poor countries its performance of public administration in third world countries in a great measures, a function of the neglect of training and development of personnel. In the same view Carmichael (1986) writing on civil services training in Zambia concludes that improving the performance of

civil servants though training is important if the public sector is to play an effective role in achieving national development in African. According to him, this is not uniquely African concern, but Civil Service training in African countries has a reputation for poor organization and management. This need for improvement in this area was recognized in the logos plan of action for creating self-reliant economic and school development in Africa (1980).

Most scholars of the subject matter have come out with the conclusions that the need for training and development cannot be overemphasized, yet public organizations place it at bottom of their priorities. Ubeku (1975) notes that workers who have not received adequate training before being assigned responsibilities lack the necessary confidence with which to carry out their jobs. He then suggested that a worker should be helped to grow into more responsibility by systematic training and development so that he will be confidence enough to carry out the responsibility of the job. This, according to him, is because training increases the employee's belief that he knows what is expected of him regarding the job, the knowledge of which enables him to originated ideas as to how best to carry out this task of the job. Conversely, those not trained tend to cling to methods they were shown the first time they took over the job and are frightened at doing the job in a different way because something might go wrong and they cannot afford to take the risk. Ubeku regrets that the training and development of staff in the public sector focuses essentially on the officer cadre to the neglect of any discernible systematic training programs for clerks and other grades of workers, while in the case of unskilled staff, the civil service seems to rely entirely on the trade certificate presented by the applicant with little or no effort made thereafter to ensure further development on the skills which the new employee brought to the job.

STAFF TRAINING AND EMPLOYEE MOTIVATION.

French (1988) describes the dynamism of motivating people through training programme in the following words: In order to change behavior in the direction of greater contribution to the attainment of organizational goals, the individual must perceive the new expected behavior serving to fulfill needs at least, and not leading to deprivation of fulfillment. Supplementing goals and needs that are within reasonable reach of employees is very important in providing motivation as it relates to training and development. In other words, the environment must be conducive to change in behavior.

The implication of the training motivation correlation for organizations sponsoring their employees on training programmes-is perhaps more critical for the public service, particularly in developing countries where government is the largest employer of Labour and the problems of motivating the workforce is rather daunting. The task of the public services as an organization seeking to improve the performance of its workforce through training is to guarantee an environment conducive for the trainee to return to or else beneficiaries of employee –sponsored training programmes would not see training received as a motivator for greater job performance. The point is all the more important given, the facts that the need for an organization training its employees in the first place is to equip them with knowledge that would enable them to contribute their quota to organizational growth and development. Since the final learning in whatever sphere of organizational activities takes place on the job, it is crucial that all external training is planned to help the trainees or employee meet the on-the job demands. Thus, as soon as possible after the acquisition of the necessary or new knowledge, the employee should have the opportunity to put the acquired knowledge to practical use. In the words of French, to be effective, training and development must be perceived as leading the attainment of need satisfying goals as well as to the avoidance of ego-damaging events”.

Gibson (1972) has given an elaborate definition of the desired goals sought by training as productivity maintenance and productivity enhancement. In terms of productivity maintenance, he further asserted that, and I quote: "Much of human resource training is a form of maintenance expense. New people are constantly being lured and must be indoctrinated and trained. Experience productive workers leave the company for many reasons, such as retirement and are replaced by those who need training and experience.

In term of productivity enhancement, he opined that some training and development may be, or can be strategic in nature, that is designed to obtain fuller utilization of human resources and thereby increase rather than merely maintaining productivity.

In his process system model of organization, French viewed the training and development functions of organizations as a process which is a complex amalgamation of many sub-processes aimed at increasing the capability of individuals to contribute to organizational goal attainments. Thus, so far, all the literature review point of anything that's is the importance of staff training and development to an organization cannot be over looked or jeopardized The last area of the concepts of staff training and to be discussed is training needs.

Training needs are basically any short fall in workers performance or potential performance which can be remedy by appropriate training (Cole, 2002). There are many ways of overcoming deficiencies in human performance at work, and training is only one of them. It is important to recognize this fact, since sometimes trainee staff are asked to meet needs which ought to be dealt with in some other ways, such as improving or replacing machinery or simplifying procedures.

As lack of training is dysfunction to organizational performance, adequate care should be taken to recognize when training is needed. According to Nwachukwu (1988) occasions that workers in any organization require training include the following: lack of interests in one's job negative attitude to work, low productivity, Tardiness, excessive absenteeism rate, excessive complaints, highly rejects or low quality output, high incidence of accidents and insubordination. Whenever these conditions are experience among staff, Nwachukwu contends that the organization should consider organizing training. As those situations are frequent occurrences in organizations, the implication is that training has to be regular. Put precisely, training should be a continuous exercise in every well-run establishment. Every time you get someone to do work the way you want it done, you are training, every time you give instructions or discuss a procedure, you are training.

