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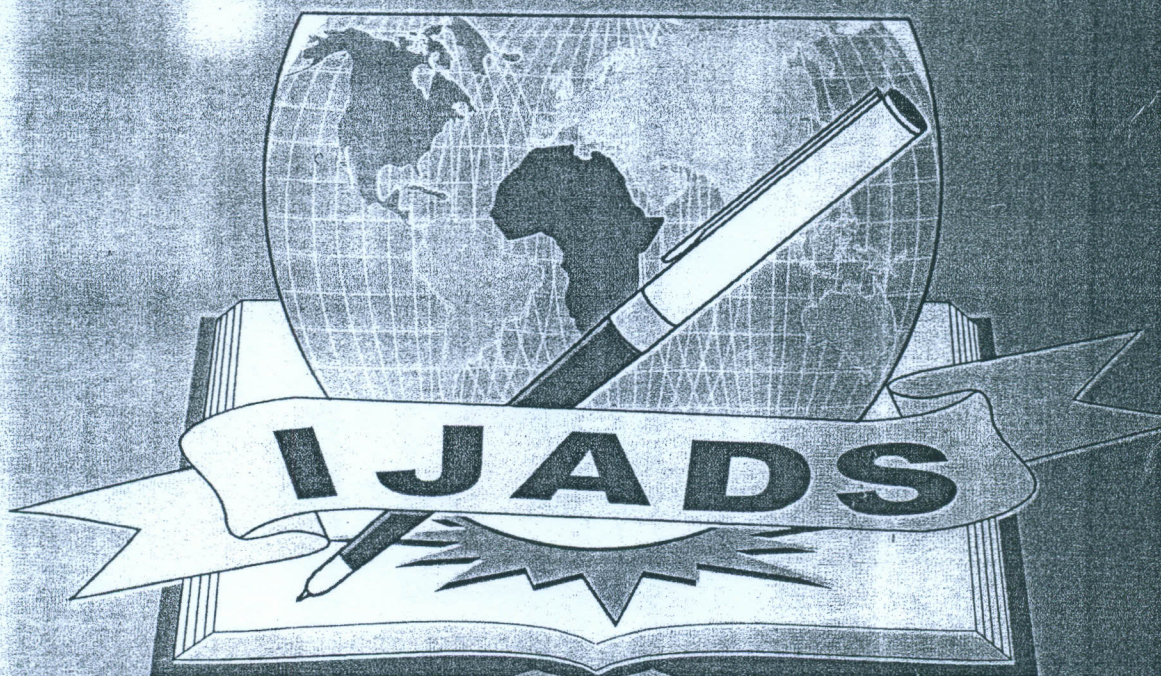
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1. **Dr. Paul Y. Mbaya**
Department of Public Administration,
University of Maiduguri
P.M.B 1069Maiduguri
e-mail: paulmbaya@yahoo.com; pymbaya@gmail.com ;08024546715
2. **Alh. S. Y. Ibrahim**
Department of Public Administration,
University of Maiduguri,
P.M.B 1069, Maiduguri.
e-mail: ysaalah@yahoo.com ; 08023835105

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AN APPRAISAL OF TRAINING AND DEVELOPMENT CONSTRAINTS IN SELECTED NIGERIAN INDUSTRIES

BY

Sulu Babaita ISIAKA (Ph.D)

Department of Business Administration, University of Ilorin, Nigeria.

ABSTRACT

This study identified factors that interfere with training and management development using selected industries in Nigeria as a case study. Data was obtained from two major sources- primary data and secondary data. Respondents for this study were selected using simple random sampling technique. In the study a research instrument was developed, pretested and validated. It was used to identify the main problems of training and management developments in organizations. Four principal factors were identified and built into the questionnaire. A total of 190 copies of the questionnaire were administered on the employees of the selected industries. 162 copies of the questionnaire were however completed, returned, and found suitable for analysis. Data are presented in the form of tables showing frequencies and percentages. Statistical technique used in analyzing the data is a strong and robust non-parametric statistics called G-Test. The study showed that there are factors that interfere with training and management development. Based on the findings it was recommended that- adequate attention is paid to training and management development in terms of the time it takes, its location, and work schedule; training should be carried out away from the working place of the trainees; training and management development must address the felt needs of the organization; training and management development should be seen as critical aspects of human resources management effectiveness; training should be seen as a vital issue to both employers and employees; and management development should be seen as a dynamic process.

