

**THE IMPACT OF TRAINING ON ORGANIZATIONAL
PERFORMANCE AND DEVELOPMENT: A CASE
STUDY OF IMO BROADCASTING CORPORATION,
OWERRI**

BY

**ANOZIE NGOZI EDITH
20114771698**

**A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL, FEDERAL
UNIVERSITY OF TECHNOLOGY OWERRI,**

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD
OF THE DEGREE (POSTGRADUATE DIPLOMA), PGD IN
MANAGEMENT TECHNOLOGY**

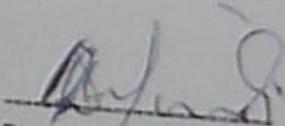
APRIL, 2015



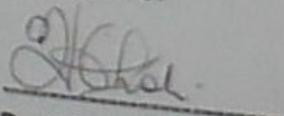
Study of oxidative stress induced by cassava effluent on juvenile *clarias gariepinus* using antioxidant enzyme system. by Anozie, M.M. is licensed under a [Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License](https://creativecommons.org/licenses/by-nc-nd/4.0/).

CERTIFICATION

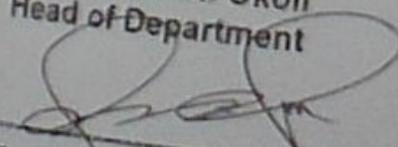
I certify that this work "The Impact of Training on Organizational Performance and Development ;A Case Study of Imo Broadcasting Corporation Owerri" was carried out by Anozie Ngozie Edith (Reg. No. 20114771698) in partial fulfillment for the award of the degree PGD in Management Technology in the Department of Management Technology of the Federal University Technology Owerri.


Dr. A.B.C. Akujuobi
Supervisor

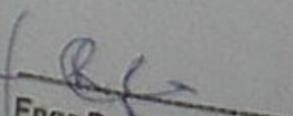
04/06/15
Date


Dr. (Mrs.) M.N. Okoli
Head of Department

17/6/15
Date


Prof. S.M.Nzotta
Dean, SMAT.

19/6/15
Date


Engr.Prof. (Mrs) K.B.Oyoh
Dean, PGS.

29/06/15
Date

DEDICATION

This thesis is dedicated to Almighty God who in His infinite mercy, love and grace provided this opportunity and success, my two siblings Emeka and Chinedu Ibeachu , my mother Mrs Ann Ibeachu, my husband Mr. Umunna Anozie and my lovely son Udochukwu Anozie.

ACKNOWLEDGEMENT

Foremost, I am grateful to God for seeing me through the rigours of this study; He has been the wind beneath my wings. His Grace and Mercy has brought me thus far and I am grateful.

My deepest appreciation and thanks go to my supervisor, Dr A.B.C. Akujuobi for his guidance and meaningful advice that helped me stay focused from the beginning of this work to the end. He did not only read through my manuscripts but went extra miles to correct any time the need arose. Thank you for your kindness, which is the essence of love. Also, I send my acknowledgement to Dr. C.I. Duruigbo of the Department of Crop Science and Technology for his good counsel and assistance at proof reading; I will ever remain grateful to him.

Worthy of mention are words of encouragement, moral and financial support received from the following loved ones, Prof. G.E. Nworuh, Prof. Nwezeaku and Prof. F.P.O. Ukwuoma. Others are Prof. J.C. Obiefuna, Prof. M.C. Ofoh, Mr. Eugene C. Okoro, and all the staff of Dean's Office, SMAT especially Mrs. Chinatu C. Iloeje, the School Administrative Officer (SAO) SMAT.

Finally, my appreciation and thanks also go to my other lecturers in the Department and the School of Management Technology, Mrs Augusta

Ada Onyewuchi, Pastor Udoka Okorie, Mrs Cyrina C. Azuogu, Mrs Rolanda Evuleocha, and high Chief J.K. Okere for their encouragement and support during the course of my academic pursuit.

May God reward all of you.

Anozie Ngozi E.

TABLE OF CONTENT

	PAGE
Title Page	i
At Federal University of Technology Owerri	ii
Certification	iii
Dedication	iv
Acknowledgment	v-vi
Abstract	vii
Table of Contents	viii-x
List of Tables	

CHAPTER ONE: INTRODUCTION

Background	1-5
1.1.1 Brief History of organization, Imo Broadcasting Corporation	5-7
1.1.2 Management and Executive of IBC	7
1.2 Statement of the Problem	7-8
1.3 Objective of the Study	9-10
1.4 The Research Question	10
1.5 Hypotheses of Study	10-11
1.6 Significance of the Study	11
1.7 Scope of the study	12
1.8 Limitations of the Study	12
1.9 Organization of the Study	12-13

CHAPTER TWO: LITERATURE REVIEW

2.1 Over View of Training	14-15
2.2 Human Resources Management	15-17
2.3 Human Resources Management and Training	17
2.4 Training	18-21

2.5	Importance of Training	22-24
2.6	Benefit of Training for both the Organization and Employees	25-28
2.7	Principles of Training	28-29
2.8	Training Policy and Resources	29-30
2.8.1	Determination of Training Needs	30-32
2.8.2	Determining Training Objective and Training Plan	32-35
2.8.3	Presenting the Training	35-40
2.8.4	Method of Evaluation	41
2.9	Training Performance and Productivity	41-45

CHAPTER THREE: METHODOLOGY

3.0	Introduction	46
3.1	Research Design	46-47
3.3	Ampliny Size and Sampling Procedure	47-48
3.4	Source of Data Collection	48-49
3.5	Research Instrument (Tool) Used	49
3.6	Administration of the Instrument	49
3.7	Validity and Reliability of Instruments Used	50
3.7.1	Validity	50
3.7.2	Reliability of the Instrument	50-51
3.8	Analysis Techniques	51
3.9	Testing Hypothesis	51-52

CHAPTER FOUR: PRESENTATIONM AND ANALYSIS OF FINDINGS

4.1	Preamble	53
4.2	Data Presentation and Analysis	54-55
4.2.1	Involvement of IBT in Training and Development Activities over the Past 10 year (2000-2010)	56

4.2.2 Purpose of Training and Development at IBC	56-57
4.2.3 Training and Development Policy at IBC	58-59
4.2.4 Training and Development Practices and Methods at IBC	60
4.2.5 Age of Respondents	60
4.2.6 Gender of Respondent	61
4.2.7 Educational Background	61-62
4.2.8 Job Position of Respondents	62-63
4.2.9 Year of Service in organization	64
4.3 Participation in Training	64-65
4.3.1 Selection for Training	66-67
4.3.2 Objective of Training	68
4.3.3 Types of Training	69
4.3.4 Method of Training	70-71
4.3.5 Training Evaluation	71
4.3.6 Sponsorship for Further Studies	72-73
4.3.7 Career progression Projections for Employees	74
4.3.8 Training and Development Profections for Employee	74
4.3.9 Assessment of the Nature of Training at IBC	74-75
4.3.10 Motivation through Training	75-76
4.3.11 Employee Potential for Development through Training	77
4.3.12 Training and Employee Performance	78-81

CHAPTER FIVE: SUMMARY, RECOMMENDATION AND CONCLUSION

5.1 Summary of Findings	82-85
5.2 Conclusion	85-86
5.3 Recommendations	86-91
Reference	92-93
Appendix	94
Research Questionnaire	95-102

ABSTRACT

This study determined the impact of Training of workers on organizational performance and Development using Imo Broadcasting Corporation Authority (IBC) as a case study. Employing well-structured questionnaire primary data were collected from employees of IBC in addition to personal interviews on some staff of the organization using simple random process. The results indicated that IBC's employees were not well-informed about training and development programmes in the organization. Most of the employees were of the view that training and development were effective tools for both personal and organizational success. The findings revealed also that training practices, methods and activities at IBC as a media organization are not in line with the best practices regarding the planned and systematic nature of the training process as is generally known. On the basis of these findings, the study therefore concludes that training is crucial for organizational development and success. Recommended among others, is the need for management to duly follow the processes involved in training .Also, the management of IBC should help its staff to identify their career paths and to guide them in the pursuit of higher education.

Keywords: Workers' Training, Organizational Performance, Organizational Development.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The development of human resources has spanned through many years. It began with the process of transferring artisan skill and knowledge to younger generation through apprenticeship. Today the transfer process has become broader especially with the commotion and dynamic environment where there is increase in technological advancement. Therefore, as the environment especially business environment changes people present in such environment have to change with it in order to move the pace of the responsibility through training and developing .Hence, they can fit the jobs they are given in order to perform efficiently.

One of the ways by which organizations respond to change is manpower training and development. This makes manpower development to be a common phenomenon in most corporate organizations whether profit or non-profits entities. By manpower, we refer to the human resources of an organization. It refers to the totality of work force or employees regardless of their classification or designation. In a broad sense, an organization's manpower encompasses the skills, energies

knowledge and talent available in that organization, including the individual goals and aspirations.

Manpower training and development constitute a major aspect of the performance of employees as it affects the way they behave and perform in the organization. Many employees have failed in their organization because their needs for training and development were not identified and provided for as an indispensable part of the management function. This means that the effect of training and development is meant for achieving employee productivity which is a function of ability, will and situational factors.

The aim of every reputable organization therefore is to develop an active effective and appropriate workforce so as to achieve its organizational goal and objectives. In a number of cases, lack of proper training could be very costly and lead to a loss of productive ability and consequent short fall in target returns to the organization.

The management as a part of its duty in the organization should contend to maintain a highly qualified workforce, an indispensable potential in the drive towards increased productivity and overall goal actualization.

To manage an organization, both large and small, requires staffing them with competent personnel. The formal educational system does not adequately teach specific job skills for a position in a particular

organization. Few employees have the requisite skills, knowledge, abilities and competencies needed to work, in order to offer substantive contributions towards the organization's growth (Barron and Hagerty, 2001).

If employees are to experience flexibility and effectiveness on the job, they needed to acquire and develop knowledge and skill, and if they are to believe that they are valued by the organization they work for, then they need to see visible signs of management's commitment to their training and career needs. Training and development constitute the processes of investing in people so that they are equipped to perform. These processes are part of the overall human resources management approach that hopefully will result in people being motivated to perform (Barron and Hagerty, 2001)

It goes without saying therefore that the training and development of employees is an issue that has to be faced by every organization. However, the amount, quality and quantity of training carried out vary enormously from organization to organization. According to Cole (2002), factors influencing the quantity and quality of training, performance and development activities include the degree of change in the external environment, the availability of suitable skills within the existing workforce

and the extent to which management perceives training as a motivating factor in work.

Training is therefore the acquisition of the technology which allows employees to perform their task satisfactory or to some specified standards. In essence, the emphasis of training is on the acquisition of new predestined behavior, the basic premise of training that it concerns people already employed and whose job is sufficiently defined that they will be able to identify the appropriate job behaviors.