According to Beach (1975) a rational way of identifying the area of training need is to analyze the entire organization (people, Job, technology etc). Thus, troubled spots where training may help could be. The analysis involves the following practical steps.

- i. Identify organizational and production problems i.e. low productivity, high cost, poor material control, poor quality and excessive scrap and waste, excessive Labour management strife, excessive grievance, excessive violation of rules of conduct and poor discipline, high employee turnover, excessive absenteeism, and delayed production.
- ii. Analyze Jobs and employees: Job analysis, employee appraisal and testing.

iii. Collect employee and managerial opinions through interviews and questionnaires to obtain views regarding perceived problem areas and deficiencies which would indicate desirable training programmes.

iv. Anticipate impending and future problems and expansion of business, new products, new services, new designs, and new plants.

THEORETICAL FRAMEWORK

Human Capital Development

The theoretical framework used for this study is the Human Capital Theory. The first use of human capital as a term in modern economic literature was by Theodore Schultz (1961), who classified expenditures on human capital as investment rather than consumption. However, the first application of the theory in Economics accrues to Gary Becker (1964) who developed a model of individual investment in human capital which he likened to “physical means of production,” and refers to “all activities that influence future real income through the embedding of resources in people” (Becker cited in Fleischhauer, 2007). Further contributions and refinements to the theory are traceable to these scholars: Mincer (1962); Denison (1962); Bowman (1969); Blaug (1976); Psacharopoulos and Woodhull (1985); Romer (1986, 1987, 1990); Becker, Murphy and Tamura (1990); Cohn and Geske (1990); Becker (1993); Bontis (1996); David and Lopez (2001) cited in Nafukho, Hairston and Brooks (2004).

The Human Capital theory developed as a rebuttal to the naïve conception of some earlier economists that labour is constant or given, and its performance cannot be increased. The illuminating analysis of celebrated scholars like Adam Smith; Milton Friedman and Alfred Marshall on investments in education and training as positive correlates of productivity were not

integrated into discussions on this theme (Krasniqi and Topxhiu, 2016). This situation pervaded until early 1960s when the growth of US economy became inexplicable by the traditional (four) factors of production. The lacuna created by this development is known as the „residual factor“ which was identified as „human capital“ (Schultz, 1961 cited in Nafukho et al, 2000).

To be sure, human capital refers to knowledge, skills, attitudes, aptitudes and other traits that contribute to production (Goode in Fleischhauer 2007). This latter author, building on other scholars identified two main complimentary components of human capital as early ability (acquired or innate); and skills acquired through formal education or training on the job. It is particularly noteworthy that this is a restatement of the original treatise by Schultz (1961) who conceptualized human capital as “the knowledge and skills that people acquire through education and training being a form of capital...(which) is a product of deliberate investment that yields returns” (cited in Nafukho et al, 2004). Corroborating this, Olaniyan and Okemakinde (2008) affirm that human capital represents the investment that people make in themselves which enhance their economic productivity. Krasniqi and Topxhiu (2016) invigorated by the writings of Kenneth Arrow posit that these investments in training and education must inform the perfection of work through better use of available technology which ultimately increases productivity.

Albrecht (1976:2) infers from the works of Becker, Mincer and Porath that the Human Capital theory (HCT) is pivoted on these (three) basic assumptions:

1. Labour skills are durable and malleable.
2. Current productivity contributes to current earnings and affects future productivity.
3. There is a positive association between amounts of schooling and individual earnings.

Olaniyan and Okemakinde (2008:479) summarized the above tenets or assumptions of HCT based on the submissions of the human capital theorists as follows:..human capital theory rests on the assumption that formal education is highly instrumental and even necessary to improve the production capacity of a population. Human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability which is a product of innate abilities and investment in human beings.

A thorough scrutiny and understanding of the above averments reveal that there is a manifest convergence on this theme by Nafukho et al (2004); Fleischhauer (2007); Krasniqi and Topxhiu (2016). The common denominator is that education and training should facilitate workers' productivity through appropriate skill acquisition. It is pertinent to note that human capital accumulation can be achieved through formal schooling; on-the-job training; and off-the-job training (Becker in Fleischhauer, 2007). These three approaches underscore the theme and focus of this paper. Becker (1964) made a distinction between general and specific human capital. General human capital are skills, knowledge, aptitudes and traits that are useful and applicable beyond the current employment, while specific human capital increases employees' productivity on his current job only.