Key Words: *Employee ,Interference, Training, management development, Industry*

INTRODUCTION

The training unit, in a successful program, understands the organizations strategic direction and can design and implement a creative way of moving people in that direction. Also the need to look at business beyond the national boundaries and thinking strategically have forced many organizations to accord training and development due attention. Consequently training and development have become one of the most critical aspects of human resource management effectiveness. Able people may grow to a point where they are ready for responsibilities beyond their initial assignment. When this happens, training and development become imperative. Training and development, though primarily concerned with people, is also concerned with technology, the precise way an organization does business. Training is concerned with the meeting between two inputs to organizational effectiveness, that is, people and technology. Since an organization can rarely secure people who are at the time of employment, total masters of their unique requirements, organizations need a good training and development programme. Training changes uninformed employees to informed employee; training changes unskilled or semiskilled workers into employees who can do their assigned tasks in the way the organization wants them done into workers who do things the right way. Training and development could then be seen as a mixture of activities aimed at improving the performance of personnel in organizations for the attainment of continuous improvement in productivity. To Daniels(2003) Training should not be regarded as a luxury to be undertaken when time and budgets allow. Nor is it wise to think of training as remedial, as a matter of shoring up weak employees or fixing problems.

Training is seen as a vital issue to both employers and employees. From a company perspective, training and development of company employees is essential for organizational operation, and organizational advancement. From an employee perspective, these same factors are both crucial and critical for skill development and for career advancement. Mak and Sockel (1999) see retention of employees, and the retention of valued skill sets, as being important for continued business achievements. The successful retention of employees in view of Cappelli (2000) leads to knowledge preservation within the organization. Employee turnover may lead to a loss of human resources weakening competitive positions. At a company level, mechanisms that allow for and promote knowledge transfer amongst employees can help minimize the effect of the loss of skilled staff to other

companies. It is vital that managers as well as employees receive the training. Nothing kills new learning as fast as the failure of the boss to understand and support it. Newly promoted and newly hired members of a group should also receive any training that is provided to the original group. It is also advisable for senior executives to take related training.

It is the systematic training and development of personnel on continuous basis that can harness the totality of human resources towards high productivity in the organization. Employee training and development are at the heart of employee utilization, productivity, commitment, motivation and growth.

However, there are factors that do interfere with training and management development. The main focus of this study is therefore aimed at identifying these factors using a selected industries as a case study.

LITERATURE REVIEW

Concept of Training

One of the potent factors militating against the good performance of employees is inadequate training. It is an established fact that no seriously minded organization can be staffed by people with expertise and potentials in the various discipline needed for its total functioning simply by recruitment. It is the systematic training and development of personnel on continuous basis that can harness the totality of human resources towards high productivity in the organization. Training is usually aimed at solving significant problems as we are suppose to use it as a key requirement for ensuring that any training which takes place is based on proper analysis of its contribution to the effectiveness and efficiency of an organization. Training has been seen by scholars as an aid in adjusting to work environment which is designed to increase the capacity of individual or group in contributing to the attainment of the organizational goals.

Training according to Cole (1999) will be understood as any learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. To Cole, the focus of training is the job or task. He gives examples of training needs as follows – the need to have efficiency and safety in the operation of particular machines or equipment; the need to have efficiency and safety in the operation of particular machines or equipment, the need for an effective sales force, and the need for competent management in the organization.

To Banjoko (1996), training is an organized procedure by which people learn knowledge and or skills for a definite purpose. That is it is a process for equipping the employees particularly the non-managerial employees with specific skills. In the view of Armstrong (1999), training is the systematic modification of behaviour through learning which occurs as a result of education, instruction, development and planned experience. In a related work, Aina (1992) sees training as the acquisition of the technology which permits employee to perform according to standard. He then see training as an experience, a discipline or a systematic action which causes people to acquire new skills and knowledge and predetermined behaviour. Nwachukwu (1988) sees training as organization effort aimed at helping an employee to acquire basic skills required for the efficient execution of the functions for which he was hired.

In his contribution Cascio (1989) sees training as consisting of planned programs designed to improve performance at the individual, group and/or organizational levels. To Cascio, improved performance in turn, implies that there have been measurable changes in knowledge, skills attitudes and/or social behaviour.

