

## **Employees' Perception of the Impact of Training and Development Policy and Practice on Theirwork Performance in Integrated Data Services Limited (IDSL), Benin City, Nigeria**

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**Abstract:** This study accesses the perception and impact of training and development policy and practice on employees' work performances in IDSL. In this regard, it sought answers to the following issues; organization's interest in training and development of its employees, opportunities and frequencies they have for training and development; criteria for selecting employees for training and development, relevance of the training and development to the knowledge, skills and attitude required for their job, their effect on their job performance and overall effectiveness of the training policy and practice of the organization. The scope of the study consists of 208 employees of Integrated Data Services Limited (IDSL), Benin City, Nigeria. Stratified random sampling was used in selecting the respondents for the study while questionnaire served as the data collection instrument. Research data were analyzed, using descriptive statistic such as frequency tables and percentages. The research findings among others show that majority of the respondents acknowledged that the organization is highly interested in training and development of its employees'. With regard to selection criteria for training, respondents were considerable satisfied; but selection based on employees' relationship with boss registered highest, emphasis on individual and organization needs were inadequate. Further finding shows that the training and development given to employees' were relevant and knowledge, skills and attitude gained enhanced their job performance. Overall training and development policy and practice of the organization were adjudged to be effective.

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### **I. INTRODUCTION**

Training has become a very important aspect of human resources management because the success of any modern organization depends on the competencies and quality of its employees. Society is increasingly becoming complex and dynamic and in order to meet its ever rapid changes in science, technologies, and environment of work, employees in organizations require continuous training and retraining in order to upgrade and update their knowledge, skills, abilities and attitudes.

The concept of training has been defined in various ways by different writers and researchers on the subject. Armstrong (2001), for example, views training as the formal and systematic modification of behavior through learning which occurs as a result of education, instruction, development and planned experience. Nwachukwu (1999), on the other hand, posits that training is an organization's effort aimed at helping an employee to acquire basic skills required for the efficient execution of the functions for which he is employed while Omiyi (2001), sees training as expedient for the purpose of transformation in organization and for enabling managers cope with the transition and handling of difficult situations.

Dessler (2005), in another vein, defines training as the methods used to give new or present employees the skills they need to perform their jobs and regards training as the hallmark of good management, a task managers ignore at their peril. Bohlander and Snell (2010) in another concept are of the view that the term training is often used casually to describe almost any effort initiated by an organization to foster learning among its members. However, many experts distinguish between training which tends to be more narrowly focused and oriented toward short term performance concerns, and development, which tends to be oriented more towards broadening an individual's skills and for future responsibilities. They further explained that the two terms tend to be combined into a single phrase – training and development – to recognize the combination of activities organization use to increase the skill base of employees. From the foregoing, it is evident that training and development is concerned with the acquisition of skills, knowledge, attitude and behavior for enhancing job performance, personnel and organizational effectiveness.

**Training in the public sector:** Training and development, as defined above, is an integral component of human resources management be it private or public organization, especially those that intend to remain competitive. However, in the public sector which is owned and run by the government, directly or indirectly, there is a standard policy on training although, in practices, many employees in the public sector are not adequately trained or are not trained at all. Management or Administrative staff tends to gain more access to training in public sector, no matter how inadequate. While most of these categories of employees may not attach importance to the value of training, they are often motivated to indicate interest owing to training allowances. In most cases however, junior staff are given less attention in training programs. It is not surprising that the public service is often considered to be characterized by gross inefficiency, ineffectiveness, crudity and obsolete methods and techniques of getting jobs done. The consequences of which have been grave for Nigerian public sector.

