

An Evaluation of Staff Training Needs Assessment in Ramat Polytechnic Maiduguri, Borno State, Nigeria

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Abstract

This study is on an evaluation of staff training needs assessment in Ramat polytechnic, Maiduguri, Borno State. Staff training and development means the provision of facilities and opportunities for people to perform the jobs for which they are employed and to develop their own personal potentials to meet their present and future needs in line with organizational objectives. Several studies have been conducted on training activities in Ramat Polytechnic, Maiduguri. These range from staff study leave arrangement, staff conference/workshop attendance to the Education Trust Fund staff development system. However, these studies are silent on training needs assessment. The general objective of the research was to evaluate staff training needs assessment in Ramat Polytechnic. The specific objectives were to identify the types of training needs of the Ramat Polytechnic staff, evaluate whether and how the training is assessed and to assess staff satisfaction with the training they have received. The study utilized both primary and secondary sources of data. The primary data were derived from the questionnaire and Indepth Interview, while the secondary data was obtained from review of relevant literatures such as documents from Ramat Polytechnic, Maiduguri. Four hundred questionnaires were administered to the study population; 250 questionnaires to academic and 150 questionnaires to non-academic staff. Stratified sampling technique was used in selecting the academic and non-academic staff. Of the 400 questionnaires administered, 361 were retrieved and used in the analysis. Indepth interview was also conducted on 8 key respondents of the target population. The Chi – Square Test of Independence was used in testing the hypothesis. The major findings indicates that there is no training needs assessment in Ramat Polytechnic, Maiduguri and that training need is not prioritized among the staff. The result of the test of the hypothesis testing revealed that there is a significant relationship between training needs of staff and approval for training. It is recommended that the management of the institution should henceforth consider staff training based only on the needs of the department and the individual so as to bridge the gap between requirement and the current capacity of the incumbent.

INTRODUCTION

The essence and aims of every training and development program are to add value to human resource. Any training and development program that would not add value should be abandoned. Organizations should therefore make training and development of their employees a continuous activity. Arnoff (1971) observes that training and development foster the initiative and creativity of employees and help to prevent manpower obsolescence, which may be due to age, attitude or the inability of a person to adapt him or herself to technological changes. According to Obisi (2001) training is a process through which the skills, talent and knowledge of an employee is enhanced and increased. He argues that training should take place only when the need and objectives for such training have been identified Scott, Clothier and Spriegel (1977) agree that training is the corner-stone of sound management, for it makes employees more effective and productive. They argue that training is actively and intimately connected with all the personnel and managerial activities. It would be difficult for a new employee to grow on the job and become a manager without adequate training and development. According to Mamoria (1995) training is a practical and vital necessity because; it enables employees to develop and rise within the organization and increase their market value, earning power and job security. Mamoria explains that training helps to mold employees' attitudes and help them to contribute meaningfully to the organization. The organization benefits because of enhanced performance of employees. He further states that a well-trained employee would make a better and economic use of materials and equipment which would go a long way to minimize wastages.

According to Ohabunwa (1999) if organizations train their employees very well, managers and superiors would have the confidence to delegate authority to their subordinates but when subordinates are not properly

trained, it would be difficult for authority to be delegated to them by their superiors.

Human capital is one of the most important of the factors of production of any organization. Therefore, the success or failure of any organization depends solely on the effective performance of the employees.

Staff training and development means the provision of facilities and opportunities for people to perform the jobs for which they are employed and to develop their own personal potentials to meet their own present and future needs in line with the organization objectives Cumming (1980).

However training like any other result oriented communication whose purpose is achieving of desired reaction or pro-action must have a clearly defined purpose stated such as skills acquisition, change in attitude and behavior or provision of knowledge. These are some of the performance gap that can be close through training.

Statement of the research problem

Staff training and development in Nigeria have undergone various changes as a result of the many civil service reforms recommendations. There were efforts to improve the quality of staff in terms of efficiency and effectiveness.

The reforms recommendations have emphasize a lot towards training and retraining of the staff in order to make the workforce better and more effective and efficient.

Human resources developments involve recruitment, motivation, education, training, utilization and stabilization of the employee. It also involves other issues like collective bargaining and work performance evaluation. The training programme prepares the individual for efficient labour force participation with respect to given occupation Tobias, (1980). Training is not just sending people to course but also about improving the performance in the development of potentials Olukayode (1976).

Until recently there has been a general resistance to investment in training in the public service because of the belief that “employees hired under a merit system must be presumed to be qualified, that they were already trained for their jobs, and that if this was not so it was evidence that initial selection of personnel was at fault” Stahl, (1976). This assumption has been jettisoned as the need for training became obvious both in the private and the public sectors. Many organizations have come to recognize that training offers a way of “developing skills, enhancing productivity and quality work, and building worker loyalty to the firm” Okotoni, (2005). Indeed, the importance of training has become more obvious given the growing complexity of the work environment, the rapid change in organizations and technological advancement which further necessitates the need for training and development of personnel to meet the challenges. Training and development helps to ensure that organizational members possess the knowledge and skills they need to perform their jobs effectively, take on new responsibilities, and adapt to changing conditions Jones, George and Hill, (2000). It is further argued that training “helps improve quality, customer satisfaction, productivity, morale, management succession, business development and profitability” Okotoni et al, (2005). Training of staff depends on the types and needs of ones professionals cadre. For example, Doctors, Lawyers, teachers, administrators all have different needs and types of training at a particular period of time.