The purpose of training and development is to ensure cross-fertilization of ideas and widening of knowledge and skill. Whatever the size of the operation, consideration ought to be given to the benefits that can be derived from various training activities, successful training in any area requires accurate assessment of needs, the development of specific goals, utilization of effective training techniques, and thus is important to understand how to elicit the co-operation of employees and direct their performance to achieving the goals and objectives of the organization.

Human beings are the pivot of work in the productive venture. This explains why organizations and nations take good steps to ensure the effectiveness of individuals. Human beings provide ideas, innovation,

invention and thereby wealth for the benefit of both employers and employees. This cannot be achieved if workers are not properly trained. Hence, training has always been reorganized as an important factor that contributes to improved performance of an employee right from the days of Fredrick Taylor of Scientific Management Fame (Maduabum, 1992).

Actually, no man is indispensable but suffice it to say that there are costs associated with recruitment and orientation of new staff. The profit the organization would have reaped from the experiences of its old staff is lost. Having this in mind, the aim of this research paper is to highlight the impact of training of works on organizational performance and development and hence make recommendations from the empirical findings.

1.1.1 Brief History of the Organization-Imo Broadcasting Corporation

The need for an independent radio station arose with the creation of Imo state in February 1976. Engr.A.S. Alaribe, the most senior engineer then championed the establishment of the Radio Station in 1976 after the then military Governor of Imo State; Com.Godwin Ndubuisi Kanu gave his approval for the establishment of Imo Broadcasting services then by promulgating edict No.15 for its establishment.

As a New establishment, land has to be acquired for its smooth take-off. This led to the acquisition of land at Umuodu Orji where transmitter was built. The Imo State Ministry of Education conceded some parts of GTC compound to IBS where its temporary headquarters were located inside Owerri Township at No 13/15 Ajoku street until the new Headquarters which is situated along Egbu Road, Owerri and finally in March, 2008, the IBC left the Egbu Office to its present headquarters at Chief Achike Udenwa Avenue, New Owerri near Imo Concorde Hotel. IBS remained a single channel station until 1984 when the Imo Television Authority (ITV) channel 59, which was established by Law No.23 of 1981 and located at New Owerri, was merged with it and both formed the present Imo Broadcasting corporation (IBC).The merger was established by edit No.8 of 1984 with Elder Angim Udeh as the first Director General. Both the television and the FM channels transmit on 30-Kilowatts capacity transmitters acquired by the former past State government under Governor Achike Udenwa. During the regime of the former Governor Ikedi Ohakim and the present Governor Rochas Owelle Okorochoa there is a lot of improvement on what was on the ground and at the same time technologically digitized television broad FM studio also known as Orient 94 in line with the Nigeria Broadcasting corporation (NBC) directives.

The corporation took off with a total strength of 343 comprising 228 Junior Staff and 115 senior staff respectively.

The Imo state radio station cover such programmes in Education, radio lawyer, schools broadcast, radio doctors, entertainment and information.

MANAGEMENT AND EXECUTIVE OF IBC

Imo Broadcasting corporatism is one of the media organization owned by the state Government, as such it is being controlled by the ministry of information, culture, youth and sports. As a Government parastal, it is being managed by Broad of Director and it is the responsibility of the ministry of information to appoint the chairman and Broad of Directors as may be directed by the state government, who are responsible for formulating policies guiding the operations of the business in the IBC.

1.2 Statement of the Problem

Training and development of workers has been the practice in organizations all over the world especially in developed economics. However, in developing economies one of which is Nigeria, the implementation has not been rampant. The benefits of training and development of workers include the theory, and behavioral knowledge with

management. Practices to achieve optimum results, sharpening of the skill of the workers in his field, boosts the morale of the trainee and makes for optimum output on the part of the trainee.

Training and development in the long run, make for industrial harmony in the organization and increase the organization' productivity and competitive edge. Training and development have been successfully used in the banking sector, the oil sector as well as in conglomerates operating in Nigeria. The researcher therefore identified the following as the statement of problems in IBC;

1. Some government establishments and parastals of which IBC is one do not use well-articulated training and development programs. When they do it will mostly be for the top personnel.
2. The services rendered by the IBC has next been of high interest to listeners in the recent times despite the fact that they have been in existence very long ago while other broadcasting firms especially in Lagos and other State of the federation are waxing strong even those privately owned, there is dwindling. One will not be mincing words to say that adequate training and development program for all level of staff is the cause.

In the absence of training and development of employees by management of IBC, the employees sponsored themselves in furtherance of their education to obtain professional or higher level certificates. Employees who expressed the desire to pursue university education were not given any form of assistance like study leave with pay. Their applications for study leave were turned down with and so were persistently advised to resign. Those who sought for part-time programs were disengaged after studies as management claimed their programs were not relevant to the job. The few ones who were retained had no promotion to match their added skills and competencies. This study, therefore is to assess the role of training on human resources and how it affects workers' performance.

1.3 Objectives of the Study

The central purpose of this study therefore, is to determine the influence of training o and human development on organizational performance. The specific objectives however, are to;

1. Identify the major purposes of training development as well as the key internal and external influence on training.
2. Ascertain the training and development policy in operation at IBC.

3. Outline and explain the training and development practices and processes including the assessment of training needs, an outline of training method and the processes of monitoring and evaluating the plan.
4. Find out whether training and development scheme have positive effect on the performance of workers and productivity

1.4 The Research Questions

On the basis of the objectives, the following research questions are therefore considered relevant for the study;

2. How did the training and development practice develop in IBC?
3. What are the major purposes of training and development and what key internal and external influences impact on training?
4. What are the training and development policies and practice in IBC?
5. To what extent have training and development affected workers' performance and productivity at IBC?

1.5 Hypotheses of study

Based on the research problem outlined and the related question posed, the following arguments were formulated to guide the study;

HO₁: IBC has not been significantly involved in training and development activities.

HO₂: The purpose of the training and development activities at IBC is not significantly to achieve individual and organizational performance.

HO₃: The training and development policy has not significantly influenced the provision of a coherently-structured document for guidance and an improvement in access to training that is consistent with the purpose.

HO₄: Training and development activities at IBC are significantly unplanned and unsystematic.

HO₅: Training and development activities at IBC have significantly failed to positively impact on workers' performance and productively.

1.6 Significance of the Study

It is expected that the study will inform the management of IBC and other organization that to increase productivity there is the need to have and retain well trained and motivated employees. It is also to help develop and maintain a quality work life which will provide an opportunity for employees' job satisfaction and self-actualization. Finally, it is to aid management of IBC to introduce modern schemes for training and development o be able to meet the challenges of change in the broadcast industry and at future.

1.7 Scope of the Study

The study is limited as it looks at the role and impact of training and development policies and activities have played in the 10 years of IBC life. And this establishment is chosen because of its nearness to the research and to reflect a fair idea on impact of workers performance and training and development exercise

1.8 Limitations of the Study

Problem such as the swearing of an oath of secrecy and indifference on the part of interviewees and respondent were limitations to the study as some of the employee felt uncomfortable and other were simply not bothered. The absence or inaccessibility of reliable records and reports on IBC activities within the past ten year also limited the research investigation. The unwillingness of management to divulge strategic information in the name of confidentiality is a limitation to the study.

1.9 Organization of the Study.

The study is organized into five chapters. Chapter one introduces the study given the background information on the research problem, objective, hypothesis and scope of the study etc.

Chapter two deal with the review of relevant literature on the research problems and concepts with specific reference to how it applies to IBC

Chapter three discusses the research methodology adopted for the study and relevant justification. It outlines the methodology for carrying out the secondary and primary data collections and how results were analyzed.

Chapter four presented the findings on the practices and impact of training and development in Imo Broadcasting Corporation. It will also lay out the researcher's analysis on the organization responses to the impact and role of such training on its employee in terms of performance and productivity.

Chapter five presented the conclusions drawing from the research findings and recommendation to hence organizational effectiveness through training and to ensure a stable and committed human resource.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview of Training

One major area of the Human Resource Management function of particular relevance to the effective use of human resource is training and development. Few people these days would argue against the importance of training as a major influence on the successes of an organization. Employees are crucial, but expensive resources.

In order to sustain economic growth and effective performance, it is important to optimize the contribution of employees to the aims and goals of the organizations. The importance of training as a central role of management has long been recognized by leading writers. For instance according to Drucker(1998), The one contribution a manager is uniquely expected to make is to give other vision and ability to perform.

The general movement towards downsizing, flexible structures of organizations and the nature of management moving towards the devolution of power to the work force give increasing emphasis to an environment of coaching and support. Training is necessary to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management

positions. There is therefore a continual need for the process of staff development, and training fulfils an important part of this process. Training should be viewed therefore as an integral part of the process of total quality management.

2.2 Human Resource Management

For any enterprise to function effectively, it must have money, material, supplies, equipments, ideas about the services or products to offer those who might use its output and finally people which is the human resource, to run the enterprise. The effective management of people at work is human resource management, Armstrong (1996). Human Resource Management has emerged as a major function in most organizations and is the focus for a wide-ranging debate concerning the nature of the contemporary employment relationships. Managing human resource is one of the key elements in the coordination and management of work organizations.

Several new technologies are used to ensure the creation and delivery of services and good in modern economics. Whatever means are used, the role of individuals and groups are employees and ability of management to effectively deploy such a resource is vital to the interest of both the employee and organization.

Traditionally, Human Resource concerns itself with recruitment, selection, placement, training, compensation and industrial relations among others (Armstrong 1996).

Beer et al (1994) define Human Resource management as the involvement of all management decisions and actions that affect the nature of the relationship between the organization and its employees the human resources. According to Beer et al (1994), general management make important decisions daily that affect this relationship, and this leads to a map of Human Resource Management territory's the case of which they refers to as the four 'Cs' and these are;

Competence of employee: High competence creates a positive attitude towards learning and development.

Commitment of employees: High commitment means that employees will be motivated to hear, understand and respond to management's communication relating to the organization of work.

Congruence between the goal of employees and those of the organization: Higher congruence is a reflection of policies and practices which bring about a higher coincidence of interest among management, shareholders and workers alike.

Cost effectiveness of Human Resource Management Practices: Means that the organization human resource cost, that is wages benefits, training and indirect cost such as strikes, turnover and grievances, have been kept equal to or less than those of competitors.

2.3 HUMAN RESOURCE MANAGEMENT AND TRAINING

Bardwell and Holden (1993) argue that the recognition of the importance of training in recent years has heavily influence by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized. They add that technological developments and organizational change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, and this means considerable and continuous investment in training and development.

It is the view of Bardwell and Holder (1993) that Human Resource Management concepts such as commitment to the company and the growth in the quality movement have led senior management teams to realize the increased importance of training, employee development and long-term education. Such concepts require not only careful planning but a greater emphasis on employee development.