CHAPTER THREE

RESEARCH METHODOLOGY

The methodology of this study will include; the research design, area of study, population of study, sampling technique, sample size, sources of data collection, instrument of data collection, techniques of data analysis.

3.1 Research Design

This study shall adopt the survey research design. According to Tonwe et al (2007), survey research has become popular in modern times as a scientific method of discovering the impact and inter- relationships of social and psychological variables from given population. Survey research design can be descriptive or historical (Obasi, 1999). It is historical when it evaluates and explains past events with a purpose of gaining a deeper understanding of the present and attempting a reliable prediction of the future. It is descriptive when it unravels the major element and characteristics of any phenomenon. The adoption of the survey research design in this study will make the study explorative as well as descriptive in nature.

3.2 Population of Study

The population of this study according to the Human Resource Department in NTA Benin City, Edo State is 103 staffs.

3.3 Sampling Technique and Sample Size

The simple random sampling method will be adopted in this study. The reason for using the simple random sampling method is to ensure that every member of the population has an equal opportunity of being selected. The basis of selection would be done through the use of a table of random numbers and so the sample size for this research will comprise of a total of 80 employees selected from various departments present in the organization which include programs, marketing, News and corporate affairs department respectively.

3.4 Sources of Data

Basically, there are two major sources of data collection that will be utilized in this study. They are: *Primary Sources*: This entails gathering information through the administration of questionnaires which will be structure in line with the relevant objectives of the study, while the *Secondary Sources* involves the use of data from sources such as published books, journals, Newspapers, magazines, as well as internet sources.

3.5 Instrument of Data Collection

The research instrument for the collection of data for this study is the use of a questionnaire. The questionnaire will be structured in two sections i.e. section A and B. Section A will dwell on the socio-demographic profile of the surveyed as Age, Educational qualification, Occupational distribution and Religion. Section B will cover issues that relate to the objectives of the study. The questions will be structured along the close-ended response pattern, where respondents will be given options to choose from.

3.6 Techniques of Data Analysis

The method of data analysis to be used for the purpose of this study is the simple percentage (%) and Chi Square. The simple percentage would be used to analyze the data collected through the questionnaire, while the Chi Square was used to analyzed the research hypotheses via the SPSS 21.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

This chapter deals the analysis of data from the study's field survey that focused on the study of staff development and workers motivation in NTA Benin City, Edo State. 101 copies of questionnaires were distributed but 98 were retrieved, making the percentage of the copies retrieved 97.0%. Statistical Package for Social Sciences, SPSS 21.0 was used for the analysis.

4.1 Frequency Table

Table 1

Gender Distribution

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	42	42.9	42.9	42.9
Valid Female	56	57.1	57.1	100.0
Total	98	100.0	100.0	

Table 1 above shows that 42 respondents which is 42.9% of the total respondents were male while 56 respondents covering 57.1 were female respondents. This result shows us that more female respondents from the sampled population participated in this study.

Table 2

Age Distribution

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-35years	37	37.6	37.6	32.6
36-53years	40	40.8	40.8	81.3
54 and above	21	21.4	21.4	100.0
Total	98	100.0	100.0	

Table 2 above reveals the age distribution of the sampled respondents. It shows that 37 respondents covering 37.6% of the study's sampled respondents are 18 – 35 years of age, 40.8% which is 40 of the respondents are 36 – 53 years of age and 21 sampled respondents which make up 21.4% are 54 years and above. This shows that respondents between 36 - 53 years of age participated more in this research study than any other age category.

Table 3

Marital Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Single	33	33.7	33.7	33.7
Married	45	45.9	45.9	79.6
Divorced	20	20.4	20.4	100.0
Total	98	100.0	100.0	

Table 3 above reveals the marital status of the sampled respondents in this study. 33.7% of the respondents representing 33 respondents are single, 45 of the respondents covering 45.9% of sampled respondents are married, while the remaining 20.4% representing 20 sampled respondents are divorced. This shows that, more married respondents participated in this study.

Table 4**Educational Qualification.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Secondary	15	15.3	15.3	15.3
HND	21	21.4	21.4	36.7
First degree	31	31.6	31.6	68.3
Masters	19	19.4	19.4	87.7
Others	12	12.2	12.2	100.0
Total	98	100	100.0	

Table 4 reveals that 15.3% respondents are secondary school certificate holders, 21.4% are HND certificate holders, 31.6% have a first degree, 19.4% are master's degree holders and 12.2% are in the "others" category. This analysis shows that a higher percentage of respondents in this study are first degree holders.

