

**THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEES  
PERFORMANCE: A CASE STUDY OF THE UNIVERSITY OF BENIN,  
BENIN CITY.**

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BENIN CITY**

**APRIL, 2023**

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**BEING A PROJECT SUBMITTED TO DEPARTMENT OF PUBLIC  
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## CERTIFICATION

We, the undersigned, certify that this research was carried out by **Aigbedion Osa's Collins** with Matriculation Number: **SSC1713001** in the Department of Public Administration, University of Benin. Benin City, Nigeria.

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*Date*

## **DEDICATION**

I dedicate this project to God Almighty my creator, my source of inspiration, wisdom, knowledge and understanding. He has been the source of my strength throughout this program and on his wings only have I soared. I also dedicate this project to my Mother Mrs. Helen Idahosa Aigbedion,

## ACKNOWLEDGEMENTS

It is virtuous to give honour to who honour is due. The success of this research work is as a result of a number of people whom I wish to express my profound gratitude to. With this in mind, I wish to express my sincere gratitude to all the people who had been instrumental to the completion of this study.

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## ABSTRACT

*This study focused on assessing the impact of training and development on employee performance, using the University of Benin as a case study. The objectives were to examine the roles of training and development in achieving organizational goals related to worker efficiency, effectiveness, social and psychological well-being, and the potential for changing attitudes towards work. The choice of the University of Benin was based on its extensive training and development opportunities, particularly for academic staff. The research employed both primary and secondary data collection methods.*

*The study concluded that training and career development yield numerous benefits, including increased productivity, enhanced morale, improved profitability, optimized resource utilization, and reduced accidents. Scientific analysis revealed a strong positive relationship between training and productivity, indicating that employees acquire job skills effectively and contribute to organizational objectives. However, no statistically significant relationship was found between staff training and factors such as job satisfaction, promotion, or career advancement. Nevertheless, training serves as a motivating force, fostering positive attitudes towards the organization, better job adjustment, commitment, and potential for career growth.*

*Based on the findings, it is recommended that effective training programs should be meticulously planned and structured, preferably under the guidance of trained experts. Organizations, including the University of Benin, should consider relevant information when developing tailored training programs that meet their specific needs. Establishing a well-defined training policy aligned with modern organizational requirements is crucial, with diligent implementation. Employee training should be based on accurate assessment systems and methods to identify training needs. The majority of respondents emphasized the importance of ongoing, job-relevant training. It is essential to ensure fairness and meritocracy in selecting trainees, providing equal access to training opportunities for all workers rather than a privileged few. To motivate employees, the management of the University of Benin and other organizations should complement training initiatives with additional benefits, such as promotions, higher salaries, and increased responsibilities, aimed at maximizing staff output. Lastly, allocating sufficient funds to support the training officer's duties, including staff training, is recommended for the University of Benin.*

## CHAPTER ONE

### INTRODUCTION

#### 1.1 BACKGROUND TO THE STUDY

Training and development have wide variety of connotation depending on experience and background. They entail some aspects of manpower development recognized as basic factors for organizations' achievement of their goals. Manpower development encompasses activities ranging from the acquisition of skills to the development of complex technical knowledge and better attitude to work. In a bid to achieve organizational goals both human and material resources are mobilized and harnessed. The human resources puts the material resources into use, it therefore requires proper training and development for it to achieve optimum output. According to Harbison (1973:3), "capital and natural resources are important factors of production but human resources are the active agents that use natural resources to build economic and political organization and affect natural development".

Similarly, Nwachukwu (1988:121), opined that "training is the organizational effort aimed at helping employees to acquire basic skills required

for the execution of the function for which they are hire". There is link between Human resources development and Human utilization. According to Ason Bur (1992), human resources development is the sum total of activities designed to improve the quality and productivity of the human resources of an organization, while utilization relates to decisions and actions taken to employ the human resources of an organization to achieve its goals and objectives.

Capacity building of human resources is brought about in three ways. They are education, Training and Development. These three concepts are some times used interchangeably because of their closeness in meaning. But there are fine lines of difference between them. Education is acquired either formally or informally. Informal education starts at our tender age usually at home by the mother who is the first teacher of the child. There is also the Traditional Education which is all embracing and every social institution is involved in educational activities which lead individual to acquire behavior pattern, attitudes, abilities and skills necessary for effective citizenship in the community he lives (Maduabum, Chucks 2001). Formal Education takes place in schools, Colleges and Tertiary Institutions. The overall objective, according to Fafunwa, is:

- i. To develop the child's physical skills.
- ii. To develop character.
- iii. To inculcate respect for elders and those in authority.
- iv. To develop intelligent skills.
- v. To develop and acquire specific vocational training and to develop a healthy attitude towards honest labor.
- vi. To develop a sense of belonging and participate actively in family and community affairs.
- vii. To understand, appreciate and promote the cultural heritage of the community at large.

Training on the other hand is specialized process through which one learns to perform discrete tasks of varying complexity and acquire expected job behavior. Training, unlike education, is therefore concerned with improving the knowledge and skill require by an individual to perform job demands of his current or future positions. In Nigeria the mood of the country is now geared toward development. There is therefore the need for the change of attitude and orientation of the Bureaucracy so as to be able to execute the development projects envisage by Government. There are expansions in the ministries and

parastatals as well as some private sectors. As a consequence of this a number of Agencies and Institutions are established to facilitate human capacity building in the Nigeria Public services.

The training activities in the private sectors are monitored by the Industrial Training Fund. The Law establishing the ITF expected Employers to pay about 2% of their staff emolument to the fund. In return government would refund 60% of the training cost to the participating organization.<sup>7</sup> as a result of this encouragement many private and public organizations have established training schools in their organizations.

The universities all over the world invest a large sum of money into training and development of their employees in order to achieve their purpose for which they are established.

The overall objective of any university is to advance knowledge, through teaching and research with the ultimate purpose of service to the community. Therefore the objective of the University of Benin training and development policy is to develop the potentials of every employee in the system to full capacity in order to meet the overall objective of the university. The training and

development policy is therefore specifically directed at achieving the following objectives:

- (a) To assist all categories of staff, specially the Academic, administration and professional staff to attain the highest levels of Academic and Professional qualifications needed for their jobs.
- (b) To attain and retain staff on the job so as to ensure efficiency and the quality of work all the time.
- (c) To equip employees with new Technology and information to make them current in their operational methods.
- (d) To indoctrinate and orientate new staff to fit into the system and to develop the right attitude towards meeting the university goals.
- (e) To use training and development as a motivating factor to get the best out of employees as well as encouraging them towards achieving self fulfillment.

In University of Benin workers are expected to acquire some basic education before joining its service. This is to ensure that they are able to carry out some basic communications skills and understand the nature of their jobs. However, staff, after engagement, are encouraged to undergo some additional

basic education or training usually on their own or sponsored by the Institution. For instance, typists are expected to have acquired a minimum of five O/L G.C.E or its equivalence in addition to relevant typing speed before joining the service but where they are deficit in some GCE papers they are encouraged to read for the examinations on their own. They will not be promoted to higher level until they meet the basic educational requirements.

Some core staff, such as Academic and professional staff are sponsored for full-time or part-time courses in order outside the university in order to improve their competence. Various on the job training, such as seminar, workshops, orientation etc are also organized for staff.

## **1.2 STATEMENT OF PROBLEM**

In order to cope with the changing university environment the University of Benin policy is to train and retrain employees so as to update the knowledge and skills required to boost their present performance and cope with future challenges. The need for effective research and teaching method gives priority to training and development of Academic staff in the university system. There is also the need for training and development of other sectors of the university work force. Therefore, every cadre of staff is given opportunity for training

through the various methods stated earlier. But the problem is how to evaluate the impact of their training and development on productivity and efficiency on the job. This process (Validation) is often difficult to carry out because many jobs may not lend themselves to easy measurement, At the end of any training exercise the trainees usually confirm that they benefited a lot from the programme but the actual effects on the work may be difficult to ascertain due to some extraneous reasons. (Okoh, 1998:175). Thus, the gap between what training should achieve and what is practically being achieved may remain in spite of the acclaimed benefit of manpower development. It is always assumed that training has impact on performance. If this is the case there is the need.

- (a) To know to what extent opportunities are available for training and development to all employees.
- (b) What is the effect of manpower training and development in the general performance of employees.
- (c) Are the benefit derived from training and development justify the huge investment in them? How many staff sent out on training return to their duty post at the end of the training.

(d) In nomination employees for training and development programme are there any form of discrimination amongst the various categories of staff? If so, what effect has this on the productivity of categories of staff who feel marginalized.