2.4 Training

According Cole (2002:330), in his book personnel and Human Resource Management, training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task for example, the need to have efficiency and safety in the operation of particular machines or equipment or the need for an effective sales force to mention but a few.

Training is the planned and systematic modification of behaviours through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively (Gordon 1992: 235). (Pheesey 1971: 130) defines training as the systematic process of altering the behaviours and or attitude of employees in a direction to increase the achievement of organizational goals. This means for any organization to succeed in achieving objective of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity.

The manpower services commission of the United Kingdom, which was set up by the 1973 Employment and Training Act defines training as a planned process to modify attitude, knowledge or skill behavior through

learning experience to achieve effective performance in an activity or range of activities. According to them, the purpose of training in work situation is to develop the abilities of the individual and satisfy the current and future of the organization. At the individual level, every organization recruits the best staff it is capable of recruiting with the limits of its environment. Training reduces the work of its manager in terms of close supervision. Training allows job understanding and competence of the individual. Training at the employee level improves the drive, initiative and quality of work of employee. The employee therefore becomes capable of coping with challenges. Training provides the means of maintaining their own competition by improving knowledge, skills and abilities (Lane and Robison, 1995)

The objective of manpower training and development according to Archive (2008) is to:

- ❖ Help yield operational results that will bring about meaningful changes in that output of the organization.
- ❖ Develop, sharpen and this change the employees attitudes as well as increasing their knowledge and skills.
- ❖ Changes in techniques and automation and the consequent effect they have on the existing skill and job have necessitated the need for the

continuous training of the employee most organizations have long recognized.

The importance of training to its development as a new technology progresses, making certain jobs and skills redundant an increasing emphasis is being placed on the need for a skilled and highly trained workforce. Many of the jobs being replaced by machines have been of unskilled and semi-skilled nature, and this emphasizes the need for higher education and skills for those wishing to gain employment in the future. This was also affirmed by Sherman et al (1996:13). They expressly indicated that the success of a training program depends more on the organization's ability to identify training needs and the care with which it prepares the program so that if the trainees do not learn, what they are supposed to learn, the training has not been successful.

What they are saying is that the success or failure of a training program is frequently related to the recognition and application of basic psychological principles of learning.

This assertion is not necessarily right. If the trainees do not learn anything then of what benefit will they be for the organization.

If trainees return empty, with nothing to contribute, it can also mean that even though the organization might have done all that is necessary to

ensure a successful training program, the wrong candidate might have been selected for the training program.

McChee et al (1996:54) write on the nature of learning and said learning is a term used to describe the process by which behaviour changes results from experience. They also said the fact that learning has occurred could only be inferred from a comparison of an individual's behaviour prior to the experiences of specific kinds of task.

Training therefore can be explained as a planned and systematic effort by management aimed at altering behavior of employees, in a direction that will achieve organizational goals. A formal training program is an effort by the employee to provide opportunities for the employee to acquire job-related skill, attitude and knowledge, Mechee et al (1996:55)

Training provided to workers help the organization to function at an optimum level of productivity which a direct effort of all employees. Training brings about change in behavior with terminal objectives to achieve the goals of organization through optimal use of manpower. In line with the above Brown (2002) said training can seen as an attempt by organization to change the behavior of its member through learning process in order to increase efficiency and effectiveness.

2.5 Importance of Training

Training of employees take place after orientation take place. Training is the process of enhancing the skills, capability and knowledge of employee for doing a particular job. Training processes moulds the thinking of the employee and leads to quality performance of employee. It is continuous and never ending in nature.

Training is crucial for organizational development and success. It is fruitful to both employer and employees of an organization. An employee will become efficient and productive if he is trained well.

(i) The importance of training and development in the work place by Shelley frost, Demand media (2007)

Training presents a prime opportunity to expand the knowledge base of all employees', but many employers find the development opportunities expensive. Employees also miss out work time while attending training sessions, which may delay the completion of projects.

Despite the potential drawbacks, training and development provides both the company as a whole and individual employee with benefit that make the cost and time a worthwhile investment.

(ii) Addressing Weakness

Most employees have some weakness in their work place skill. A training program allows you to strengthen those skills that each employee needs to improve. A development program brings all employees to a higher level so they all have similar skills and knowledge. This helps reduce any weak links within the company who rely heavily on others to complete basic work tasks. Providing the necessary training creates an overall knowledge staff with employees who can take over for one another as needed, work on teams or work independently without constant help and supervision from others.

(iii) Improved employee performance

An employee who receives the necessary training is better able to perform her job. She becomes more aware of safety practices and proper procedure for basic tasks. The training may also build the employees confidence because she has a stronger understanding of the industry and the responsibilities of her job. The confidence may push her to perform even better and think of new ideas that help her excel. Continuous training also keeps your employees on the cutting edge of industry developments. Employees who are competent and on top of changing industry standards

help your company hold a position as a leader and strong competitor within the industry.

(iv) Consistency

A structured training and development program ensure that employees have a consistent experience and background knowledge. The consistency is particularly relevant for the company basic policies and procedures. All employees need to be aware of the expectation and procedures within the company. This includes safety, discrimination and administered tasks. Putting all employees through regular training in these areas ensure that all staff members at least have explosive to the information.

(v)Employee Satisfaction

Employees with access to training and development program have the advantage over employees in other companies who are left to seek out training opportunities on their own. The investment in training that a company makes shows the employee they are valued. The training creates a supportive work place. Employees may gain access to training they wouldn't have otherwise known about or sought out themselves. Employees who feel appreciated and challenge through training opportunities may feel more satisfaction toward their jobs.

2.6 Benefit of Training for both the Organization and Employees

The purpose of training is mainly to improve knowledge and skill, and to change attitudes or behavior. It is one of the most important potential motivator which can lead to much possible benefit for both individuals and the organization. The need of training arises due to advancement in technology, improving performance or as part of professional development. Changing technology requires that employees possess the knowledge, skills and ability needed to cope with new processes and production techniques. According to cole (2002) training can achieve;

1. High morale-employees who receive training have increases confidence and motivation;
2. Lower cost of production-training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
3. Lower turnovers-training brings a sense security at the workplace which reduces labour turnout and absenteeism is avoided
4. Change management-training helps to manage change by increasing the understanding and involvement of employees in change process and also provides the skills and abilities needed to adjust to new situation.

5. Provide recognition, enhanced responsibility and the possibility of increased pay and promotion,
6. Give a feeling of personal satisfaction and achievement, and broaden opportunities for career progression, and achievement, and broaden opportunities for career progression, and
7. Help to improve the availability and quality of staff. Muhammad. A (2009) looked at the environment and structure of organizations, and emphasized on the factors on training and development which enhances a worker level skills. It provides sense of satisfaction, which is an intrinsic motivator.

Training also provides organization multi skill employees. Training increases an employer commitment to their job and their organization and better understanding of jobs reduces accidents.

High employee turnover may be a serious threat to an organization existence, major benefit of training is that it reduces staff turnover and help an organization to retain its staff. Better training can provide an organization competitive advantage over others in industry. Training also increases the understanding of organizational culture. Just- in time philosophy is one of the leading ideas in Japan. JIT emphasize on

reduction in waste and waiting time in production process. Better training will reduce waste and machine down time.

Training programs increases communication between different levels of an organization. Any deficiency in processes and jobs are eliminated and those close to production processes become involve in the management staff empowerment; such empowerment will only be successful when proper training is provided to those empowered.

Sheruan, et al (1996:16) argues that many new employees can equipped with most of the knowledge, skills and attitudes needed to start work, but others may require extensive training to ensure their effective contribution to the organization. A majority however, will require some type of training at one time or another to maintain an effective level of job performance.

Training is therefore a key element for improved organizational performance; it increases the level of individual and organizational competences. It helps to reconcile the gap between what should happen and what is happening-between desire targets or standards and actual levels of work performance. Casio (1989:256) puts it this way “The economic and technological trends, the pace of innovation, change and development are growing faster year- by-- year and a result provide clear

signals that training and development are so relevant that both organizations and individual stakeholders must give a serious attention to.

2.7 Principles of Training

Since the objective of training is to assist a learner acquire the behaviour necessary for effective work performance, it is essential that a clear grasp of the ways in which learning theories are applied when designing training programs are laid bare. According to bryn Leslie (1990; 19), there are four main requirements for learning to take place.

The first is motivation. The old saying that a horse can be led to the river but cannot be made to drink cannot be made to drink cannot be over emphasized as it contains an important lesson for the trainer. People learn if they accept the need for training and commit to it. If their motivation is weak, for instance if they doubt their ability to learn, no matter how well their training is designed and implemented, its effectiveness will be limited. Edwin Flippo (1976:65) also carves out with the fact that the more highly motivated the trainee, the more quickly and thoroughly a new skill or knowledge is learned. This means training must be related to something which desires. This could be money, job promoting, and recognition and so on.

The second requirement is cue. Through training the learner recognizes relevant cues and associates them with desired responses.

The third one is response. Training should be immediately followed with positive reinforcement to enable the learner feel the response. The reinforcement should be positive, timely and consist (Bxyn leslie 1990; 91).

Finally, feedback-the information the learner receives indicating the quality of his response is the feedback. It should be made available as quickly as possible to ensure possible effective learning.

2.8 Training Policies and Resources

Kenney et al (1992: 3) makes a point that companies should have different policies for training depending on the class or level of employment or level of employees to be trained. They pointed out that training policies are necessary for the following reasons;

1. To provide guidelines for those responsible for planning and implementing trainings;
2. To ensure that a company's training resources are allocated to pre-determined requirements;
3. To provide for equality of opportunity for training throughout the company and

4. To inform employees of training and development opportunities

As much as these policies seem to be accurate, they are silent on the elements of budgetary provision and top management support for training. According to Michael Armstrong in his book *A handbook of personnel management practice* (1996: 55), training policies are expressions of the training philosophy of the organization. He also affirms the assertion of Kenny et al (1992), but even further stated that training policy shows the proportion of turnover that should be allocated to training.

He again advocated that a training philosophy is imperative to indicate the degree of importance the organization attached to training. These will if not eliminate entirely, reduce the laissez-faire approach to training. Notwithstanding, the essence and the benefits of training, policies can prove to be a difficult task for Directors especially if they are doing so for the first time, and if they do not, have the advice of a training officer with previous experience at the level.

2.8.1 Determination of Training Needs

The first step in managing training is to determine training needs and set objective for these needs. According to G.A. cole (2001:339), if an organization has to justify its training expenditure it must surely do so on the basis of organizational need. Organization adopting a systematic

approach to training and development will usually set about defining their need for training in accordance with a well organized procedure. Such a procedure will entail looking at training needs from a number of different perspectives.