Table 5**Grade Level**

	Frequency	Percent	Valid Percent	Cumulative Percent
Senior Staff	39	39.8	39.8	39.8
Junior Staff	59	60.2	60.2	100.0
Total	98	100.0	100.0	

Table 5 reveals the grade level of the respondents. 39 respondents making 39.8 % are senior staff, while 59 respondents representing 60.2% respondents are junior staff. Hence, signifying that, respondents that are junior staff participated more in this study.

SECTION B

In this section, the responses gotten from the field survey via the instrument of questionnaire was descriptively analyzed.

Table 6: staff training has an impact on workers motivation

Question One

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	23	23.4	23.4	23.4
Agree	32	32.6	32.6	56.0
Undecided	15	15.3	15.3	71.7
Disagree	17	17.3	17.3	88.6
Strongly Disagree	11	11.2	11.2	100.0
Total	98	100.0	100.0	

The table above analyses respondent’s response to if staff development has an impact on workers motivation. The analysis shows 23.4% of the respondents strongly agree that staff training has an impact on workers motivation, 32.6% agreed, 15.3% were undecided, 17.3% disagreed and 11.2% of the respondents strongly disagreed that staff training has an impact on workers motivation. The analysis thus reveals that majority of the sampled respondents agreed that staff development has an impact on workers motivation

Table 7: Staff training is a consciousness at NTA.

Question Two

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	15	15.3	15.3	15.3
Agree	23	23.5	23.5	38.8
Undecided	35	35.7	35.7	74.5
Disagree	14	14.3	14.3	88.5
Strongly Disagree	11	11.2	11.2	100.0
Total	98	100.0	100.0	

Table 7 presents the analyses of respondents to the question if staff training is a consciousness at NTA. 15.3% of the respondents strongly agreed that staff training is a consciousness at NTA, 23.5% agreed, 35.7% were undecided, 14.3% disagreed, while 11.2% strongly disagreed that staff training is a consciousness at NTA. This therefore reveals that majority of the sampled respondents were undecided if staff training is a consciousness at NTA

Table 8: Lack of staff training affects workers motivation.

Question Three

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	25	25.1	25.1	25.1
Agree	35	35.7	35.7	60.7
Undecided	15	15.3	15.3	76.1
Disagree	12	12.2	12.2	88.3
Strongly Disagree	11	11.2	11.2	100.0
Total	98	100.0	100.0	

Table 8 above shows the response to if lack of staff development affects workers motivation. 25.1% of the respondents strongly agreed that lack of staff development affects workers motivation., 35.7% agreed, 15.3% were undecided, 12.2% disagreed, while 11.2% strongly disagreed that lack of staff development affects workers motivation. This therefore reveals that majority of the sampled respondents agree that lack of staff training affects workers motivation.

Table 9: Staff training is a strategy for improved job efficiency and workers motivation in NTA.

Question Four

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	15	15.3	15.3	15.3
Agree	19	19.9	19.9	34.7
Undecided	33	33.7	33.7	68.4
Disagree	17	17.3	17.3	85.7
Strongly Disagree	14	14.3	14.3	100.0
Total	98	100.0	100.0	

Table 9 show 20.6% of the respondents strongly agree staff training is a strategy for improved job efficiency and workers motivation in NTA, 19.9% agreed, 33.7% were undecided, 17.3% disagreed; the remaining 14.3% strongly disagreed staff training is a strategy for improved job efficiency and workers motivation in NTA. The above analyses clearly shows that staff training is a strategy for improved job efficiency and workers motivation in NTA.

Table 10: Trainings has no impact on workers performance.

Question Five

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	17	17.3	17.3	17.3
Agree	19	19.4	19.4	36.7
Undecided	39	39.8	39.8	76.5
Disagree	13	13.3	13.3	89.8
Strongly Disagree	10	10.2	10.2	100.0
Total	98	100.0	100.0	

Table 10 above reveals that 17.3% of the respondents strongly agree trainings has no impact on workers performance. 19.4% agreed, 39.8% were undecided, 13.3% disagreed, while 10.2% of sampled respondents strongly disagree that trainings has no impact on workers performance. It therefore shows from the above analyses that, majority of the sampled respondents are undecided if trainings has no impact on workers performance.