### **1.3 OBJECTIVES OF THE STUDY**

The main objective of this study is to examine the training and development policy of University of Benin, as it affects performance, discipline, and attitude to work of its staff. Therefore we shall specifically.

- (a) Highlight the roles of training and development in promoting any organizational goals in the areas of efficiency and effectiveness of its workers, with particular reference to University of Benin.
- (b) Examine to what extent training and development programmes helps to promote social, psychological and economic goals go workers.
- (c) Examine the notion that training and development programmes can change people's attitude to work.

#### **1.4 HYPOTHESES OF THE STUDY**

In this study, the following hypotheses have been formulated for testing.

- (1) That staff training and development lead to attainment of organization efficiency.
- (2) That staff training and development will enhance staff performance.
- (3) That staff training and development promote job satisfaction and social status of employees.
- (4) That staff training and development improve discipline and attitude to work.

#### **1.5 SIGNIFICANCE OF THE STUDY**

The strategic importance of training and development to the productive capacity of modern day organizations cannot be undermined. Thus, there is always the need for universities to embark on regular training and development of its employees because of their strategic roles in the development of human resources for the Nation. It is therefore necessary to evaluate the impact of training and development has on efficiency, productivity etc to justify the huge amount the university, particularly university of Benin, invests on training and development of its staff.

## **1.6 SCOPE OF THE STUDY**

The University of Benin has a wide range of training and development opportunities for its staff particularly the Academic staff. This study is also focused on the impact of training on non-teaching staff of the University of Benin in view of their roles in providing enabling environment for teaching and research and the fulfillment of the university's overall goals and objective. Thus, this study will be concerned with the evaluation of training and development of all workforce of university of Benin. it is aimed at ascertaining how effective training and development can bring about efficient job performance of the individual employee in the university system.

## **1.7 DEFINITION OF TERMS**

### **IMPACT**

According to the Oxford Advanced Learner's Dictionary, Impact is a strong impression or effect on something or somebody. That is an effect or influence that an event, situation etc is capable of producing on someone or something.

## **EDUCATION**

Educational is the basic development of a person's mind and personality without necessarily any reference to any specific job. According to Idahosa education provides:

- An area of knowledge,
- Facilities for reading and expressing one self clearly and concisely on paper or verbally to understand words and numbers.
- Ability to argue and analyze rationally as well as knowing how to see and utilize information (Idahosa, lecture note on Development Administration, MPA 11 (2004).

## **TRAINING**

This entails the act of being though the skills of a particular job. It means the development of the person knowledge, skills and attitude for vocational purpose.

For instance, one is trained to become a typist or a mechanic or accountant.

## **DEVELOPMENT**

This is the updating of one knowledge of training. It is the sum total of elements of education, training and retaining of human resources in order to improve the quality and productivity in an organization. Aston Blur (1992).

## **PERFORMANCE**

This refers to the act of doing a piece of work, duty, action or achievement in relation to how successful it is.

## **JOB**

A paid position of regular employment. In other words, it entails anything that one has to do, in most cases for money.

## **VALIDATION**

The process of measuring the performance achieved after a training programme. This could be done by putting a trainee to a test to see if he is now able to reach the performance standard that has been set. Okoh (1998:175).

## **EFFICIENCY**

The quality of doing something well at minimum cost.

## **EFFECTIVENESS**

The act of producing the required result.

## **1.8 METHODOLOGY**

### **POPULATION OF THE STUDY**

The target population of this study will be the entire workforce of University of Benin which is about 4105, made up of:

Academic Staff – 955, Non-Teaching staff- 1280 and Junior staff – 1870

A sample of this population will be studied. This population is specially chosen to ensure a reliable data for analysis of the study. Structurally the Academic staffs are mainly in the faculties while the senior staff (non-teaching) and Junior staff are in every department though mainly in the Non-academic departments.

### **SAMPLEF TECHNIQUE AND SAMPLES**

Considering the population size of the University of Benin, the study will be based on sample drawn from the entire workforce stratified to represent the character of the employees in the university. To this end a total sample of 200 staff to be randomly selected from 40 teaching staff, 60 non-teaching senior staff and 100 Junior staff will be made.

### **DATA COLLECTION AND ITS INSTRUMENT**

This research work will employ both the primary and secondary methods of data gathering. The survey method will be used through the administration of

questionnaire, while the secondary method will be obtained from books, journals, publication, interview and official documents particularly from the training unit of the university of Benin.

The primary instrument used for this study is questionnaire. Most of the questions in the questionnaire will be close-ended and respondents will be required to tick only one answer that appropriately represents their opinion. Questions will be structured to required only Yes or No or Agree or Disagree answer. The choice of this type of questions will make data analysis easier, as against the open ended questions. With open ended questions respondents are expected to express their views freely but such varieties of opinion is difficult to code for analysis statistically.

This questionnaire for this study will consist of two sections: Section A will ask questions on personal data and section B will ask questions on effects of training and development policies on staff performance.

## **DATA PRESENTATION ANALYSIS**

This data obtained from the questionnaires will be coded and separated for analysis.

The hypothesis will be tested veraciously with the use of simple percentage. This is essence means that data collected in this study will first of all be presented in tabular form before simple percentage will be applied to summarize the various responses.

## **LIMITATIONS**

We are likely to experience some obstacle in the course of carrying out this study. The basic and most fundamental one might be in terms of accessibility to information, official documents, cooperation by respondents and generalization beyond the case study may adversely affect the validity of this research. One other serious problem is the subjectivity of the Research who is the head of training unit of university of Benin. His personal involvement might affect his analysis and interpretation of data and this may affect the objectivity of the findings.

However, these obstacle notwithstanding, it is my believe that the study will unveil and make general issue clearer which will in turn provoke further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

#### **2.0 OVERVIEW**

Generally, the degree of effectiveness and efficiency in performance of employees depends largely on the degree of skills and knowledge possessed. To this end this chapter intends to review written works and various orientations or views held by people about the concept of training and development in organization especially in the university system. The various stages of implementing training and development programmes and the theoretical framework for this study, will be examined. Lastly we shall look at the University of Benin Administration as the organization context of the study.

#### **2.1 REVIEW OF LITERATURE ON TRAINING AND DEVELOPMENT.**

The importance of training is attributable to the fact that virtually every sector of the economy requires high caliber personnel in the various professional and specialized fields such as industrial production, insurance and investment finance marketing Educational Institutions e.t.c. To achieve this it is imperative to train and retain employees on how to do the job for which they are hired.

Generally, the degree of effectiveness and efficiency in performance of employees depends largely on the degree of skills and knowledge possessed. To this end, this section intends to review written works and various concepts or views held by people about the concept of training and development in relation to job performance.

## **2.2 THE CONCEPT OF TRAINING**

According to Rex Strayton (ILO Man-Dev 36) "training is concerned with the acquisition or development of knowledge skills techniques attitude and experiences which enable an individual to make his most effective contribution to the combine effort of the team of which he is a member. Its objective may be to prepare the individual to carry out his present job satisfactorily, or to prepare him for greater responsibility in future". Preparing workers for an occupation of specific skills, means that raining is narrower in concept than either education or development Training is job oriented rather than personnel e.g. training to be a hair-dresser driver.

Nwachukwu (1988:121) sees training as organizational effort aimed at helping an employee in the efficient execution of the functions for which he is hired. This implies that training is carried out not only to orientate the staff but

to improve his level of performance and attitude to work. Training as a form of motivation to the worker in carrying out his job, comes in various forms and these forms range from physical to educational as the particular job might require.

In the words of Singer (1900:120), Training of employees is tantamount to the maintenance of machinery to operate at peak efficiency. Machinery usually require an initial adjustment period, which is followed by regular servicing. To maximize individual productivity, employees are first oriented to the work objective, then periodically provided with additional training. The employee once employed, must be constantly trained as earlier stated. This enables him (the employees) to fit into the constantly changing work environment.

Ubeku (1984:114) while emphasizing the relevance of training new employees before assigning them to jobs, asserts that employees who have not received adequate training before being assigned responsibilities lack the necessary confidence with which to carry out their jobs and they tend to cling to methods they were shown the first time they took on their jobs. In no time, due to lack of training they become conservative and obsolete in the face of changes in the job.

### 2.3 THE CONCEPT OF DEVELOPMENT

Development according to Cole (1991:411). on the other hand refers to “a broader view of knowledge and skills acquisition than training, it is less job-oriented than career-oriented. It is concerned more with employee potentials than with immediate skills it sees employees as adaptable resources”.