These perspectives are; organizational, departmental or functional, job and employee, organizational need- the organizational analysis happens in a situation where effectiveness of the organization and its success in meeting its goals are analyzed to determine where deviation or difference exist. This makes it easy to know what program to be implemented.

According to Knetner (1995), organization analysis looks at the variance between their success and failure to ascertain which ones training could help remedy. Functional need at this level, training manager analysis the specific ability needs determined by job descriptions and job specifications of the jobs in the work area or work unit.

The need can also be determined by observing the job performance of work groups and surveys job holders, supervisors, and training committees. Any lapses in their efficiency and effectiveness help determine the training need. Individual need-Kietner continues that employees' training needs could be measured by the individual performance of the employees. He

stated that the effectiveness and efficiency is measured against the required standards through interviews, observations, attitude surveys or objective records of their performance.

Training need is any shortfall in employee performance, or potential performance which can be remained by appropriate training. These 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 training staff are asked to meet needs which ought to be dealt with in some other way, such as improving pay, replacing machinery or simplifying procedures. Armstrong (1996:17) however, argues that training needs analysis should cover problems to be solved, as well as future demands based on whether the organization must acquire new skills or knowledge or must improve existing competencies.

2.8.2 Determining Training Objectives and Training Plan

After these analyses have been done, it is easier for the training objectives to be established and also to know what the learners must be able to do after the training program. According to Mckenna and Beech (2002 :110) in their book “ Human Resource Management - A concise Analysis”, it is state that “it is important that a sound basis is established for other associated elements of Human Resources Management Practice such as

performance management (appraisal), reward management (motivation) combined with training and development” what this means is that training and development itself cannot help in total employee development without the complement of employee appraisal and motivation.

One of the things to consider in designing a training program is what the program is to accomplish, that is the objective. In other words a training program cannot be designed until that program is to accomplish is known. It is imperative for organizations to realize that in designing a training program it is equally important to consider what the trainees should know or be able to do after the training is complete. Training objectives should however be attainable and measurable. A training program is successful if the objectives are achieved **zaccarelli, (1979)** outlines the process of planning training. As;

(i) **Develop a Training Plan**

Once attainable and measurable training objectives have been considered, a training plan can be developed. This planning tool provides a step-by-step written document for others to follow. A training plan can be either, a complete training program or just one task. The training plan details the

course content, resources required method of training, who should do the training and who should be trained.

(ii) Design a Training Lesson

Once a training plan outlining general program requirement has been developed, the organization will need to concentrate on specific segments of that plan. This is done with the use of a training lesson. Generally, there is one training lesson for each training session; this means if ten sessions are planned, ten training lessons must be developed. A training lesson serves the following purpose.

- a) It provides a content outline for the lesson
- b) It suggest activities/specific instructions which will help to make training easier
- c) It defines suggested time to be spent on each segment within the segment.

(iii) Select The Trainee(s)

Who is going to train? Who is a good communicator and has the necessary knowledge/ skills? What should the trainer do to get the trainees ready for the training? These are the questions to be address when selecting a trainer.

(iv) Prepare The Trainer(s)

Training is one of the most important things any organization does. As a result, the personnel responsible for training must be given adequate training themselves, as well as equip them with the necessary logistics, remotely linked to this, trainees must also be concerned and prepared for the learning experience.

2.8.3 Presenting the Training

(a) Kinds of Training:

There are various types of training that an organization may adopt depending on the main objectives of training and these are outlined below;

(i) Refresher Training

Here the employees are made to attend fresher courses at specific training institutions such as Institute of Cooperate Administration, Nigeria Institute of M management sponsored by the employer. This exposes the employee to modern trends in his field of business. That is, it involves updating skills to meet the job requirement of employees.

(ii) Orientation Training

This is mainly concerned with acquainting new employees with the organizations. This training is aimed at getting all new entrants familiarize

with the organizations goals, structure, culture, work standard and other conditions employment.

(iii) Career or Development Training

This type of training aims at preparing employees for the future. This enables employees to take up higher responsibilities.

(iv) Job Training

This involves teaching the employee how to perform the job for which he or she was hired or employed for. This is to help employees to acquire the necessary skills and experience for specific jobs.

(b) Ways/Method of Training

The selection of method for training need to be based on identified training needs, training objectives, an understanding on the part of the trainees, the resources available and an awareness of learning principles. Decauza et al (1996:70) explained that the most popular training and development method used by organizations can be classified as either on-the- job or off-the- Job. Looking at the sophistication of the equipment in IBC, the on the job training would be very ideal. According to Decauza aat al there are a variety of training approaches that mangers can use and these includes:

(i) On-The-Job Training

These are those methods which are given to the employees within the everyday working of a concern. It is a simple and cost effective training method. The in proficient as well as semi-proficient employees can be well trained by using such training method. The employees are trained in actual working scenario. The motto of such training is “**learning by doing.**” Instances of such on-job-training, methods are job-rotation, mentoring.

Learning by doing: this is a very popular method of teaching new skills and methods to employees. Here the new employee observes a senior experienced worker and learns what to do. **The advantage here is that the method is tried and tested and fit the requirements of the organization.** While the disadvantages are that the senior worker is not usually trained in the skills and methods of training therefore can be a process that may be time consuming as a new comer struggles to cope with the senior worker explanations. For more successful, it is to use a senior or experienced worker who has been trained in instruction or training method and whose teaching skills are coordinated with a developed program linked to off- the- job course.

Mentoring: This is another version of the system whereby a senior or experience employee takes charge of training and development of a new

employee. This suggests a much closer association than master/apprentice and elements of a father/son relationship can exist. The mentor acts as adviser and protector to the trainee.

Job rotation is another vision of training that became popular in the 1970s to help relieve boredom and thereby raise the productivity of shop floor workers. It is a management technique used to rotate incumbents from job to job or from department to department or from one plant to another in different geographical areas.

The rotation is done on a coordinating basis with a view to exposing the executive and trainees to new challenges and problems; it is also aimed at giving executives a broad outlook and diversified skill.

If appropriately implemented, this can be an excellent learning experience for workers and suitably fits with Human Resource Management concepts of team work and empowerment whereby people are encouraged to take greater responsibility for their work and that of the team. On the negative side, there have been criticisms that not enough structured training is given to enable workers to do these jobs well. However, the researcher believes that the on-the-job method of training has a setback. A critical review of the method reveals that although employees learn doing

the job, their productivity tends to be below because they do not have the skill and knowledge needed to be effective and efficient.

(ii) Vestibule Training

This method of training is where the workers are trained to use machine or perform a task similar to the ones in the real work situation. Under this method of training the training program is conducted out of the job in an area separate from the work place under the supervision of a skilled instructor.

(iii) Behaviour Modeling

Here, some of the methods used in the assessment centers include business games, role-play, simulation, problem-centered cases, and many others to enable the trainee to learn the behaviors appropriate for the job through role-play. The use of behavior modeling is based on social theory, and it is in particular an effective method for interpersonal or social skill training. Bryn (1990:17) puts it this way, that behavior modeling is where target behaviors are selected and videos of each of the behaviors are produced, showing a competent person achieving success by following specific guidelines.

(iv) Understudy Training

An understudy is a person who is training to assume a position at a future date the duties and responsibilities of the position currently occupied by the person he or she is understudying. They are allowed to solve them with or without the help of the supervisor when the understudy shows promise of talent, he takes over them the superior is transferred retired or is promoted to a higher position (Decauza et al,1996; 70).

(v) Case Study

Here, trainees are given case studies of real or imagined events in an organization to study analyze and give an opinion. After analyzing several cases under the guidance of instructors the trainees are exposed to certain concepts problems techniques and experience which they will later face on the job. The objective of the method is to help the trainees think logically and develop the ability to analyze alternative courses of action systematically and objectively.

Hamlin (1974) advocated that until control measures are taken to correct any deficiencies after the training, evaluation has not been completed and thereby effective.

2.8.5 Methods of Evaluation

There are several methods for evaluating training. Bardwell and Holden (1993) have cited some these methods as follows;

1. Questionnaires (feedback forms): This is common way of eliciting trainee response to course, and programs.
2. Tests or examination: These are common on formal course especially those that result in certification for instance a diploma in word processing skills .End –of –course test can also be employed after non-certificate short course to check the progress of trainee.
3. Projects are initially seen a learning method but they can also provide valuable information to instructor about the participants understanding of subject matter.
4. Structured exercise and case studies also provide opportunities to apply learned skill and techniques under the observation of tutors and evaluators.
5. Interviews of trainees after the course or instruction period are another technique for gathering information directly from the learners. These can be formal or informal, individual or group face to face or by telephone.

2.9 Training, Performance and Productivity

The quality of employees and their development through training are major factors in determining long –term profitability and optimum performance of organizations. To hire and keep quality employees, it is good policy to invest in the development of their skill, knowledge and abilities so that individual and ultimately organizational productivity can increase. Training of existing employees helps them just rapidly to changing job requirements.

Organization that is committed to equally invest in training and development of its employees (Evans and Lindsay 1999). Training and development have become an essential responsibility of HRM Departments in organizations particularly as employees require new skill, knowledge and abilities, which should not be cost-, justified as most public sector organizations engage in.

New et al (2000) bemoaned the lack of training and development by employers in United States when they stated that statistic that only 16% of united state employees have receive any training from their employers. Now organization are beginning to realize the important Role that training and development play in enhancing performance and increasing productivity, and ultimately stay in competition.

The review has so far revealed the importance and purpose of training in an organization and how it contributes to productivity. The essence of training needs has also been explained how and why training needs should be assessed was not overlooked. The fundamental bases for which personnel may be chosen or selected for training, the kinds of training methods are identified.

In summary, this study is designed descriptively to find out whether there exist any setbacks in the training and development schemes in Imo Broadcasting Co-operation, and thus offer recommendations as to how these setbacks may be reduced if not entirely eliminated

Training is seen as a key instrument in the implementation of human resource management policies and practice, particular those involving cultural change and the necessity of introducing new working practice.

First of all the organization will need a training policy that specifies what training means to the organization, who qualifies for training, how training should be conducted and so on.

The next step is to analyze the training needs of the organization in relation to the organizations strategy and equate it with the needs of the individual within it.

A variety of method could be adopted to carry out a training need analysis.

Job analysis, interview with managers and supervisors and performance appraisal are few methods commonly used. Despite the available variety of methods, an organization has to be cautious when selecting training methods for its use. A careful use of training methods can be a very cost-effective investment. Although one of the most important stages in the training process, evaluation and monitoring is often the most neglected or least adequately carried out part.

Sandra Kerka (1998) defines career Development as an organized approach used to achieve employee goals with the business needs of the agency workforce development initiatives. According to the author, the purpose of career development is to;

- a) Enhance each employer's current job performance.
- b) Enable individuals to take advantage of future job opportunities.
- c) Fulfill agencies goals for a dynamic and effective workforce.