## **II. OBJECTIVES OF THE STUDY**

The general objective of this study is to assess the impact of IDSL training and development policy and practices on employees' work performance in Benin City. In this regard, the opinions of the employees' will be ascertained in the following specific area:

- a. Extent to which the organization is interested in training and development of its employees
- b. Extent to which employees have had opportunities to attend training and development since joining the organization
- c. Employees perception of staff training selection criteria in the Organization and employees level of satisfaction with management selection criteria and procedures for training
- d. Extent to which the knowledge, skills and attitude acquired by employees in their training and development are relevant to their job performance.
- e. Extent to which the training attended, knowledge, skills and attitude gained makes job easier and enhanced employees' job performances.
- f. Employee's level of satisfaction with the training and development programs attended and their level of motivation
- g. Types of training and development sponsorships available to employees' in the organization

## **III. REVIEW OF RELATED LITERATURE**

To begin with, given the objectives of this study, let us briefly examine the profile, mission, cardinal objectives and the Nature of current Training practices in Integrated Data Service limited (IDSL).

### **3.1 Profile of *Integrated Data Service Limited (IDSL)*:**

According to IDSL Corporate Profile Brochure, the organization is a strategic business unit which is a component of the Nigerian National Petroleum Corporation (NNPC). It was established in 1988 during the commercialization exercise in NNPC with a focus on seismic data acquisition (processing and engineering services). In the same year IDSL won the first international seismic acquisition contract in Ghana. IDSL also entered into joint venture partnership with United Geophysical Nigeria Limited (UGNL) in 1996 on 3 Dimensions (3-D) Data Acquisition. Other joint ventures of IDSL include their partnerships with Petrol Geophysical Services in Marine acquisition in 1997, Land Mark in 2003, as well as Western Geo-physical services in 2006 for National Data Repository and Seismic data processing respectively and so forth.

The mission statement of IDSL is 'IDSL Markets World Class Geophysical, Geological and Petroleum engineering Services, "while the cardinal objectives include acquisition and processing of world class seismic data as well as provide reservoir and data management services to the oil and gas industries. The core business of IDSL includes, but is not limited to, seismic data acquisition, seismic data processing, petroleum engineering services, as well as Data storage and management services. The core business of IDSL is suggestive of the need to constantly adjust the skills of employees to meet up with the dynamic nature of the environment of Geophysical, Geological and Petroleum engineering. This underscores the importance of training to the employees of IDSL.

### **3.2 Training at IDSL**

Every department and employees at IDSL is given a target at the beginning of each year. Staff performance appraisal is conducted at the end of each year; on the basis of the appraisal, training needs are identified. Three basic kinds of training are often used at IDSL. They include equipment based; knowledge-based; and induction-based training. (i) Equipment-based training: this is done to update staff knowledge on how to operate modern equipment in the company's field of operation; (ii) Knowledge-based training: this is given to employees who need to be knowledgeable in specific areas of operation especially if the knowledge to

be acquired is raw or if the staff appraisal report shows deficiency in such areas; and (iii) Induction-based training: this is general training which is given to new employees.

According to IDSL Learning Officer, training at IDSL is usually need based; that is, only employees who deserve training are sent on training and it is usually done annually. IDSL policy on training requires that at least one third (1/3) of its total number of employees be trained annually. They could be given any one of the following trainings – local training: this is normally organized by management of IDSL, using consultants; Local Ad hock Training: this is often organized for a few members of staff in need of professional training (Data Miners, 2009); Adhoc Overseas Training: this involves sending employees, who require some technological knowledge for better performance overseas where they can acquire the necessary training; and Overseas Training: this is usually planned and executed by the Nigerian National Petroleum Corporation(NNPC)'s Corporate Headquarters

### **3.3 The Training Cycle at IDSL**

The training cycle usually begins with training Needs Analysis; followed by Designing and Delivery i.e implementation, which is the execution of training and desired objectives.

### **3.4 The Importance and Effectiveness of Training and Development in an Organization**

The effectiveness of training and development in an organization cannot be over emphasized. Training and development foster the initiative and creativity of employees and help to prevent manpower obsolescence, which may be due to age, attitude or inability of a person to adapt himself or herself to technological changes (Arnolf 1971). Mamoria (1995), argues that training is a practical employees vital necessity because it enables employees to develop and rise within the organization and increase their market value, earning power and security. He goes further to expatiate that training helps to mold employees' attitudes and help them to contribute meaningfully to the organization and in addition enhances performance of employees.

