STAFF TRAINING AND DEVELOPMENT IN PUBLIC SECTOR (A Case Study of Jigawa State Local Government Civil Service Commission)

BY

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HND/PA/17/033A

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CASE STUDY OF JIGAWA STATE LOCAL GOVERNMENT CIVIL SERVICE

COMMISSION)

BY

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HND/PAD/17/004^A

NG A PROJECT SUBMITTED TO THE DEPARTMENT OF PUBLIC
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DECLARATION

I hereby declare that, this project is a product of my own research effort. It has not been presented or published anywhere by any person, institution or organization or used for any previous application for the degree, HND or other qualification. All sources of data used have been dully acknowledged by means of references.

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APPROVAL PAGE

This is to certify that this research work has read and has met the requirements of the department of Public Administration, for the award of Higher National Diploma in Public Administration, of the College of Business and Management Studies, Jigawa State Polytechnic Dutse

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CERTIFICATION

This project titled **"Staff Training and Development in Public Sector**

(A Case Study of Jigawa State Local Government Civil Service Commission)" by NUHU

ABDULLAHI, meets the regulation governing the Award for HND, and is approved for its

contribution to knowledge.

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DEDICATION

This research work isdedicated to my late dad Mal. AbdullahiAdamu may his soul rest in peace and my lovely mom Mal. Halima Abdullahi, sisters and brothers may Almighty Allah reward them abundantly amen.

ACKNOWLEDGEMENTS

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Abstract

The research examines the impact of staff training and development in public. Content Analytical Approach was adopted and the organizational learning theory is used in this research work. On the cause of this research study, 50 questionnaires were administered of which successfully returned and were used for analysis. Organizational learning entails simply how learning takes place in an organization. Individual learning and organizational learning are part of a cycle, in that what people do affects the outcome of the processes and the tasks in organizations. What people learn also has an impact on the organization. Despite the important functions and role been played by civil servants, there were also observed flaws that bedeviled the successful function of civil servants in local government. However, it was indeed, an improvement on the skills and competence of the staffs to undergo a special training whether in the service or from outside the organization. The research recommends amongst others; that civil servant needs to be truly independent in all ramifications to discharge its duties impartially so as to ensure credible outcome and enthrone sustainable services in their local government; the government should tackle the issues of corruption, partiality, from of recruitment, ensure institutional and human capacity development because, development itself, would raise its own armies to fight corruption.

CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND OF THE STUDY.

The inexorable match of time and the ceaseless clamour for social change combine tomake adaptability and containing preparation of the workforce as inevitable as the initial acquisition of knowledge and skills. This cannot happen if staff training and development donot occur in an enterprise. In other to maximize the productivity and efficiency of theorganization, every executive, manager or supervisor in a public or private enterprise has theresponsibility and indeed the bounding duty to ensure the development of men and womenwho have requisite knowledge and expertise. The aim is to enable them to contribute theirfull measure to the welfare, health and development of the enterprise. (Onah, 2008:129). Stafftraining and development in the organization is strictly attached to the personnel departmentof the Human Resource managers. This builds up the man power or human resource planning of theorganization either public or private to achieve organizational goals. A research of thismagnitude could not be delved into without understanding first the key concepts in the study.

Employee training and development are at the heart of employee utilization, Productivity, commitment, motivation and growth. Many employees have failed in Organizations because their need for training was not identified and provided for as anindispensable part of management function. Training is organizational effort aimed at helpingan employee to acquire basic skills required for the efficient execution of the activitiesfunctions for which he is hired. Development deals with the activities undertaken to exposean employee to perform additional duties and assume positions of importance in theorganizational hierarchy. Nwachukwu(2009:127). Employee productivity is a function ofability, will and situational factors. An organization may have employees of ability

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anddetermination, with appropriate equipment and managerial support, yet productivity fallsbelow expected standards. The missing factor in many cases is the lack of adequate skills andknowledge which are acquired through training and development. In the same vein,Anugwom (2007:59) in a critical evaluation of manpower productivity in Local GovernmentSystem described the available human resources that the local government can tap, in order toeffectively discharge its duties and obligations to its constituents. It is worthy of mention that

The manpower needs of the local government can be seen at different stages, each Corresponding to a particular need or duty. Showing clearly the urgent need for the stafftraining and development periodically. This was why Denhardt and Denhardt (2009:341)stressed motivation while discussing leadership and management skills in publicadministration. They opined that whether members of an organization perform well dependspartly on ability and partly on motivation. A person must already possess or be able to learnthe right mix of skills and ability to do a job and must be motivated to do the job well. Whenyou can help develop your employees' skill through instruction, training programmes, and soforth, you are likely to have a significantly greater impact on their motivation and workattitude.

On the other hand, Okoli and Onah (2010:129) views development as progression, Movement, and advance towards something better. It is improvement on the material and non-material aspect of life. It involves action, reaction and motion. To support that Armstrong(2010:750) defined development as an unfolding process that enables people to progress froma present state of understanding and capability to a future state of which higher-level skills,knowledge and competencies are required. It takes the form of learning activities that preparepeople to exercise wider and increased responsibilities. Therefore, while staff training takesthe format of the on the job and some other forms of in – service training resulting or

Intended to develop knowledge or expertise, greater confidence and indeed also a hugepedigree of performance. Staff development on the other hand, is the growth and acquisitionof wide experience for future strategic advantage of the public service or organization.Any organization that has no plan for the training and development of its staff is lessthan dynamic, for planning and learning is a continuous process and acquired skills getobsolete if not updated – thus periodic training.

1.2 STATEMENT OF THE PROBLEM

Out of the traditional personnel management functions – recruitment, placement, Wages, administration, employee welfare, discipline and industrial relation – staff training and development tend to receive far less attention than others mentioned above. Ubeku(1995:14) saw this condition very bad that he opined,

''There are many organizations in this country that regardtraining and development as expensive ventures and avoidsthem like the plaque. What such organization are interestedin are the immediate returns. But in a changing world, ofwhich Nigeria is a part, this attitude can no longer holdgood''

However, in some organizations where the need is recognized and enormous wealth spent for staff training and development, the training is usually either inappropriate, haphazard or notdirected to the organizational needs. And in some other cases, the trained staff may bedeployed where the skill acquired will be meaningless. Again, in some organizationsmanagement regards training and development as not too important to the growth of theorganization. As a result little or no support is given to training programme.

Ojo (1980:155) states that management institutes training programmes merely Because it is the fashionable thing to do. He maintained that this bad posture has hamperedthe positive behavior and attitudes of employee. The observation of this problem therefore,deserves to research on and solutions given. It is important to

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state that every scientificinquiry begins with problems and such problems are prompted by some troubled situations.Furthermore, a problem is recognized when a doubt is raised, difficulty is created ordissatisfaction occurs and a solution is needed. For many years, Nigerians have constantlyused the aphorism, "Government work is no man's work". This notion has been nursed andpracticed in our various parastatals and public offices. Consequently, government customers Are subjected to wait longer than necessary. From the above anomalies facing the workproductivity in the jigawa state local government civil service commission, the researcher hereby draw thefollowing statement questions to guide the study:

A). How can training needs be determined and how can a training need be distinguished froman organizational need?.

B) How can employees be motivated to increase their productivity?.

C) What are the benefits of staff training and development to an organization?.

D) To what extent can the achievement of objectives of the training programmebe Determined?.

E). Can training and development metamorphose to economic empowerment to the staff?

1.3 OBJECTIVE OF THE STUDY

GENERAL OBJECTIVE

The general objective of this study anchored on three (3) arms, namely Increased Productivity, Higher Morale and Better coordination.

a) To be more explicit, increased productivity remains at the frontline of any organization, and a well trained personnel performs much more better than the untrained counterparts elsewhere.

b) On the ground of higher morale, the response of the trained staff is always, "yes Ican". That is the confidence on the employee's ability to perform the task. And thecontrol of his work environment.

c) Better coordination, training helps in the coordination of human and capital resources.During the training programme, the employee's are taught the goals and objectives ofthe organization. On the whole training reduces cost and increases productivity.

SPECIFIC OBJECTIVES

It should be noted first and foremost here that in the developing countries like Nigeria, staff training and development has tended to be an exclusive concern of junior andmiddle level public service personnel, while the senior and top executives have been left outof training. Whatever the reason may be, the truth is that for an enterprise to functioneffectively and efficiently there should be periodic staff training and development, it is acontinuous process. This must be operational through the instrumentalities of humanresources planning. The essence is to secure and maintain comparative advantage, towithstand the future goals and objectives of the organization. The objectives of this researchwork have been outlined below as follows --

A. To determine why training is a sine qua non to staff development

B. To demonstrate that training should be geared towards organizational needs and nothing more or less.

C. Evaluating the relationship emanating from training, development, staff – attitude andtheir (staff) human development index.