It is significant to have professional knowledge on how to handle complicated situations. Career on how to handle complicated situations. Career development schools make certain that people take advantage in the training given to them. The advantages are based on the quality,

standardization and methodology applied. It assists in building confidence, promotion of personal development and is a focus for qualify staff. Superiority is a major concern in any business and career development. It is not limited to the products but the performance of the professionals as well. Lack of quality affects standard of performance, however career development takes the chance to develop on the defects and bring quality products.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

For a systematic and valid research work, a certain method and procedures must be applied. This chapter is therefore aimed at identification of those methods and procedures used as well as the nature of research instrument used in this work.

3.1 Research Design

The study is a survey in the form of cross sectional study in which data was collected once across a population through sampling. Nine departments were used based on the relative number of departments at the Imo Broadcasting cooperation (IBC). One hundred employees were selected using convenience sampling technique, to which questionnaires were administered. The questionnaires were administered personally by the researcher to the respondents, selecting every 5th employee counted from the various departments.

An interview schedule to gather information on the subject from the management of IBC was also used to ascertain Management's view on how IBC has traditionally dealt with issues of training and development. The Group training manager and the group Human Resources Manager

provided the information needed. Documents on training from IBC were also reviewed. This was to help the researcher ascertain whether IBC has a training policy in place, whether IBC has career progressions projection for each employee, and also to check whether the processes of training were being duly followed. The objective of limiting the administration of questionnaire to this class of respondents was to make sure that adequate and empirically verified information bothering on the impact of training of workers on organizational performance and development could be obtained.

3.3 Ampling Size and Sampling Procedure

The sample size was 100, made up of 10 engineers, 10 news casters, 16 office clerks, 17 account clerks, 10 computer operators, 9 secretaries, 10 drivers, security officer 7 and 10 machine operators. The sample size of 100 was small for the kind of study intended but time and financial resource constraints made it imperative to restrict the sample to that size.

Sampling procedure employed was:

1. All the staff of the IBC was included in the study to allow for adequate representation of the various views expressed.

2. Convenience sampling selection method was used in all 100 employees were administered with the questionnaire even though only 80 filled and returned their questionnaire.

3.4 Source of Data Collection

The data for this research work was obtained essentially from primary and secondary sources. The researcher traces the history IBC and its role of training and development over the last ten years from secondary sources. The purpose of the questionnaires was to investigate the awareness of training program and the role IBC plays in the training and development of its employees. It was also to investigate why employees self-sponsored themselves to acquire new skills, knowledge and abilities, and how this affected employee performance.

A total of 80 respondents out of a sample of 100 employees completed and returned their questionnaires. Primary data was also sourced from semi-structured personal interviews conducted. Here an extensive discussion was held with the Group training manager and the Group Human Resource Manager. These interviews were also intended to provide general perception on how IBC has traditionally dealt with issues of training and development. A copy of the questionnaire is attached as Appendix 1, and an interview schedule attached as appendix 2

The secondary data, which constitutes the source of data, was gathered from the IBC corporate plan, its Human Resource Management policy, industry magazines, bulletins, in-house newsletters, annual reports on training, books and journals on Human Resource Management, training and development.

3.5 Research Instrument (Tool) Used

Comparative research instruments were development and tested before the real investigation started. A questionnaire for this research was administered to 100 employees; this questionnaire was developed after discussions with the supervisor. The items were subsequently edited and vigilantly selected bearing in mind the research questions.

3.6 Administration of the Instrument

In the first technique, the Group Training and Development Manager as well as the Group Human Resource Manager were interviewed personally to ascertain the training policies and programs available for staff that is non graduate employees of IBC. The same procedure was to determine the importance attached to employee training and development, and their associated obstacles, and how training programs are evaluated.

3.7 Validity and Reliability of Instrument Used

It has earlier been mentioned of the instrument for data collection. It is therefore necessary to emphasize that the use of these instruments to collect data entails that the instruments are consistent, accurate, predictable and stable. It is in this vein that the issues of validity and reliability come in.

3.7.1 Validity

A valid instrument is one which measures what it purports to measure. Validity of an instrument can only be contextually determined. The instrument used for this study is designed to serve a specific purpose, that is to say, it is designed to measure a specific attribute(s) or traits correctly. The instrument should be seen to contain logical sample of items that presumably reflect the characteristic to be measured and correspond with in some consistent fashion.

3.7.2 Reliability of the Instrument

This is the degree of consistency of an instrument in measuring a given trait. Liability refers to the ability of instrument to produce the same consistent results over time when applied to the same. The reliability of the

instrument used in this study is tested through the use of pilot survey technique.

3.8 Analysis Techniques

The data was tabulated in relation to specific hypothesis. The technique for quantitative data analysis was frequency and percentage distribution, which were used to determine the proportion of various respondents. This was done in order to help the researcher quantify the quantitative aspects of the questionnaire. The respondents were sub-group according to their profession. This simple percentage formula is used.

Where;

% = Percentage of the respondents to any specification.

F = Frequency of purpose to each alternative opinion in a specific item.

N = Total number of respondents

3.9 Testing Hypothesis

The chi-square is used to test the hypothesis. It measures whether there has been any significant difference between the observed and the expected frequency.

The chi-square is represented as

$$X = \sum (f_o - f_e)^2 / f_e$$

The degree of freedom (df) and the levels of significance are used to determine the tabulated chi-square.

The formula for calculating the degree of freedom is as follows:

$$Df = (R - 1) (C - 1)$$

Where

R = the number of rows in the particular table

C = the number of columns in the particular table.

The calculated chi-square is compared with the tabulated chi-square and a decision taken on the hypothesis stated.

H_0 (Null Hypothesis) at 0.05 level of significance is rejected if the calculated value of chi-square is greater than the tabulated value at the appropriate degree of freedom and vice versa.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF FINDINGS

4.1 Preamble

Organizations are set up in response to the public or government's desire for the provision of certain essential facilities or services. Thus, the reason or purpose for which an organization is set up is to perform vital function desirable for society as a whole. IBC plays an important role in the economic development of Nigeria, which is enshrined in its corporate plan.

The aim of the study is therefore to verify whether there is in existence any established Training and Development Scheme and their Impact on Workers and Organizational Performance in IBC.

The presentation and discussion of the findings are done in a chronological order to enhance the readers understanding of the results at a glance. This chapter presents the data, which have been collected and analyzed using tables and charts for its interpretation in relation to the research questions and interviews conducted.

4.2 Data Presentation and Analysis

Table 4.1: Questionnaire Distributed and Responses Collected

S/N	DEPARTMENT	NO. DISTRIBUTED	NO. RETURNED (%)
1	engineers	10	5
2	news casters	10	8
3	office clerks	16	12
4	account clerks	17	10
5	computer operators	10	10
6	secretaries	9	9
7	Drivers	10	10
8	security offices	7	6
9	machine operators	10	10
total		100	80

Source: Field Survey.

The questionnaire was in one part only, constituting the main items, which directly addressed the research questions. Items 1-3 was expected to provide an answer to the number of years employees had worked with the organization, their gender as well as educational background. Item 8-12 of the questionnaire were to elicit information on training programs available at IBC, their benefits to employees in the various departments. Item 13-15 sought information on employees' development and the role of management in assisting them. Item 16 and 17 were to provide insight into the perception of employees as to whether employees were aware of any career progressions that management had outlined for them.

The remaining items were basically to throw more light on IBC's training policies, the importance they attach to it and employees awareness of any such policies. The questionnaire greatly helped the research in her data analysis. Other minor tools used were personal interviews, occasional conversions and direct observation.

The Group Training Manager and Human Resource Manager were also interviewed to ascertain whether Imo Broadcasting Corporation involved in training and development for employees over the last 10 years (2000 – 2010), whether there is a documented training policy in place, and whether there are career progression projections for all employees.

4.2.1 Involvement of IBC in Training and Development activities over the Past 10 years (2000-2010).

In line with the first research question and hypothesis, the researcher wanted to ascertain whether IBC has been involved in training and development for the past 10 years. An interview with the Group Training Manager and the Group Human Resources Manager did indicate that IBC has been involved in training and development for well over the past 10 years. This was confirmed by the information contained in other related document on training and development, that most employees have had some form of training or the other.

Most organizations have long recognized the importance of training to their development. As an organization, it was clear to the managers of IBC that training could be used to induct new employees and improve performance of existing employees. From the interview training was part of the early beginning of IBC and has continued since.

4.2.2 Purpose of Training and Development at IBC

The 2nd hypothesis of the study sought to establish the purpose of training in IBC. The hypothesis states that the purpose of training and development activities at IBC is to achieve individual and organizational performance.

The fundamental purpose of training is to improve knowledge and skills and to change attitude and behavior for the purpose of enhancing organizational effectiveness and performance. Training is one of the most potential motivators which can lead to many possible benefits for both individuals and the organization.

Changing technology requires that employee's possess the knowledge, skills and abilities needed to cope with new processes and production techniques. However, many organizations engage in training for different purposes and it was necessary to find out what major purpose underlies training at IBC.

According to the Group Training Manager and the Group Human Resource Manager, the training given to employees at IBC is to help improve the skills, knowledge, abilities and competencies. The ultimate objective however is to help improve both individual and organizational performance. Clearly, the purpose of training at IBC is in line with the general purpose of training. However, it is also known that good intentions are not always carried through. The concern therefore is about how IBC carries through its training and what impact the training has had on its employees in terms of improved performance.

4.2.3 Training and Development Policy at IBC

The third hypothesis of the study related to the training policy of IBC. The hypothesis sought to indicate that IBC has a training policy which was fashioned to achieve the purpose of training and development activities that improve access to training meant to help attain organizational goals.

The interview with the Group Training and Human Resource Managers did indicate that IBC has a training and development policy in place. The policy was thus obtained for analysis of the contents. Training policies are the expression of the training philosophy of the organization (Armstrong, 1996) and training policies proved guidelines for training, and ensures a company's training resources are allocated to predetermined requirements (kenney et al, 1972).

A critical examination of the training policy indicates that it contains all the essential elements of training and development. It outlined the objectives of the policy, spelt out the measures for training and development needs identification, methods of training implementation, types of training, and methods of training and development evaluation. The policy made provision for career development and links it to career progression in the organization. The policy has indeed provide a coherent structure for

training that should help improve employee access to training in a very organized way that could help the IBC derive the benefits of training.

However, according to the Training Manager the processes involved in training are not duly followed because of the costs associated with it. He states that training at IBC is not as planned and systematic as they would have wanted to have it. He indicated that budgetary provisions for training are always below expectation. He however was not ready to disclose the true figure for examination.

Views sampled from a cross section of the employees through the questionnaire to know whether employees are even aware of the existence of a training policy also indicate that a large majority (55%) seems not to be aware of the existence of the policy.