According to Noe & Schmitt (1986), effectiveness goes to the heart of what training and development are all about in an organization: giving employees the knowledge and skill they need to perform their jobs effectively. As Brinkerhoff (2005), pointed out, in order to initiate more effective training, organizations need to look at how the training and development system is aligned with the strategy of the organization and at what is being done to make sure that all training and development activities are effective.

Amir and Amen (2013), in their investigation concluded that training program is the stimulant that workers require to improve their performance and capabilities, which consequently increase organizational productivity. Therefore, training should be designed on the basis of firm specific needs and objectives. Effective training is the thoughtful intervention designed at attaining the learning necessary for upgraded employee performance.

Organizations can no longer afford to provide training that has not been evaluated for its contributions to the organization's strategic goals, mission and its effectiveness and use on the job to achieve those goals

### **3.5 Aim of Training and Development**

According to Armstrong (2001), the fundamental aim of training is to help the organization achieve its purpose by adding value to its key resource – the people it employs. He opines that Training means investing in people to enable them to perform better and to empower them to make the best use of their natural abilities. He goes further to give specific objectives of training to include developing the skills and competences of employees and improve their performances. Help people to grow within the organization in order that, as far as possible, its future needs for human resources can be met from within; as well as reduce the learning time for employees starting in new jobs on appointment, transfer, or promotion, and ensure that they become fully competent as quickly and economically as possible. As Dessler argues, training today also plays a key role in the **performance management** process. This is the integrated process employers use to make sure employees are working towards organizational goals. It means taking an integrated, goal-oriented approach to assigning, training, assessing and rewarding employees' performance. Taking a performance management approach to training means that the training effort must make sense in terms of what the company wants each employee to contribute to achieving the company's goals.

### **3.6 Strategic Aspect of Training**

Training adds value to an organization by linking training strategy to organizational objectives, goals and business strategies. Strategic training focuses on efforts that develop individual worker competencies and can produce ongoing value and competitive advantages for the organization. This basically means that training must be based on organizational plans and HR planning efforts. (Flynn et al, 2007). Strategic training also implies that human resources and training professionals must help the organization create competitive

advantage. Ultimately, to the extent that organizational training efforts are inherently difficult for competitors to imitate or copy, training can be considered a strategy asset.

Training directed mostly on teaching technical skills such as assembling computer parts or processing data are no longer sufficient. As one trainer puts it: 'we don't just concentrate on the traditional training objective anymore... we sit down with management and help them identify strategic goals and objectives and the skills and knowledge needed to achieve them. Then we work together to identify whether our staff has the skills and knowledge and when they don't that's when we discuss training needs'. In another word, the training has to make sense in terms of the company's goals. A strategy to improve customer services implies the need for customer service training. (Christine Ellis & Sarah Gal) "A sit at the table".

#### **IV. TYPES OF TRAINING**

Different types of training are generally designed to meet various objectives in organizations. Consequently, there are various classifications of training by different authors and one of such useful classification by Flynn et al is as follows:

- Required and Regular Training- Done to comply with various mandated or legal requirements and as training for all employees (new employment orientation)
- Job/Technical Training – Done so that employees can perform their jobs tasks, and responsibilities well (e.g., customer service, computer and machine operations)
- Interpersonal and Problem-Solving Training- Conducted to address both operational and interpersonal problems and improving organizational working relationships (e.g., team building, conflict resolution)
- Developmental and Innovative Training – focused to enhance individual and organizational capabilities for the long-term future (e.g., organizational change, creative thinking).

This classification seems to lend support to the views of Ellis and Gal earlier mentioned that 'we don't just concentrate on the traditional training objective anymore' we sit down with management and help them identify strategic goals and objectives and the skills and knowledge needed to achieve them. Then we work together to identify whether our staff has the skills and knowledge and when they don't that's when we discuss training needs. This means that training must include required and regular training, job/technical training, interpersonal and problem-solving training, developmental and innovative training and must be strategic in nature.

##### **4.1 Options In Training**

Billson (1998) identified seven (7) options in training delivery and their likely impact on business results. They are: external training courses (low); internal courses/workshops (low); self-learning via multi-media packages (medium),small-group coaching (high); action learning (high); one-to-one learning (very high); and just-in-time training, which also produces very high impact on business results.