Problems usually arise due to lack of transparency in sending staff for training resulting in misappropriation of priority in the training types and need. This can cause gab within the service in understanding the numbers of staff that are required to go for training in a particular professional cadre. As such, only selected professional cadre would be opportune to go for training which can have a negative impact on human resource development and training (A Moran, 2000).

Even though there has been a previous research on training activities in Ramat Polytechnic, Maiduguri, ranging from the staff study leave assessment of (2003), staff conference/ workshop analysis of (2000), to the effect of Education Trust Fund staff development system of (2005) etc. It was not extensively conducted because there doesn't seem to be significant impacts on the effectiveness and efficiency of the quality of the academic performance of the institution. This is not unconnected with the lack of systematic assessments of needs of the staff and the departments. This gab can be filled through the training need assessment which should be the bases for planning the organization's training programme.

It is in the light of the above that this research intends to identify and analyze the training needs of the polytechnic so as to promote efficiency and effectiveness in its training programmes in order to achieve its objectives.

Objectives of the study

The general objective of this research is to evaluate staff training needs assessment in Ramat Polytechnic, Maiduguri, Borno State, Nigeria. The specific objectives are to:

- i. identify the types of training needs that academic and non-academic staff were exposed to.
- ii. evaluate whether and how the training is assessed.
- iii. assess staff satisfaction with the training they received.

Research questions

The following are the research questions:

- i. What are the types of training needs that academic and non-academic staff were exposed to?
- ii. How is the training needs assessed?
- iii. Are the staff of Ramat Polytechnic satisfied with training they have received?

Hypothesis

The following hypothesis is formulated for this study.

There is a significant relationship between training needs assessment of a staff and approval for training.

Significance of the study

The study is significant because it will be useful immensely to staff training and development in the tertiary institutions across the country. It is also hoped to be useful to researchers, scholars and policy makers toward policy planning and implementation in the field of human resource development and for the promotion of efficient and effective workforce. In addition, this study will contribute to the existing knowledge or literature on human resource development and training for public servants.

Finally, this study is useful for better understanding of training and development for staff of tertiary institutions in Nigeria for effective and productive services as well as sustainability of the workforce.

Scope of the study

This research work covered training of staff in Ramat Polytechnic Maiduguri, Borno State of Nigeria with specific interest on training needs assessments and how human resources/work force is developed and properly trained; taking academic and non-academic staff of the Polytechnic as well as the administrative department that makes up the main body as focus of analysis. The research touches the quality and quantity of the available manpower in relation to efficiency and effectiveness of the work force in the study area. However, due to time, logistic and financial constraints, all the workers in the Polytechnic cannot be utilized rather, and it was restricted to selected staff from the various academic departments and the administrative /establishments unit.

The Concept of Training & Development

Training is a form of specialized education aimed at giving the trainee a particular or specialized knowledge, skill and attitude which he must possess to effectively perform in a given position. Development is concerned with specific programmes designed to prepare and groom a worker with particular education and training for higher responsibilities Onasanya, (2006).

Beardwell and Helen (2001) also view development as the process of becoming increasingly complex, more elaborate and differentiated by virtue of learning and maturation. Training is also seen as a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. Osborne, (1996) Rouda and Kusy (1995) views Training and Development as the ‘acquisition of knowledge, competencies and skills, and adopting behaviors that improve performance in current jobs, including: adult learning theory and applications, instructional systems design, train-the-trainer programs, and instructional strategies and methods.

Management development and training has been seen as a process by which employees are recruited, selected, trained, motivated and required within an economic system. According to Alao (2010), formal management development programme began to appear in large cooperation in 1940 and early 1950s. In the past few decades, there has been an increasing amount of research and general knowledge of the principle and techniques of administration. The rapid rates of technological and social changes have made it imperative to have managers and workers who are trained to cope with these changes.

The ever increasing technological sophistication especially in this age of computer technology has paved way for management training to meet changing business. In the recent years, industries have been concerned with the development of workers and those in management position both to improve performance in their present job and to provide a solid basis for those who are newly recruited. Those developments have been given impetus with the research of Taylor (2008), which emphasized continued necessity of scientific discoveries of human potentials through training. It was in this climate of technological and social changes taking place in the 19th century that managers started to seek better ways of coping with increasing complexities taking place in their enterprises.

Taylor (2008) was one of the pioneers who found out that workers are important and can be more efficient than machine Alao, (2010). Taylor asserted that it is the workers and management that set the pace for production hence, the need for manpower training and development in order to enhance the organizational predetermined goal. It has been emphasized that “scientific management is not a collection of technique only to increase efficiency, but rather a philosophy of being accomplished by workers training and development” Alao,

(2010).

In Nigeria, the genesis for manpower training and development can be traced to the Ashby commission set up in 1959 to conduct an investigation into Nigeria's need in the field of post secondary certificate and higher education Alao, (2010).

Following his development, the federal government has since established a number of training institutions such as the Industrial Training Fund (ITF) in 1971, the Nigerian Council for Management Education and training, the association institution known as center for management development (CMD) in 1972. The Developing Country Studies Administration Staff College of Nigeria (ASCON), the Agricultural and Rural Management Training Institution (ARMTI) as well as the Nigeria Institute for Policy and Strategy (NIPSS) and Institute for Labour Studies. Apart from the aforementioned, there are various Federal; and state training centers all over Nigeria.

In the private sectors, there are many organizations that have established their own training centers and schools while others depend on university sponsored programmes and seminars as well as executive development and general management courses run by the Nigeria Institutes of Management (NIM) and that of Institute of Personnel Management (IPM).