Brandford Allan (1984:134), in this study emphasized the importance of interpersonal relationship as one of the objectives of staff development. He opening that “The goal of development for any employee, is not just the improvement of technical skills but also developing appropriate interpersonal and problem-solving skills that is needed to share effectively responsibility for managing the unit”.

This according to him is for the overall benefit of the organization. Also contributing to the concept of development, Aina (1992:75), expressed his view as regards the importance of development when he stated that “the development programmes afford participant an opportunity to acquire new skills techniques and new attitudes to the job”.

Flippo is support of this view says:

“Planned development programmes will return values to the organization in terms of increased productivity heightened morale reduced cost, and greater organizational stability and flexibility to adapt to changing external requirements”.

The definition of Hinrics also supports the idea of training and development of employees in organizations expressing this he stated that training is a systematic intentional process of altering the behavior of organizational members in a direction, which contributes to organizational effectiveness. These definitions recognize that employee training programme is a part of an organizational programmes. Secondly that organization obtain efficiency and effectiveness through a well systematic trained employees. Thirdly, that individual behaviour is molded and changed training which if left for him or her alone, it, would not have been possible.

## **2.4 IMPORTANCE OF TRAINING AND DEVELOPMENT**

The importance of training is attributed to the fact that virtually every sector of the economy requires high caliber personnel in the various professional and specialized fields such as industrial production insurance and investment,

finance marketing educational institutions e.t.c. To achieve this it is imperative to train and retrain employees on how to do the job for which they hired.

## **2.5 TYPES OF TRAINING AND DEVELOPMENT:**

### **I) ON THE JOB TRAINING**

Since most jobs in industries can be learned in a relatively short period of time this method is the most widely used.

According to Edwin Flippo:

“On the job training has the advantage of motivating the trainee to learn, since it is not located in the artificial situation of a classroom. The fact that the success of the system depends almost entirely on the immediate supervisor, this means that the personnel unit has a major responsibility for making a good effectively teacher out of every supervisor”.

Many opportunities for development are to be found on the job. The trainee learns and at the same time contributes to the aims of the enterprise. This approach requires competent managers who can teach and coach the trainee. On the job training gives the employee an opportunity to practice job under close supervision until he becomes skilled enough to work under a normal degree of self reliance.

## **II) OFF THE JOB TRAINING**

The second type of training is off-the-job-training which refers to classroom or similar type of training activities which take place away from the job place. This becomes necessary where the organization cannot provide the facilities and the manpower required for complex training development programme.

The advantages of the off-the-job training are many, notably the opportunity to expose trainees to information ideas and experiences beyond the confines of the working environment. When separated from the pressures of work activities, trainees can devote their full attention to learning and experiencing with new ideas and equipment.

### **2.6 METHODS OF TRAINING**

There are various methods of training. These include:

#### **i) INDUCTION METHOD**

Progressive organization be they public or private have recognized the need for introducing new employees to their jobs. Not only do organizations familiarize new people with the task they will be expected to perform but they

also provide information about company rules personnel policies and give them an idea of how their jobs fit into the total operation.

The new employees is shown round the premises of the organization, He fills out required forms and he is told what he can expect from the organization and what the organization expects from him. He is introduced to colleagues that he is going to work with and those he is likely to come across in the process of working there.

According to Rensch W.L:

“Induction training helps the new employee and the organization becomes acquainted with each other and to assist the new employee in making a productive beginning”.

## **ii) COACHING METHOD**

This is the training method in which somebody in a supervisory management position trains another manager. An example of this is the athletics coaching. It is one of the methods used to train employees on the job. The managers must be efficient and confident so that trainees are inside the environment from the beginning.

### **iii) JOB ROTATION**

This basic purpose of job rotation is to broaden the knowledge of managers or potential managers. The trainees learn about the different enterprise functions by rotating into different positions, to gather more knowledge and experience.

### **iv) BASIC METHOD**

Training are most often taught in the educational system and not at the job location. For instance, underlying the drafting skill are the basic skills of mechanical drawing and a knowledge of Algebra among other things.

### **v) DEPARTMENTAL METHOD**

This type of method is used within the organization instead of sending workers out to training institutions. Usually, it is shorter and specific for certain work groups in the organization. The personnel division is normally in-charge of this kind of assignment with detailed instructions to the training officer.

### **Vi) FORMAL METHOD**

Many needs for specific knowledge and liabilities can be met with formal training programmes. These formal approaches include the following according to Bruke. B.

- a) "Classroom instructions whether given by the organization itself or taken at a college or University.
- b) Self-instruction with special materials.
- c) Guided reading programmes and other training methods.

The key to the effective use of formal training is first to make sure that a need for specific skills and knowledge has been identified and to carefully evaluate whether a particular training course does contribute to meeting the goals set for it. This is because training in itself accomplishes little, unless it gives participants something that helps them to perform better on the job.

#### **viii) APPRENTICESHIP METHOD**

Apprenticeship training is a definite course, combining selected job experience with classroom training, examination on each phase of the work, and eventual graduation to the status of "Journeyman in a skilled trade".

#### **ix) THE DISCOVERY METHOD**

This is a technique of skill training which has been developed in recent years and applied with particular success to the re-uniting of older workers.

Graham H.T. in his book stated that:

“Discovering learning occurs when the trainee finds out for himself the principles of the job and correct method of performing it. It is claimed to be more motivating than other forms of training because it offers the trainer a challenge followed by the gratification of a discovered solution.”

#### **x) TRAINING FOR ADVANCEMENT/PROMOTION:**

Effective manpower training and development may help workers to climb promotional ladders to more responsible and better jobs. Sequential ordering of jobs also permits them to learn primarily through observation, some of the skills of higher ranked positions while doing their present jobs. Taking over the duties of higher ranked colleagues during their vacations or absence is another opportunity for formal training.

#### **2.7 TRAINING NEEDS:**

Training programme will not be successful unless one knows in advance why the programme is needed. The more careful the assessment and explicit statement of training needs, the more likely it is that the programme will satisfy those needs. Training should not be under-taken for the sake of it. According to Ubeku “the training needs of any company/organization fall into two categories both of which are interdependent.

There are:

- i) Company Training Needs.
- ii) Individual Training Needs.

This means that the training needs of the individual have to be assessed based on company's objectives and training needs.

In determining the company training objectives the following questions should be asked.

- i) Who needs to be trained?
- ii) What categories of workers need special training?
- iii) How many of each category needs to be trained?

To determine individual needs, the following are some of the questions that might be asked:

- i) What does the worker have to do?
- ii) What particular skills does he need in order to do the job effectively?
- iii) What skills ha he got?
- iv) What skills must be required to be able to do the job?

## **I) METHODS OF ASSESSING TRAINING NEEDS:**

According to Okoh<sup>14</sup> Training needs may be assessed by:

- i) Organizational analysis and diagnosis.
- ii) Job analysis.
- iii) Employee assessment of himself.
- iv) Identification of specific training needs.
- v) Performance appraisal.
- vi) Questionnaire.
- vii) Interview of employees.
- viii) Technological change.
- ix) Deployment to new assignment.
- x) Observation.
- xi) Diary method.

## **II) SELECTING PEOPLE FOR TRAINING:**

Prior to conduct of the training programme, the participants need to be selected, although this may be carried out during early phases. According to Torvington. D. and Chapman J.

“The trainee’s personnel characteristics and skills need to be appropriate to the learning situation. Trainees must therefore be selected according to their needs and liabilities.

According to Pyere and Pitone (1972) method of selecting staff for training include the following approach:

- 1. Administration Approach** – Staff who may not even need training are picked by management for training. This may not bring any benefit to the organization.
- 2. Political Approach:** Selection is done to favour individual rather than the organization.
- 3. Social Welfare Approach:** Staff are selected for training for their welfare outside the workplace. Focus is on making the staff happy and not the effect of training organization.
- 4. Organization Development Approach:** Selection is based on group of workers or cadre, such all Typists and some of them may not need training.

## 2.8 EVALUATION OF TRAINING

The effectiveness of programmes can only be determined through measurement against standards, emphasis should therefore be placed on a systematic identification of training needs and objectives. Developmental objectives include; as stated by Koontz and others include:

- "An increase in knowledge;
- Development of attitudes conducive to good managing;
- Acquisition of skills;
- Improvement of Management performance and
- Achievement of enterprises objectives."

According to Chuks Medlabour (2001) Pg 203 courses may be evaluated at the formative or designing stage of the course to find out whether the course will meet the needs of the participants. The course is evaluated against the stated objectives. Evaluation is also done by comparing the behavior of participants before the course and after the course to determine if there is any positive change. Some form of test at the end of the course, may be applied to determine how much knowledge they gained. Finally there is a follow up evaluation exercise to

see whether what the participants learnt at the class room had been transmitted into action in work place.