##### **4.2 Training Techniques**

Fagbohunge and Longe (1994) categorized training techniques into three. They are: (i) Information presentation techniques, which include lectures, correspondence course, motion pictures, reading lists, closed-circuit television (and video tape), systematic observation (closely related to modeling), programmed instruction and computer assisted instruction (CAI) (ii) T (training) - groups or sensitivity training – which refers to unstructured learning situation in which individuals meet in groups, focuses on the behaviours taking place in their groups and attempt to enhance the awareness of both themselves and social processes, and (iii) laboratory education; simulation methods, which include the case method, the critical incident method role playing, programmed group Exercise, the task model, the in-basket technique, and business games; as well as on-the-job training methods which include orientation or induction training, apprenticeships, vestibule training, job rotation, committee assignments (or junior executive boards), on-the-job coaching, and performance appraisal.

##### **4.3 Steps in Training**

A systematic approach to training and development is expected to follow a logical sequence of activities. Dessler for example states that training program consist of five steps as follows. The first, or needs analysis step, identifies the specific job performance skill needed, assesses the prospective trainee skill, and develops specific measurable knowledge and performance objective based on any deficiencies. In the second step, instructional design, you decide on, compile, and produce the training program content, including workbooks exercise and activities; here you'll probably use techniques such as on-the-job training and computer assisted learning. There may be a third, validation step, in which the bugs are worked out of the training program by presenting it to a small representative audience. The fourth step is to implement the program, by

actually training the targeted employee group. Fifth is an evaluation step, in which management assesses the program's successes or failures.

#### **4.4 Benefits of Training**

There are several benefits which organizations that train their employees stand to gain. Cole (2002), asserts that an organization which adopts a systematic training approach attains several benefits for both the organization and the employees. According to Alaina (2010), an employee who is adequately trained performs better, has increased morale and achieves higher goals within the organization. Thus, employee performance training is a key to increasing employee retention and productivity. Alaina further states that the goal of performance training is to close the gap between how an employee currently performs and how the organization needs him to perform and also observed that an appropriately trained employee makes fewer mistakes, needs less supervision, and gets more accomplished. Such employees are also likely to treat customers well and thus increase their loyalty to the organization. To this end, employee performance training increases customer satisfaction and result in fewer complaints, thus freeing up time for the managers. Employee performance training also helps to reduce employee turnover rates. Donald (2009), observes that employee development training has a certain cost to the organization that can easily be considered a benefit to the employee. Such awareness on the part of the employee can also lead to greater loyalty to the organization as well as enhanced job satisfaction.

According to Armstrong (2005), effective training can minimize learning cost; improve individual, team and corporate performance in terms of output, quality, speed and overall productivity; improve operational flexibility by extending the range of skills possessed by employees (multi-skilling); attracts high quality employees by offering them learning and development opportunities, increasing their levels of competence and enhancing their skills, thus enabling them to obtain more job satisfaction to gain higher rewards and to progress within the organization; increase the commitment of employees by encouraging them to identify with the mission and objectives of the organization; help to manage change by increasing the understanding of the reasons for change and providing people with knowledge and skills they need to adjust to new situations; help to develop a positive culture in the organization, thereby helping the organization to attract high quality staff oriented towards performance improvement and provide higher levels of service to customers.

## **V. RESEARCH METHODS**

The population of the study is made up of two hundred and eight (208), employees of IDSL consisting of twenty-three (23) management staff, one hundred and seventy-three (173) senior staff and eleven (11) junior staff.

The sample size for the study was determined using Yemane's for

Nuclear:  $n = \frac{N}{1 + Ne^2}$ , where

N = Sample Size

N = Population Size; and

1. E = level of significance (Yemane)

Using a level of significance of 0.05 and based on the population size of 208. The sample size was determined as  $n = \frac{208}{1 + 208(0.05)^2} = 136.824$ . This random sampling was then used to select 140 (one hundred and forty respondents) from the three strata – management, senior and junior staff. Proportional allocation was used to determine the number of respondents from each stratum. Consequently, the sampling technique is stratified random process. Questionnaires served as one of the main instrument of research and of the 140 administered questionnaires, 118 were recovered and these provided the research data. The questionnaire consist of two main parts – part one, bio data which features items related to respondents' personal data and part two consisting of items related to the core subject-matter of the study. The five point Likert scale served as question-response format with regard to some of the items in part two.

