THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEES PERFORMANCE AND PRODUCTIVITY IN PUBLIC SECTOR ORGANIZATIONS: A CASE STUDY OF THE FEDERAL FIRST INSTANCE COURT

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DECEMBER 2013

CERTIFICATE

I certified that the dissertation entitled <u>The Impact of Training and Development on Employees Performance And Productivity in Public Sector Organizations: Case Study Of The Federal First Instance Court</u> submitted by Aschale Dagnew Tessera is his own work and has been done under my supervision, it is recommended that the dissertation be placed before the examiner for evaluation.

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Acknowledgment

First and for most, I would like to praise God, the passionate and the almighty for the strength he gave me to face up the challenges of life and to come out with successes

Next, I would like to express my deepest gratitude to my respectful advisor Ato Elias Berhanu for his valuable advice, suggestions and comments in preparing this paper

In addition, my grateful appreciation and thanks goes to Ato. Beyene Waqe (head of the human resource department in the federal first instance court) and FFIC Staff members for their cooperation in providing with the necessary data and information.

Last, but not least I would like to give a special gratitude to my mother muluwork haileselassie for the love and affection she gave me and may this paper dedicated for her.

List of tables

Acronyms

FFIC   Federal First Instance Court

FHC   Federal High Court

FSC   Federal Supreme Court

HR   Human Resource

HRTD   Human Resource Training and Development

SKAC   Skill, Knowledge, Ability, Competence

SMART   Specific, Measurable, Achievable, Realistic and Timely

T&D   Training and Development

CHAPTER ONE

INTRODUCTION

1.1 Background Information

Human Resources have played a significant role in the economic development in most developed countries such as United States of America, Britain and Japan among others. It can, therefore be conclSuded that a developing country like Ethiopia, with its rich natural resources and the necessary financial support can also experience such economic success if the appropriate attention is given to the development and training of its human resource. It is thus seen that in Ethiopia the government is taking adequate steps to ensure that people acquire the necessary knowledge and skills.

The provision of secondary and technical schools, vocational training institutes and colleges, professional and tertiary institutions, as well as the educational reforms currently taking place in the country, are all geared towards the acquisition of skills and knowledge to ensure effectiveness and efficiency in workplaces. With these efforts by the government, it has become necessary for organizations to provide long and systematic training and development programs for its employees. This is because every aspect and activity of an organization involves people. For instance, a manager in an organization will not be successful until he/she has subordinates beneath him/her who are well equipped with skills, talent and knowledge. To manage an organization both large and small requires staffing them with competent personnel. The formal educational system does not adequately teach specific job skills for a position in a particular organization. Few employees have the requisite skills, knowledge, abilities and competencies (SKAC) needed to work. As a result, many require extensive training to acquire the necessary SKAC to be able to make substantive contribution towards the organization's growth.

If employees are to experience flexibility and effectiveness on the job, they need to acquire and develop knowledge and skills, and if they are to believe that they are valued by the organization they work for, then they need to see visible signs of management's commitment to the their training and career needs. Training and development are the processes of investing in people so that they are equipped to perform. These processes are part of an overall human resource management approach that hopefully will result in people being motivated to perform. In organizational terms, it is intended to equip persons to earn promotions and hold greater responsibility. Training a person for a higher job is development. It goes without saying therefore

that the training and development of employees is an issue that has to be faced by every organization. However, the amount, quality and quantity of training carried out vary enormously from organization to organization. According to Cole (2002:329), factors influencing the quantity and quality of training and development activities include; the degree of change in the external environment, the degree of internal change, the availability of suitable skills within the existing work-force and the extent to which management see training as a motivating factor in work. Many organizations meet their needs for training in an ad hoc and haphazard way. Training in these organizations is more or less unplanned and unsystematic. Other organizations however set about identifying their training needs, then design and implement training activities in a rational manner, and finally assess results of training. It is worth noting that Ethiopia has a huge public sector, employing the highest number of human resources with varied skills. One such organization in the public sector is the federal first instance court (FFIC). The study intends to investigate the impact of training and development on employee performance and productivity at the FFIC.