## **2.9 THEORETICAL FRAMEWORK**

The fruitfulness of any training package is a consequence of the willingness of a trainee to learn or not. This is so because some trainees have an innate desire to learn and improve while others often desire some degree of external motivation to learn.

Ahmed (1996:7), "Training imparts new knowledge; skills and attitude with a view to effecting change in the behavior of the recipient or trainee. And it is undertaken to chore up performance gap, for enhancing productivity".

Edwin Flippo says that we cannot assume that the existence of good plans and excellent organization will result in an automatic undertaking of assigned tasks, thereby leaving the manager with only the responsibility of controlling without direction. He further stated that getting organizational members to work willingly and enthusiastically is a problem that has been compounded by such factors as the increasingly educational level of employees, greater utilization of professional personnel, advancing technology, and the power of labour

organizations. This is a task that is more important than planning, organizing and controlling.

There are various theories propounded by authors, relating to behaviour of employees at certain given times.

In this theoretical framework emphasis will be placed on motivation theory with emphasis on “Maslow’s Hierarchy of needs”, and “Herzberg’s Two-Factor model”.

According to Maslow theory of human needs, human beings come to the work place with their individual needs. A need is accompanied by a state of drive or tension that results in a behaviour being directed towards a goal that will satisfy the need and thus reduce the drive of tension. In the first category of the needs are the physiological needs which every human being wants to satisfy first. These needs include hunger, thirst, Rest, et.c. But the satisfaction of this low level needs gives rise to a struggle to achieve the higher needs that will determine how much energy the particular individual employee will be prepared to release on the job.

- i) **The Physiological Needs:** This group of needs include such things like food, water, rest, e.t.c. which are required for maintaining the body in a state of equilibrium.
- ii) **The Safety Needs:** The satisfaction of the physiological needs gives rise to the emergence of a new set of needs in the safety needs, that is physical and security.
- iii) **The Belongingness and Social Needs:** The gratification of the physiological and safety needs will rise to the emergence of the needs for affection and belongingness. The person will hunger for affectionate relations with people in general, merely for a place in his group; and he will strive with great intensity to achieve his goal.
- iv) **The Esteem Need:** These include the desire for self-respect appreciation and recognition from other people. The satisfaction leads to feeling of self confidence.
- v) **The Need for Self-Actualization:** This usually rest upon prior satisfaction of the other four needs. It refers to a man's desire for self-fulfillment namely to the tendency for him to become actualized in what he is potentially. A man will continue to be restless unless he is

doing what he is fitted for e.g. a musician must take music and artist must paints, a poet must write-off he is ultimately at peace with himself.

If a worker is able to satisfy all these five needs his level of performance will increase at work and he will feel more committed to the job. When employees perform well and effectively they will be promoted. These exercises serve dual purposes. First it moves the employee to a new position, both in status and responsibilities at higher level, apart from the feeling that his job performance is appreciated by organization. Secondly, the organization will gain by retaining the services of the elevated employees as it would have cost more to recruit, orientate and train a new employee as it would have cost to recruit, orientate and train a new employee. It has, therefore reduced a high labour turnover to the bearest minimum.

In order to know what skills the job requires and the employees training needs, it will be necessary to do a job analysis and the job description bringing out clearly the various tasks and responsibilities involved in the job

Herzberg's Two-Factor Model is also sometimes called the Hygiene Theory. In it, Herzberg identified factors in the work place into main broad headings which he called "Satisfiers" and "Dissatisfiers".

1) Satisfiers are elements within the job content. They are generally positive elements that encourage employees to improve on their performances. These are also called motivators made-up of:

- (a) Achievement i.e. success;
- (b) Opportunity for growth and development by way of training;
- (c) Recognition of individual's effort on the job;
- (d) The work itself creates challenges and demands for creativity;
- (e) Pleasant working conditions;

Motivators are effective in motivating employees to greater productivity.

Dissatisfier or Hygiene Factors relate to job context and they usually have negative elements which contribute to dissatisfaction e.g.

- a) Unconducive company policy;
- b) Irregular payment of salary;
- c) Non-provision for training schemes;
- d) Lack of incentives e.g. medical facilities, housing and transportation;

e) Lack of recognition-status.

If an employee is not adequately motivated on the job, all his hopes and aspirations in the job will be dampened and may not have interest in the job. But on the other hand, if an employee is motivated, his initiative and level of performance will increase. The purpose of manpower training and development is to motivate employees so that the overall objectives and goals of the organization may be achieved.

But on the other hand, if an employee is motivated, his initiative and level of performance will increase. The purpose of manpower training and development is to motivate employees so that the overall objectives and goals of the organization.

## CHAPTER THREE

### ORGANIZATIONAL CONTEXT OF THE STUDY

#### A. ADMINISTRATIVE STRUCTURE OF THE UNIVERSITY OF BENIN

The University of Benin (Formally Midwest Institute of Technology) (MIT) was founded on Saturday, 23<sup>rd</sup> November, 1970, when the first 108 students drawn from all parts of the Federation began courses in Science and Mathematics.

On 1<sup>st</sup> July, 1971, The Midwest Instituted was accorded formal recognition as a full fledged University by the National Universities Commission and consequently, the name was changed from Midwest Institute of Technology to the University of Benin. Today, the University operates on two Campuses-The Ekenhuan and Ugbowo Campus. Both campuses are separated by a distance of about 15 kilometers. The University now has 10 Faculties, School of Post Graduate, Institute of Education, Institute of Public Administration and Extension Services and Centre for Development and Strategic Studies. There are a number of part-time Diploma, Degree and Post Graduate programmes. At the moment the university has a total student enrolment of over 40,000. The University administrative set-up consists of the Visitor, Chancellor, Pro-

Chancellor, Vice-Chancellor, Registrar, Bursar, University Librarian, Deans and Directors.

Apart from the visitor, the governance of the University rests mainly on the four pillars, namely, the Governing Council, the Senate, the Congregation and Convocation. All graduates of the University and other recognized universities are members of Congregation. The president is the visitor. The visitor has power to conduct a visitation of the university at least once a year. Being a federal university, the Institution is funded by Federal Government. The university, however, supplements this source with internally generated revenue. Internally generated revenues come from many sources including tuition fees paid by students and university business ventures.

## **B. STAFF TRAINING AND DEVELOPMENT ADMINISTRATION**

In a complex organization like the University of Benin, there is the need to train staff on a regular basis in order to achieve its goals. To this end, a training unit with well equipped training school was established to handle all training matters.

### **C. ORGANIZATION OF TRAINING UNIT**

The training unit is headed by a Principal Assistant Registrar who is professional trainer. He is responsible to the Registrar for the day administration. He has a number of supporting staff.

### **D. COMMITTEE ON TRAINING**

The Principal Assistant Registrar (Staff Training) is the Secretary to Sub-Committee on Training. The Committee is a sub-Committee of the Appointments and Promotions Boards and is responsible for consideration of all applications for Sabbatical leave and Training leave and makes recommendation to Appointments and Promotions Board for approval. Training leaves include the following.

#### **a. Sabbatical Leave**

This is granted to staff who have been in continuous service of the University for up to seven years.

The one year sabbatical leave is intended for intellectual and professional rewards for academic and senior non-academic staff. It is expected that the knowledge gained will be utilized to the interest of both the staff and the service

of the University. Staff are entitled to salaries and allowances while on sabbatical leave.

**b. Study/Training leave**

This type of leave is granted to both academic and non-academic staff to enable them acquire higher degree or professional qualification to up-grade professional, technical and administrative competence appropriate to the nature of their employment within the university. The leave enable the staff so granted to embark on training programme on full-time basis for up to 30 years, tenable in University of Benin or outside the University, including overseas. The University is responsible for the cost of Training as well as paying their salaries and allowances while in training.

Staff on Training leave are bonded to return to the service of University of Benin upon the expiration of the period of leave granted. The period of bond is twice the period of the study leave.

Training leave or study leave are meant primarily for the training and upgrading of permanent staff of the university. Study leave is granted for a maximum of 3 months while training leave is granted for a maximum of 3 years.

## **E. LEAVE OF ABSENCE WITHOUT PAY**

Some staff are also granted leave of absence with out pay to enable them pursue courses of their choice for which the University is not financially responsible. During the period the staff granted such leave is not entitle to salaries and allowances. The maximum period for leave of absence without pay is four years and the period does not count towards gratuity and pension of such staff.