### **5.1 Research Questions**

The following research questions are addressed in this study:-

1. To what extent is the organization interested in employees training and development, what types of training and development sponsorships available to employees in the organization and training methods available to staff?
2. What is the perception of staff with regard to training selection criteria and procedure for training in the organization and how often did the employees have the opportunities to attend such training and development since joining the organization?

3. To what extent are the knowledge, skills and attitude acquired by employees in their training and development relevant to their job performance and make their job easier?
4. Is there any relationship between training and development and job satisfaction in IDSL?
5. Is there any relationship between employees' training and development and motivation after training in IDSL?
6. How would you rate the overall training and development policy and practices of the organization?

**5.2 Data Analysis**

1. The following data gathered from the research survey are analyzed with the aid of the Statistical Package for Social Sciences (SPSS) 16 using descriptive statistics such as frequency tables and percentages.

**Research Question 1:** To what extent is the organization interested in employees training and development, what types of training and development sponsorships available to employees in the organization and types of training available to staff?

**1.1 Table 1:** Extent to which the organization is interested in training and development of its employees

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Interested	34	28.8	28.8	
Interested	33	28.0	28.0	28.8
Fairly	17	14.4	14.4	56.8
Uninterested	21	17.8	17.8	71.2
Very Uninterested	13	11.0	11.0	89.0
Total	118	100.0	100.0	100.0

Table 1 above shows the degree of interest the organization has in training and developing its staff. 34 (28.8%) of respondents indicated that the organization is very interested, 33 (28.0%) interested and 17 (14.4%) fairly interested. In contrast to this, 21 (17.8%) claimed that the organization was uninterested and 13 (11.0%) very uninterested.

**1.2 Table 2:** Types of training and development sponsorships available to employees' in the organization

	Frequency	Percent	Valid Percent	Cumulative Percent
Full sponsorship	55	46.6	46.6	
Study leave with pay	32	27.1	27.1	46.6
Study leave without pay	19	16.1	16.1	73.7
None of the above	12	10.2	10.2	89.8
Total	118	100.0	100.0	100.0

From table 2 above respondents indicated the types of training sponsorship given to employees. While 55(46.6%) claimed to have had full sponsorship, 32(27.1%) had study leave with pay while 19(16.1%) indicated study leave without pay and 12(10.2%) said they had none of the above.

**1.3 Table 3:** Types of training available to staff in the organization

	Frequency	Percent	Valid Percent	Cumulative Percent
On the job training	36	30.5	30.5	30.5
Short-term course	8	6.8	6.8	37.3
Off-the-job training	4	3.4	3.4	40.7
Training in higher institutions	5	4.2	4.2	44.9
All of the above	65	55.1	55.1	55.1
Total	118	100.0	100.0	100.0

Table 3 presents the distribution of respondents' opinions of training method available to staff in the organization. 36(30.5%) affirmed on the job training, 8(6.8%) short-term course by professional bodies, 4(3.4%)

off-the-job training, 5(4.2%) claimed training in higher institution while 65(55.1%) of the respondents acknowledged the availability of the four methods to the staff.

**Research Question 2:** What is the perception of staff with regard to training selection criteria and procedure for training in the organization and how often did the employees have the opportunities to attend such training and development since joining the organization?

**1.4 Table 4:** Employees perception of staff training selection criteria and procedure for training in the Organization

	Frequency	Percent	Valid Percent	Cumulative Percent
Based on employees performance	32	27.1	27.1	
Based on employees length of Service	12	10.2	10.2	27.1
Based on employees relationship with boss	35	29.7	29.7	37.3
Based on employees level of education	18	15.3	15.3	66.9
Based on the training needs of the organization	5	4.2	4.2	82.2
Based on employees training needs	5	4.2	4.2	86.4
Total	16	13.6	13.6	100.0
	118	100.0	100.0	

Table 4 represents perception of staff training selection criteria in the organization. 32(27.1%) of the respondents opined that the organization selection criteria is based on employees performance 12(10.2%) on employees length of service, 35(29.7%) on employees relationship with their boss, 18(15.3%) on employees level of education, 5(4.2%) on the training needs of the organization while 16(13.6%) is based on employees training needs.