D. The outcome of the relationship between the local government staffs and the humanenvironment (local people).

E. To isolate possible factors that influence the local government staffs on work attitude.

1.4 SIGNIFICANCE OF THE STUDY

The significance of this research work epitomized the value or contribution which theresearch will make to the existing knowledge. Obasi (1999:73), confirmed that

research ismost important tool for advancing knowledge and enables man to relate more effectively, andby extension efficiently to his environment. Also, the researcher has come to understand thatto research means breaking a new ground, which means the target is geared towards problemsolving.The significance of this study are categorized into theoretical and empirical studies.

THEORETICAL SIGNIFICANCE

The research will stimulate future readers in the task of complementing the work already done. This is because it has the potentials of contributing greatly to the growth ofexisting theories in social sciences particularly in public administration and human resourcesmanagement. By helping to enrich the wealth of knowledge through its reliable findings onthe impact of staff training and development on work attitude in the jigawa state local government civil service commission can be established. This is to say that our study would assist in improving thefrontiers of knowledge especially in the management of the Nigerian public service.

Again, the research work has the ability to contributing immensely to the existing body of literatures on this subject matter. Literature on staff training and developmentcontributed well to the swift development of this work.

EMPIRICAL SIGNIFICANCE

Empirically, this study research work will serve as the foundation or platform for future researchers who will in due time embark on the investigation on assessing the impactof staff training and development on work attitude in public service, a study of jigawa state local government civil service commission. In other words, this research will serve the academia as a useful and veritablebibliographical reference which will stimulate research for other related studies in relation tostaff training and development in public service.

Moreover, human resources training and development are important functions of

personnel management. Consequently, the significance of this study is vividly stated asfollows:-

A. The study would encourage government functionaries in carrying out attitude surveyfrom time to time and knowhow and when to organize their workers and employee'straining.

B. It would also enable government functionaries to identify when an employee is losinginterest or is dissatisfied with the job, and know what remedy to adopt.

C. Human resources management consultant would benefit by using this study as a guidein planning further training attitudinally required and exercising appraisal periodically.

D. Theoretically, the study identifies the relationship between training and employeework attitude.

E. Finally, this study formed additional framework for further research on similar fieldof study.

1.5 SCOPE AND LIMITATIONS OF THE STUDY

Though the general objective of this study is to examine the impacts of staff trainingand development on work attitude in the jigawa state local government civil service commission, thescope encompasses the core-task of the local government organizational purposes. Accordingto Okoli (2009:25):

Core-task, therefore, encompasses a broad spectrum,functions, administrative methods and procedures as well asthe structure and pattern of control and coordination, whichdefine and inform any organization ..... In other words, the core-task of any organization, at any point in time, is what thecontrolling authority (regime in power) defines it to be.

Earlier, Okoli stressed that you cannot talk of local government without talking about thenational (federal and state) government. Any discussion of local government implies theexistence of another "higher" level of government. The

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idea of local presupposes theexistence of a more encompassing or broader government super intending the local one. He enunciated, illustrating from the genius idea of Aristotle about the true relationship among thecommunity, the town and the nation. To him, man's failure to satisfy his wants compelledhim to form communities and towns. The failure of the communities and towns to be self sufficient led to the formation of nations and republics. It is therefore, clear that for Aristotle,communities and towns are prior and, therefore, superior to the nations and republics. In thesame vein, local governments are prior, and therefore superior to national governments. Thus, bottom-up approach of staff training and development in all sectors of public organizations(including private) would ensure positivity on staff attitude to work.

1.6 HYPOTHESIS

H0: There is no significant relationship between staff training and development with work attitude in the Jigawa state local government civil service commission.

H1: There is significant relationship between staff training and development with work attitude in the Jigawa state local government civil service commission.

1.7 RESEARCH QUESTION

  i.   What are the impact of staff training?
 ii.   What is the implication of not practicing staff training in an organization?
iii.   Which way or strategies should organization used in staff training?
 iv.   How can problems of staff training can be solve?

CHAPTER TWO: LITERATURE REVIEW

2.0 LITERATURE REVIEW

2.1 INTRODUCTION

Literature review focuses on identifying contributions already made by other scholars on the topic under study. It offers an opportunity to identify gaps in existing literature and through the identification of such limitations, new research problems worth investigating can be discovered. This section of the study will deal with the review of relevant literatures from books journals, periodicals and other related publications. The literature review of this study was organized under the following sub-headings: Concept and meaning of staff training and development; Aims and objective of staff training and development; Types and methods of staff training and development; Assessment of training needs; Principles of training and development; Problems of staff training and development; evaluation of staff training; The role of institutions in staff training; and finally, Staff training and development in Nigeria.

2.2 CONCEPT AND MEANING OF STAFF TRAINING AND DEVELOPMENT

A Greek philosopher Aristotle avers, "Definitionestnominis", that is, the beginning of any discussion or arguments lies in the clarifications or definition of the relevant terms. With due respect to this philosopher, may we have a close look at the term training and development.

Training and development is a process that enables organizational members to Acquire knowledge and skills they need to perform their jobs effectively, take up new responsibilities and adapt to changing circumstances. Thus, it enables organizational members to become better performed. It is important, however, to distinguish the two terms. Training primarily focuses on teaching organizational

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members how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers.

It is usually for non-managerial state. Development on the other hand, is technically managerial inclined. It focuses on building the knowledge and skills of organizational members, so that they are prepared to take on new responsibilities and challenges. The use of initiative between the mangers and non managers also differ. For mangers or administrators, the expectations, including use of initiatives, is wider when compared with non-mangers. Agbaeje, (2007:135).

Cole (2006:350) stated clearly that the scope of training and development activities, as in most other activities in an organization, depends on the policy and strategies of the organization. This is because policy is the framework and compass for the achievement of any goal. In support of that Ikpetan and Ebiai (2009:17) detailed that training and development results from a planned organizational effort to help employees improve work behaviours. Bhaskar (2007:132) asked a rather rhetoric question when he wrote that "to train or not to train" is no longer a question that an overwhelming majority of companies need to answer. Action in the affirmative needs to begin almost simultaneously with the inception of the organization. Effective training enables employees to learn to do their jobs better and perform more proficiently. With increasingly advanced technology, continuous training of personnel has become essential to the success of the organization. Companies and organizations increasingly need to provide opportunities for the continuous development of employees not only in their present job, but also to develop their capabilities for jobs which they may be entrusted in the future. He thus, defined training as the systematic process of

personnel for the purpose of improving individual and organizational performance. It is fundamentally important for the continued growth and development of both individual employee and the organization. From the point of view of the

individual, learning and absorption go on continuously throughout life. Training provides the direction and guidance for this perpetual learning process. Security and confidence are additional attributes that a well-trained employee acquires. From the organizational view point, training shortens the time required for employees to reach peak efficiency levels. The cost of training is considerably less than the cost of gained experience particularly in the context of advanced technology and expensive equipment. Essentially, training contributes significantly in increasing the quality and quantity of work processed, and reducing waste and idle time. It is now widely acknowledged that the collective influence of a group of well-trained employees can largely determine the success of the firm.

On the other hand, Bhaskar (2007:154), Bateman and Snell (2004:312) among others have the same understanding of Development. To them, it involves teaching managers and professional employees broader skills needed for their present and future jobs. In today's competitive environment, an organization has to be concerned about the development of the management team-supervisors, middle-level managers and top-level executives. Management development focuses on developing in a systematic manner, the knowledge base, attitudes, basic skills, inter personal skills and technical skills of managerial cadre. Since managers are such a vital gas in the success of any organization, special attention needs to be provided for the development. Technical or operating employees must also be trained and re-trained continuously, but it is very important to have a managerial cadre that possesses skill and motivation. Different levels of management have different development needs. At the executive level, managing time and team-building are crucial needs, while at the supervisory level, instituting motivational programmes and appraising subordinates are important needs. In general terms Bhaskar (2007) opined that the goals of the management development include;

a. Increasing the knowledge, skills and abilities of managers to prevent them from

Becoming obsolete.

b. Helping each person learn about his personal strengths, weaknesses and interest so that his decision-making capability is improved along with his job behaviour.

c. Ensuring greater job satisfaction.

d. Enhancing job performance effectiveness.

e. Improving communication among management personnel and making better use of informal discussions about their work.

f. Identifying broad inclusive problems which affects several operating departments so that joint approach is adopted and team work is fostered.

g. Evaluating the adequacy and suitability of company policies.

h. Stimulating managers to appraise and develop their subordinates.