Hence, for an organization to achieve its objectives, there must be a continuous review of manpower training to ensure their effectiveness throughout the organization. It is also believed that a vast majority of new employees have not been prepared to perform the job they may encounter in their organisations in respect of the technical or professional education received. There is therefore need for training and retraining of the workers to perform new jobs and adapt to changing working environment.

Training needs arise mainly from the problems that lack of training may have created. Rapidly changing technology in both factories and offices has also created shortage of skilled labour. Also, the growing awareness of many organization responsibility in Nigeria society has accelerated the entrance of less qualified groups in the workforce management has realize that for well qualified workers to man all the different tasks, it is necessary to train their staff. Telecommunication, mass media and financial institutions for example need the kind of training that would equip their workers with the modern technology and ideas.

Training is therefore needed because of transfer, promotion and changes in work schedules. Training is needed when job delegation takes places. Training is required when job are enlarge and employees rotates from job to job. Training becomes imperative when scientist discoveries result in innovation in product and equipment.

Human Resource Development

Human Resource Development is an organized learning activities arranged within an organization in order to improve performance and/or personal growth for the purpose of improving the job, the individual, and/or the organization. This includes the areas of training and development, career development, and organizational development.

Employee needs to learn new skills and develop new abilities, to respond to workplace changes. The process of enhancing and enriching the skills and knowledge of employees through training and refreshing courses is called human resource development. The goal of Human Resource Development is to improve the performance of organizations by maximizing the efficiency and performance of workers. Human resources develop knowledge, skills, actions, standards, motivations, incentives, attitudes and work environment.

Understanding Training and Development

According to Obisi (1996) the concepts, of training and development are used interchangeably. However, it can be differentiated from the other. Training is for specific job purpose while development goes beyond specifics development covers not only those activities which improve job performance, but also those which bring about growth of personality. In training, you using one stone to kill one bird while in development you use one stone to kill two birds Mamoria, (1995).

Steinmetz, Lawrence (1996), notes that training is a short-term process, utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skill for a definite purpose. Development on the other hand is a long term educational process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose.

Cambell(1971) states that training refers only to instruction in technical and mechanical operations while development refers to philosophical and theoretical educational concept. Training is designed for non- managers while development involves managerial personnel. Training courses are typically designed for a short term, stated purpose, such as the operation of some piece (s) of machinery while development involves a broader education for long-term purpose. Training is for short-term while development is for long-term. Training is for specific job related purpose while development is for general purpose.

Types of training

According to Kulkarni (2013), different practices are followed in different industries and in different organizations too. So, the need of training and development programs is depending up on the requirements of the job profile. Therefore there are various types of programs shared by different authors. The types of training and development programs are as follows:

On- the -Job Training

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Job Instructions
Apprenticeship & Coaching
Job Rotation
Committee Assignment
Internship Training
Training through step by step

Off –the- Job Training

↑
Programmed Instructions
Class Room Lectures
Simulation Exercises
- Business Games
- Case Study Method
–Audio- visual Method
- Experiential Exercises
- Vestibule training
- Computer Modelling
- Behavioral Modelling
- Role Playing
- Conference/ Discussion Method
- Workshop/Seminar

The concept of training needs

An organization is seen to have needs when it recognizes that it is not geared to meeting the objectives which it has set for itself. Training needs can therefore be that gap, which exists between the true requirements of a given job and the present capabilities of the incumbent Robinson, (1985).

Training therefore is designed to overcome the barrier which inhibits performance of the job Boydeil, (1979). The meaning of training needs exists, when the application of systemic training will serve to overcome a particular weakness. Training needs assessment would involve the determination of appropriate responses to the following issues. To make sure that such training needs if identified could be used as basis for the design, development and delivery of subsequent training programmes; that could contribute to organizational effectiveness. In the reality, organizations and their problems is complex, hence there will be no single decision to problems. Its diagnosis and the method of need analysis towards finding solutions shall also vary. However, training like any other result oriented communication whose purpose is the achievement of desired reaction or proaction must have a clearly defined purpose are stated as: skills acquisition, change in attitudes and behaviour or provision of knowledge. These are some of the performance gap that can be closed through training.

Importance of needs analysis

Some organizations send its members for training because the budget provides for it, or that someone loyal to the boss or someone whose performance is outstanding needs some reward. At times the "LION"Is sent away to enable us release the sheep. People are sent on training not because there is a skill gap, but only to be away in order to implement or make changes in their absence. It would not be possible to make such changes if they are in the office. To some extent this assertion is applicable in the manner in most public organizations like the Ministries. The management does so without having to realize that training involve costs and hence its opportunity to the alternative forgone. Training should have been an involvement in-human resource with clearly defined expected return. Training is only worthwhile if there is a purpose for it.

Training needs enables us to consider the obstacles to attaining desired goals, analyze performance problems, determine need for, define expected potency of training, determine who is to be trained, in what area (content) will be the training, when and what purpose is "the training for. The training need analysis will unearth bottlenecks and prepare a means of reducing such negative impacts as well as stimulating the occasional change. Consequently, training need analysis could be both a strategic and analytical problem.

Content of training needs

Training needs reflect a-shortfall capable of being put right by training. Any or a combination of these shortfalls can contribute to a gap between budgeted performance and actual performance at any of the following levels - organizational, occupational and individuals. Bramely (1990) said that although the three usually consist of distinct analysis, it could be integrated so that they build on each other to produce a complete training needs result. The analysis at the organization level focus on the total enterprises and the analysis will look at things like - objectives, the pool of skills effectiveness and the organizational climate. At the occupational level, it involves collection of data about group jobs. It will determine standards required and what knowledge. Skills and attitude

are needed in order to achieve these standards. The focus on person analysis is to determine how well the individual carry out the various tasks which are necessary for successful performance.