Table 11: Lack of trainings affects workers motivation

Question Six

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	21	21.4	21.4	21.4
Agree	33	33.7	33.7	55.1
Undecided	15	15.3	15.3	70.4
Disagree	17	17.3	17.3	89.8
Strongly Disagree	13	13.3	13.3	100.0
Total	98	100.0	100.0	

Table 11 reveals that, 21.4% of the respondents strongly agreed lack of trainings affects workers motivation, 33.7% of the respondents agreed, 15.3% were undecided, 17.3% of the respondents disagreed, while 13.3% of the respondents strongly disagreed lack of trainings affects workers motivation. The above analysis shows that respondents agree that lack of trainings affects workers motivation

Table 12: Lack of trainings affects workers performance.

Question Seven

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	24	24.5	24.5	24.5
Agree	31	31.6	31.6	56.1
Undecided	17	17.3	17.3	73.4
Disagree	16	16.3	16.3	89.4
Strongly Disagree	10	10.2	10.2	100.0
Total	98	100.0	100.0	

Table 12, shows that, 24.5% of the respondents strongly agree that lack of trainings affects workers performance, 31.6% agreed, 17.3% were undecided, 16.3% disagreed, and 10.2% of sampled respondents strongly disagree that lack of trainings affects workers performance. It therefore shows from the above analyses that, majority of the sampled respondents agreed lack of trainings affects workers performance.

Table 13: Lack of training incentives affects workers motivation

Question Eight

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	25	25.1	25.1	25.1
Agree	30	30.6	30.6	55.7
Undecided	19	19.4	19.4	75.1
Disagree	14	14.3	14.3	89.4
Strongly Disagree	10	10.2	10.2	100.0
Total	98	100.0	100.0	

Table 13 clearly display the responses of respondents that 19.3% of the sampled respondent in this study strongly agreed that lack of training incentives affects workers motivation, 30.6% respondents agreed, 19.4% were undecided, 14.3% disagreed, while 10.2% strongly disagree lack of training incentives affects workers motivation The above analyses reveal that majority of the respondent agreed lack of training incentives affects workers motivation.

Table 14: Lack of trust on the capabilities of staff affects workers motivation.

Question Nine

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	25	25.1	25.1	25.1
Agree	31	31.6	31.6	56.7
Undecided	18	18.4	18.4	75.1
Disagree	16	16.3	16.3	91.4

Strongly Disagree	8	8.2	8.2	100.0
Total	98	100.0	100.0	

Table 14 shows that 25.1% of the respondent strongly agree lack of trust on the capabilities of staff affects employee motivation, 31.6% respondents agreed, 18.4% were undecided lack of trust on the capabilities of staff affects employee motivation., 16.3% disagreed and 8.2% of sampled respondents strongly disagree that lack of trust on the capabilities of staff affects employee motivation. The above analysis displays that majority of the respondent agree that lack of trust on the capabilities of staff affects employee motivation.

Table 15: Increased job responsibility affects workers motivation

Question Ten

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	26	26.5	26.5	26.5
Agree	29	29.6	29.6	56.1
Undecided	21	21.4	21.4	77.5
Disagree	15	15.3	15.3	92.8
Strongly Disagree	7	8.2	8.2	100.0
Total	98	100.0	100.0	

Table 15 reveals that 26.5% of the respondent strongly agreed increased job responsibility affects workers motivation, 29.6% respondents agreed, 21.4% were undecided, 15.3% disagreed, the remaining 8.2% of sampled respondents strongly disagree increased job responsibility affects workers motivation. The above analysis shows that majority of the respondent agree increased job responsibility affects workers motivation.

Table 16: Promotion and recommendations based on performance affects workers motivation.

Question Eleven

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	22	22.4	22.4	22.4
Agree	34	34.7	34.7	57.1
Undecided	18	18.4	18.4	75.5
Disagree	16	16.3	16.3	91.8
Strongly Disagree	8	8.2	8.2	100.0
Total	98	100.0	100.0	

Table 16 reveals that 22.4% of the respondent strongly agree that promotion and recommendations based on performance affects workers motivation., 34.7% respondents agreed, 18.4% were undecided, 16.3% disagreed, while the remaining 8.2% of the sampled respondents strongly disagreed that Promotion and recommendations based on performance affects workers motivation. The above analysis shows that majority of the respondents agreed promotion and recommendations based on performance affects workers motivation.

Table 17: Rewards for job efficiency affects workers motivation.

Question Twelve

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	25	25.1	25.1	25.1
Agree	34	34.7	34.7	59.8
Undecided	18	18.4	18.4	78.2
Disagree	11	11.2	11.2	89.2
Strongly Disagree	10	10.2	10.2	100.0
Total	98	100.0	100.0	

Table 17 show the response of respondents that 25.1% strongly agreed rewards for job efficiency affects workers motivation., 34.7% of the respondents agreed, 18.4% were undecided, 11.2% of the respondents disagreed, while 10.2% of the respondents strongly disagreed rewards for job efficiency affects workers motivation. The above analysis shows that respondents agree rewards for job efficiency affects workers motivation.