1.2 Statement of the problem

It is a well-known fact that training enhances SKAC and ultimately worker performance and productivity in organizations Cole, 2002. Many organizations in Ethiopia and indeed the public sector engage in training and development of staff and have departments, units and sectors in charge of training and development. FFIC is one such organization that has been practicing training and development since its beginning and particularly for the past five (05) years.

However, for some years now it appears training in FFIC Authority is haphazard, unplanned and unsystematic, and several of its employees such as judges, registrars , accounts clerks, computer operators, secretaries, drivers and many other category of workers, have not qualified for any form of training nor is there any systematic process of staff development in place.

In the absence of training and development of employees by Management of FFIC, the employees sponsored themselves in furtherance of their education to obtain professional or higher level certificates. Employees who expressed the desire to pursue university education were not given any form of assistance like study leaves with pay, covering their cost of education at least half of it. Their applications for study leave were turned down with those who were

persistent being advised to resign. Those who sought for part-time programs were disengaged after their studies as management claimed their programs were not relevant to the job. The few ones who were retained had no promotion to match their added skills and competencies. This it is believed to have led to high labor turnover in the organization. The study was therefore to assess the role of training on the human resource and how this affects worker performance.

1.3 Objectives of the study

The objectives of this study are:-

1. To identify the major purposes of training and development, as well as the key internal and external influences on training to the organization.
2. Assess the training and development guideline in operation at FFIC.
3. Explain the training and development practices and processes including the assessment of training needs, an outline of training methods, and the processes of monitoring and evaluating the plan.
4. Find out whether training and development schemes have positive effect on the performance of workers and productivity.

1.4 Methodology of the study

1.4.1 Data type and source

The data for this study obtained from different sources. A very important type is primary data, which will be obtained through questionnaire and also by interviewing the concerned bodies. The other type of source is secondary data which will be browsed from internet and also from documents published by the organization. the researchers target populations are the employees of federal first instance court (FFIC) Lideta and Ararda Giorgis branch from this population 80 employees will be sampled by using a stratified sampling technique, from these branches the researcher will distribute the questionnaire to each branches for both sex, and also the researcher interviews five heads of the organization.

1.5 Significance of the study

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

1.6 Scope of the study

The study is limited as it looks at the role and impact that training and development policies and activities have played in the last eight years of FFIC's between the years of 2005 to 2013. The FFIC constitutes eight branches with an important location of lideta area branch. FFIC holds a large population of employees. Accordingly the analysis and conclusions will be based on this time period.

1.7 Limitation

Limitations such as frustration of employees are a big problem because they take things as if we are trying to spy about their views from the management. Part of interviewees and respondents were limitations to the study as some of the employees felt uncomfortable and other were simply not bothered. The absence or inaccessibility of reliable records, reports and activities within the past eight years also limited the research investigation. The unwillingness of Management to divulge strategic information in the name of confidentiality is also a limitation to the study.

1.8 Organization of the study

The study is organized into five chapters. Chapter one introduces the study by giving the background information on the research problem, objectives, hypothesis and scope of the study.
Chapter two deals with the review of relevant literature on the research problems and concepts with specific reference to how it applies to FFIC.
Chapter three presented the findings on the practices and impact of training and development in Federal first instance court. (FFIC). It will also lay out the researcher's analysis on the

organization's responses to the impact and role of such training on its employees in terms of performance and productivity.

Chapter four presents the conclusions drawn from the research findings and recommendations to enhance organizational effectiveness through training, and to ensure a stable and committed human resource.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview of Training

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

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

2.2 Human Resource Management

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

Several new technologies are used to ensure the creation and delivery of services and goods in modern economies. Whatever means are used, the role of individuals and groups as employees and the ability of management to effectively deploy such a resource is vital to the interest of both the employee and organization. Traditionally, Human Resource concerns itself with recruitment, selection, placement, training, compensation and industrial relations among others, (Armstrong 1996).