Evaluation of Training

Evaluation of training & development programmes are normally used in a broad sense to mean any attempt to obtain information (feedback) on the effects of a training programme, and to assess the value of the training in the light of that information. According to some experts on the evaluation of training, a distinction is made between validation (the assessment of whether the training has achieved its laid-down objectives) and evaluation (the measurement of the total effects of the training programme). In practice, however, this distinction is not always meaningful, since it may be almost impossible to obtain information on the total effects of training (which may be extremely complex).

The process of evaluating training and development has been defined by Hamblin (1974) as: “any attempt to obtain information (feedback) on the effects of a training programme, and to assess the value of the training in the light of that information”. Warr (1969) defined evaluation as “the systematic collection and assessment of information for deciding how best to utilise available training resources in order to achieve organisational goals”. From these definitions it follows that evaluation leads to control which means deciding whether or not the training and development was worthwhile (preferably in cost-benefit terms) and what improvements are required to make it even more efficient and effective.

Evaluation, in its crudest form, is the comparison of objectives (criterion behaviour) with effects (terminal behaviour) to answer the question of how far the training & development programmes has achieved its purpose. The setting of objectives and the establishment of methods of measuring results are, or should be, an essential part of the planning stage of any training and development programme. Evaluation can be difficult because it is often hard to set measurable objectives and even harder to collect the information on the results or to decide on the level at which the evaluation should be made.

While there is a growing body of conceptual work on how employees really learn, and a burgeoning body of case studies of innovative corporate initiatives, there has been little synthesis of these bodies of literature. Not surprisingly, the yield from training and development initiatives will be maximised when employees perceive that desirable outcomes (or avoidance of undesirable outcomes) are attained as a result of their full commitment to a training and development program.

Wexley and Baldwin (1986) criticised the traditional training and development for its lack of accountability. The lack of accountability and rigorous evaluation may be attributable in part to an unfounded belief that “training and development is good for the employees and the organisation; so let there be training budget and training programmes”. This target-based (e.g., a specific number of employees to be trained during a given year) or budget-driven (influenced by the availability of time, energy, and resources) training and development efforts will ultimately lead to the result that “training is only a paid perquisite or free time for the employees devoid of daily stressors and distractions of the workplace on the one hand, and a wasteful expenditure for the management on the other”.

Mumford (1988) observes that prior to participating in any training and development experience; participants implicitly ask themselves a variety of questions: Do I believe this training and development will help me or my subordinates? Are there risks for me if I perform poorly? How does this experience relate to my job performance? Not surprisingly, the yield from training and development initiatives will be maximized when employees perceive that desirable outcomes (or avoidance of undesirable outcomes) are attained as a result of their full commitment to a training and development programme.

Grider et. al (1990) Conducted a study to determine which training evaluation method were perceived to be the most effective by training professionals, and which methods were most frequently used. For this purpose they selected members of American Society for Training & Development (ASTD). The findings of the study suggested:

- Integrate T&D into the strategic plan of the firm.
- Provide necessary resources to evaluate the training activity effectiveness.
- Establish an information network to facilitate access to necessary data for before and after measurement
- The most important benefit to be gained from successful evaluation will be improvement in organizational performance and increased employee satisfaction.

Bramely (1992) believes that behavioral change is introduced through training evaluation presents a, three part approach:

- Evaluation of training as a process
- Evaluation of changes in knowledge, skills, attitudes and levels of effectiveness
- Various approaches to evaluation such as interviews, surveys, various methods of observing behavior and testing.

Fuchsberg (1993) observed that many organizations base their training and development budgets on annual projections for new initiatives that link, optimistically, with business requirements. Now, the need to rigorously evaluate training and development initiatives in economic terms is becoming more apparent. As the training and development efforts in many organizations continue to expand and grow, many new competing programmes will be proposed, and senior management and board members will continue to ask hard questions about the projected value or likely financial impact of training and development investments. Evaluation of the economic and non-economic benefits, and the investments associated with the training and development programmes is absolutely critical to determining how training and development initiatives contribute to corporate performance. Many are currently struggling to evolve a valid, reliable and operationally viable model to measure and evaluate the effectiveness of training and development programmes Phillips, (1997, 1999); Taylor & associates, (1993); Lawson, (1993, 1994); Cronshaw & Alexander, (1991); Crawford & Webley, (1992).

Sackett and Mullen, (1993) suggested a broader perspective on a variety of aspects of training process. The purpose of evaluation is to help organizations make decision about future training activities, and provide tools needed to assess the type of evaluation possible in a given situation, to conduct the most informative evaluation possible given the constraints of the situation, and to communicate to organizational decision makers both the strengths and the limitations of whatever evaluation data is obtained.

Kraiger et. al (1993) Proposed cognitive, skill-based and affective learning outcomes (relevant to training) and recommended potential evaluation measures. They integrated theory and research from a number of diverse disciplines and have provided a multidimensional perspective to learning outcomes and advanced the theory of training evaluation by providing a conceptually based scheme of learning constructs, measurement foci, and measurement techniques.

Toplis (1993) criticized Kirkpatrick model for three reasons:

- The implication that level 1 might be best carried out first and level 4 last; in reality it is advisable to take initiatives aimed at level 4 without delay, even if it is difficult to evaluate them.
- The individual words associated with each level (reaction, learning, behaviour and results) are easily confused if used on their own; it is important to use the full definitions of the levels to avoid confusion.
- The models do not give any indication of the importance of process in introducing and sustaining the use of the model.