Table 18: Absence of regular training routine affects workers morale in NTA.

Question Thirteen

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	25	25.1	25.1	25.1
Agree	29	29.6	29.6	54.7
Undecided	19	19.4	19.4	74.1
Disagree	14	14.3	14.3	88.3

Strongly Disagree	11	11.2	11.2	100.0
Total	98	100.0	100.0	

Table 18 shows that 25.1% of the respondents strongly agree that absence of regular training routine affects workers motivation in NTA., 29.6% agreed, 19.4% were undecided, 14.3% disagreed, and 11.2% of sampled respondents strongly disagree that absence of regular training routine affects workers motivation in NTA. It therefore shows from the above analyses that, majority of the sampled respondents agreed absence of regular training routine affects workers motivation in NTA.

Table 19: Lack of training incentives affects workers motivation

Question Fourteen

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	11	11.2	11.2	11.2
Agree	25	25.1	25.1	36.3
Undecided	34	34.7	34.7	71.0
Disagree	18	18.4	18.4	89.4
Strongly Disagree	10	10.2	10.2	100.0
Total	98	100.0	100.0	

Table 19 shows that 11.2% of the respondents strongly agree lack of training incentives affects workers motivation, 25.1% agreed, 34.7% were undecided, 18.4% disagreed, and 10.2% of sampled respondents strongly disagree that lack of training incentives affects workers motivation, It therefore shows from the above analyses that, majority of the sampled respondents are undecided if lack of training incentives affects workers motivation,

Table 20: Lack of mentorship and coaching affects workers motivation in NTA.

Question Fifteen

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	14	14.3	14.3	14.3
Agree	25	25.1	25.1	39.4
Undecided	29	29.6	29.6	68.0
Disagree	19	19.4	19.4	88.4
Strongly Disagree	11	11.2	11.2	100.0
Total	98	100.0	100.0	

Table 20 shows that 14.3% of the respondent strongly agree lack of mentorship and coaching affects workers motivation in NTA, 25.1% respondents agreed, 29.6% were undecided, 19.4% disagreed and 11.2% of sampled respondents strongly disagree that lack of mentorship and coaching affects workers morale in NTA. The above analysis displays that majority of the respondent were undecided if lack of mentorship and coaching affects workers motivation in NTA.

Table 21: Lack of fairness and equity in the training selection process affects workers motivation in NTA.

Question 16

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	13	13.3	13.3	13.3
Agree	39	39.8	39.8	53.1
Undecided	17	17.3	17.3	70.4
Disagree	19	19.4	19.4	89.8
Strongly Disagree	10	10.2	10.2	100.0
Total	583	100.0	100.0	

Table 21 reveals that 13.3% of the respondent strongly agreed lack of fairness and equity in the training selection process affects workers morale in NTA, 39.8% respondents agreed, 17.3% were undecided, 19.4% disagreed and the remaining 10.2% of sampled respondents strongly disagree lack of fairness and equity in the training selection process affects workers motivation in NTA. The above analysis shows that majority of the respondent agree lack of fairness and equity in the training selection process affects workers morale in NTA.

4.2 Hypotheses Testing

Hypothesis One

H₀: There is no significant relationship between staff training and workers motivation at NTA, Benin City.

Question One * Grade Level Cross tabulation

Count

		Grade Level		Total
		Senior Staff	Junior Staff	
Question One	Strongly Agree	9	14	23
	Agree	12	20	32
	Undecided	6	9	15
	Disagree	7	10	17
	Strongly Disagree	5	6	11
Total		39	59	98

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	32.76 ^a	4	.000
Likelihood Ratio	13.03	4	.000
Linear-by-Linear Association	25.38	1	.000
N of Valid Cases	98		

With the chi square test of 32.76 and an error level of .000 at degree of freedom 4, hypothesis one shows that data is statistically significant. Thus, the study tends reject H₀ (There is no significant relationship between staff training and workers motivation at NTA, Benin City) and accepts H₁ (There is a significant relationship between staff training and workers motivation at NTA, Benin City).

Hypotheses Two

H₀: There is no significant relationship between trainings and workers performance in NTA, Benin City.