Moreover, Bhaskar stated that it is a truism that no programme develops a manager, one develops oneself. The attempt at best can be to make a person aware of his growth possibilities and encourage self-help. The urge to acquire knowledge and skills must be strong within the individual. Without the individual's desire, ambition and will to achieve, no amount of organized managerial training will bring about miraculous changes. Armstrong (2006: 559 and 575) captured the clearer concept of development and training when he

Averse that development is an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher level skill knowledge and competencies are required. It takes the form of certain activities that prepares people to exercise wider or increased responsibilities. It does not concentrate on improving performance in the present job. And for training, it is the use of systematic and planned instruction activities to promote learning. The approach can be summarized in the phrase "learners based training". It involves the use of formal processes to impart knowledge and help people to acquire the skills, necessary for them to perform their jobs satisfactorily.

It is argued that learning in groups increases individual learning. The most important point is that Human Resource (HR) managers need to provide training solutions that are SMART.

Specific/Significant.

Measurable/Meaningful.

Attainable/Achievable.

Realistic/Relevant.

Time Framed/Timely.

Be that as it may, Dessler (2011:291&311) maintained that training means giving new or current employees the skill they need to perform their jobs. In any case, training is a hallmark of good management, and a task that managers ignore to their peril. Having high potential employee does not guarantee they will succeed. Instead, they must know what you want them to do and how you want them to do it. It is not always easy to tell where training leaves off and, management development begins. The later, however, tends to emphasize both long-term development and a focus on developing current or future managers or directors. Management development is any attempt to improve managerial performance by Implanting knowledge, changing attitudes or increasing skills, The management development process consists of (1) assessing the company's or organization's strategic needs, (2) appraising managers current performance and then (3) developing the managers. Consequently, although training and development are used almost inter changeably with reference to individual employees, there are however, distinctions of emphases and scopes. Broadly speaking, training is regarded as applying principally to the improvement of skills and hence learning how to perform specific tasks while development is an unfolding process carried on as a form of growth and maturisation. Training is more a short-term process of utilizing as systematic and organized procedure by which non-managerial

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personnel learn technical knowledge and skills of definite purposes. Development on the other hand, is a long-term educational process, utilizing a systematic and organized procedures by which managerial person learn conceptual and theoretical knowledge of general purposes.

2.3: AIMS AND OBJECTIVES OF TRAINING AND DEVELOPMENT

The training objectives of training and development (Armstrong, 2006:500-510) are to develop the competency of employees and improve their performance, help people to grow with the organization in order to meet the future human resources need from within and to reduce the learning time for employees starting in new jobs on the appointment, transfer or Set goals, Plan Action, Implementation, promotion. Paauwe and Boselie (2005:69) opined that in practice, though, this is a field that appeals to a number of related (sub) disciplines involving academics with different backgrounds, and more importantly, also their own way of operationalizing the concept in terms of a range of HR practices of training and development. Also scholars like Nwachukwu (2009:128) and Bhaskar (2007:135) believed that there are necessary factors that are instrumental to the aims and objectives of training and development, and they are as follows:

a) The primarily purpose of training is to establish a sound relationship between the worker and his job - the optimum man-task relationship.

b) To upgrade skills and prevent obsolescence. The jobs that employees do are not static. They change, sometimes without necessary awareness, since technology advances are getting increasingly more rapid. To keep pace with changing technology, mechanization, automation, electronic data processing etc. training becomes mandatory for employees in order to update them, teach them newer skills and increase their efficiency.

c) To develop healthy, constructive attitudes. Training programmes in organization are aimed at molding employee attitudes to achieve support for the organizational activities and to obtain better cooperation and greater loyalty.

d) To impart broad-based knowledge relating to the plant, machinery, material, product, quality and standards to factory, workplace and work environment.

e) To prepare employees for future assignments, people are not generally satisfied if they continue to work in the same position or at the same level for long. Mobility is a major factor in motivation. One of the objects of training is to provide an employee an opportunity to climb up the promotional ladder or to move on to assignments which will help upward mobility.

f) To increase productivity. The most efficient and cost effective ways of performing jobs are taught to the employees which naturally leads to enhanced productivity, i.e. increased output at higher quality. Initiative and creativity among employees is also fostered.

g) To minimize operational errors. Since training is an effort to provide to the employee opportunities to acquire new and improve existing job-related skills, it follows that operational mistakes will be significantly reduced. Unnecessary repetition, wastages and spoilage of materials is brought down; deficiencies in methods of doing work are ironed out in training sessions thereby also reducing the hazard of accidents. Consequently, a safer and better work environment is recreated.

h) To enhance employee confidence and morale. With greater knowledge and finely honed skills, the employee approaches his job with greater confidence and sureness. His belief in himself and his ability increases manifold and so, simultaneously, does morale.

i) To bring down cost of production. Because better, more cost effective methods are taught, because mistakes and errors are minimized, because productivity is

improved, because quantity standards are adhered to more strictly and because confidence is engendered, significant strides are automatically taken in the areas of cost control and economics in the production process.

j) To bring down labour turnover and absenteeism. Training is a powerful tool that breeds in the employee a sense of pride as well as of belonging. Both these contribute in a major way to checking and reducing labour turnover as well as absenteeism. Robert Waldersee (1997:266) succinctly gave an illustration of how the management of organizations delivers massages and trainings which are relevant and acceptable to employees through channels that draw their maximum attention.

2.4 ASSESSMENT OF TRAINING NEEDS:

Cole (2006:352) defined training need as any shortfall in terms of employee Knowledge, understanding, skill and attitudes against what is required by the job, or the demands of organizational change. This is a very crucial and fragile position in the organizational strategic management. For the purpose of our study, the HR managers require employing management by objectives (MBO) model so that the goals would be realized in the local Government Areas of Orlu Zone in Imo State. Gary Dessler (2011) was of different opinion in approach when it comes to the issue of staff training and development. To him you do not first and foremost assume that the under-performing of current employees is training only. He submitted that performance analysis is the process of verifying that there is a performance deficiency and determining whether the employer should correct such deficiencies through training or some other means (like transferring the employee). That the researcher believes also could to an extent change or improve the employee attitude to work,if found out to be. In agreement to that statement, Onah (2008:145) held that there are many ways of overcoming deficiencies in human performance at work, and training is only one of them. When training staff conduct

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a comprehensive training needs analysis in their organization, they will focus on four main sources for their information:

a) Organization level data (e.g. about the management structure, communication channels products/ services offered, personnel requirement).

b) Job-level data (e.g. about individual jobs/ roles, and skill requirements).

c) Individual data (e.g. performance appraisal data, training records).

d) Competence standards (i.e. occupational standards agreed nationally for different levels of responsibility).

WHAT IS TRAINING GAP WHAT SHOULD BE

Co-operate or functional result.

Knowledge and skill possessed.

Actual performance of individuals

Co-operation or functional standard

Knowledge and skill required.

Target or standard of performance.

In explaining the training gap presented above, Armstrong (2003) contended that training should be positive and should be more concerned with identifying and satisfying learning and development needs. Multi-skilling, flitting people take on extra responsibilities, increasing all-round competence and preparing people to take on levels of responsibility, in the future.

On another development Armstrong (2003) subdivided training needs into three, first for the organization as a whole-corporate need, second for departments' team, functions or occupation within the organizations-group needs and third, for individual employees individual needs. The three areas are demonstrated below:

TRAINING NEEDS ANALYSIS- AREAS AND METHODS.

Source: Armstrong 2003.Figure 2.6.

Moreover, Nwachukwu (2009) while stressing on the training need referred to

Gilbert formula for identifying training needs in an organization, thus.

$D = M - I$

$D =$ Inefficient in the employee

$M =$ Complete test of labour necessary for mastery of the job.

training arrangements are meeting training needs.

2.5 TYPES / METHODS OF STAFF TRAINING AND DEVELOPMENT

After the objective and the needs have been determined and trainers and trainee in the organization have been selected the programme is run. From the analysis of training needs and translating them into behavioural objectives, the training manager works out the content and facets of the training. What skills are going to be taught, what kind of employee development is sought, what long or short term objectives are proposed?. All these will determine the design and details of the training programme. To be really useful, however, the method chosen should meet the minimal conditions needed for effective learning to take place, i.e. the training method should.

a) Motivate the trainee to improve his or her performance.

b) Clearly illustrate desired skills.

c) Provide for active participation by the trainee.

d) Provide an opportunity to practice.

e) Provide timely feedback on the trainee's performance.

f) Provide some means for reinforcement while the trainee learns.

g) Be structured from simple to complex tasks.

h) Be adaptable to specific problems.

i) Encourage positive transfer from the training to the job.

However, numerous training methodologies and techniques have been developed over the years to meet certain specific needs. There is no one method of training that can be treated as best for everyone or for every group. Different situations

demand different methods and approaches. Each has structured procedures which offer certain advantages and suffer from certain limitation. In using a particular method, the trainers should be fully aware of its strengths and drawbacks so that the rational for its use as also the reasons for its choice over

other methods are carefully weighed up. Such an approach would enable the trainer to make the best use of the method finally adapted.