**1.5 Table 5:** Employees level of satisfaction with management selection criteria and procedure for training in the organization

	Frequency	Percent	Valid Percent	Cumulative Percent
Very satisfied	32	27.1	27.1	
Satisfied	66	55.9	55.9	27.1
Fairly satisfied	10	8.5	8.5	83.1
Dissatisfied	5	4.2	4.2	91.5
Very dissatisfied	5	4.2	4.2	95.8
Total	118	100.0	100.0	100.0

Table 5 presents respondents level of satisfaction with management selection criteria and procedures for training. 32 of the respondents representing 27.1% are very satisfied; 66 representing 55.9% are satisfied, 10(8.5%) are fairly satisfied while 5(4.2%) and 5(4.2%) are dissatisfied and very dissatisfied respectively.

**1.6 Table 6:** How often have the employees had the opportunities to attend the training and development since joining the organization?

	Frequency	Percent	Valid Percent	Cumulative Percent

1-2 times	23	19.5	19.5	19.5
3-4 times	38	32.2	32.2	
5-6 times	27	22.9	22.9	51.7
7-8 times	12	10.2	10.2	74.6
More than 8 times	4	3.3	3.3	84.8
Not yet trained	12	10.2	10.2	88.1
No response	2	1.7	1.7	99.3
Total	118	100.0	100.0	100.0

Interest of the organization in staff training and development is further demonstrated in table 6 as shown above that 23(19.5%) of the respondents have been sent for training 1-2 times since they joined the organization, 38(32.2%) have had training 3-4 times; 27(22.9%) 5-6 times; 12(10.2%) 7-8 times; 4(3.4%) more than 8 times. In contrast, only 12(10.2%) have not had training while, 2(1.7%) did not respond. Table 2 also affirm research question 1 which seeks to know whether employees have had opportunities for training. This obviously shows that the organization is interested in training their employees.

**Research question 3: To what extent are the knowledge, skills and attitude acquired by employees in their training and development relevant to their job performance?**

**1.7 Table 7:**How often have the employees had the opportunities to attend the training and development since joining the organization?

	Frequency	Percent	Valid Percent	Cumulative Percent
Very relevant	48	40.7	40.7	40.7
Relevant	45	38.1	38.1	
Fairly relevant	12	10.2	10.2	78.8
Irrelevant	9	7.6	7.6	89
Very Irrelevant	4	3.4	3.4	96.6
Total	118	100.0	100.0	100.0

Table 7 reveals that majority of the respondents admitted that the training programs attended are very relevant to the knowledge, skills and attitudes required in the performance of their job with 48 (40.7%) indicating that they are very relevant; 45(38.1) relevant and 12 (10.2) fairly relevant. Only 9(7.6%) and 4 (3.4%) claimed that the training are irrelevant and very irrelevant respectively.

**1.8 Table 8:** Extent to which the training attended, knowledge, skills and attitude gained makes job easier and enhanced employees' job performances.

	Frequency	Percent	Valid Percent	Cumulative Percent
to a very large extent	35	29.7	29.7	29.7
to a large extent	33	28.0	28.0	
to a fairly large extent	16	13.6	13.6	57.6
to a little extent	21	17.8	17.8	71.2
to a very little extent	13	11.0	11.0	89.0
Total	118	100.0	100.0	100.0

Table 8 is concerned with the extent to which training and development programs attended by respondents made their job easier and enhanced their job performance. As can be observed from the table, respondents' responses show that those who agree to a very large extent recorded 35(29.7%), to a large extent 33(28.0%), to a fairly large extent 16(13.6%), to a little extent 21(17.8%) and to a very little extent 13(11.0%). Although the degree of responses vary, it is however of considerable importance that they all agree that their training and development programs made their job easier and enhance their work performance.