## **F. REBATE**

Recently, university introduced a policy of granting 50% rebate on school fee to staff pursuing part-time Courses in University of Benin. The course must be relevant to the staff work in University of Benin, in order to qualify for the rebate and it is for school fee only. Any staff embarking on part-time, whether granted rebate or not is allowed time off to attend classes in the evening and week-ends. Part-time programme is very popular among Non-Academic staff who see it as opportunity to acquire degree and postgraduate degrees that will enhance their up-grading or conversion to higher employment in University and elsewhere.

## **G. IN-HOUSING WORKSHOPS**

The training unit also embarks on workshops and orientation programmes for staff from time to time, to up date their knowledge and skill of their jobs. In the last three years over 500 staff including Deans, HOD, Directors, Administrators, Secretaries, Security staff and Porters benefited from the programmes.

## **H. PROBLEMS**

The training policy has a number of problems and they include:

- (a) Failure of Staff to return from training leave especially those who went overseas for training. The bond, notwithstanding, some staff who are attracted by high income abroad, refused to return to their work after training. As a result of this all training leave tenable abroad are now without pay.
- (b) The effect of training on staff performance: It is difficult to evaluate the impact of training, especially for the non-Academic staff on their work. It is almost mandatory for all academic staff to upgrade their academic qualification so as to be able to impart adequate knowledge on students. But this is not the case for some categories of Non-Academic staff. Many

of them have however undergone some form of training since joining the service. The problem is assessing and evaluating the difference training has made to their performance. This is the focus of this paper.

(c) Cost of training is very high and this tends to slow down training efforts in University of Benin. Instead of sending staff to conference outside the university, the training unit has been equipped with trained manpower to organize in house courses in the form of workshops for some staff.

(d) Releasing money to run workshops etc can be difficult at times. When there is financial crisis the training budget is the first to be cut. For instance in this financial year, a budget of over N6million was approved for staff training but nothing had been released yet for in-house training programme this year. Finding is a problem.

(e) Management attitude to training has also been a problem. Between 1985 and 2001 there was no in-house workshops or seminars and only very few staff were sent outside for conferences and workshops. Granting of training leave was also reduced during this period. This is as a result of management's lack of interests staff training and a Principal Assistant Registrar has posted to head the training unit. Except recently, the unit

has organized several short courses for different categories of staff with financial support from management.

## CHAPTER FOUR

### 4.1 DATA PRESENTATION AND DATA ANALYSIS

In this chapter, attempt is made to classify responses according to age, sex, educational leave, e.t.c of the respondents. The data are collected and analysed and the results used to test relevant hypothesis.

A total of 200 questionnaires were administered in line with the stratum. They were distributed as follows, Academic staff 60 and junior staff 80, in various departments of university out of which 132 were retrieved. That is 23 from academic staff, 57 from senior non-teaching staff and 52 from junior staff. Majority of the questionnaires not retrieved are from the academic staff. This is because of the staff were always in the classroom teaching and researchers were unable to reach them to retrieve the questionnaires from them.

In analyzing the personal data of respondents, the researcher shall utilize percentages. However, in testing each of the four hypotheses formulated earlier, chi-square( $\chi^2$ ) a popular non-parametric statistical method shall be adopted.

The chi-square is used to establish whether or not a relationship exists between variables.

Chi-square has two computational formula as stated below.

## ANALYSIS OF PERSONAL DATA

**TABLE 1**

### AGES (IN YEARS) OF RESPONDENTS

| AGE(YEARS)     | FREQUENCY  | PERCENTAGE % |
|----------------|------------|--------------|
| Below 20 years | 1          | 1%           |
| 20-29          | 7          | 5%           |
| 30-39          | 45         | 34%          |
| 40-49          | 47         | 30%          |
| 50-59          | 31         | 23%          |
| <b>Total</b>   | <b>131</b> | <b>100</b>   |

**Source:** Fieldwork Survey, 2023.

Table 1 above shows that the highest age range is age 30-39 which have the frequency of 45 and the percentage of 34%, while the highest frequency is age 40-49 which has the frequency of 47 and the percentage of 30%

**TABLE 2**  
**SEX OF RESPONDENTS**

| <b>Sex</b>   | <b>Frequency</b> | <b>Percentage %</b> |
|--------------|------------------|---------------------|
| Male         | 101              | 77%                 |
| Female       | 30               | 23%                 |
| <b>Total</b> | <b>131</b>       | <b>100</b>          |

**Source:** Fieldwork Survey, 2023

Table 2 above shows that over 77% of the samples are male while about 23% are female. This figure shows that few female are engaged in the University of Benin operations. This is probably due to the high level of academic qualifications required to work in the university.

**TABLE 3**

**EDUCATIONAL QUALIFICATION AT ENTRY POINTS**

| <b>EDUCATIONAL LEVEL</b> | <b>FREQUENCY</b> | <b>PERCENTAGE %</b> |
|--------------------------|------------------|---------------------|
| FIRST SCHOOL CERTIFICATE | 5                | 6%                  |
| WASC/GCE/SSCE            | 45               | 35%                 |
| OND                      | 22               | 16%                 |
| DEGREE/HND               | 27               | 21%                 |
| PG                       | 32               | 24%                 |
| <b>TOTAL</b>             | <b>131</b>       | <b>100</b>          |

**Source:** Fieldwork Survey, 2023

**TABLE 4**

**CURRENT EDUCATIONAL QUALIFICATION OF RESPONDENTS**

| <b>EDUCATIONAL LEVEL</b> | <b>FREQUENCY</b> | <b>PERCENTAGE %</b> |
|--------------------------|------------------|---------------------|
| PHD                      | 7                | 5%                  |
| MASTERS                  | 17               | 13%                 |
| DEGREE/HND               | 29               | 22%                 |
| OND/CERTIFICATE          | 28               | 21%                 |
| NO CHANGE                | 51               | 39%                 |
| <b>TOTAL</b>             | <b>132</b>       | <b>100</b>          |

**Source:** Fieldwork Survey, 2023

The analysis of tables 3 and 4 shows that there was an upward improvement in the educational levels of employees. For example, 61% of employees had additional qualifications after joining the university service. This means the remaining 39% will benefit from further training and development which will further enhance efficiency and productivity in the university.

**TABLE 5**  
**CATEGORY OF RESPONDENTS**

| <b>CATEGORY</b> | <b>FREQUENCY</b> | <b>PERCENTAGE %</b> |
|-----------------|------------------|---------------------|
| JUNIOR STAFF    | 52               | 29%                 |
| STAFF STAFF     | 57               | 43%                 |
| ACADEMIC STAFF  | 23               | 17%                 |
| <b>TOTAL</b>    | <b>132</b>       | <b>100</b>          |

**Source:** Fieldwork Survey, 2023

Table 5 shows that the Academic Staff are poorly represented in the sample retrieved. As example earlier majority of the questionnaires for the Academic staff could not be retrieved by the researchers. We have almost 100% retrieval from senior staff, (57 out of 60). The response from the junior staff is also high. 52 out of 80 forms were retrieved.

**TABLE 6**

**YEARS OF SERVICE OF RESPONDENTS**

| <b>YEAR</b>  | <b>FREQUENCY</b> | <b>PERCENTAGE %</b> |
|--------------|------------------|---------------------|
| Under 1 year | 6                | 5                   |
| 1-10         | 43               | 33                  |
| 10-20        | 36               | 27                  |
| 20-30        | 47               | 36                  |
| <b>TOTAL</b> | <b>132</b>       | <b>100</b>          |

**Source:** Fieldwork Survey, 2023

It can be inferred from table 6 above that approximately 58 of the sampled workers have put in less than 20 years. This means that given the desired atmosphere, employees are likely to grow educationally and this will lead to enhanced performance and productivity.

**TABLE 7**

**NATURE OF COURSES ATTENDED**

| <b>NATURE OF COURSES</b>         | <b>FREQUENCY</b> | <b>PERCENTAGE %</b> |
|----------------------------------|------------------|---------------------|
| Full-time with training leave    | 16               | 12                  |
| Part-time with or without rebate | 34               | 26                  |
| Refresher/workshops              | 40               | 30                  |
| None                             | 42               | 32                  |
| <b>TOTAL</b>                     | <b>131</b>       | <b>100</b>          |

**Source:** Fieldwork Survey, 2023

The table 7 above shows that the employees benefit more from in house refresher courses than full time courses in or outside the University of Benin. Part time courses particularly among the senior staff within the university are growing and this is very encouraging in enhancing the trained manpower required at all levels. But the most significant thing to note here is that over 32% of samples have not attended any training programmes sponsored by the University of Benin. This is particular so among the junior staff. This however understandable their areas of training and development is limited.