A literature search based on Kirkpatrick's name yielded 55 articles but only 8 described evaluation results and none described correlation between levels.

Lewis and Thornhill (1994) examined the relationship between training evaluation, organizational objectives, and organizational culture. Explicit recognition of organizational objectives linked to an integrated approach to training evaluation will certainly improve the effectiveness of evaluation. The absence of or ineffective practice of training evaluation within so many organizational is directly related to the nature of organizational culture.

Pearce (1995) Evaluation tends to be a neglected part of training. If it is considered at all, it is usually at a last stage in the training process. The absence of at least some evaluation can lead to an enormous waste of resources. Mann and Robertson (1996) conducted a study in Europe to answer the question 'What should training evaluations evaluate?' They selected 29 subjects (10 female and 19 male) from a three-day training seminar for European nationals run in Geneva. The results showed that the trainees did learn from the training sessions and, although they did not retain all they learned, they did know more one month after training than they did before training. They recommended that an effective way for practitioners to evaluate training is to measure self-efficacy regarding the trained tasks, immediately after training.

Saxena (1997, a.) cited a study conducted by American Society of Training and Development (ASTD) on the practice of evaluation. It was reported that the actual practice of evaluation did not often follow the strict recommendations of evaluation literature. This was largely explained by the fact that many training practitioners had not found the literature's advice applicable or useful for their organization. Most of the training managers who participated in ASTD's research effort believed that there was value in a concerted effort to increase the practice of employee training evaluation.

All the organizations represented in the study evaluated some aspect of their training programmes. In terms of the four-level Kirkpatrick model, 75 to 100 per cent of them evaluated training programmes at the participant's 'reaction' level. Virtually all of them also evaluated participant's 'knowledge gains' in some of their training programmes. Twenty-five per cent of their training programmes were evaluated at the 'learning' level. 'Behaviors' change on the job was the least measured among companies surveyed, only about 10 per cent evaluated training at this level. Employee training was evaluated at the 'organizational results' level about 25 per cent of the time, despite new pressures on training practitioners to assess the economic worth of human resource development (HRD) activities. Sixty-six per cent of the training managers reported that human resource development (HRD) professionals were under increasing pressure to show that programmes produced favorable bottom line results. Although most training programmes were evaluated at the reaction and learning levels, these

levels were not always consistent with the reasons for evaluation. 'Impact on job performance' and 'economic gains within organisation' were evaluated the least. Most organisations evaluated training programmes to meet the training department demands, employee demands, and management demands.

Saxena (1997, b.) undertook a study on the role of evaluation of training in designing training programmes in institutions of government, private, public and banking sectors. A total of 100 training and development programme participants were selected randomly by the investigator. They represented the four clusters: (1) Government training institutions, (2) HRD centers of private sectors, (3) HRD centers of public sectors, and (4) Training institutions of banks. Data were collected by administering the questionnaires. In addition, structured and unstructured interviews were conducted by the investigator with both the top managers of training institutions and the trainees. It was found that:

1. the institutions and HRD centers defined the scope of training evaluation from trainee's development level to the organisational effectiveness level;
2. the training institutions were very clear about the purpose of evaluating the training programmes;
3. 'lack of adequate evaluation methodology', 'lack of expertise' and 'fear of exposure to weaknesses' were cited as the constraints for obtaining and collecting evaluation data;
4. 'overall impact on the performance of organizations, 'change in skills and attitudes of trainees', and 'quality of subject matter in courses' were cited as the most important indicators of course effectiveness;
5. training institutions concentrated their evaluation efforts mostly on reaction and learning levels; and
6. training institutions and HRD centers were found to have plans to improve the courses by effective evaluation procedures.

Campbell (1998) suggested evaluation can provide a sense of satisfaction and accomplishment to the personnel associated with a course or programme. Everyone needs feedback on how they are doing, and evidence that training is worthwhile is a source of pride. Apart from this, periodic evaluations are necessary to assure optimum training relevance, effectiveness, and cost efficiency.

Blanchard et al.(2000) studied training evaluation practices at both management and non-management level in Canada through a survey of 202 organizations, employing a total of over 4,70,000 employees, thus representing a significant portion of the Canadian workforce. The survey data indicated that only one-fifth of the Canadian organizations evaluated their training as suggested by academic standards. The researchers presented practitioner perspective as a supporting rationale for the survey results.

Yadapadithaya (2001) studied the current practices of evaluating training and development programmes in the Indian corporate sector on the basis of data collected from written questionnaires mailed to 252 respondent companies – 127 private, 99 public, and 26 multinational corporations (MNCs). The major findings of his study include the following:

- High pressure for increased quality, innovation, and productivity acts as a major driving force for the Indian corporate training and development programmes.
- Most of the key result areas of training and development function are related to the measurement and evaluation of training effectiveness.
- Nearly 86 per cent of the private sector, 81 per cent of the public sector, and all the MNCs evaluate the effectiveness of training in one way or the other.
- The major purpose of evaluation is to determine the effectiveness of the various components of a training and development programme.
- Organizations rely mostly on the participants' reactions to monitor the effectiveness of training.
- An overwhelming majority of the organizations use "questionnaires" as an instrument to gather relevant data for evaluation.
- In most of the cases, evaluation was done immediately after the training.
- Majority of the private and public sector organizations use one-shot programme design and more than half of the MNCs also use single group, pre-test and post-test design for evaluating the effectiveness of training and development programmes.
- Absence of transfer of learning from the place of training to the workplace has been a major perceived deficiency of the corporate training and development system.
- Indian corporate sector is currently facing the challenge of designing and developing more valid, reliable and operational measures to evaluate the effectiveness of training and development.