Broadly speaking Bhaskar(2007), Dessler(2011), Cole(2006), Armstrong(2006) and Nwachukwu (2009) among others have common and identical notions on most methods or forms of staff training and development. Here are some tested methods below.

• LECTURES

This is the time-worn didactic method where an instructor orally communicates his ideas, concepts and theories to a group of recipients. It is often the most widely used and also the most economical. With time, the method has been embellished by some effective ornamentation. Slides and overhead projectors, video tapes motion pictures, reading lists, closed-circuits TV, etc, are new part of the modern-day lectures amoury. This has certainly improved the quality of lecture -oriented communications which has proved to be particularly useful when concepts, theories, instructions and procedures are to be imparted. The lecture method is also the most economical since a large number of people can be trained simultaneously saving man hours and money. Yet the drawback is that listeners play a large non-participatory role. They may ask questions but they never get the feel of what is being talked about. Furthermore, participants do not share each other's experiences and hence the learning is confined to what the lecturer has to say.

• ON-THE-JOB TRAINING

This form of training is perhaps the most commonly used. The learning that takes place is centered on the job. The employee is placed into the real work situation and shown the jobs, its methodology and logistics by an experienced employee or supervisor. The trainee uses the machines and tools he will use once the training is completed. He learns in the same environment where he will, in the near future, be working at his future supervisors and peers and familiarize himself with the nitty gritty of day-to-day operations. Although this programme is relatively simple and fairly economically, if not handled properly, the costs can be high in damaged machinery, unsatisfied customers and poorly taught workers. This automatically implies that trainers must be carefully selected and trained. The trainer himself should be properly motivated and adequately rewarded for doing his job-well. He should also be well-unversed with effective training techniques

• OFF-THE-JOB TRAINING

Excluding apprenticeship, vestibule training and on-the-job training, all other forms of training are grouped under the umbrella term off-the-job training irrespective of whether the training is conducted in classrooms, vocational schools or elsewhere. Although there are a wide variety of off-the-job methods, the most frequently used one are the conference discussion, programmed instruction, computer-assisted and simulation approaches.

• JOB ROTATION

This is a training device that makes it necessary to move the trainee from one department or unit to another to master what goes on in that section. The essence of this programme is to broaden his experience in different jobs.

• ROLE PLAYING

This is a technique of training where the trainee plays the part of a certain character or acts in an event. He is taught to do a job or make decisions the way he thinks his

boss could have done it. Role playing is very exciting as it challenges the imagination of the employee. Role playing promotes retention as it heightens imagination, ingenuity and resourcefulness. Nevertheless, Cole (2006:350) demonstrated that majority of organizations; however, do have a positive policy on training and development. In some cases, this may be no more than to state that the company will provide resources to ensure that key skills are maintained

within the organizations, in other case, the policy may refer comprehensively to the various actions it will take to ensure not only a regular supply of skills, but also a high degree of personal motivation through development opportunities provided by the company. For the purpose of this chapter, it will be assumed that organizations see an important role for training and development in the provision of skills and the improvement of employee motivation. To Cole a term frequently use to describe well-organized training (and development) is systematic training. This is demonstrated below through the cycle of strategic organizational training policy.

2.6: PRINCIPLES OF TRAINING AND DEVELOPMENT

At the very heart of training theory lies learning theory or in other words, the principles of learning are basic to all training programmes. Irrespective of the type or method of training, it is imperative for the trainer to keep in perspective some of the principle of learning which have been developed over the past century. This is essential in order to promote efficient learning, long-term retention and application of skills and knowledge Identify Training Needs

Plan Required Training

Evaluate Training

Carry Out Training

learned in training to the actual job situation. The following is a summary of some of the vital principal of learning that are applicable to the design and implementation of training programmes.

a. MOTIVATION

An individual must be motivated to learn. A person must recognize the need to learn and derive satisfaction from the learning experience. To learn, you must want to learn. If a trainee is not interested or demotivated, then the learning outcome is going to be insignificant and the organization's expenditure would be instructions. Conversely, two much intensity about learning and outcomes may result in setting over-amid-times goals and actually demotivating the employee.

Perhaps the most effective way of raising a trainee's motivation is goal setting. Goal setting has a proven track record of success in improving employee performance in a variety of settings and cultures. Goal theory has three important implications for motivating trainees:

i) The objectives of the training programme should be made clear at the outset.

ii) Goals should be challenging and difficult enough for trainees to derive personal satisfaction from achieving, but not so difficult that they are perceived as impossible to reach.

iii) Ultimate goals should be supplemented with sub goals which would act as mileposts along the way. Also, while goal setting clearly affects the trainee's motivation, so also do the expectations of the trainer, the higher (but realistic) the expectations, the better the trainees perform.

b. PRACTICE

Time must be provided for practice and repetition of subject matter that has been learned. There is an ocean of the truth in the old adage practice makes perfect. For anyone learning a new skill or acquiring factual knowledge, there must be the opportunity to practice what is being learned. This increases the length of time that the training materials will be returned, and makes the learning more reflexive so that tasks become automatic. Additionally practice enables the quality of performance to be retained particularly during periods of emergency or added

stress. Finally, practice facilitates the transfer of training to the job situation which, in a sense, is the most vital of all training objectives.

c. REINFORCEMENT

Learners need reinforcement of appropriate behaviour. Psychologists have confirmed through research that learning is greatly increased by providing positive and immediate reinforcement of the desired conduct. Reinforcement may be in the form of praise, money, promotion or other forms of recognition. For learning to take place and be internalized to the required extent, trainees need to be provided with some form of incentive or reward. This reinforcement, or the acknowledgement that what has been acquired is desirable, can be either extrinsic or intrinsic, i.e. either external praise or some tangible reward or alternatively, an inculcation in the individual of a sense of advancement or progress.

d. FEEDBACK

Here, ChartterjeeBhaskar (2007:143) opined that to be told how he is progressing is a very important facet of a trainee's progress in imbibing the training. Feedback is a form of information about one's attempt to improve and in fact is vital for learning as well as for trainee motivation. During the training process, therefore, it is useful for the trainee to be informed how well he is progressing. The acknowledgement of results is an effective motivator-constant and periodic feedback had positive effects on the trainee's learning process. Broadly speaking, feedback by providing direct information about the correctness of his responses, allows the trainee to make adjustment in future behavior. Secondly, it acts as an indication that the trainer is interested in the employee and thereby makes the learning process more interesting and maximizes the willingness to learn. Finally, enable trainees to self-assess their progress and maintain performances at required levels. In other to prove effective, feedback should follow the completion of various stays of the training programme. On the conclusion of each stage, the

trainee should have a clear perspective of the progress he is achieving, the drawbacks in his performance if any, the encouraging aspects, and whether any behavioural or attitudinal correctives need to be adopted.

2.7 PROBLEM OF STAFF TRAINING AND DEVELOPMENT

Training and development, as an HRM activity, is typically in a most paradoxical position in organization, and companies. With increasing profitability, they can afford to invest in training and development, while in turbulent times with low profitability, training budgets are the first savings targets. For example in Finland according to employees relations department (1997:48) in order to diminish training costs, there is a change currently under way in Finnish Local Government Areas and private organizations, from external to internal training courses and on the job training. Nwankwo (1988:209) summarized the problems associated with training as those related to the bureaucracy, the socio-economic and technological environment of public administration in Nigeria. He also opined that problems with institutional framework and management education are inclusive. In that even though several governments review commissions have recommended the efficacy of public management training, the idea remains poor within and among the political society and civil servants. Be that as it may, the public management training programme in Nigeria has overtime, Besieged with inadequate financing and non-programming meaningfully.

On another development, Onah (2008:151) stated that one of the reasons for training problems is inability of the ministries to post administrator to job that are directly related to the areas of their training. Ideally, training should be related to the job assignment after a training programme. There is also reluctance on the part of government to release many officers for training programmes. This is because training is expensive in terms of money and time involved in maintaining officers during their programmes. In the planning and implementation of government

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programmes, the level of their performance in this area can decrease considerable if many administrators are released at the same time. Another problem of training according to Nwankwo, is that of organizational politics. At the root of this problem is the question of the extent to which the departments engaged in public administrative training within the local government system should be autonomous, in terms of control of their funds, the recruitment of their staff, the development of their curricular, and so on.