**TABLE 8**

**DURATION OF TRAINING PROGRAMME OF RESPONDENTS**

| <b>DURATION</b> | <b>FREQUENCY</b> | <b>PERCENTAGE %</b> |
|-----------------|------------------|---------------------|
| Under 1 month   | 29               | 22%                 |
| 1-12 months     | 7                | 5%                  |
| 12+             | 51               | 39%                 |
| None            | 44               | 33%                 |
| <b>TOTAL</b>    | <b>132</b>       | <b>100</b>          |

**Source:** Fieldwork Survey, 2023

From the available data in table 8 above, it is very clear that the percentage of workers that have not attended any form of training is 33%. This is consistent with data in table 4. VII. Records in staff training department show that it is mainly the junior staff that are affected due to lack of entry qualifications, they are unable to attend higher education. They however benefit from refresher courses. Over 22% of sample benefited from In-house programme.

**TABLE 9**

**NEEDS FOR TRAINING PROGRAMME**

| <b>NEEDS</b>      | <b>FREQUENCY</b> | <b>PERCENTAGE %</b> |
|-------------------|------------------|---------------------|
| Strongly agree    | 99               | 75%                 |
| Agree             | 22               | 17%                 |
| Uncertain         | 10               | 75%                 |
| Disagree          | 1                | 1%                  |
| Strongly disagree | -                |                     |
| <b>TOTAL</b>      | <b>132</b>       | <b>100</b>          |

**Source:** Fieldwork Survey, 2023

As a follow up to table 9, it is not a surprise that table 4: IX above shows that more than 75% of respondents strongly agree that there is need for training programme in University of Benin. Every staff therefore needs some form of development programme to enhance his/her performance and status.

**TABLE 10**

**MARITAL STATUS OF RESPONDENTS**

| <b>MARITAL STATUS</b> | <b>ACADEMICS</b> | <b>SEN. STAFF</b> | <b>JUNIOR STAFF</b> | <b>TOTAL</b> | <b>%</b>   |
|-----------------------|------------------|-------------------|---------------------|--------------|------------|
| Single                | 2                | 11                | 13                  | 26           | 20         |
| Married               | 21               | 46                | 38                  | 105          | 79         |
| Widow/wid             |                  |                   |                     | 1            | 1          |
| Divorce               |                  |                   |                     |              |            |
| <b>Total</b>          | <b>23</b>        | <b>57</b>         | <b>52</b>           | <b>132</b>   | <b>100</b> |

**Source:** Fieldwork Survey, 2023

This table shows that university staffs are matured and responsible as can be seen in the marital status of the staff. Over 79% are married. This means that a stable workforce this makes training and development cost effective, there is no fear of losing many trained manpower to other organizations as marital status restrict their mobility.

**TABLE 11**

**RELEVANCE OF TRAINING TO WORK**

| <b>RELEVANCE</b> | <b>ACAD</b> | <b>S/S</b> | <b>J/S</b> | <b>TOTAL</b> | <b>%</b>   |
|------------------|-------------|------------|------------|--------------|------------|
| Relevant         | 16          | 45         | 25         | 86           | 65         |
| Not relevant     |             |            | 1          | 1            | 1          |
| N/A              | 7           | 12         | 26         | 45           | 34         |
| <b>Total</b>     | <b>23</b>   | <b>57</b>  | <b>52</b>  | <b>132</b>   | <b>100</b> |

Over 65% of the employees believe that their training and development programme are directly relevant to their job, while 34% are undecided. This again is consistent with table 4. VII where over 32% of sample population says they have never attended any training programme since the joined the university service.

**4.2 PRESENTATION AND ANALYSIS OF DATA ACCORDANCE TO HYPOTHESES**

In this study four hypotheses are formulated and they are:

1. That training and development enhance employees performance.

2. That training and development promote job satisfaction and social status of employees.
3. That training and development improve discipline and attitude to work and
4. That opportunity for training and career development reduces labour turn over in University of Benin.

As we said earlier to test these hypotheses the researcher shall adopt Chi Sq. ( $X^2$ ). Chi sq.  $X^2$  is used to establish whether there is a relationship or not between variables. Chi sq has two computational formulae.

$$(a) X^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

Where  $f_o$  = observed frequencies  
 $f_e$  = expected frequencies

$$(b) X^2 = n \frac{(ad - bc)^2}{(a+b)(c+d)(b+d)}$$

$$(a+b)(c+d)(b+d)$$

Where abcd = observed frequencies.

The researcher shall adopt the first formula, because his research findings fit into 2 by 3 tables and this formula is suitable for that. Whereas the second formula is suitable for 2 by 2 table.

After establishing that there is relationship between variables it may be necessary to also test the degree or strength of the relationship. For a 2 by 3 table Gamma or other non-parametric statistical technique may be used. The researcher is skipping this additional test in his investigation.

There are two hypotheses: Null hypothesis (Ho) and Research Hypothesis (Hr) HO states that there is no relationship between variables. The HR on the other hand says there is relationship between variables. The result of the statistical test of HO may suggest rejection of Ho at a particular level and degree of freedom. Where HO is rejected it means HR must be accepted because there are opposite to each other.

There is also the critical value of chi.. The value of critical chi.sq is determined from a table which lists the degree (DF) on the left side of the table. If the calculated  $X^2$  is greater than the critical value of  $X^2$  in the table, HO is rejected because it means there is relationship between the variables and HR is accepted.

## **HYPOTHESIS 1**

This hypothesis was set to know whether there is a relationship between training and development and the level of employees' performance. In question

16 of the questionnaire the respondents were asked whether training and development had any effect on their performance.

The following statistics were got from the data collected.

**TABLE 12**  
**RELATIONSHIP BETWEEN TRAINING AND PERFORMANCE**

| <b>Performance</b> | <b>Academic</b> | <b>Senior Staff</b> | <b>Junior Staff</b> | <b>Total</b> |
|--------------------|-----------------|---------------------|---------------------|--------------|
| Agree              | 21              | 53                  | 44                  | 95           |
| Disagree           | 2               | 4                   | 8                   | 14           |
| <b>Total</b>       | <b>23</b>       | <b>57</b>           | <b>52</b>           | <b>132</b>   |

Formulae for calculating expected frequency =  $\text{Chi } x^2 = \frac{\sum(\text{fo}-\text{fe})^2}{\text{Fe}}$

Computation of  $X^2$

| <b>cell</b> | <b>Fo</b> | <b>Fe</b> | <b>Fo-fe</b> | <b>(Fo-fe)<sup>2</sup></b> | <b>(fo-fe)<sup>2</sup>/fe</b> |
|-------------|-----------|-----------|--------------|----------------------------|-------------------------------|
| a           | 21        | 16.55     | 4.45         | 19.18                      | 1.196                         |
| b           | 53        | 41.22     | 11.78        | 138.76                     | 3.666                         |
| c           | 44        | 37.42     | 6.56         | 43.03                      | 1.149                         |
| d           | 2         | 2.44      | 0.44         | 0.19                       | 0.077                         |

|              |   |      |      |                      |              |
|--------------|---|------|------|----------------------|--------------|
| e            | 4 | 5.51 | 1.51 | 2.28                 | 0.413        |
| f            | 8 | 6.04 | 1.96 | 3.84                 | 0.635        |
| <b>Total</b> |   |      |      | <b>X<sup>2</sup></b> | <b>7.136</b> |

Cal.  $X^2 = 7.136$

Degree of freedom DF (r-1) (c-1) r = row c = column

(3-1) (2-1) = 2

### **Research Decision**

Calculated  $x^2$  7.136

Critical  $x^2 = 5.99 @ .05$  (from  $x^2$  table)

### **Research Result**

Calculated  $X^2 > \text{Critical } X^2 @ \alpha .05$

This means that the data are statistically significant at 5% sample error. It means there is association between training/development and job performance.  $H_0$  is therefore rejected while  $H_A$  is accepted.

### **Interpretation (statistical inference)**

There is a strong association between staff performance and Training/development. '

This means that the respondents in the sample which represent 95% of the population they were drawn from believe that there is relationship between training and staff performance, while 5% says there is no relationship between training and performance.

The researcher is therefore correct in his assumption that there is positive relationship between training/development and employees' performance.

## **HYPOTHESIS 2**

“That training and development promote job satisfaction and social status of employees” job satisfaction means that one enjoys his or her job irrespective of the remuneration attached to the job. Status also means the social value that is attached to ones standing in the community. The researcher believes the level of education and training enhances employees' status and therefore job satisfaction test this hypothesis question 18 in the questionnaire was asked and it says: “Do you agree that training and career development enhance job satisfaction, promotion and upgrading on the job?”.