Srivastava. et al.(2001) evaluated the effectiveness of various training programmes offered by the in-house training centre of Tata Steel, Shavak Nanavati Training Institute (SNTI), India. Effectiveness of training was measured in terms of various outcomes such as satisfaction level; reaction and feedback of participants; and change in performance and behavior as perceived by participants, their immediate supervisors, and departmental heads. The sample consisted of sixty departmental heads, fourteen hundred participants and thirteen hundred immediate supervisors from various departments. The data were collected through structured interview schedule.

It was found that the satisfaction levels of participants, their superiors, and divisional heads were above average for all types of programmes. The participants were benefited from the programmes, but transfer of learning was not as expected from their supervisors. There were changes in the post-training performance ranging from 10 to 37 per cent. Training programmes could meet the objectives only to a limited extent.

Ogunu (2002) in his study titled "Evaluation of Management Training and Development Programme of Guinness Nigeria PLC" examined the management training and development programme of Guinness Nigeria PLC, Benin City with a view to ascertaining its relevance, adequacy, and effectiveness. A convenience sampling design was adopted, whereby the researcher used all the 50 management staff of the company's Benin Brewery as subjects for the study. Data were collected by administering a questionnaire titled 'Management training and development questionnaire' (MTDQ) developed by the researcher. Hypotheses testing in the study revealed that facilities for staff training were adequate for effective training of management staff, training programmes for management staff were relevant to the jobs they performed, and the training programmes undergone by staff did indeed improve their performance and effectiveness at works.

Interestingly, much of the existing literature on training and development has lamented the failure of organizational efforts to significantly improve the knowledge, skills, and attitudes of employees or affect business performance Campbell, Dunnette, Lawler, & Weick, (1970); Greiner, (1987); Hall, (1984). As Hall (1984) pointed out more than a decade ago, "if strategic human resource management is rare in contemporary organizations, then the strategic development of managers is virtually non-existent". Greiner (1987) similarly concluded that "entertainment without development" accounts for about 75 per cent of the management development budget.

Theoretical perspectives

Systems theory

This study was anchored on the system theory which was propounded by Easton (1961). The systems perspective assumed a system as a set of interrelated and independent parts arranged in manner that produces a unified whole. From a system perspective, an organization is seen as being made up of interdependent factors, including individuals (managers, teachers, accountants, supervisors, etc), groups, attitudes, motives, formal structure, interactions, goals, status and authority Owojor and Asaolu (2010). The system approach believes that system is made up of parts which are differentiated in some ways but are connected to make up the whole though the interaction between its component parts and with the external environment. The organization as an open system cannot exist in isolation. It must exchange energy and information/competencies with its environments. Every system is loosely connected with many other sub-system or sub-units. For example, organizational system is loosely coupled by the following elements; raw materials, equipment, administrative personnel, working tools, managers, accountants, supervisors and other employees. The organization is environments within the larger environment. It is important for the organization to expand its functions in order to bring it into closer relations with the surrounding environment. For example, teachers, managers, accountants, supervisors are recruited from outside the organization; while funds may be internally or externally generated. The system theory gives the managers a way of looking at an organization as a whole and as part of the larger external environments. In doing so, systems theory is of the view that activity of any of the organization affects activity of every other part Awojor and Asaolu (2010). The job of a manager is to ensure that all parts of the organization are coordinated internally so that the organization's goal can be achieved. With this, the manager has to ensure that the activities of both human resources and materials are well coordinated and represented in terms of motivation and training of staff to enable them fit in the environment of work. Training and development is a mixture of activities aimed at improving the performance of personnel in organization for the attainment of continuous improvement in productivity. An organization does not exist in a vacuum; hence it is dependent on its external environment. Organization invests 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. An organization is seen to be effective and efficient if there is demonstrable increase in productivity. The staff are expected to meet the needs and expectations of the organization by performing their responsibilities to the organization. The Job of an organization manager, supervisor etc, is to assume that all parts of the organization are coordinated internally so that the organization are not self-contained. They rely on their environment for life sustaining inputs Asaolu (2010).

The Systems Perspective

The systems perspective defines a system as a set of interrelated and interdependent parts arranged in a manner that produces a unified whole. Using a systems perspective, we envision an organization as being made up of interdependent factors, including individuals, groups, attitudes, motives, formal structure, interactions, goals, status and authority DeGreene (1973).

The system approach believes that system is made up of parts which are differentiated in some ways but are

connected to make up the whole through the interaction between its component parts and with the external environment. The school as an open system cannot exist in isolation.

It must exchange energy and information with its environments. Every system is “loosely connected ‘with many other sub-system or sub-units. For instance, the educational system is loosely coupled by the following elements: teacher-materials, school boards, administration-classrooms, process-outcome, teacher-teacher, parent-teacher and teacher-student.

The school is a community within the larger community. It is important for the school to expand its functions in order to bring it into closer relations with the surrounding community. It is also necessary for the school to be in close relationship with its community because of the support which the school gets from the community in terms of input resources. For instance, teachers are recruited from outside of the school system, students (as inputs) also come from outside (community) of the school while funds for providing the necessary instructional materials/equipment and infrastructures that will assist the school in performing its functions also come from outside of the school system, DeGreene (1973).