The training policy gives the general direction, provides guidelines and informs employees of training and development opportunities available. Employees certainly cannot take advantage of the opportunities offered by a policy whose existence they are not even aware of. What figure 4.1 indicates therefore is that employees at IBC are not able to take advantage of training opportunities contained in the training policy.

4.2.4 Training and Development Practices and Methods at IBC

The fourth hypothesis of the study states that training and development at IBC is unplanned and unsystematic. This hypothesis relates to the nature of the training practice, methods, and activities of IBC, which is thought, are not in line with best practices regarding the planned and systematic nature of the training process as generally known. The training practices and methods of IBC were therefore assessed using responses from questionnaires administered to the sample of employees, and interview granted by the Training Manager of IBC.

4.2.5 Age of Respondents

The researcher needed to know the age distribution of respondents to help categorize the employees because the IBC employs a lot of employees.

Analyzing the data obtained from the questionnaire, figure 4.2 reveals that 30 respondents between 36-45 years representing 37.5% formed the majority with 20 respondents each between the age of 18-25 representing 25% and 26-35 respectively, 5 respondents aged between 46-55 representing 6.25% and between 56-39 representing 6.25%.

4.2.6 Gender of Respondent

The response shows that the male respondents formed majority of the target population with the total of 50 representing 62.5% while 30 respondents representing 37.5% were females.

4.2.7 Educational Background

It was also necessary for the study to determine the educational levels of the respondents as that could determine what kind of training may be most appropriate Table 4.2 below presents the data of educational background of respondents.

Table 4.2 Educational Background of Respondents

EDUCATIONAL BACKGROUND	FREQUENCY	PERCENTAGE
FSLC	15	18.75%
Ordinary level	15	18.75%
Advance level	20	25.0%
HND	18	22.5%
First Degree	6	7.5%
Masters	6	7.5%
Others	0	0
TOTAL	80	100%

Source: Field Survey

From the 4.2, it can be seen that respondents hold a range of educational qualification from FSLC to Masters' level. Most of the employees constituting majority of the total respondents have no professional qualification. 20 of the respondents are Advance level holders. 15 out of the 80 respondents are first school leaving certificate holders and another 15 holding the ordinary level certificate. 18 of the respondents are HND holders with the degree holders representing only 15% this suggests that people of different educational qualification are present in the organization this implies that different levels of training which is planned and systematic may be required to improve their quality.

4.2.8 Job Position of Respondents

IBC as an organization involved in media organization has developed its own organizational structure that flows onto various job positions that require various kinds of consistent, planned and systematic training to enhance their skills attitude, knowledge and competencies for improved worker performance. The table below captures the position of the respondents.

Table 4.3: Job position of respondents

POSITION	FREQUENCY	PERCENTAGE
Junior Engineers	25	31.25%
Secretaries	5	6.25%
Accounts Official /clerks	10	12.%
Computer Operators	5	6.25%
Security Officers	5	6.25%
Drivers	10	12.5%
Machine operator	20	25.0%
TOTAL	80	100%

Source: Field data April 2010

Table 4.3 gives the various positions of employees who responded to the questionnaire. Junior engineers formed the majority with 25 representing 31.25%, 5 Secretaries representing 6.25%, 10 Accounts Clerk with 12.5% representation, 5 Computer operators representing 6.25%, 20 machine operator representing 25%, 5 security officer representing 6.25% and 10 drivers representing 12.5%. This analysis indicates IBC employs various kinds of job holders who combine their efforts towards the growth and attainment of organizational goals.

4.2.9 Years of Service in the organization

The study also sought to find out the years of service the respondents have rendered to the organization to enable us put their response into proper perspective. The table 3 below represents the categories of years of service as indicated by the respondents.

Table 4.4: Years of Service in the organization

YEARS OF SERVICE	FREQUENCY	PERCENTAGE
1-10	40	50%
11-20	20	25%
21-30	10	12.5%
31- 40	10	12.5%
TOTAL	80	100%

Source: field data April 2010

These respondents have served in IBC from 1 to 20 years. This means the organization has a blend of experience and young professionals who require constant refresher training and development to update their skills and perform on the job.

4.2.9.1 Participation in Training

The importance and relevance of training to organizational performance is well known. It is well known facts that develop skills attitudes, and abilities.

This study sought to know the proportion of respondents who have ever participated in any form of training program at IBC the table below presents their responses.

Table 4.5: Respondent participation in training at IBC

Response	Frequency	Percentage
YES	55	68.75%
NO	25	31.25%
TOTAL	80	100%

Source: Field data April 2010

Table 4.5 shows that almost 69% of respondents have ever participated in training in form or the other. Interestingly, as much as 31% have not participated in any form of training in spite of the known dividends of training and even when IBC has a clear training policy. This picture is the more interesting in view of the fact that the respondents have been in the service of IBC from one to forty years. Training benefits organizations in terms of improving morals of employees, lower costs of production, and facilitates change management among others. It is significant that out of eighty respondents, as many 25 have not participated in any training.

4.2.9.2 Selection for Training

It has been established that training has been taking place IBC, and particularly for our study period (2000-2010). It is also clear from the response from Table 4.4 above that almost 69% of respondents have participated in training in one form or the other at IBC. Literature tells us training is a planned and systematic flow of activities involving determining training purpose and policy, and following through by determining training and development needs, planning the training , implementing the training, and evaluating the training.

Selecting participants through a careful process of training needs identification is therefore the proper process of initiating training. Subsequently, respondents were asked a series of questions to determine the flow, planned and systemic nature of the training and development process at IBC. The starting point as to know how respondents were selected for inclusion in the training programs they participated in.

Table 4.5 below summarizes the responses of the 55 respondents who ever participated in training:

Table 4.6: selection for training

Selection criteria	Frequency	Percentage
Supervisor recommendation	6	10.91%
Employee request	1	1.82%
Performance appraisal	2	3.64%
New technology	6	10.91%
Don't know	38	69.10%
Others	2	3.64%
Total	55	100%

Source: Field Survey

The table 4.5 indicates that many respondents (38 out of 55) do not know they are selected for the training programs they participated in. When the training manager was asked about the criteria for selecting employees for training, his responses indicate that participants are selected based on various criteria and he was not able to specify exactly how training needs are identified except to say that it depends on the circumstances.

4.2.9.3 Objectives of training

In training practice, it is also good to have trainees know the objectives for each training program they participate in. the respondents were asked if they were always clear about the objectives of each training program they participated in. the table below captures the responses from the 55 respondents who have ever participated in training:

Table 4.7: Respondents' awareness of training objectives

Response	Frequency	Percentage
Yes	4	7.27%
No	41	74.55%
Sometimes	10	18.18%
Total	55	100%

Source: Field Survey

When the training manager was asked in the interview to indicate how training objectives were determined, he did say issues on the ground determine the objectives of the training but training has to be a planned process that takes care of issue on the ground.

4.2.9.4 Types of training

It was important for the study to determine the kinds of training that take place at IBC. In the interview with the training manager, he indicated that they engage in job training, refresher training, development training, group training. The respondents were also asked what kind of training they have received over the period and the 55 respondents who have received one form of training or the other mentioned various programs with the keys ones summarized below as a percentage of the total for each type. These courses can generally be classified as job training and refresher training.

Table 4.8: Type of Training Received

Type of training	Percentage
Senior Management and Accounting Package	12%
Computer Applications	64%
Clerical Skills Development	18%
Secretarial Studies	6%
Induction/Maintenance	25%
Efficient Supervisory Course	18%
Others	32%

Source: Field Survey

4.2.9.5 Methods of Training

The selection of methods for training has to be based on identified training needs, training objectives, an understanding on the part of the trainees, the resources available and an awareness of learning principles. DeCauza et al (1996:70) explained that the most popular training and development method used by organizations can be classified as either on-the job or off-the-job. Looking at the sophistication of the equipments in IBC, both training methods would be very ideal with the right balance. There are a variety of training approaches that managers can use and these include.

Accordingly, the training manager was asked to identify the training types and methods used. Regarding the types of training, he indicated that IBC engages in orientation training for new employee, refresher training for existing employees, job training, and career development training. Regarding training methods, he mentioned on the job training, mentoring, seminar etc as the methods of training. It was necessary to assess these methods from the point of view of the respondents. So they were asked a question regarding what training methods they had experienced.

On how the training plan, lessons, and trainers were determined, the training manager again indicated that it depends on the situation at hand. Training is a planned and systemic process that goes to develop employees and it is significant to note that the training process at IBC seem to depend on contingency. No wonder when respondents were asked how easily accessible training is to them, majority, as shown in the table below believe training is not accessible.

Table 4.9: Accessibility of training at GPHA to respondents

Accessibility	Frequency	Percentage
Yes	50	62.50%
No	30	37.50%
Others	0	0
Total	80	100

Source: Field Survey

4.2.9.6 Training Evaluation

Regarding training evaluation, the training Manager of IBC admitted that not much has been done in terms of training evaluation which is only limited to immediate assessment of trainers and training program after completion. The respondents also indicated that they are not aware of how training is evaluated.

4.2.9.7 Sponsorship for Further Studies

It was also necessary for the study to assess IBC commitment to career development issues. Granting of sponsorships for further studies is one such opportunity to develop the capacity of staff to meet future challenges. Accordingly, respondents were asked 'Have you ever been sponsored for further studies or personal development programs? What kind of sponsorship were you offered?'

Indeed, most of the respondents indicated that they have been sponsored. In the absence of training and development of employees by Managements of IBC Corporation the employees sponsored themselves in furtherance of their education to obtain professional or higher level certificates.

Employees who expressed the desire to pursue university education were not given any form of assistance like study leave with pay. Their application for study leave was turned down with those who were persistent being advised to resign.

Those who sought for part-time programs were disengaged after their studies as Management claimed their programs were not relevant to the job. The few ones who were retained had no promotion to match their added skills and competencies

What may happen under such circumstances is that employees desirous of developing their career through further studies but do not want to lose their jobs will resort to a hide and seek game (absenteeism) to enroll and complete study programs.

Others may actually quit their job which could lead to high labor turnover in the organization with its attendant disadvantages. Accordingly, employees were whether they have ever self-sponsored themselves to acquire skills, knowledge and abilities. Table 4.9 below summarizes the responses:

Table 4.9.1: Self-sponsorship for further Studies

Self-sponsorship	Frequency	Percentage
Yes	35	43.75%
No	45	56.25%
Total	80	100%

Source: Field Survey

Table 4.9 above indicates that even though majority of the respondents were sponsored by IBC yet quite a good number also sponsored themselves for further studies to acquire skill, knowledge and abilities.

4.2.9.8 Career Progression Projections for Employees

Regarding whether respondents are aware of the existence of any career development projections for them; all respondents (100%) indicated that they are not aware of the existence of any such development program.