Question Six * Grade Level Cross tabulation

Count

		Grade Level		Total
		Senior Staff	Junior Staff	
Question Six	Strongly Agree	7	14	21
	Agree	12	21	33
	Undecided	6	9	15
	Disagree	7	10	17
	Strongly Disagree	8	5	13
Total		39	59	98

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	46.30 ^a	4	.000
Likelihood Ratio	17.42	4	.000
Linear-by-Linear Association	25.34	1	.000
N of Valid Cases	98		

Hypothesis two shows a chi square test of 46.30 with an error level of .000 at degree of freedom 4. The above analysis reveals that data is statistically significant. Thus, the study accepts H₁ which states that, there is a significant relationship between trainings and workers performance in NTA, Benin City and reject H₀, which state that, there is no significant relationship between trainings and workers performance in NTA, Benin City.

Hypotheses Three

H₀: There is no significant relationship between increased job responsibility and workers morale in NTA, Benin City.

Question Ten * Grade Level Cross tabulation

Count

		Grade Level		Total
		Senior Staff	Junior Staff	
Question Ten	Strongly Agree	11	15	26
	Agree	13	16	29
	Undecided	9	12	21
	Disagree	6	9	15
	Strongly Disagree	0	7	7
Total		39	59	98

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	37.89 ^a	4	.000
Likelihood Ratio	13.74	4	.000
Linear-by-Linear Association	28.68	1	.000
N of Valid Cases	98		

With the chi square test of 37.89 and an error level of .000 at degree of freedom 4, hypothesis three shows that data is statistically significant. Therefore, the study accepts H₁ which states that, there is a significant relationship between increased job responsibility and workers morale in NTA, Benin City and reject H₀, which states that, there is no significant relationship between increased job responsibility and workers motivation in NTA, Benin City.

Hypotheses Four

H₀: There is no significant relationship between factors militating against manpower training and employee motivation at NTA.

Question Twelve * Grade Level Cross tabulation

Count

		Grade Level		Total
		Senior Staff	Junior Staff	
Question Twelve	Strongly Agree	9	16	25
	Agree	15	19	34
	Undecided	7	11	18
	Disagree	5	6	11
	Strongly Disagree	3	7	10
Total		39	59	98

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.65 ^a	4	.000
Likelihood Ratio	11.27	4	.000
Linear-by-Linear Association	19.34	1	.000
N of Valid Cases	98		

With the chi square test of 22.65 and an error level of .000 at degree of freedom 4, hypothesis three shows that data is statistically significant. Therefore, the study accepts H₁ which states that, there is a significant relationship between factors militating against staff training and workers motivation at NTA, Benin City and reject H₀, which states that, there is no significant relationship between factors militating against staff training and workers motivation at NTA, Benin City.

4.3 Discussion of Findings

The study examined staff training and workers motivation: a case study of NTA, Benin city, Edo State. The main aim of this study was to ascertain the impact staff training has on workers motivation. Having subjected the data collected from the respondents to statistical package for social science (SPSS), the outcome of the research revealed the following findings which include.

Firstly, this study examined relationship between relationship between staff training and workers motivation. The study established that a relationship exists between these variables. The study revealed that staff training has an impact on workers motivation. According to Blun and Naylor (1976), staff training can result in increased productivity, reduces Labour turnover and greater workers satisfaction. The respondents however were undecided if staff training for workers motivation was a consciousness for management in NTA but were however unanimous in their agreement that lack of in affects workers motivation.

The study also revealed that Lack of trainings affects workers motivation. Ubeku (1975) notes that workers who have not received adequate training before being assigned responsibilities lack the necessary confidence with which to carry out their jobs and to Nwachukwu (1988), lack of training is dysfunction to organizational performance and adequate care should be taken to recognize when training is needed. Occasions that workers in any organization require training include the following: lack of interests in one's job negative attitude to work, low productivity, Tardiness, excessive absenteeism rate, excessive complaints, highly rejects or low quality output, high incidence of accidents and insubordination

The study revealed that lack of trust in the capabilities of staff affects workers motivation, so also did increased job responsibilities and job recommendations and promotions for job performance. Also, it was discovered that rewards for job efficiency also affected workers motivation.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains the summary of findings, conclusion and recommendations for the study. The summary of findings involves the scope of the research, its methodological process and relevant findings discovered in the study. The study conclusion examined the findings for the study from a broader perspective, while some recommendations were given as it relates to the findings of the study.