According to DeGreene (1973), an organized enterprise does not exist in a vacuum. Rather, it is dependent on its external environment. It is part of larger systems, such as the industry to which it belongs, the economic system, and society. Thus, the enterprise receives inputs, transforms them, and exports the outputs to the environment. The school is expected to meet the needs and expectations of the society by assisting the children (students) within the community to develop sense of commitment and become acquainted with their civic and social responsibilities to the community. The school also raises the level of economic activities of the community, which in turn raises the standard of living of the members of the community. The relationship between the school and the community is indeed a symbiotic one, since the function of one complements the other. The job of a school head, principal, Provost, Rector or Vice Chancellor is to ensure that all parts of the institution are coordinated internally so that the institution’s goals can be achieved. The open systems approach recognizes that institutions are not self-contained. They rely on their environment for life sustaining inputs and as outlets to absorb their outputs.

A Systematic Approach to Training

The terms ‘systems approach’ and ‘systematic approach’ are used widely to describe how trainers apply themselves to the training function. This has caused some confusion and frequently the question is asked as to whether these terms have the same meaning.

Drawing upon systems theory, Atkins (1983) makes a distinction between the use of the words ‘system’ and ‘systematic’. He suggests that the term ‘systems approach’ can be interpreted in two ways. It can be used to describe an approach that views training as a sub-system interacting with the other subsystems upon which an organization depends for its progress and its survival.

This approach enables an observer to obtain a wider picture of training functioning within the system or within the organization as a whole. It gives a broader and possibly a different perspective of factors, influences and problems and the way in which they impact not just upon the training function but upon all parts of the system.

Another way in which the term ‘systems approach’ can be interpreted is as a logical relationship between the sequential stages in the process of investigating training needs, designing, delivering and validating training.

Atkins believes that the emphasis on logical and sequential planning and action makes it more appropriate to describe this process as systematic. While it might appear that a systems approach and a systematic approach are quite different, they are not incompatible when they are applied to training at different levels. A systems approach can be applied at organizational level to examine the broader issues of the aim, function and appropriateness of training. A systematic approach is applicable directly to the day-to-day functioning of the training department.

Justification of the theory

The polytechnic as a system comprises of interrelated parts of the sub-system that help it in terms of provision of Education. These are: the Faculties, Departments, Centers, Unit of staff Union(s) and association as a set of sub-system. Therefore the Polytechnic system comprises these number of sub-system which operate together to attain its objectives.

The polytechnic as an open system organization, procures “input”, such as funds, staff, infrastructure, and students, the student are then transformed “through put” such as rules, regulations, exams, curriculums, workshops, seminars, etc. The “outputs”, which are the graduates are offered sale to the public, while getting a feedback from the environment it operates.

The “feedback” refers to the reaction gotten within the environment where the Polytechnic operates. For example, the rejection or demands from labour market for graduate of the Polytechnic is an indication that the Polytechnic is either retrogressing or progressing. A riot within the Polytechnic, which spill over the

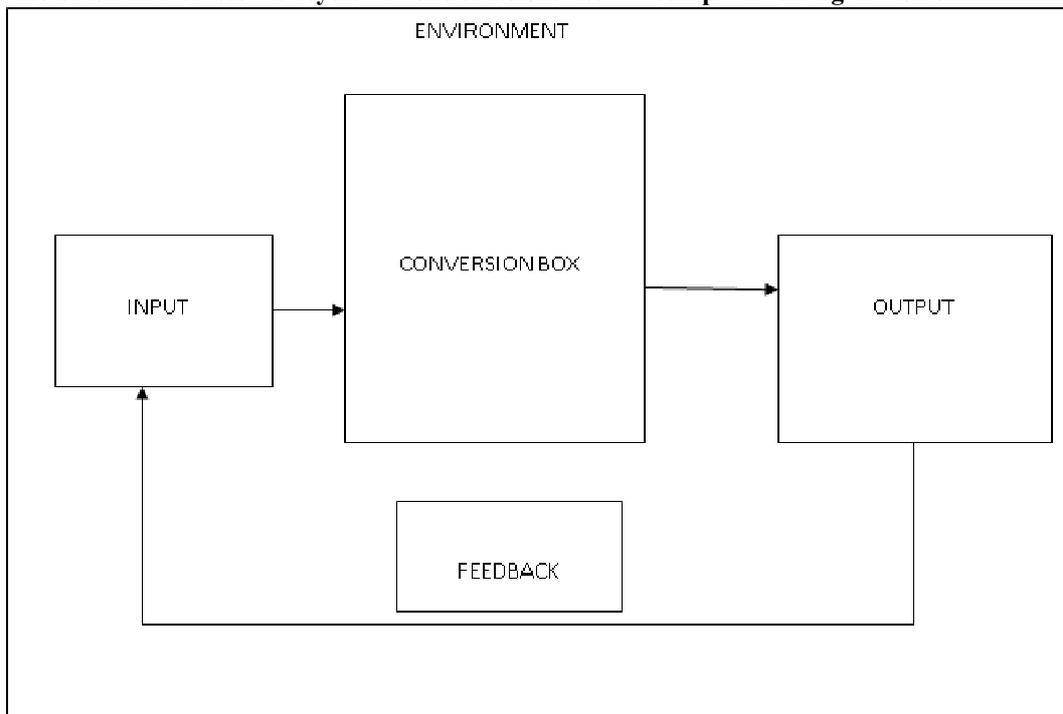
environment will always make the Polytechnic to take steps to curtail further occurrences, as the success of the Polytechnic depends on the withstanding the influence of what happen within its environment.

The study plans to operationalize system theory as related to staff training in Ramat Polytechnic, Maiduguri, using the input, throughput and output model.

The researcher plans to apply the system model by using “input” that was earlier referred to as the procurement of fund, staff, infrastructure, and students which are also characterized by the Polytechnic management interest, union’s interest, government interest and community interest where the Polytechnic co-exist.