Training in view of Decenzo and Robbins (1996) is a learning experience in that it seeks a relatively permanent change in an individual that will improve the ability to perform on the job. Decenzo and Robbins typically say training can involve the changing of skills, knowledge, attitudes, or behaviour. To them, it may mean changing what employees know, how they work, their attitudes toward their work, or their interaction with their coworkers or supervisor.

Decenzo and Robbins(1996) see training as more present-day oriented, its focus is on individuals' current jobs, enhancing those specific skills and abilities to immediately perform their jobs. For example according to them, suppose you enter the job market during your senior year of college, pursuing a job as an Human Resource Management (HRM) recruiter. Although you have a Business Administration degree with a concentration in Human Resource Management, when you are hired, some training is in order. Specifically, you will need to learn the company's Human Resource Management policies and practices, and other pertinent recruiting practices. This, by definition is job-specific training, or training that is designed to make you more effective in your current job.

According to en.wikipedia.org/wiki/Training, one can generally categorize training as **on-the-job** or **off-the-job**. **On-the-job** training takes

place in normal working situation, using the actual tools, equipment, documents or materials that trainees will use when fully trained. On-the-job training has a general reputation as most effective for vocational work. **Off-the-job training** takes place away from normal work situations, implying that the employee does not count as a directly productive worker while such training takes place. Off-the-job training has the advantage that it allows people to get away from away and concentrate more thoroughly on the training itself.

A critical look at all the selected views on the concept of training revealed that, they appeared to be saying the same thing what differs, is the choice of words. Training is about knowing where you stand at present, and where you will be after some point of time. It is about the acquisition of knowledge, skills and abilities through professional development. One could then say that the fundamental aim of training is to help the organization achieves its purpose by adding value to its key resource – the people it employs. That is training means investing in people to enable them to perform better and to empower them to make the best use of their natural abilities for overall effectiveness and efficiency of an organization.

Concept of Management Development

Management development is self-development. Management development is concerned with developing the skills of the manager over his or her career with the firm. No person can actually develop another all an organization can do is to create the atmosphere and opportunity for people to develop themselves. Management development is a dynamic process, and ideas and practices are constantly being challenged. It is only continually rethinking and re-examining management development provision, that standards can be maintained. Banjoko (1996) sees the word 'development' in relation to the process of helping managerial employees who perform non routine jobs to improve their management, administrative and decision-making abilities and competence. To Armstrong (1999), management development contributes to business success by helping the organization to grow the managers it requires to meet its present and future needs. It improves managers' performance, gives them development opportunities and provides for management succession. However Aina (1992) simply takes development as concerned with preparing the employees so that they can move with the organization as it develops changes and grows.

In a similar work, Nwachukwu (1988) sees management development as a process that gets an employee ready for a rise in the organizational

hierarchy. What Nwachukwu terms a rise is simply promotion. Here it should be noted that promotion gives a sense of self-fulfillment and its denial especially when one thinks one merits it, deflects one's ego. Every organization should identify and encourage employees who have the potential to contribute their quota in the organization and the society as a whole. The implication of Nwachukwu's assertion is that no organization can continue to survive and grow in our dynamic environment that forgets to develop its managerial cadre. In the view of Daft (1988), development refers to teaching managers and professionals the skills needed for both present and future jobs. Employee development according to Decenzo and Robbins (1996) by design, is future-oriented and more concerned with education than employee training. By education we mean that employee development activities attempt to instill sound reasoning processes, to enhance one's ability to understand and interpret knowledge, rather than imparting a body of facts or teaching a specific set of motor skills. Decenzo and Robbins therefore see development as focusing more on the employees' personal growth.

Successful employees prepared for positions of greater responsibility must have analytical, human, conceptual, and specialized skills. They should be able to think and understand. Training, per se, cannot overcome an individual's inability to understand cause-and-effect relationships, or to think logically. As a result, Decenzo and Robbins suggest that employee development be predominantly an education process rather than a training process.

Management development is divided into two parts- **on-the-job** and **off-the-job**. **On-the-job** is the development of a manager's abilities that take place on-the-job. Common approaches for on-the-job development are- coaching; mentoring; job rotation; and job instruction technique (JIT). **Off-the-job** takes place outside the normal working post. Common off-the-job approaches include sensitivity training; transactional analysis; lectures; and simulation exercises.