It would appear that in any system, especially at the local government level, the deployment of human resource is ostentatiously guided by the desire to get the best out of the staff in order words the use of staff is apparently driven by the goal of effective use of manpower is a serious problem confronting many organization in Nigeria today. Local government system occupies a crucial position in the countries development dynamics. This is so because of the proximity of local government to the grassroots, therefore for any development to be sustainable it must be bottom up in nature; this is possible with the active

involvement of the local government system in the whole process of social improvement or development. It is undoubtedly that the aim of every organizational system is to perform creditably with efficient and effective service to the public. And some other problems include;

a) **LACK OF CAPACITY**: This has to do with the glaring incapacity of the organization to attract and retain high quality staff. Also part of the incapacity is the inability or unwillingness of the public organization to invest reasonably on staff development and training instead of this, local government workers who are fortunate to further their skills do so secretly out of fear of being victimized.

b) **CORRUPTION**: Hence, as Amujiri, (2002:68) rightly noted, one of the most fundamental problems facing Nigeria today is Corruption. Corruption has weakened the efficiency of government in Nigeria, increased opportunities for

organized crime, eroded confidence in the justice of the political order, discouraged the habit of hard work, dedication, honesty and discipline, add to tax payers burden, rendered patriotism nearly impossible and made nonsense of public accountability. Achebe (1983) has identified corruption as a cog in the wheel of the public service in Nigeria. Corruption affects job performance and efficiency in that, it creates a situation where attention and more crucial workers dolly-dally in performing their duties their palms greased. Public organization is obviously a zone of corruption. This makes mediocrity and foot dragging the order of the day. Mediocrity, which it's a very dangerous dimension to corruption, creates a scenario where people who are not qualified are either employed or to the positions of high responsibility and patronage. The use of patronage as should be expected is usually common in political circles and democracy. Because of this, there may be the tendency of local government officers and fresh appointments and to an extension the short listing of those who will go for training courses; to be allocated on the basis of loyalty to the ruling party or its officers. This practice invariably gets in their way of the efficient performance of duties since we may be confronted with cases of square pegs in round holes.

2.8 EVALUATION OF STAFF TRAINING AND DEVELOPMENT

Evaluation is of crucial importance in ascertaining whether or not the training programme is providing to be effective and its objectives are being achieved. This is a most critical phase that assesses not only the quality of training imparted but also the training plan in order to see whether future changes will make it more result-oriented, Bhaskar (2007:148). As with any activity, evaluation is important since in evaluating, one tries to judge the value or worth of the activity, using the available information. An attempt is made to obtain information and feedback on the effects of a training programme and to assess the value of training in the light

of that information. Evaluation also enables the effectiveness of an investment in training to be appraised. Given the quantum of time and money that is put into training programmes, managements requires to know about the methods of instruction being employed whether training inputs are having an impacts on unproved, productivity and how efficiently and usefully, training course are being conducted.

Evaluation helps management to weigh up and take a view on the following questions.

a. How relevant are the programmes to the organizations needs and objectives?

b. What changes are necessary in the existing programmes in order to realign them to the organizational goals?

c. What are the areas where training is of real and lasting value?

d. What are the opportunity costs? Could money have been better results in terms of organizational effectiveness?

e. Is the investment in terms of time and money inadequate or too much? How can an optimum, standard be evolved?

Yet although evaluation is of such vital importance, carrying it out satisfactorily is a difficulty task. The reasons are broadly fourfold;

a. Even if the ultimate objectives of a training programme are social or financial, there are several levels of intermediate objectives.

b. The criteria used for evaluation are debatable and often vary.

c. Different circumstances require different methods of evaluation.

d. Effect of training on performance is difficult to insolate because performance is a function of complex forces and motives. An evaluation of a training method or system must take into account the suitability of objectives which must be clear-cut, must relate to needs and make way for changes. Where training programmes do not have clearly established goals or where they were inadequately formulated in

the first place, they have little chance of being really effective. Again objectives themselves need to be evaluated at periodic intervals. Objectives cannot be static and need to be re-appraised frequently so training may realize it's overall ultimate purpose, Viz, improved organizational efficiency. What is axiomatic; however is that for any training programme to be effective it must have specific objectives. Hamblin (1974), classified these objectives into four broad categories

a) Reaction objectives, these are intended to stimulate a high level of involvement and interest,

b) Learning objectives- these concern the acquisition of knowledge, skills and attitudes.

c) Job behaviour objectives- these relate to bringing about desired changes in job Behaviour.

d) Organizational objectives; these are designed to promote overall organizational goals and results. Importantly also, great care must be take to ensure that the evaluations is both scientific and objective. There are bound to be errors in evaluating, arising out of such factors as lack of objectivity, improper interpretation of finding, inappropriate use of results, etc. Among the major pitfalls that need to be carefully avoided are poor planning, errors of central tendency, errors of standard, errors of logic etc. Unless relevant data are collected, scientifically tabulated, and use, it would be difficult to assess correctly that contribution of a particular training package to the intended objectives. Therefore, those evaluating the programme must bring professional acumen to

bear on the task so that significant weakness are identified, correct conclusions are drawn from the available data and useful recommendations are made based upon which modifications and changes can be ushered in. Only then can evaluation be really meaningful and serve its allowed purpose.

It is not difficult to evaluate training of clerical and operative personnel. It is normally possible to measure output when training is imported in such clerical skills as typing shorthand, keypunching data entry, filling and after training, performance is compared in order to determine the impact of the training. But performance is only one of the objectives of training and where objectives are varied, personnel are more qualified, and circumstances are continuously changing, evaluation becomes a complex and sensitive task demanding great care and attention.

Moreover, the criteria used in evaluating training programmes will vary according to the objectives of the programme, but broadly; there are three types of criteria; internal, external and participant reaction Internal criteria refers to the programme content and in particular to the absorption by the trainees of instructions, guidelines, facts, imparted skills and techniques, etc include as inputs in the programme.

External criteria are concerned with the broad, overall objectives of the training package such as development of interpersonal equations, acquiring of new perspectives becoming move decision- oriented, cultivating greater self-awareness, changing of personal management styles, going through attitudinal transformations etc-all such as increased turnover, over the years, experts have identified five distinct approaches leading to a comprehensive evaluation of a training programme or package.

OBSERVATION

Here the trainees are closely observed during the programme in order to assess their behaviour strengths and weakness in different situation. The observation must, however, be specific, systematic, quantities and recorded. It must also be conducted by trained expert who know what they are looking for. In this method,

the manner of assessing the quality of training and identifying improvements and deficiencies is the most direct.

Rating Training programme or system is broken up into its various component parts such as presentation, educational matter or content, audio-visual aids, trainee interaction, etc. these individual elements are then rated according to a predetermined scale by experienced and qualified raters who assess each aspect independently. Based on their rated assessments, management can take decisions on future changes/modifications.

TRAINEE SURVEYS

This refers to the reaction of the participants as to how they have been achieved during the course of the training. It also seeks information on contents, reading material, presentation, trainer's ability and relationship with other participants. Additionally, participants are requested to indicate their experience with classroom facilities, boarding, lodging, etc; and provide suggestions for improvement.

TRAINEE INTERVIEWS

This method is somewhat similar to the previous one with one major difference the views and options of the participants are determined individually or in groups by skillful questioning instead of in writing. Here the expert is usually able to obtain more precise information and gauged the real feeling of the trainees as to the strengths and weaknesses of the programme. Interpretational ambiguities can thus be removed and objective and useful recommendations can be formulated.

INSTRUCTOR INTERVIEWS

Finally, the observations and recommendations of instructors can be collected and tabulated. This may be done both in writing as well as orally, i.e. to them. Their views on various components provide a valuable source of feedback in ensuring that the system is consistent with the needs/of both trainees and organization.

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Nevertheless, Bhaskar (2007:153) noted that the following points needs to be carefully remembered during the course of the evaluation process.

a. Care must be taken to see that the data collected is pertinent, objective and error-free.

b. Tabulation and summarization must be accurate.

c. It is advisable to use as many strategies as can possibly and conveniently be employed

d. Where tests are used, these must be valid and reliable.

e. In order to save costs, only that information must be collected which is vital for productive evaluation. In support of that, Cole (2006) indicated that training evaluation is firstly concerned with setting appropriate standards of training. These may take the form of policies, objectives, adherence to external standards, and standards of trainer- training and qualifications. Clearly, the more precise the standard set, the easier it is to evaluate the success of training. Furthermore, Cole demonstrated by the diagram from Hamblin idea of different evaluation strategy.

2.9 THE ROLE OF INSTITUTIONS IN STAFF TRAINING AND DEVELOPMENT.

The need for training institutions in Nigeria can be traced back to 1896 when some educated persons in Lagos proposed the establishment of a training college and industrial institute. Though the idea was supported by the British government, it was not read to make financial commitment on its part and the ability of the initiators to raise the required funds led to demise of the proposal. Later, more concrete moves were made to establish constitutions of learning in the country to cater for the acute shortage of staff. The post-independence efforts to develop a training system for Nigeria civil service can be traced to Wolles's survey of 1967 on the training needs of the public service (Ereroi and Ayen, 1992). The federal government commissioned the then institute of Administration, university of Ife,

Ile –Ife to carry a survey on the training needs of the public servants. The study was conducted and a report was submitted the federal government came out with a white paper on the report in April 1967. The document titled, statement of federal government policy on staff development on the federal public service has the following key elements:

_ The appointment of department of training officers with responsibility for assessing staff development need, preparing and implementing programme to meet these needs.