5.1 Summary

The study was designed to examine staff training and workers motivation: A case study of NTA, Benin city. The objectives of the study include the following: to examine the extent to which staff training affects workers productivity. to investigate if trainings are motivations for optimal workers performance. to examine the impact of increased job responsibility on workers motivation. to identify factors that militate against staff development. to proffer solutions to the challenges of staff training and workers motivation in NTA, Benin city. In a bid to establish the extent of relationship existing between staff training and workers motivation the following research hypotheses became necessary which are stated in the null form; there is no significant relationship between staff training and workers motivation at NTA, there is no significant relationship between trainings and workers performance in NTA, there is no significant relationship between increased job responsibility and workers motivation in NTA and there is no significant relationship between absence of regular training routine and workers motivation at NTA.

The study adopted survey research design. The population of study of this research is made up of staffs of the NTA, Benin city, Edo state. The sample size of this study are respondents drawn from four departments of the NTA, Benin city. The instrument used for the collection of data was the questionnaire which was administered to the study sampled respondents. Out of the 101 questionnaires distributed, 98 copies were retrieved. The data collected was analyzed using simple percentage and chi square analytical method to test the hypotheses generated for the study.

The study established some findings, and they are expressed as follows. Staff training affects employee development. Staff training is a strategy for improved job efficiency and workers motivation. Lack of worker capabilities affect worker motivation and also increased job responsibilities affects worker motivation. Lack of coaching and mentorship affects workers motivation so also does lack of fairness and equity in the training selection process affects workers motivation in NTA, Benin city.

5.2 Conclusion.

From the data collected and analyzed from the field, the study concludes amongst others that, there exist a relationship between staff training and workers motivation. The study also highlights the relationship trainings and workers performance in NTA, Benin city. The study also sought to establish the job responsibility and workers motivation and found that it affects workers motivation and lastly highlighted the relationship between absence of regular training routine and workers motivation in NTA and found out that absence of regular trainings, lack of mentorship and coaching affects workers motivation.

5.3 Recommendations.

The findings of the study have provided useful information about staff training and workers motivation in NTA, Benin city. It is based on the findings of this study that the following recommendations were made:

1. Staff training should be given top priority in NTA, Benin city.
2. Effective trainings should be organized regularly and undertaken.
3. A system for mentorship and coaching should be built up in NTA, Benin city.
4. The training selection process should be fair and equitable.
5. Workers motivation should be promoted through adequate recognition of workers job efficiency by promotions, recommendations, and appropriate rewards.

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Appendix

Department of Public Administration
Faculty of Social Science,
University of Benin,
Benin City.

Dear Sir/ Madam,

REQUEST FOR YOUR COOPERATION IN COMPLETING THIS QUESTIONNAIRE

I am an undergraduate Student of the above-mentioned Department and University. As part of the programme, I am presently conducting a research on the topic: “Staff training and workers motivation: A case study of NTA, Benin city”. This questionnaire is therefore designed to collect the relevant data for the study. Your response to the questions will not be used for any other purpose other than the one stated above.

Furthermore, you are kindly requested to respond as sincerely as possible to all questions as stated in the questionnaire. Please, tick (✓) in the space provided in the most appropriate column on each of the item.

Thank you for your cooperation.

SECTION A: BIODATA

Please, kindly tick the box that best fit the information given below:

1. Gender: Male Female
2. Age: 18 – 35 years 36 – 53 54 and above
3. Marital Status: Single Married Divorced
4. Educational qualification: Primary Secondary OND HND First Degree Masters Degree Others
5. Grade Level: Senior Staff Junior Staff

SECTION B

Where: SD – Strongly Agree; A – Agree; UN – Undecided; DA – Disagreed; SD – Strongly Disagreed

Please tick the space that best fit your view.

S/N	STATEMENT	SA	A	UN	D	SD
	Relationship between staff training and workers motivation.					
1	staff training has an impact on workers motivation.					
2	Staff training is a consciousness at NTA.					
3	Lack of staff training affects workers motivation.					
4	staff training is a strategy for improved job efficiency and workers motivation in NTA.					
	Relationship between trainings and workers performance in NTA.					
5	Trainings has no impact on workers performance.					
6	Lack of trainings affects workers motivation					
7	Lack of trainings affects workers performance.					
8	Lack of training incentives affects workers motivation					
	Relationship between increased job responsibility and workers motivation.					
9	Lack of trust on the capabilities of staff affects workers motivation.					
10	Increased job responsibility affects workers motivation.					
11	Promotion and recommendations based on performance affects workers motivation.					
12	Rewards for job efficiency affects workers motivation.					
	Relationship between absence of regular training routine and workers motivation in NTA.					
12	Absence of regular training routine affects workers motivation in NTA.					
13	On the job training affects workers motivation in NTA.					

14	Lack of mentorship and coaching affects workers motivation in NTA.					
15	Lack of fairness and equity in the training selection process affects workers motivation in NTA.					