4.2.9.9 Training and Development Projections for Employees

Respondents were also asked whether they are aware of the existence of any employee training and development projections for them. All respondents said they were not aware of any projections. These responses are in accord with the Training manager's assertions that IBC is yet to fully develop career progression, and training and development projections for employees. For an organization that has been engaged in training for the past ten (10) years, these omissions are significant because they have far reaching consequences for worker performance and productivity as far as the training and development component is concerned.

4.2.9.11 Assessment of the Nature of Training at IBC

From the foregoing discussions, it is clear that training in IBC has not been following the known and standard training practices and methods. Indeed, when respondents were asked if in their opinion they consider

training and development activity at IBC as planned and systematic, table 4.9.2 below summarizes the case:

Table 4.9.2: Respondents opinion on planned and systematic nature of training and development activities at IBC

Response	Frequency	Percentage
Planned & systematic	4	5.00%
Unplanned & unsystematic	69	86.25%
Not sure	7	8.75%
Total	80	100%

These responses, together with the hesitation of the Training Manager in providing answer to similar question add up to the conclusion that training and development at IBC indeed might be unplanned and unsystematic as hypothesized.

4.2.92 Effects of Training and Development on Worker Performance and Productivity

4.6.1 Motivation through Training

Training is a planned and systematic effort by which Managements of organizations aim at altering behavior, and encouraging employees in a direction that will achieve organizational goals. One of the key known benefits of training is the motivation it provides those who receive it. Indeed, according to Cole (2002), employees who receive training have increased confidence and motivation. That is, training can achieve high morale for an organization. Training is known to increase the availability and quality of staff. The study therefore sought the opinion of the respondents whether they feel motivated and satisfied with the training and how it is applied at IBC. The table 4.11 below illustrates the responses:

Table 4.9.3: Motivation through training

Response	Frequency	Percentage
Yes	41	74.55%
No	14	25.45%
TOTAL	55	100%

Source: Field Survey

The table 4.9.3 shows that an overwhelming majority of respondents (74.55%) don't feel motivated by the training activities of IBC. This is significant because motivation generally seeks to boost employees' morale to work hard and thus increase productivity.

4.2.93 Employee Potential for Development through Training

Similarly, the respondents were asked 'Has training offered you the opportunity to identify any potential you have for further development?' the table below illustrates the responses.

Table: 4.9.4: Opportunity for Personal Development

Responses	Frequency	Percentage
Yes	3	3.75%
No	77	96.25%
TOTAL	80	100

In the opinion of the respondents, training has not offered any opportunity for personal development. As many as 77 out of 80 respondents said 'No' to the question. This may not be surprising because it has been established in the earlier discussions that training at IBC is generally unplanned and unsystematic.

4.2.94 Training and Employee Performance

Productivity relates to output per unit, for instance, output per labor hour. It is measured in terms of effectiveness and efficiency of an effort.

The sources of productivity gains include (Schiller, 2002):

- 1) Higher skills – an increase in labor skills.
- 2) More capital – an increase in the ratio of capital labor.
- 3) Improved management – better use of available resources in the production process.
- 4) Technological advancement – the development and use of better capital equipment.

It is difficult to isolate the variables that contribute to productivity and measure their true effect and contribution to productivity. The focus of this study however, is the aspect of productivity which relates to employee training and development and the impact of such higher skills on the performance and productivity of the individual employees. This focus is founded on the basis that employees will not perform well at work no matter how hard they try and regardless of how much they want to until they know what they are supposed to do and how they are supposed to do it (Zaccareli, 1988).

Thus, it is the knowledge and skills acquire for the job that makes employees effective and efficient. Training is the means by which such skills; knowledge and attitudes are impacted to employees to enhance efficiency and effectiveness. In measuring the impact of training and development on worker performance and productivity, respondents were asked the key question ‘In your opinion, do you think training has helped improve your performance since joining IBC?’ The responses are summarized in table 12 below:

Table 4.9.5: Respondents’ Opinion of Training Effect on Employee Performance.

RESPONSE	FREQUENCY	PERCENTAGE
Yes	8	10.00%
No	62	77.50%
Not Sure	10	12.50%
TOTAL	80	100%

Source: Field data April 2010

Table 4.9.5 illustrates clearly that as many as 62 out of 80 respondents do not link their performance to training. In addition to the 10 who are not sure of any link, it can be concluded that a total of 72 out of 80

respondents do have the opinion that training had no effect on their performance. This is significant because the purpose of training at IBC is to improve individual and organizational performance and if as many respondents think training does not impact their performance, and then the whole process of training ought to be reviewed.

The respondents were further asked if the training and development activities in the organization have equipped them with higher skills for performance, the table below confirms the responses as contained in table 4.9.5 above.

Table 4.9.6: Training Impact on higher Skills

Response	frequency	Percentage
Equipped me with higher skills	8	10.00%
No impact on my higher skills	65	81.25%
Not sure	7	8.75%
TOTAL	80	100%

Higher skills are a key component of any productivity equation, and as many as 65 out of 80 respondents do believe that training has nothing to

do with their skills. This confirms the discussion on training impact on performance, because training affects productivity and performance through the higher skills it impacts to employees to enable them know their job better and perform it better. Clearly therefore, we can conclude that the hypothesis that 'Training and development activities at IBC have largely failed to positively impact worker performance and productivity' is largely supported.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 Summary of Findings

This study looked at the impact of training of workers on organizational performance and development with a focus on Imo Broadcasting Cooperation.

The study was conducted with a set of hypotheses which relate directly to the research questions. The fundamental hypothesis states that IBC has, over the past ten (10) years (2000-2010), been involved in training and development activities'. Data collected from interviews with the Group Human Resource Manager and Training Manager, and supported by secondary data indicates that indeed training and development activities in IBC date back to the late seventies when the Authority was established. Thus training and development activities have long been human resource management tools at IBC even over the past ten (10) years. The hypothesis was supported by evidence from data collected.

Data collected, presented and analyzed also indicated that the purpose of training and development activities at IBC is to enhance the employees and thereby achieve improved individual and organizational performance. The second hypothesis for the study which states that the

purpose of training and development at IBC is to achieve individual and organizational performance' is also clearly supported.

Again, data and analysis supports the third hypothesis which states that 'the policy fashioned to achieve the purpose of training and development is the provision of a coherently structured document for guidance and improvement in access to training and development'. Training policy exists at IBC and an examination of the contents of the policy indicates a clear structure for training and development which if implemented would improve access to training to all employees.

Data was then presented and analyzed regarding the actual training and development practices and methods on the ground in line with the fourth hypothesis which postulates that 'training and development activities at IBC are however unplanned and unsystematic'. The results reveal that even though respondents have had not less than one year's service with the organization, only 55 out of the 80 have ever participated in training of any kind in the organization. 38 out of the 55 who have ever participated in training do not however were selected for the training. 41 out of the 55 do not even usually know the objectives of the training.

The organization engages in job and refresher training and the training methods, plans, lessons, and trainers are selected as the situation

demands. Training activities are largely not evaluated. Sponsorships for further studies (career development) are minimal and there is no career progression projection, nor training and development projections for individual employees. This led many of the respondents to conclude, and rightly so, that training in the organization is unplanned and unsystematic. All the findings support the 4th hypothesis.

Finally, the study attempted to establish a relationship between training and development and individual performance by postulating the hypothesis that 'Training and development activities at IBC have largely failed to positively impact workers performance on organization. This relationship was examined in terms of training contribution to respondents:

- a) Motivation
- b) Opportunity to identify potentials for further development
- c) Performance and,
- d) Attainment of higher skills for performance.

The findings are that many of the respondents do not feel motivated by the training offered, and indeed many have even never participated in training and development activities. It was also established that the respondents do not feel training has offered them opportunity to identify potentials for

further development. Clearly also, an overwhelming majority of respondents do believe training have had no impact on their performance and further indicted that training indeed had no impact on their job skills. All the facts go to support the hypothesis that training and development activities have largely failed to positively impact on individual effectiveness and efficiency in the performance of their jobs.

The results also revealed that employees sponsored themselves to acquire new skills, knowledge and abilities through formal education programs. These employees are however not promoted or upgraded because most of the time their programs are seen as being unapproved by Management and therefore irrelevant to IBC's work.

This was contrary to the objectives stated in the staff training policy that opportunities will be given to employees as necessary for more training and development program to improve their role and performance to their duties.

5.2 Conclusion

On the whole, the study sought to investigate the impact of training of workers on organizational performance and development using Imo Broadcasting Corporation (IBC) as a case study and findings and recommendations provided. IBC will need to take action to correct its

training and development activities, and make sure the processes involved are duly followed.

The findings of this research indicated that IBC nature of work depends mainly on high technological digitized sophisticated equipments. This makes continuous training and development of its human resource crucial and vital, taking into consideration the rapid technological advancement.

From the results of the study, it can be concluded that **IBC** certainly had a well-established policy to invest in the training and development of employees, however the processes involved are not being duly followed.

It also organizes training programs from time to time for its employees to update their knowledge and skills and to ensure that maximum efficiency exist in IBC.

5.3 Recommendations

It is an undeniable fact that in recent times many organizations have come to the realization of the importance of the role of training and development programs as it increases the organization's staff efficiency, skills and productivity. In order to the full benefits of a training initiative, IBC should ensure that the following are instituted at the work place.

i) Systematic Training

Identification of training needs should be done more professionally in conjunction with the line manager as well as the individuals involved together with the HR personnel. Everyone involved should agree exactly to what the trainees are lacking, for instance what skill is needed, and what attitudes need to be changed toward work performance.

The needs identified should emanate from IBC strategic plan, which also cover departmental/ sectional/teams and individual plans. IBC should see learning, training and development as well as training's objectives, plan, implementation and evaluation as a continuous process for organizational performance, development and survival.

ii) Objective should be SMART and Unambiguous

Objectives should be SMART (Specific, Measurable, Achievable, Realistic and Timely) and unambiguous, and should develop individual as well as meet the needs of the Media Organization. Objectives should also include performance targets, measures standards and should be seen as attainable by individuals. Also a basis for motivating through intrinsic and extrinsic rewards should be provided as this will lead to commitment and improved performance.

iii) Provide Specific information to employees

Performance appraisal information system which is used yearly at the IBC to assess employees' performance should provide specific information to employees about their performance problems and ways they can improve their performance.

This assessment should provide a clear understanding of the differences between current and expected performance, identifying the causes of the performance discrepancies and develop action plans to improve performance of employees through training and development programs.

iv) Create more Opportunities for training

Training needs should be considered on the basis of overall company objectives. The goals of the company should determine what training programs are to be organized for staff. Staff should be motivated to add value to themselves and to their lives.

v) Career Planning and development

Organizational career planning involves matching an individual's career aspirations with the opportunities available in the organization.