_ The reorganization of the greater priority training.

_ Establishment of a standing committee on staff development.

_ Encouragement of every large ministry/ department to establish a training unit commensurate with its size and function.

_ The establishment of the Administrative staff college of Nigeria (ASCON). Despite the recognition of the need for staff training and development, the PRSRC report of 1974 noted that there was deficiency in training programmes throughout the public services. To this end a substantial section of the report was devoted to training. Amongst others, it recommended the reactivation of the standing committee on staff development and the Administrative staff college of Nigeria (ASCON) and Centre for Management Development (CMD) brought within its coverage. Today, there are not less than 47 universities and numerous polytechnics and colleges of technology/ education to serve as training and development center for man power in the country. Most of these institutions have modified their programmes to accommodate the training needs in the public services. According to the public service training document, all arms of the services are strongly advised to approach the polytechnics and universities particularly those of technology, with specific requests to design courses that are of special relevance and necessity for their professionals.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

Research can be defined as a process of entering dependable solution to a problem through a planned collection analysis and interpretation of data. Research is the most important tool for advantage knowledge for promotion progamme and for liability for man to relate more effective to hiss conflict.

Research is oriented toward the discovery of the relationship that exists among phenomenon of the world in which we live. Research is donated to finding the solution under which does not occur in what might appear to be similar circumstances. Therefore this research is aimed at booking into the staff training and development in Jigawa state local government civil service commission.

3.1 INTRODUCTION

In this chapter contain the research methodology, research design, types and sources of data, instrument of data collection, sampling methods and procedure, method of data analysis.

3.2 RESEARCH DESIGN

This deals with the ways and means of conducting the research that how the plan of action will be executed after the problem is identified the question and hypothesis of the research is formulated all possible ways and techniques are employed in order to provide answer to the question as well as providing the hypothesis will help in coming up with the solution to the identified problems. The ways that will be follow include distribution of questionnaire to the selected which the sample drawn from, interview to the respondent when the sample and questionnaire are designed in related to the problem.

3.3 POPULATION OF THE STUDY

The target population for this research work defined to include the public work department, planning and statistics department, department of finance and administration.

However, having carryout simple survey of the various department in jigawa state local governments, civil service commission, it is imperative or interesting to explained here that the population of the study will be analyze based on the administrative staffs within the six departments respectively. Therefore, the population of the study is one hundred (100).

3.4 SAMPLE SIZE

The sample size of the research work constitute of fifty respondents out of the entire population which has (100) population size, it was from the sample size that uses the information with a hope that the findings will be generalized the entire population. Sample is the needs to part of the population that helps us to draw inferences about the population. Your sample needs to represent the target population you plan to examine. Sample size calculation should be done before you set off to collect any of your data.

The Taro Yamane methods for sample size calculation were formulated by the statistician Taro Yamane in 1967 to determine the sample size from a given population. Therefore, in selection for this study, the researcher deals with administrative staffs in Jigawa state local government civil service commission. Random sampling methods was adopted, this is to ensure equal representatives for the respondent in the field. A total sample size of fifty (50)will be drawn from the targeted population which is based on the administrative staff.

3.4.1 SAMPLE SIZE DETERMINATION

The ample size of this research work is consists of mathematical calculation whereby the Taro Yamane (1967) formula is applied.

Illustration

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

n= signifies the sample

N= signifies the population under study

e= signifies the margin error (it could be 0.10, 0.05 or 0.01). we will illustrate with above formula to determine the sample size from given population. Therefore, this project or research work have total population of about 100 and wishes to determine the sample size (n) as shown below;

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

$$n = \frac{100}{1+100(0.01)^2}$$

$$n = \frac{100}{1+100(0.01)=1}$$

$$n = \frac{100}{1+1=2}$$

$$n = \frac{100}{2} = 50$$

We can see from the result above that the sample size is fifty (50) which the set of the population size is.

3.5 SAMPLE TECHNIQUES

A sample is to be sub-set of the population that is studied. Therefore, sampling is seen as a process by which people or items are selected for a particular study. The aim of the sampling is to reduce the cost and values of working during the analysis of data to provide a more scientific approach to the research work out of one hundred (100) population, fifty (50) respondents were selected in the course of the study, random sampling 16 out of 50 respondents will be female and others are male (using the sexes random techniques) each will be pick using simple random techniques.

3.6 METHOD OF DATA COLLECTION

Generally research is good towards collection of data from so many sources of which this project is not an exception. To this effect two main sources were used primary and secondary source of data collection as data were derived from questionnaires, textbooks, journals, newspapers, magazines etc.

PRIMARY DATA

This source of data collection is through the use of questionnaires to gather information the sources is more reliable because it is directly from the respondent.

SECONDARY DATA

These comprises the use of textbook, journals, magazines, related project, and internet were used to form the secondary sources of data collection this sources formed the bulk of most of this research because documents from well learned scholars review for this research study and all materials consulted were referenced.

3.7 RESEARCH INSTRUMENTS

After the administering and collection of gathered responses, in this form of questionnaires the researcher uses diffcrent table and simple percentage formula to analyze it. Interpretation findings of each questions followed each table. This is adopted because it is easy to understand and accessibility .the formula used is.

$$\frac{N}{E \times 1}$$

Where;

N= number of responses

E= total number of respondents

3.8 METHOD OF DATA ANALYSIS

In analysis the data gathered from the respondents they are tabulated and interpreted and the simple percentage method of calculation was adopted.

This is to enable the researcher have a sunlight in to the actual, presentation of the responses with figures which are interpreted and analyzed.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND FINDINGS.

This chapter presents the data collected from the field of the study. It also presents the findings and their implications for administrative efficiency and effectiveness.

4.1 DATA PRESENTATION

A total of 50 questionnaires were administered to the employees of the local government.

4.2 DATA ANALYSIS AND INTERPRETATION

TABLE 1: AGE CATEGORIES

SN	AGE	RESPONDENTS	PERCENTAGES
1	18-28	26	52%
2	29-38	24	48%
3	TOTAL	50	100%

Source: field survey, 2019

Table 1 above shows the age grade of the respondents used for this study. Out of the total number of 50 respondents, 26 respondents which represent 52% of the population are age 18-28, 24 respondents which represent 48% are at the range of 29-38.The age categories of the employees that the age range of 18-28 occupy the highest percentage of 52% with respondents, followed by 29-38 which has 48% occupied by 24 respondents,.

TABLE 2: SEX DIFFERENCES

SN	GENDER	RESPONDENTS	PERCENTAGE
1	MALE	34	68%
2	FEMALE	16	32%
3	TOTAL	50	100%

Source: field survey, 2019

Table 2 above shows the gender distribution of the respondents used for this study. Out of the total number of 50 respondents, 34 respondents which represent 70 percent of the population are male; while 16 respondents which represent 30 percent of the population are female. Majority of the respondents are male whereby they possess 68% with 34 respondents, followed by 32% of female with 16 respondents.

TABLE 3: MARITAL STATUS

SN	STATUS	RESPONDENTS	PERCENTAGE
1	SINGLE	26	52%
2	MARRIED	18	36%
3	DIVORCED	5	10%
4	WIDOWED	1	2%
5	TOTAL	50	100%

Source: field survey, 2019

Table 3 above shows the marital status of the respondents used for this study.

'Out of the total number of 50 respondents, 26 respondents which represent 52% percent of the population are single.

18 respondents which represent 36% percent of the population are married.

5 respondents which represent 10% percent of the population are divorced.

1 respondent which represent 2% percent of the population are widows/widowers. Majority of the employees are singled which possess 52% out of 100% of the respondents followed by married, divorced then widowed

TABLE 4: QUALIFICATION

SN	QUALIFICATION	RESPONDENTS	PERCENTAGE
1	F.S.L.C	0	0%
2	WAEC/GCE/NECO	12	24%
3	OND/NCE	28	56%
4	HND/DEGREE	10	20%
5	TOTAL	50	100%

Source: field survey, 2019

Table 4 above shows the educational background of the respondents used for this study. Out of the total number of 50 respondents, 0 respondents which represent 0% percent of the population First leaving school certificate holders.

12 respondents which represent 24% percent of the population are WAEC/GCE/NECO holders,

28 respondents which represent 56% percent are OND/NCE holders.

10 respondents which represent 20% percent of the population are HND/DEGREE holders.