**1.9 Table 9:** How would you rate the overall training and development policy and practices of the organization?

	Frequency	Percent	Valid Percent	Cumulative Percent
Highly effective	24	20.3	20.3	
Effective	44	37.3	37.3	20.3
Fairly	36	30.5	30.5	57.6
Poor	9	7.6	7.6	88.1
Very poor	5	4.2	4.2	95.8
Total	118	100.0	100.0	100.0

From the table above majority of the respondents are of the view that the training policy of the organization is effective. 24(20.3) claimed it is highly effective, 44(37.3%) said it was effective, 36(30.5%) fairly effective, 9(7.6%) indicated poor and 5(4.2%) very poor.

## VI. SUMMARY OF DATA ANALYSIS FROM THE FOREGOING TABLES

In response to research question 1, respondents in table 1 show the degree of interest the organization has in training and development of its staff. 34(28.8%) respondents indicated that the organization is “very” interested, 33(28.0%) “interested” and 17(14.4%) “fairly” interested. In contrast to this, 21(17.8%) and 13(11.0%) claimed that the organization was “uninterested” and “very uninterested” respectively. Out of a total of 118 respondents, 84(71.2%) agreed that the organization was interested in training its employees. Therefore, we can safely conclude that the organization is interested in employees training. While table 1 confirm that the organization is interested in training and development of its employees, table 2 which follows shows respondents views regarding the types of training and development sponsorships available to them. While 55(46.6%) claimed to have had full sponsorship, 32(27.1%) had study leave with pay, 19(16.1%) had study leave without pay and 12(10.2%) indicated that they had none of the sponsorships indicated. Furthermore, table 3 shows the training methods available to staff in the organization. 36(30.5%) respondents had “on the job training”, 8(6.8%) “short-term course”, 4(3.4%) “off-the-job training” while 5(4.2%) had “training in higher institutions” and 65(55.1%) claimed to have had all the trainings indicated above. This last case is understandable particularly with regard to the employees who have spent quite sometime in the organization.

Research question 2 has three strands, the first seeks to know the perception of staff with regard to training selection criteria and procedure in the organization, the second, employees level of satisfaction with management selection criteria while the third askshow often employees had opportunities to attend training and development since joining the organization. Table 4 shows the perception of staff training selection criteria in the organization. 32(27.1%) reported that selection is based on employees performance, 12(10.2%) is based on employees length of service, 35(29.7%) on employees relationship with their boss, 18(15.3%) on employees level of education, 5(4.2%) on training needs while 16(13.6%) is based on employees age. Respondents answers to strand two of research question 2 above as to whether employees are satisfied with selection criteria and procedure for training is shown in table 5. 108(91.5%) employees out of 118 employees indicated that they were satisfied but in varying degrees as indicated in the table while 10(8.5%) were dissatisfied. Respondents' views regarding the third aspect of research question 2 which sought to know how often employees had opportunities to attend training and development since joining the organization are shown in table 6. 23(19.5%) of the respondents have been sent for training 1-2 times since they joined the organization, 38(32.2%) have had training 3-4 times, 27(22.9%) 5-6 times, 12(10.2%) 7-8 times, 4(3.4%) more than 8 times. In contrast, only 12(10.2%) have not had training while 2(1.7%) did not respond. This further confirms the organization's interest in training and development of its staff.

Research question 3 is directed at ascertaining the extent to which the knowledge, skills and attitude gained in training and development are relevant to employees' job performance and makes their job easier. In response to this, table 7 reveals that majority of the respondents agreed that the training programs attended were very relevant to the knowledge, skills and attitudes required in their job performance with 48(40.7%) indicating that they are very relevant, 45(38.1%) relevant and 12(10.2%) fairly relevant, only 9 (7.6%) and 4(3.4%) indicated that the training was irrelevant and very irrelevant respectively. This obviously is in line with the view of Wright and Geroy (2001) which state that employee competencies changes through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance. In addition to majority of the respondents in table 7 affirming that the training and development they had are relevant to their job performance, they also agreed that the training and development they had largely made their job easier in varying degrees in table 8. With 35(29.7%) recording to a

very large extent, 33(28.0%) to a large extent, 16(13.6%) to a fairly large extent while 21(17.8%) and 13(11.0%) to a little extent and a very little extent respectively.