While the “throughput” or the conversion stage refers to the rules and regulations made by government and those of the Polytechnic management for harmonious working relationship with workers and their various trade unions, but, where the Polytechnic management and government failed to apply this rules and regulations appropriately in sending staff for training programmes, the results are either positive or negative in the “output” of the system model.

Table 2.9.4: The Estonian system models has been summed up in the diagram below.



Source: Ranney, 1975

Discussion of results

The results revealed that majority of both academic and non-academic staff agreed that identifying training needs is very essential for efficiency and productivity. The results also revealed that both academic and non-academic staff unanimously agreed that training bridges the gap between requirement and current capability of the incumbent. By implication this means that training and re-training of staff of the Polytechnic enhance skill building and capacity of Polytechnic workforce. This is in line with the assertion of Robinson (1980), *which states that “an organization is seen to have needs when it recognized that it is not geared to meeting the objectives which it has set for itself. It further stress that training needs can therefore be that gap which exists between the true requirement of a given job and the present capacities of the incumbent”*

On whether training is prioritized among the staff of the Polytechnic, the results clearly indicate that it is not prioritized because both academic and non-academic unanimously did not agree to that. This means that staff priority is not considered and so their needs are not of utmost importance. *“Wexley and Baldwin (1986) criticised the traditional training and development for its lack of accountability. The lack of accountability and rigorous evaluation may be attributable in part to an unfounded belief that “training and development is good for the employees and the organization; so let there be training budget and training programmes”.*

The result on whether there is a significant relationship between training needs and approval for training shows that academic staff strongly agreed to that assertion while the non-academic staff on the other hand agreed. This clearly indicates that there it is very essential to identify the training needs of the staff and the department before approving for training so as to fill up the skill gap appropriately.

The result further revealed that the methods of training that staff of the Polytechnic recently undergoes are the in-service course, staff seminar, induction course, on-the –job training and off-the –job- training. Among these training types, the in-service course was the highest that the academic staff benefited from, while the non-academic staff benefited mostly from the staff seminar training type.

On the other hand the research revealed that both academic and non-academic staff of the polytechnic rarely have access to workshops and seminar/conferences. There is the possibility of favoritisms in sending staff for training by the management which is not unconnected to why staff rarely access seminars, workshop or conferences. *Philips et al (1997) opined that evaluation of the economic and non-economic benefits, and the investments associated with the training and development programmes is absolutely critical to determining how training and development initiatives contribute to corporate performance. Many are currently struggling to evolve a valid, reliable and operationally viable model to measure and evaluate the effectiveness of training and development programmes.* The research also revealed that at times staff of the Polytechnic were sent on training not because of the need but rather to effect changes in their absences. By implication this means that such action will always create a skill gap within the staff and can lead to inefficiency, lack of transparency and low productivity in the organization.

The result on whether there is training needs assessment and who initiate training needs analysis clearly revealed that there is no training needs assessment conducted in the polytechnic in sending staff for training. Thus it means nobody initiates the assessment as such only individuals on their own will choose to go for training if approved by the management of the organization. This response was unanimously given by both the academic and non-academic staff of the Polytechnic indicating the possibility of lack of transparency and inefficiency on the part of the management.

Finally, the research results show that even though there is no training need assessment in the polytechnic in sending staff for training, those that were opportune to have accessed to such training among both the academic and non-academic staff revealed that they were satisfied with the various types of training they have received. *“Campbell (1998) suggested evaluation can provide a sense of satisfaction and accomplishment to the personnel associated with a course or programme. Everyone needs feedback on how they are doing, and evidence that training is worthwhile is a source of pride. Apart from this, periodic evaluations are necessary to assure optimum training relevance, effectiveness, and cost efficiency”*

Summary

The findings of the study are highlighted below:

- i. There is no training needs assessment in Ramat polytechnic, Maiduguri. Although the reason is not unconnected with the fact that the management of the institution do not take into cognizance its importance as such nobody initiates training needs analysis rather staff only choice to go if interested?
- ii. It also found out that training need is not prioritized among the staff of the Ramat polytechnic, Maiduguri. This is an affirmation that it has created skill gab among the staff as a result of the poor training methodology.
- iii. The analyses further revealed those trained were satisfied with the training they received, however their number is not encouraging compared to those that lack any form of training in the institution. This can have effect on the overall performance of the staff in terms of efficiency and effectiveness.
- iv. Lastly, the result of the hypotheses testing revealed that there is a significant relationship between training needs of staff and approval for training. Thus the implication of this finding is that a staff of Ramat Polytechnic is likely to be given approval for further training if the institution assesses his need for such training.

Conclusion

The empirical result indicates that there is a significant relationship between training needs of a staff and approval for training in Ramat Polytechnic, Maiduguri. Even though the organization is lacking training needs analysis it is very clear that training improves the organizational performances. It is therefore deduced that initializing training needs analysis is very essential for efficiency and productivity of the organization.

Recommendations

Based on the findings, the following recommendations are hereby suggested:

1. Since it was found that there is no training need assessment in sending staff for training, the management of the institution should henceforth consider staff training only based on the needs of the department and the individual so as to bridge the gap between requirement and the current capacity of the incumbent.
2. The organization must exhibit a high level of commitment to its employees by prioritizing

individual staff and departmental request for training. If the staff are given adequate resources, facilities and training, they will not be likely concern about losing their job due to lack of skill as such there is likelihood of high level of employee's commitment. But on the other hand, if staff are not given adequate resources, facilities and training, they will not likely view the organization as being committed to them as such performance may drop and some may even change their jobs.

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