Qualification of the respondents where by most of the respondents are OND/NCE holders possessing 56%, followed by secondary level which has 24%, then degree holders occupy 20% and none of the respondents were primary school holder.

SECTION B: ABOUT THE ORGANIZATION

TABLE 5: HOW LONG HAVE BEEN WITH L.G.A?

N	YEARS	RESPONDENTS	PERCENTAGE
1	1-3	4	8%
2	4-6	10	20%
3	7-9	16	32%
4	10-12	8	16%
5	13 and above	12	24%
6	TOTAL	50	100%

Source: field survey, 2019

Table 5 above shows the years of experience of the respondents used for this study.

Out of the 50 respondents, 4 which represent 8% percent of the population have had 1-3years experience at work.

10 which represent 20% percent of the population have had 4-6years experience.

16 which represent 32% percent of the population have had 7-9years experience.

8 which represent 16% percent of the population have had 10-12years experience.

12 which represent 24% percent of the population have had 13years and above experience. Majority of the employees are there for 7-9 years followed by those that spend 13 and above years, followed by 4-6 years, then 10-12 years.

TABLE 6: DOES YOUR L.G HAVE TRAINING PROGRAMMES FOR THE EMPLOYEES?

SN	RESPONSES	RESPONDENTS	PERCENTAGE
1	YES	34	68%
2	NO	16	32%
3		TOTAL	50	100%

Source: field survey, 2019

Table 6, from the above table it could be seen that, 34 respondents representing 68% of the total respondents believed that there is training programmes for the employees. While minority of the respondents 16 which represents 32% of the total respondents doesn't believed that there is training programmes for the employees. The above table shows the responses of the employees that says Yes their local government has training programmes which occupy 68% with 34 respondents, while the rest of the 32% that is 16 respondents says No.

TABLE 7: DOES YOUR L.G HAVE TRAINING PROGRAMME(S)

SN	RESPONSES	RESPONDENTS	PERCENTAGE
1	YES	34	68%
2	NO	16	32%
3	TOTAL	50	100%

The table above shows the statistic of the respondents about their local government as to whether they have training programmes or not.

Table 6, from the above table it could be seen that, 34 respondents representing 68% of the total respondents believed that there is training programmes for the employees. While minority of the respondents 16 which represents 32% of the total respondents doesn't believed that there is training programmes for the employees. The above table shows the responses of the employees that says Yes their local government has training programmes which occupy 68% with 34 respondents, while the rest of the 32% that is 16 respondents says No.

TABLE 8: WHAT TYPE OF TRAINING PROGRAMMES DOES YOUR L.G OFFER HER EMPLOYEES?

N	TYPE OF TRAINING	RESPONDENTS	PERCENTAGE
1	ON-THE-JOB	21	42%
2	APPRENTICESHIP	2	4%
3	JOB ROTATION	14	28%
4	SEMINARS	5	10%
5	SUPERVISING	3	6%
6	MANAGEMENT TRANINING	5	10%
7	TOTAL	50	100%

Table 8 above shows that 21 respondent from the total population representing 42% are On the job training, 2 respondent from the population represent 4% are Apprenticeship, 14 respondent of the population represent 28% Job rotation, 5 respondent representing 10% are Seminar type, 3 respondent represent 6% are Supervising, while 5 respondent representing 10% are Management training.

The above table illustrate the various types of training programmes in the local government for their staffs

TABLE 9: WHAT ARE YOUR REASONS FOR SENDING YOUR EMPLOYEE FOR TRAINING?

SN	RESPONSES	RESPONDENTS	PERCENTAGE
1	SKILLS IMPROVEMENT	16	32%
2	PROMOTION	12	24%
3	EFFECTIVENESS	22	44%
4	TOTAL	50	100%

Table 9 the above table study the response of the employees on reason for sending employee to training, 16 respondent representing 32% says for skills improvement, 12 respondent represent 24% says for promotion while 22 respondent representing 44% says for effectiveness.

The above table shows the responses of the employees for the reasons why their organization send employees for training.

TABLE 10: DO YOU AGREE THAT HAS TRAINING INFLUENCED YOUR ATTITUDE TO WORK?

N	RESPONSES	RESPONDENTS	PERCENTAGE
1	AGREED	22	44%
2	AGREE SOMEHOW	8	16%
3	STRONGLY AGREE	17	34%
4	NOT AGREE	3	6%
5	TOTAL	50	100%

Source: field survey, 2019

Table 10 above shows that 22 respondents representing 44% agreed that training influence attitude to work, 8 respondent representing 16% agreed somehow, 17 respondents representing 34% strongly agreed, 3 respondents that represent 6% not agree that training influence attitude to work.

TABLE 11: CAN TRAINING AND DEVELOPMENT IMPACT BE EVALUATED?

SN	RESPONSES	RESPONDENTS	PERCENTAGE

1	YES	34	68%
2	NO	16	32%
3	TOTAL	50	100%

Source: field survey, 2019

Table 11 above shows that 34 respondent from the total population representing

68% agree that Yes training and development impact can be evaluated while the

remaining 16 respondents representing 32% that No training and development

can't impact evaluation. The above table shows whether training and development

can be evaluated, whereby 34 of the respondents says (Yes) while 16 of them says

(No)

TABLE 12: CAN EMPLOYEES BE MOTIVATED TO INCREASE THEIR PRODUCTIVITY THROUGH TRAINING?

SN	RESPONSES	RESPONDENTS	PERCENTAGE
1	YES	46	92%
2	NO	4	8%
3	TOTAL	50	100%

Source: field survey, 2019

Table 12 above shows that 46 respondents representing 92% of the population

agree that Yes employee can be motivated to increase their productivity through

training and development, while 4 respondents representing 8% of the population says No employee can't be motivated to increase their productivity through training. The table above shows whether employees can be motivated to increase productivity and outcome through training.

TABLE 13: ARE TRAINING FUNDED PERIODICALLY AS AT WHEN DUE IN YOUR LOCAL GOVERNMENT?

SN	RESPONSES	RESPONDENTS	PERCENTAGE
1	YES	39	78%
2	NO	11	22%
3	TOTAL	50	100%

Source: field survey, 2019

Table 13 above shows that 39 respondent representing 78% of the population agree that Yes training are funded periodically as at when due in the local government, while 11 respondent representing 22% says No training are not funded periodically as at when due in the local government.

The above table asked whether training funded periodically as at when due in your local government.

TABLE 14: ARE THERE REASONS GIVEN BY MANAGEMENT FOR FAILURE OF PROVIDING TRAINING AND DEVELOPMENT AS AT WHEN DUE?

SN	RESPONSES	RESPONDENTS	PERCENTAGE
1	YES	12	24%
2	NO	38	76%
3	TOTAL	50	100%

Source: field survey, 2019

Table 14 above that 12 respondent representing 24%of the population says Yes there is a reasons given by management for failure of providing training and development as at when due, while 38 respondents representing 76% says No.

The above table asked whether there is any reason given by the management for their failure of providing training and development and needed, it indicate that there is no any reason because majority of the respondents says (No)

TABLE 15: WHAT ARE THE REASONS MANAGEMENT FAILS?

SN	REASONS	RESPONDENTS	PERCENTAGE
1	NO MONEY	16	32%
2	NO TRAINERS	7	14%

3	NO EQUIPMENT	14	28%
4	PROXIMITY	13	26%
5	TOTAL	50	100%

Source: field survey, 2019

Table 15 above shows that 16 respondent representing 32% of the population says No money, 7 respondents representing 14% says No trainers, 14 respondent representing 28% of the population says No equipment, while 13 respondents representing 26% of the population says Proximity.

The table above shows the number of reasons why management fail to provide training of the employees when due.

TABLE 16: DOES YOUR ORGANIZATION SEE TRAINING AS PRE-REQUISITE/SINE-QUA-NON FOR EMPLOYEE?

SN	RESPONSES	RESPONDENTS	PERCENTAGE
1	YES	32	64%
2	NO	18	36%
3	TOTAL	50	100%

Source: field survey, 2019

Table 16 above show that 32 respondent representing 64% of the population says Yes organization see training as pre-requisite/sine-qua-non for employee, while the remaining 18 respondent representing 36% says No.

The above table shows the number of the responses on whether the organization see training as pre-requisite for employees or not, whereby 64% answer ''Yes'' it see, while 18% says ''No'' it didn't see.

TABLE 17: DOES YOUR L.G / ORGANIZATION TARGETS TRAINING NEEDS FIRST?

SN	RESPONSES	RESPONDENTS	PERCENTAGE
1	YES	19	38%
2	NO	31	62%
3	TOTAL	50	100%

Source: field survey, 2019

Table 17 above shows that 19 respondent representing 38% of the population says Yes, while 31 respondent of the population representing 62% says No.