Ho says there is no relationship between training and job satisfaction, promotion and upgrading. This means job satisfaction or promotion or upgrading has

nothing to do with training and that job satisfaction and promotion prospect come about as result of other factors.

Hr on the hand assumes that there is a strong relationship between training and job satisfaction, promotion and upgrading. This also means that job satisfaction has a lot to do with training and the level of career development.

The following statistics were got from the data collected as analyzed in table 12 below.

**TABLE 13**  
**RELATIONSHIP BETWEEN TRAINING AND JOB SATISFACTION**

| <b>SATISFACTION</b> | <b>ACADEMIC</b> | <b>SENIOR STAFF</b> | <b>JUNIOR STAFF</b> | <b>TOTAL</b> |
|---------------------|-----------------|---------------------|---------------------|--------------|
| Agree               | 22              | 53                  | 45                  | 120          |
| Disagree            | 1               | 4                   | 7                   | 12           |

**Source:** Fieldwork Survey, 2023

Formula for calculating expected frequency =  $\text{Chi } x^2 = \frac{\sum(\text{fo}-\text{fe})^2}{\text{Fe}}$

### Computation of $X^2$

| Cell         | Fo         | Fe    | Fo-fe | (Fo-fe) <sup>2</sup> | (fo-fe) <sup>2</sup> /fe |
|--------------|------------|-------|-------|----------------------|--------------------------|
| a            | 22         | 23    | -1    | 1                    | 0.268                    |
| b            | 53         | 51.81 | 1.19  | 1.416                | 0.027                    |
| c            | 45         | 47.27 | 2.27  | 5.153                | 0.109                    |
| d            | 1          | 2.09  | 1.09  | 1.188                | 0.568                    |
| e            | 4          | 5.18  | 1.18  | 1.392                | 0.269                    |
| f            | 7          | 4.73  | 2.27  | 5.152                | 1.089                    |
| <b>Total</b> | <b>132</b> |       |       |                      | <b>2.33</b>              |

### Research Decision

Calculated  $X^2 = 2.33$

DF (3-1) (2-1) = 2

Critical  $X^2 = 3.22$  from critical  $X^2$  table at  $\alpha .20$

### Research Result

Calc  $x^2 < \text{critical } x^2 @ .20$  that is 20% sample error.

There is therefore no significant relationship between training and level of career development and job satisfaction and promotion prospect. Ho is correct and Hr is wrong.

### **Interpretation of Research Findings**

The data shows that 80% of the population as represented by respondents in the sample enjoy their job and got promoted not as a result of training they underwent but other factors, while 20% of sample believes there relationship between job satisfaction and training. The researcher is therefore wrong in his assumption that there is relationship between training and job satisfaction.

### **HYPOTHESIS 3**

That opportunity for training and career development influence people to apply for work and remain working in University of Benin.

This hypothesis is designed to find out whether or not the opportunity for training has any relationship with desire for people to work and remain working in any organization, particularly in University of Benin. There are many factors that attract people to certain organization but the researcher believed that the University of Benin being a training institution opportunity for training may be

one of the factors that prospective employee may take into consideration in apply for work there and also remain working there.

In item 19 of the questionnaire respondents were asked to indicate the extent opportunity for training and career development attracted them to apply for work and 1 remain working in University of Benin.

The following statistics were got from the data collected and analyzed in table 14 below.

**TABLE 14**

**INFLUENCE OF TRAINING OPPORTUNITY AND WORKING IN UNIBEN**

| <b>Influence</b> | <b>Academic</b> | <b>Senior Staff</b> | <b>Junior Staff</b> | <b>Total</b> |
|------------------|-----------------|---------------------|---------------------|--------------|
| Yes              | 22(a)           | 48(b)               | 37(c)               | 107          |
| No               | 1(d)            | 9(e)                | 15(f)               | 25           |
|                  | 23              | 57                  | 52                  | 132          |

Calculation of Chi Sq  $X^2$

Formula for calculating expected frequency

$$: X^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

$f_o$  = observed frequency  
 $f_e$  = expected frequency

Computation expected frequency

| Cell | Fo | Fe    | Fo-fe | (Fo-fe) <sup>2</sup> | (fo-fe) <sup>2</sup> /fe |
|------|----|-------|-------|----------------------|--------------------------|
| a    | 22 | 18.64 | 3.36  | 11.290               | 0.656                    |
| b    | 48 | 46.20 | 1.80  | 3.24                 | 0.070                    |
| c    | 37 | 42.15 | 5.15  | 26.522               | 0.629                    |
| d    | 1  | 4.36  | 3.36  | 11.290               | 2.590                    |
| e    | 9  | 10.80 | 1.80  | 3.24                 | 0.30                     |
| f    | 15 | 9.85  | 5.15  | 26.522               | 2.690                    |
|      |    |       |       |                      | <b>6.885</b>             |

Cal  $X^2$  6.885

Degree of difference DF = (3-1)(2-1) = 2

Critical  $X^2$  = 5.99 (from  $x^2$  table) @ $\alpha$ .05

### Research Result

Calculated  $X^2$  > critical  $X^2$  @  $\alpha$ .05

### Research Result

Calculated  $X^2$  > critical  $X^2$  @  $\alpha$ .05

This means that the relationship is significant at 5% sample error.

There is significant association between the desire to work in Uniben and opportunity for training and career development. This rejects  $H_0$  and accept  $H_1$ .

#### **HYPOTHESIS 4**

In this Hypothesis the Research seek to know whether there is relationship between training/development on attitude to work, that is whether training has influence on attitudinal change of employees and therefore improve discipline in work place.

There is general complaint of indiscipline here and there among the various categories of staff. In view of this acknowledge poor attitude to work it is being suggested that appropriate training will help to reduce the indiscipline, in work place.

Therefore is item 20 the questionnaire the following question was asked and it says from your own observation and experience what effect do you think training and development programme have in curbing poor attitude to work and indiscipline etc at work?

From the data collected, the following statistics were got.

**TABLE 15**

**INFLUENCE OF TRAINING/DEVELOPMENT ON ATTITUDE TO WORK**

| <b>Effect</b> | <b>Acceptance</b> | <b>SSA</b> | <b>JSA</b> | <b>Total</b> |
|---------------|-------------------|------------|------------|--------------|
| Yes           | 19                | 5.3        | 34         | 10.6         |
| No            | 2                 | 3          | 14         | 19           |
| Undecided     | 2                 | 1          | 4          | 19           |
| <b>Total</b>  | <b>23</b>         | <b>57</b>  | <b>52</b>  | <b>132</b>   |

**Source:** Fieldwork Survey, 2023

Formula for calculating expected  $X^2 \sum = \frac{(fo-fe)^2}{Fe}$

| <b>Cell</b> | <b>Fo</b> | <b>Fe</b> | <b>Fo-fe</b> | <b>(Fo-fe)2</b> | <b>(fo-fe)2/fe</b> |
|-------------|-----------|-----------|--------------|-----------------|--------------------|
| a           | 22        | 18.64     | 3.36         | 11.290          | 0.656              |
| b           | 48        | 46.20     | 1.80         | 3.24            | 0.070              |
| c           | 37        | 42.15     | 5.15         | 26.522          | 0.629              |
| d           | 1         | 4.36      | 3.36         | 11.290          | 2.590              |
| e           | 9         | 10.80     | 1.80         | 3.24            | 0.30               |
| f           | 15        | 9.85      | 5.15         | 26.522          | 2.690              |
|             |           |           |              |                 | <b>6.885</b>       |

## Research Result

$$\text{Cal } \chi^2 = 13.043$$

DF. 4

$$\text{Critical } \chi^2 = 11.67 @ .02$$

Relationship at .2% error

### Research decision

$$\text{Calc } \chi^2 = 13.043$$

$$\text{Cal } \chi^2 > \text{critical } \chi^2 \text{ at } .02$$

This means there is a statistical relationship at 2% sample error.

There is significant relationship between training and good attitude to work. This means that  $H_0$  is reject &  $H_A$  is accepted.

The inference of this is that in the University over 98% of the population for which the sample was drawn believe that good attitude to work can be enhanced by training. On 2% of the population from which the sample was drawn thought otherwise.

The researcher is therefore correct in assuming that training and development can enhance good attitude and discipline at work.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter serves as the terminal point of this research work. It summarizes all that the researcher has done in the work and draws inferences based on the scientific findings and finally makes some useful recommendations.

#### 5.1 SUMMARY

The main purpose of this study has been to examine the role of training on organizational performance using University of Benin as case study.

The study commenced with a background to the problem, statement of the problem objectives of the study, basic assumption significance of the study, scope of the study, limitations and methodology. Hypotheses were also formulated to guide and direct the researcher in this study.