Having regard to the above summary of data analysis of this study, respondents in research question 6 were asked to rate the overall training and development policy and practice in the organization. As can be observed from table 11 majority of the respondents are of the view that the training and development policy of the organization is effective. 24(20.3%) agreed that the training and development policy and practice are highly effective, 44(37.3%) effective, 36(30.5%) fairly effective while only 9(7.6%) and 5(4.2%) said they are poor and very poor respectively.

## **VII. RECOMMENDATIONS**

There is no doubt from the research findings that the organization is interested in training and development of its employees' as largely acknowledged by the respondents. However, the management needs to take cognizance of the following areas where further enhancements can be made in their training and development policy and practice:

1. The organization should consider the areas of sponsorship programs in training and development and minimize the aspect of study leave without pay and increase the number of employees sponsored for full-time sponsorship and study leave with pay.
2. The research findings reveal also that emphasis on on-the-job-training is higher than other forms of training. In view of this, more opportunities should be given to the staff in areas of other forms of training such as, training in information and communication technology, interpersonal and problem solving training, developmental and innovative training etc. so as to take advantage of new development in a rapidly changing environment of knowledge, skills and attitudes, training in higher institutions and so forth.
3. While research findings show that considerable numbers of employees (table 4) are generally satisfied with management selection criteria and procedure for training and development, cognizance must be taken of the fact that selection criteria based on employees relationship with boss has the highest rating compared with other factors as indicated by respondents. As already mentioned earlier, this may give the staff a feeling of inequality and unfairness in selection process. Consequently, such practice should be deemphasized by management. As Ogunbodede Nife (2016) observed, the selection process for training should be transparent and based on merit among others. The idea of sponsoring officers for training based on their connection to some powerful and influential individual in the service should be discouraged. Furthermore, individual and organizational needs should be looked into and given due emphasis as both are critical to employees and organizational performance.
4. This study further established that the training and development programs the respondents had are not only relevant to the knowledge, skills and attitude required for their work performance but also made their job easier.
5. With regard to the relationship between training and development and job satisfaction, considerable number of respondents reported that they had high level of satisfaction after their training and development program. Similarly, respondents claimed to have had high level of motivation after training.
6. In conclusion, the respondents were asked to rate the overall performance of training and development policy and practice of the organization and the responses show that majority of the respondents recorded high performance level.
7. Management should also try to evaluate the effectiveness of the training programs, with respect to the training facilities and facilitators with a view to determining the relevance of such facilities to the training needs of the trainees. Such evaluation of training facilities will help management to detect and correct lapses when they occur. To this end, adequate feed-back mechanism should be put in place to ensure the necessary feed-back from trainees that will enable management make the necessary adjustment in the training system.

## VIII. CONCLUSION

Given the foregoing research findings, we can safely conclude there is no doubt that the organization is interested in training and development of its staff as acknowledged by majority of the respondents in varying degrees. The findings show also that the organization provides various training and development sponsorships such as study leave with pay, study leave without pay, opportunities of training on-the-job, on short term courses and limited off-the-job training and higher institutions. The organization therefore needs to do more on giving opportunities for off the job training as well as training in higher institutions having regards to the dynamic and rapid changes in science, information and technology. While respondents reported that selection criteria were based on employees' performance, length of service, level of education, employees and organizational needs and employees' relationship with boss, the latter shows the highest rating. The management should therefore take cognizance of the latter and de-emphasized selection based on relationship with boss as this may give the staff a feeling of inequality and unfairness in the selection process.

The research findings further shows that the majority of respondents agreed that the knowledge, skills and attitude gained during the training and development programs are significantly relevant, enhanced their work performance and make their job easier. They also acknowledged they were highly satisfied and motivated.

In response to the question on the effectiveness of the organization training and development policy and practice, almost all the respondents confirmed that the policy and practice were largely effective in varying degrees.

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