The above table asked the respondents does his local government target training needs first or not.

TABLE 18: DOES SOUND TRAINING INCREASE STAFF ZEAL FOR WORK?

SN	RESPONSES	RESPONDENTS	PERCENTAGE
1	YES	45	90%
2	NO	5	10%
3	TOTAL	50	100%

Source: field survey, 2019

Table 18 above shows that out of population of 50, 45 respondent representing 90% says Yes training increase staff zeal for work, 5 respondent representing 10% says No. The table above ask whether training increase staff zeal for work.

TABLE 19: ARE THE TRAINING INSTITUTE IN NIGERIA MEETING UP WITH THE WORLD LABOUR STANDARD?

SN	RESPONSES	RESPONDENTS	PERCENTAGE
1	YES	23	46%
2	NO	27	54%
3	TOTAL	50	100%

Source: field survey, 2019

Table above shows that 23 respondent representing 46% says Yes training institute in Nigeria meeting up with the world labour standard, while 27 respondent representing 54% of the population says No.

The above table shows the number responses as to whether the training institute in Nigeria meets up with the world labour standard. Where by only 23 of the respondents says Yes, while 27 of the respondents says ''No''

CHAPTER FIVE
5.0 SUMMARY, CONCLUSION AND RECOMENDATION
5.1: SUMMARY

There is a significant relationship between staff training and development on Work attitudes in the Jigawa state local government civil service commission. Those employees of local government lack frequent and proper training in the service. This lack of or irregular training starts from the time of recruitment to the time of quitting the service. The findings shows that the state local government service commission whose responsibilities are to recruit and train its employees does not take training very serious. The next thing that supposes to follow recruitment should be proper orientation of the new recruits. This would have enabled the employees to be familiar with the work ethics. The orientation training will also show the new recruits how to associate with the other people within the immediate environment and co-workers.

Finally, this survey indicates that a significant relationship exists between sex and employee's attitude to work. Female workers indicate that their attitude to work depend on the organization's ability to meet their needs. The male workers response reflects otherwise.

It may be possible that women employees work primarily to satisfy their social needs and when these needs are not met, they may even quit the job. One can conclude by saying that rewards that meet the needs of female workers should be included together with training in order to arrest their commitment towards the establishment's aspiration.

The finding of hypotheses one reflect a significant relationship between employees Attitudes towards local people and training. The finding implies that if training opportunities are provided, the employees will relate and attend to the local people amicably. This conforms with Ojo (1986) finding that training reduces unhealthy relations among employees, and co-workers. In addition, Apply by (1991) aggress with the findings of the study when he asserts that employees learn how to co-operate with co-workers during and after training. Nwachukwu (1988:88) opines that training exposes employees to better and positive attitudes towards co-workers. For this reason, according to Ojo(1986:155) organizations give peculiar training to their employees especially in the field of public relations and human resources customers. The above finding confirms that training makes an employee to co-operate with others and at the same time portray the good image of the organization, thus realizes the objectives of the organization.

The study discovers that a significant relationship exist between the influence of training and the rate of employee's turn over. The implication of this finding is that a trained employee is loyal to the organization and views it difficult to quit his job. This view is also noted in Nwachukwu (2009:89) that a trained employee is less likely to leave his job than one who is untrained. Be that as it may, the researcher is

highly optimistic that training enhances employee's performance. As an employee receives training to perform creditably. For sure, training sharpens employee's performance which results in an enviable productivity. This is because the employee learns new skills and perfects the old ones in order to understand his work environment. Training handles the ever-changing and challenging nature of equipment and the administrative processes. It also establish that trained employee perform creditably to realize projected objectives which hinges on operational efficiency and reduce cost. The general consensus is that training positively influences employee's performance and productivity.

5.2: CONCLUSION

The findings of this research work and the discussions on the various results arrived at, it becomes clear that the following conclusions are obvious. A trained employee performs his job competently. Training leads to the eradication of employee lousy attitude towards performance and productivity.

Furthermore, practically there is a significant relationship between training and employee attitude to the work itself and human environment. A trained staff has the tendency to improve on his/her non-friendly attitudes towards the people at the grassroots.

Finally, a trained employee is less likely to quit his job. The trained is loyal to the organization and even has a future with the organization. It is also established that training an employee shed animosity behavior towards his/her superior. The trained staff works diligently with little or no supervision, which is traceable to the training acquired.

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5.3: RECOMMENDATION

1. The research discovered that public organization do not train their employee very Regularly. On the other hand, the employee enthusiasm for training and development more often than not derails.

2. To right the wrongs epitomized by this anomaly, government should morally and financially encourage employee into instituting a training fund contribution that would facilitate regular training and development exercise. This effort would yield a mutual benefit to the employer and the employee. When the employee is equipped to compete with contemporaries outside the organization that makes the employee a good ambassador of his/her organization.

3. Another, recommendation is the provision of the training opportunity that would also meet the financial need of the workers.

4. More so, the organizations should organize appropriate training programmes for deserving employees. The organizations stand to gain as well because trained employee minimizes wastage which reflects to cost reduction. Nevertheless, management should carry out attitudes or moral survey from time to time to enable managers and business owners know when to send their employee for training and the target.

5. Through this survey, employee interest and dissatisfaction is identified and corrected in time.

6. Finally, training should be made an integral part of organizations and set objectives enable them enhance professionalism. This equips them with the required knowledge to face the challenges of modern technology and work.

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APPENDIX A

INTRODUCTORY LETTER

Jigawa State Polytechnic, Dutse

College of Business and Management Studies,

Department of Public Administration

18th July, 2019.

Dear Respondent(s),

I am a student of the above department. I am conducting research on the topic "Staff and development in public sector, (case study of Jigawa State local government civil service commission" I am using your organization as a case study I am soliciting for your assistance. Information needed here is for academic research and will be treated with utmost confidentiality. Importantly, your name is not needed in the answers your are to give. In the boxes provided below, you are to answer only once and you will tick like thus (√)

Thanks for your co-operation

Yours sincerely

....
NUHU ABDULLAHI

HND/PAD/17/004A

APPENDIX B

Please fill/mark 'X' where applicable.

Name of L.G.A:

Location/Address

1. What is your Sex? Male [ ] Female [ ]

2. Which of the categories does your age fall in? 18 -28 [ ] 29 -38 [ ]

3. What is your marital status?

Single [ ] Married [ ] Divorced [ ] Windowed [ ]

4. What is your educational qualification?

i. First School Leaving Certificate [ ]

ii. WASC/GCE/NECO/RSA [ ]

iii. HSE/OND/NCE [ ]

iv. HND/1st Degree [ ]

v. Master's Degree [ ]

vi. Doctor's Degree [ ]

5. What cadre of staff do you belong? Please state

6. How long have you been with the L.G.A?

i. 1 -3 years [ ]

ii. 4 – 6 years [ ]

iii. 7 – 9 years [ ]

iv. 10 – 12 years [ ]

v. 13 and above [ ]

7. What is the staff strength of your L.G.A?

8. Does your L.G.A have training programme(s) for the employees?

Yes [ ] No [ ]

9. If yes, what type of training programme(s) does your L.G.A offer her employees?

i. On-the-job training [ ]

ii. Apprenticeship Training [ ]

iii. Job Rotation [ ]

iv. Vestibule Training [ ]

v. Seminars, Workshops and Conferences [ ]

vi. Supervisory Training [ ]

vii. Management Training [ ]

10. What are your L.G.A reasons for sending your employees for training? You can tick more than one option.

i. Skill improvement [ ]

ii. Promotion [ ]

iii. Effectiveness and efficiency [ ]

iv. Higher responsibility [ ]

11. Do you agree that has training influenced your attitudes towards the following?

Strongly Agreed

Agreed Somewhat

Agreed

Not Agreed

1 Relationship with co-workers.

2 Relationship with outsiders

3 Relationship with supervisors.

4 Sense of communicate.

5 Absenteeism rate

6 Loyally

12. Can training and development impact be evaluated? Yes [ ] No [ ]

13. Can employees be motivated to increase their productivity through training?
Yes [ ] No [ ]

14. Are training funded periodically as at when due in your local government?
Yes [ ] No [ ]

15. Are there reasons given by management for failures of providing training and development as at when due? Yes [ ] No [ ]

16. What are the reasons? You can tick more than one.

i. No money [ ]

ii. No Trainers [ ]

iii. No Equipments materials [ ]

iv. Proximity [ ]

17. Does your organization/LGA see training as a pre-requisite/sine-qua-non for employees Development? Yes [ ] No [ ]

18. Does your L.G.A/organization target the training need first? Yes [ ] No [ ]

19. Does sound training increase the staff zeal for work? Yes [ ] No [ ]

20. Are the training institutes in Nigeria meeting up with the world labour standard?
Yes [ ] No [ ]