One critical component of employee development considered by Decenzo and Robbins is that, all employees, at no matter what level, can be developed. To them, historically, development was reserved for potential management personnel. Although it is critical for individuals to be trained in specific skills related to managing, like planning, organizing, leading, controlling, and decision making, time has taught us that these skills are also needed by non-management personnel. The use of work teams, reductions in supervisory roles allowing workers to participate in the goals of their jobs,

and a greater emphasis on quality and customers, have changed the way developing employees is viewed. Accordingly, organizations now require new employee skills, knowledge and abilities.

A critical review of the all meanings given for management development shows that the essence of it is that organizations want to avoid being caught badly without candidates for new jobs or without replacements for key people who died, retired or left for other jobs. Managers that can contribute to long-term objectives are being groomed. That is management development is also intended to resolve or pre-empt performance difficulties as well as geared to individual career aspirations. Development involves learning that goes beyond today's job; it has a more long-term focus. Management development is best described as the process from which managers learn and improve their skills not only to benefit themselves but also their employing organizations.

METHODOLOGY

Primary data was obtained through the administration of questionnaire to respondents from the selected industries. Personal interaction was also used here. Secondary data were sourced from published materials, such as related journals and books.

Respondents were selected using simple random sampling technique. In the study a research instrument was developed, pretested and validated. Four principal factors were identified and built into the questionnaire. A total of 190 copies of the questionnaire were administered to the employees of the selected organizations and 162 copies of the questionnaire were returned and found suitable for analysis.

Data are presented in the form of tables showing frequencies and percentages. Following each table is the descriptive analysis of the findings. Statistical technique used in analyzing the data is a strong and robust non-parametric statistics called G-Test. The G-Test is used to determine the relationship between dependent and independent variables in the hypothesis.

The general formula for G is

$$G = 2 \sum_{ij} O_{ij} \cdot \ln(O_{ij}/E_{ij})$$

Or simply $G = 2 \sum [O \times \ln(O/E)]$

Where $\ln$ denotes the natural logarithm (log to the base e) and the sum is again taken over all non-empty cells.

This G-test, is also sometimes called a log-likelihood test or a likelihood ratio test.

As with most test statistics, the larger the difference between observed and expected, the larger the test statistic becomes.

Where:-

n= the number of observation

O= Observed frequency

E=Expected frequency

ln=Natural logarithm

E= $\frac{\text{Column Total} \times \text{Row Total}}{\text{Grand Total}}$

Grand Total

Degree of freedom

d.f= (r-1)(c-1)

where:-

r = number of rows

c = number of columns

The level of significance 0.05 is used so as to be at least 95% confident that we are making the right decision. In statistics, G-tests are likelihood-ratio or maximum likelihood statistical significance tests that are increasingly being used in situations where chi-square tests were previously recommended.

DECISION RULE

In analyzing the data, the following decision rule served as a guide:

- Reject the null hypothesis(H_0) and accept the alternative hypothesis(H_i) if the observed value of G is greater than the critical value,
- Accept the null hypothesis(H_0) and reject the alternative hypothesis(H_i) if the observed value is less than the critical value.

The statement of hypothesis formulated for the study are as follows:

H_0 : The identified factors do not interfere with Training and management development.

H_i : The identified factors interfere with Training and management development.

RESULTS AND DISCUSSION

This section analyses the findings from a set of One Hundred and sixty-two(162) copies of questionnaires that were returned and found suitable for analysis.

Table 1: Distribution of Respondents by Sex

Sex	No. of Respondents	Percentage(%)
Male	78	48.15
Female	84	51.85
TOTAL	162	100

Source: Field Survey ,2009

Table 1 above shows that, out of the 162 respondents, 78 are males, representing 48.15% while 84 respondents are females representing 51.85%.

Table 2: Distribution of Respondents by Industry

Industry	No. of Respondents	Percentage(%)
Banking	30	18.51
Soft Drink	32	19.75
Transportation	30	18.52
Communication	36	22.22
Oil	34	20.99
TOTAL	162	100

Source: Field Survey ,2009

Table 2 shows the distribution of respondents by Industry.

Table 3 : Distribution of Respondents to Factors that interfere with Training and Management Development.