Career patching is the sequencing of the specific jobs that are associated with these opportunities. For career management to be successful in IBC, both the Authority and employees must assume equal share of the responsibility for it.

Employees must identify their aspirations and abilities, and through counseling recognize what training and development are required for a particular career information and training to its employees. Development and succession planning will also play a great role. Career progressions projection plans and training and development projections should be made available to each employee.

vi) Develop employees through formal education

The IBC could develop its employees through formal education which will give employees the opportunity to attend short courses offered by consultants or an executive MBA and university programs which normally involve lectures by experts, business games and simulations, adventure learning and meetings with customers.

vii) Motivation and Morale

Motivation generally seeks to boost employees' morale to work hard and thus increase productivity. It is against this fact that the researcher

wishes to recommend that in instituting proper training and development programs, IBC should initiate a policy for motivation attached to training. Motivation include both extrinsic, such as more pay, allowance, fringe benefits, and intrinsic such as recognition, appreciation, acceptance by fellow workers, opportunities for promotion, career development, performance and consultation for important matters.

Morale on the other hand increases productivity indirectly by reducing absenteeism, accidents, employee turnover and grievances. This means that the workforce can never develop in an organization where there is low morale and lack of motivation because motivation and morale leads to job satisfaction, which in turn leads to development.

viii) Enrich job experience

Most employee development occurs through job experiences. Development is most likely to occur when there is a mismatch between the employee's skills and past experiences, and the skills required for the job. To be successful in their job, employees in IBC must stretch their skills. There are several ways that job experiences can be used for employee development in IBC and these include the enlargement of current job, job rotation, transfers and promotion to positions with greater challenge.

ix Improve interpersonal relationships

An interpersonal relationship is another way for employees to develop skills, increase knowledge about the organization and its clients by interacting with a more experienced member. Interpersonal relationships can develop as part of a planned effort to bring together successful senior employees of the IBC together with less experienced ones.

x) Evaluate training for effectiveness

It is vital to evaluate training in order to assess its effectiveness in producing the learning outcomes specified when the training intervention is planned, and to indicate where improvements or changes are required to make the training even more effective. The basis upon which each category of training is to be evaluated should be determined at the planning stage while considering how the information required to evaluate learning events would be obtained and analyzed.

REFERENCES

Achieve, B. (2008). Effect of training and manpower development on productivity of workers retrieved from [http:// www. Adekass. Blogspot.com/ impact-of-motivation-on-employee.htm](http://www.Adekass.Blogspot.com/impact-of-motivation-on-employee.htm) 1 on October 6th, 2011.

Armstrong.M. (1996); A Handbook on personnel Management practice, 5th ed. London: Kogan page

Beardwell, N and Holden B, (1996), Management for sues, 2nd ed. England: prentice Hall publisher.

Beardwell, N. and Holden, B (1993), Management for success, 2nd ed. England: prentice Hall publisher.

Brown, (2002); Training Needs Assessment: A must for development an effect training program. Public personnel Management, 31 (4), 569-578.

Bryan Leslie A. (1990), An ounce of prevention for workplace Accidents, training and Development Journal, NY: USA vol.44. No.7.

Cascio, Wayne F. (1989), Managing Human Resources, 2nd ed. New York: McGraw Hill Book Company.

Cole, G.A (2002), Personnel and Human Resource Management, 5th ed. Continuum London: York Publishers.

Decouza David A and Robbins, Stephen p. (1996) Human Resources Practice, 5th ed. New York: John Wiley \$ sons Inc.

EPT 229: The Impact of Training and Development on Employees Performance product code: EPT: 299 Full material.

Evans, J.R and Lindsay W.M. (1999); The Management and control of Quality 4th ed. Cincinnati; Ohio; South-western college publishing.

Gordon, Mcbealh (1992), The Handbook on manpower planning, 1st ed.ok. Blackwell publishers.

Kenney et al, (1992), Management Made Easy, 1st ed. South Carolina: Omron publishers.

Lane, S.T and Robison, K.C (1995). Meaning of training and development; retrieved on October 2nd , 2011 from <http://www.writework.com/essay>

Maduabum, C (1992). Identification of Training needs in A.D. Yahaya and C.I.

McGhee et al (1996), Nature of learning, 1st ed . Boston: McGraw- Hill Book Company.

Mckenna, E and Vic Beech (2002), Human Resource Management- A-Concise Analysis, 1st ed. UK: Date publishing Company Ltd.

Muhammad Ansar (2009); Benefits of training for both the organization and employees.

Neo at el (200), Human Resource Management; Gaining Competition Advantage,3rd . Boston, McGraw- Hall.

Shelley Forst (2007); Training of Employees –Need and Importance of Training.

APPENDICES

FEDERAL UNIVERSITY OF TECHNOLOGY, OWERRI
SCHOOL OF MANAGEMENT TECHNOLOGY, SMAT
DEPARTMENT OF MANAGEMENT
10TH OCTOBER, 2013.

The Director General
IMO Broadcasting Corporation
Achikeudenwa Avenue
New Owerri.

Sir,

RESEARCH

I am a post-graduate student of the Department of Management Technology of the above mentioned Institution, conducting a research on "The impact of Training of Workers on Organizational Performance and Development".

As you can see, your establishment has been chosen for these purposes. I am therefore appealing for your mutual co-operation to enable me executive this project.

This is purely for academic purpose. Please be assured that the information elicited from you will be treated with strict confidence.

Thanks for your co-operation
Yours faithfully,

ANOZIE NGOZI EDITH
20114771698

RESEARCH QUESTIONNAIRE

SECTION A

BASIC DEMOGRAPHIC DATA (PLEASE TICK WHERE APPROPRIATE)

1. How old are you? (Years)
 - a) 18—25()
 - b) 26 -35 ()
 - c) 36 -45 ()
 - d) 46—55()
 - e) 56 — 59 ()
2. Gender;
 - a) Male ()
 - b) Female ()
- 3 . Educational Background;
 - a) Senior High School ()
 - b) Ordinary Level ()
 - c) Advance Level ()
 - d) Higher National Diploma ()
 - e) First Degree ()
 - f) Masters Degree ()
 - g) Others (please specify) ()

SECTION B

INFORMATION ON TRAINING AND WORKER PERFORMANCE

4. What is your position in IBC?
 - a) Accounts Clerk
 - b) Secretary

- c) Driver
- d) Office Clerk
- e) Computer Operator
- f) Engineers
- g) Security Officer
- h) Newscasters

5. How long have you been working with IBC?

- a 1 – 10 ()
 \ years
- b 1 – 20 years ()
- c 2 – 30 years ()
- d 3 – 40 years ()

6. Are you aware of any training programme in IBC?

- a) Yes
- b) No

7. Have you had any form of training since you joined IBC?

- a) Yes
()
- b) No ()

8. If you answered yes to question 6, how long ago?

- a) 1 – 6 months ()
- b) 7 -12 months ()
- c) 1- 3 years ()
- d) Over 4 years ()
- e) Not applicable ()

f) 9. If you have been with IBC for at least two years, how many times have you had any form of training?

- a) Only once ()
- b) Twice ()
- c) Several times ()

d) Never

10. How were you selected? Please specify.

11. What were the objectives of the training?

a) To help improve performance

b) To acquire more skills

c) Other please specify

12. What kind of training did you participate in?

Please specify.....

13. What methods were used for the facilitation?

a) Seminar

b) On-the-job training

c) Understudy training

d) Formal Lectures

14. How was the training evaluated? Please specify.

.....
.....

15. In your opinion, do you think training at IBC is planned and systematic?

a) Yes

b) No

c) Not sure

16. Are you motivated by and satisfied with the training program of IBC

a) Yes

b) No

17. In your opinion, do you think training has helped improve your performance since you joined IBC?

a) Yes

b) No ()

18. Has training offered you the opportunity to identify any potential you have for further development?

a) Yes ()

b) No ()

19. Have you ever been sponsored for further studies or personal development program? What kind of sponsorship please specify

a) Yes ()

b) No ()

20. Are you aware of any career development projections for you?

a) Yes ()

b) No ()

21. Are you aware of any training and development projections for you?

a) Yes ()

b) No ()

22. Have you ever self sponsored yourself for further studies to acquire new skills, knowledge and abilities?

a) Yes ()

b) No ()

SCHEDULED INTERVIEW QUESTIONS FOR MANAGEMENT OF IMO BROADCASTING CORPORATION

Fill in the blank spaces and tick the appropriate check boxes.

Rank

Department

1. Has IBC been involved in training and development for employees over

the past 10 years (2000-2010)?

.....
.....
.....
.....

2. How long has IBC been involved in training and development?

.....
.....
.....

3. What are the major purposes of training and what key internal and external influences impact on training?

.....
.....
.....
.....
.....

4. Does IBC have a training policy in place? Is the policy documented?

.....
.....
.....

5. Briefly describe the training policy and procedures in IBC .

.....
.....
.....
.....

6. Are the rank and file of **IBC** aware of the training policy?

.....
.....
.....

7. Would you please make available to me documents on training policy

and all other documents related to training and development?

.....
.....
.....

8. How did training practice develop in IBC?

.....
.....
.....

9. What principles of training apply at the workplace?

.....
.....
.....

10. The training process.

a) How are individual and organizational needs determined?

.....
.....
.....
.....
.....

b) How is staff selected for training?

.....
.....
.....
.....

c) How are training objectives determined?

.....
.....
.....
.....

d) How is the training plan developed?

.....
.....
.....

11. In presenting the training;

a) What are the kinds of training used?

.....
.....
.....
.....

b) What methods of training are used and why?

.....
.....
.....
.....

c) How is training evaluated?

.....
.....
.....
.....
.....

12. Is the implementation of the training policy monitored to ensure that it is practiced as prescribed? What is the monitoring mechanism used?

.....
.....
.....
.....

13. In your assessment, has Training impacted on staff motivation and performance? Could you please specify in terms of contribution to;

a. Increased individual productivity.

.....

b. Training in terms of numbers.

.....
.....
.....

14. Does training have an effect on worker performance and production? How do you measure training effect on worker performances and development?

.....
.....
.....
.....
.....

15. Do you keep personal profile of each employee?

.....
.....
.....
.....

16. Do you have records on past training with dates on each worker?

.....
.....
.....

17. Do you have career progression projections for each employee?

.....
.....
.....

18. Do you have training and development projections for each employee?

.....
.....
.....

19. Please provide data on employees sponsored in the past 10 years in terms of;

- a) Number sponsored each year for the past 10 years
- b) Type of sponsorship offered
- c) Studies completed.



Study of oxidative stress induced by cassava effluent on juvenile *clarias gariepinus* using antioxidant enzyme system. by Anozie, M.M.is licensed under a [Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License](https://creativecommons.org/licenses/by-nc-nd/4.0/).