The second chapter dealt with literature review by considering the views of scholars and academics on the role played by staff training as an all important management tool for bringing about increased productivity. This chapter also deals with who should organizations train, identification of training needs, training techniques and evaluation of training programme.

The historical background of University of Benin was tackled in Chapter three.

In the area of data analysis, one non-parametric statistical techniques was used.

This is: Chi-square ( $\chi^2$ ) for establishing relationship between variables.

The percentage was also used to analyze other data.

On the basis of this, four hypothesis were tested and results/interpretations made.

## **5.2 CONCLUSIONS**

The conclusion of this study is based on research findings. Data were subjected to rigorous analysis to ensure accuracy. Training has always been recognized as an important factor that contributes to improve performance of an employee. The role played by training and career development on organizational performance is inestimable and it can be judge from the point of view of higher productivity, increased morale, profitability, optimal utilization of raw material and less accident rates.

The scientific analysis showed a large positive relationship between training and productivity. The implication is that through training, employees learn their jobs and attain desired level of performance speedily thus contributing to better utilization of individual employee and organization goals.

The study showed that there is no statistically significant relationship between staff training and job satisfaction, promotion, upgrading e.t.c. This does

not mean that there is no relationship at all between these variables. It is pertinent to note that training acts as a tonic that energy the capacity of the workforces in an organization. Employees motivation is enhanced when they know that the organization would provide them with training opportunities to increase their skills and knowledge thus enabling them to develop and qualify for higher positions in the organization. This creates favourable attitudes towards the organization, which result in better adjustment and commitment to one's job and the organization.

### **5.3 RECOMMENDATION**

As a corollary to this study, this research considers it necessary to make the following recommendations.

1. Training programmes should be well planned and well structured and this must be carried out by a trained expert. In development a proper training programme, vital information needed for effective training should be taken into consideration by the management of Uniben and other companies in general

2. A definite training policy capable of meeting the needs of a modern organization should be formulated and judiciously implemented by the management of Uniben
3. Employee training should be based on the facts revealed by a good appraisal system and by other methods employed in identifying training needs.
4. Majority of respondents (through the questionnaire technique and interview). Emphasized the need not only for training to be an on going and regular but also to be relevant to the present job being performed by employees. Besides, merit and fairness should be the criteria for selecting those to benefit from training at a particular point in time. This is necessary to ensure that all category of workers benefit from training instead of making it exclusive preserve of priviledge few in the institution.
5. As a motivational factor the management of Uniben should endeavor to accompany training with other benefits such as promotion, higher salaries and increased responsibilities so as to obtain maximal output from staff.

6. The researcher would also like to recommend that Uniben should endeavor to release monies to enable the training officer of the institution carry out his duties and responsibilities, which include staff training.
7. The Management of Uniben should allocate adequate funds annually for the training of its employees. This is because money spent on the training of employees is money well invested; as both manifest and latent benefits derivable are vital for the institution.

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## APPENDIX

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

Dear Sir/Madam,

### RESEARCH QUESTIONNAIRE

I am a final year student of the above named Institution and as part of the requirement for academic program of an award of Bachelor of Science (B.Sc.) degree in Political Science and Public Administration, I am conducting a research titled: *“The Impact of Training and Development on Employee’s Performance: A Case Study of the University of Benin”*, your personality/corporation has been selected as the samples to use in this study.

I wish to appeal to you to assist this study by kindly sparing a few minutes to complete this questionnaire to the best of your knowledge. You are not required to disclose your identity. I also wish to assure you that your answers will be treated in strict confidence and only for academic purpose.

Thanks for your co-operation.

Yours faithfully,

**Aigbedion Osa’s Collins**  
*Researcher*

Please tick [ ] as appropriate.

Be objective and do not be influenced by others opinion, thank you.

## SECTION A: QUESTIONS OF PERSONAL DATA

### TICK AS APPROPRIATE

- |   |                        |                          |
|---|------------------------|--------------------------|
| 1. Sex:   | male                   | <input type="checkbox"/> |
|   | Female                 | <input type="checkbox"/> |
| 2. Age:   | Below 20yrs            | <input type="checkbox"/> |
|   | 20yrs                  | <input type="checkbox"/> |
|   | 30-39yrs               | <input type="checkbox"/> |
|   | 40-49yrs               | <input type="checkbox"/> |
|   | 50yea and above        | <input type="checkbox"/> |
| 3. Marital Status:                                    | Single                 | <input type="checkbox"/> |
|   | Married                | <input type="checkbox"/> |
|   | Widow/Widower          | <input type="checkbox"/> |
|   | Divorced               | <input type="checkbox"/> |
| 4. Educational qualifications                         |                        |                          |
| Before employment:                                    | WASC/GCE               | <input type="checkbox"/> |
|   | OND/ND/HSC             | <input type="checkbox"/> |
|   | HND/NCE                | <input type="checkbox"/> |
|   | 1 <sup>st</sup> DEGREE | <input type="checkbox"/> |
|   | P/GRADUATE             | <input type="checkbox"/> |
|   | OTHERS                 | <input type="checkbox"/> |
| 5. Additional Qualification obtained since employment |                        |                          |

Please indicate: \_\_\_\_\_

6. How long have you worked with the university of Benin?

Below 1yrs

1-10yrs

10-20yrs

20-30yrs

7. What is your present grade level?

01-05

06-12

13-15

8. What category of staff do you belong?

Academic Staff

Senior Staff N/T

Junior Staff

## **SECTION B:**

### **QUESTIONS ABOUT THE UNIVERSITY OF BENIN TRAINING POLICY**

9. Are you aware of University of Benin Training and Development Policy?

Yes  No

10. Have you attended any of the training development programmes since joining the University of Benin? Yes  No

10.1 If Yes, Who sponsored the Training? Self Sponsorship  Uniben full sponsorship  Uniben Half Sponsorship-Rebate

11. What was the nature of the training you took part in?

Full Time with Pay

Full-time

Part-Time

In House Workshop/  
Seminar

Outside Conference

12. Qualifications obtained or in view from the course

PHD

Master Degree

1<sup>st</sup> Degree

Diploma

Certificate

GCE

None

13. How long did the programme last or will last?

Under 1 Month

Under 12 Months

Over 12 Months

14. **Relevance of the course to job**

Was the course relevant to your work? Yes  No

**SECTION C:**

**QUESTIONS ABOUT THE RELATIONSHIP BETWEEN TRAINING/DEVELOPMENT AND EFFICIENCY OF THE UNIVERSITY SERVICE**

15. Do you agree that training and development programmes enhance the general efficiency and effectiveness of the university service? Strongly Agree  Agree  Don't know  Disagree  Strongly Disagree

**SECTION D:**

**QUESTIONS ABOUT THE RELATIONSHIP BETWEEN TRAINING/DEVELOPMENT AND EMPLOYEE'S PERFORMANCE**

16. Do you agree that training and development programmes helped you to know and do your work effectively? Strongly Agree  Agree  Don't know  Disagree  Strongly Disagree

**QUESTION E:**

**QUESTIONS ON THE RELATIONSHIP BETWEEN TRAINING/DEVELOPMENT AND JOB SATISFACTION AND PROMOTION**

17. Do you agree that training and development programmes enhance job satisfaction, promotion, upgrading and self improvement efforts e.t.c on the job? Strongly Agree  Agree  Don't know  Disagree  Strongly Disagree
18. To what extent do the opportunity for training and career development influenced your working and remain in the university system? Strong Influence  Some Influence  Don't know  No Influence  No Influence at all  Don't know  No influence  No Influence at all

**SECTION F:**

**INFLUENCE OF TRAINING/DEVELOPMENT ON ATTITUDE AND DISCIPLINE**

19. From your own observation or experience what effect do you think training and development programmes have in curbing poor attitude to work, such as lateness to work, corruption, indiscipline etc? Strongly Effect [ ] Some Effect [ ] Don't know [ ] No Effect [ ] No Effect at all [ ]

**SECTION G:**

20. How do you evaluate the training and development programmes of University of Benin?
- (a) Do you think that training and development functions is a useful part of the university system? Very Useful [ ] Useful [ ] Don't Know [ ] Not Useful [ ] Not Useful at all [ ]
- (b) Are they Beneficial to: All Staff [ ] Some Categories of Staff [ ]
- (c) Should more money be invested in programmes? Yes [ ] Don't Know [ ] No [ ]
- (d) How do you access the planning and execution of the training/development programmes in Uniben? Very Good [ ] Good [ ] Don't Know [ ] Fair [ ] Poor [ ]
21. What other comments do you have on the training and development programmes of the University of Benin?

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