Identified Factors	YES	NO	Total
Time it takes to train/undergo management Development	42	0	42
Location of Training/management Development	30	10	40
Lack of time to plan	30	5	35
Work Schedule	45	0	45
TOTAL	147(90.7%)	15(9.3%)	162

Source: Field Survey ,2009

Table 3 summarized the responses to the questions as to whether the identified factors interfere with training/management development. 147(90.7%) of all the respondents agreed that the factors identified a interfere with training and management development programs, whilst only 15(9.3%) said no.

TESTING OF HYPOTHESIS

Ho: The identified factors (Time it takes to train/undergo management Development, location of training/management development, lack of time to plan, and work schedule) **do not interfere** with Training and management development.

Hi : The identified factors (Time it takes to train/undergo management Development, location of training/management development, lack of time to plan, and work schedule) **interfere** with Training and management development.

Table 4: Observed Frequency (Oi)

Identified Factors	YES	NO	Total
Time it takes to train/undergo management Development	42	0	42
Location of Training/ management Development	30	10	40
Lack of time to plan	30	5	35
Work Schedule	45	0	45
TOTAL	147	15	162

Source: Field Survey ,2009

Table 5: Expected Frequency(Ei)

Identified Factors	YES	NO	Total
Time it takes to train/undergo management Development	38.11	3.89	42
Location of Training/ management Development	36.30	3.70	40
Lack of time to plan	31.76	3.24	35
Work Schedule	40.83	4.17	45
TOTAL	147	15	162

Source: Author's Computation 2009

Table 7: The testing of hypothesis is carried out here using the G-Test formulae as earlier on stated and explained.

O _i	E _i	O _i /E _i	ln(O _i /E _i)	O _i · ln (O _i /E _i)
42	38.1 1	1.102	0.097	4.074
0	3.38	0	0	0
30	36.3 0	0.826	-0.191	-5.73
10	3.70	2.703	0.994	9.94
30	31.7 6	0.945	-0.057	-1.71
5	3.24	1.543	0.434	2.17
45	40.8 3	1.102	0.097	4.365
0	4.17	0	0	0
Total				13.109

Source: Author's Computation 2009

$$G = 2 \sum_{ij} O_{ij} \cdot \ln(O_{ij}/E_{ij})$$

Or simply $G = 2 \sum [O \times \ln(O/E)]$

$$G = 2 \sum [O \times \ln(O/E)] = 2(13.109) = 26.218$$

Observed G = 26.218

$$d.f = (r-1)(c-1)$$

$$= (4-1)(2-1)$$

$$= 3 \times 1$$

Critical value is 7.815

DECISION

From the above, the observed value of $G = 26.218$ is greater than the critical value 7.815. As a result of this, the null hypothesis(H_0) which states that "the identified factors(Time it takes to train/undergo management Development, location of training/management development, lack of time to plan, and work schedule) do not interfere with Training and management development" is therefore rejected. The alternative hypothesis(H_1) which states "that the identified factors(Time it takes to train/undergo management Development, location of training/management development, lack of time to plan, and work schedule) interfere with Training and management development" is accepted. This means that the identified factors(Time it takes to train/undergo management Development, Location of Training/ management Development, Lack of time to plan, Work Schedule, do really affect training and management development)

CONCLUSION AND RECOMMENDATIONS

No matter the way one looks at training and development, they help employees to learn how to use the resources in an approved fashion that allows organization to reach its desired output. Training is concerned with the meeting between two inputs to organizational effectiveness, that is, people and technology. Training and management development could then be seen as a mixture of activities aimed at improving the performance of personnel in organizations for the attainment of continuous improvement in productivity.

It is seen from the study that training and development are very important in the any industry. However, these training and management development programs are not without their problems.

In line with the assertion made by the literature and the evidence gathered in the process of the study, the following recommendations are made:

1. Adequate attention is paid to training and management development in terms of the time it takes, its location, and work schedule.
2. The training should be carried out away from the working place of the trainees- this will minimize the chance of work related interruptions. The trainees will find it easier to concentrate on the training that is taking place there and then. Here off-the-job training method is being recommended.
3. Training and management development must address the felt needs of the organization especially as it relates to effectiveness and efficiency in concrete terms.

4. Training and management development should be seen as critical aspects of human resource management effectiveness
5. Training and development should be seen as a vital issue to both employers and employees. That is training and development should be seen as beneficial to both employers and employees.
6. Management development should be seen as a dynamic process, as ideas and practices are constantly being challenged. It is only continually rethinking and re-examining management development provision that standards can be maintained

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