Human Resource Management as the involvement of all management decisions and actions that affect the nature of the relationship between the organization and its employees-the

human resources. General management make important decisions daily that affect this relationship, and this leads to a map of Human Resource Management territory, the core of which they refer to as the four 'Cs' and these are;

*Competence of employees***:** High competence creates a positive attitude towards learning and development. *Commitment of employees***:** High commitment means that employees will be motivated to hear, understand and respond to management's communication relating to the organization of work. *Congruence between the goals of employees and those of the organization:*Higher congruence is a reflection of policies and practices which bring about a higher coincidence of interest among management, shareholders and workers alike. *Cost effectiveness of Human Resource Management practices***:** means that the organization's human resource cost, that is wages, benefits, training and indirect costs such as strikes, turnover and grievances, have been kept equal to or less than those of competitors.

2.3 Human Resource Management and Training

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

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

2.4 Training

According Cole (2002:330), training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task for example, the need to have efficiency and safety in the operation

of particular machines or equipment, or the need for an effective sales force to mention but a few.

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

According to Armstrong (1996:11), expressing an understanding of training emphasizes that training should be developed and operated within an organization by appreciating learning theories and approaches if the training is to be well understood.He expressly indicated that the success of a training program depends more on the organization's ability to identify training needs and the care with which it prepares the program so that if the trainees do not learn what they are supposed to learn, the training has not been successful. They further indicated that training experts believe that if trainees do not learn, it is probably only because some important learning principle had been overlooked. What they are saying is that the success or failure of a training program is frequently related to the recognition and application of basic psychological principles of learning. This assertion is not necessarily right. If the trainees do not learn anything then of what benefit will they be for the organization. If trainees return empty, with nothing to contribute, it can also mean that even though the organization might have done all that is necessary to ensure a successful training program, the wrong candidate might have been selected for the training program. McGhee et al (1996:54) wrote on the nature of learning and said learning is a term used to describe the process by which behavioral changes results from experience. They also said the fact that learning has occurred could only be inferred from a comparison of an individual's behavior prior to the experiences of specific kinds of task.This is not to say that there has been no learning if there is no overt behavioral change. Since training generally is intended to provide learning experiences that will help people perform more effectively in their jobs, organizational training should follow the learning principle.

Training therefore can be explained as a planned and systematic effort by management aimed at altering behavior of employees, in a direction that will achieve organizational goals. A

formal training program is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge, McGhee et al (1996:55)

2.5 Benefits of Training

The purpose of training is mainly to improve knowledge and skills, and to change attitudes or behavior. It is one of the most important potential motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques. According to Cole (2002) training can achieve:

1) High morale - employees who receive training have increased confidence and motivation;

2) Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;

3) Lower turnover – training brings a sense of security at the workplace which reduces labor turnover and absenteeism is avoided;

4) Change management- training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;

5) Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;

6) Give a feeling of personal satisfaction and achievement, and broaden opportunities for career progression; and

7) Help to improve the availability and quality of staff.

2.6 Principles of Training

Since the object of training is to assist a learner acquire the behavior necessary for effective work performance, it is essential that a clear grasp of the ways in which learning theories are applied when designing training programs are laid bare. According to Bryn (1990:19), there are four main requirements for learning to take place. The first is *motivation*. The old saying that a horse can be led to the river but cannot be made to drink cannot be over emphasized as it contains an important lesson for the trainer. People learn if they accept the need

for training and commit to it. If their motivation is weak, for instance if they doubt their ability to learn, no matter how well their training is designed and implemented, its effectiveness will be limited.

He also came out with the fact that the more highly motivated the trainee, the more quickly and thoroughly a new skill or knowledge is learned. This means training must be related to something which the trainee desires. This could be money, job promotion, recognition and so on.

The second requirement is *cue*. Through training the learner recognizes relevant cues and associates them with desired responses. The third one is *response*. Training should be immediately followed with positive reinforcement to enable the learner feel the response. The reinforcement should be positive, timely and consistent. (Bryn 1990:91).

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

2.7 The Training Process
2.7.1 Training Policies and Resources

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

1) To provide guidelines for those responsible for planning and implementing training;

2) To ensure that a company's training resources are allocated to pre-determined requirements;

3) To provide for equality of opportunity for training throughout the company; and

4) To inform employees of training and development opportunities

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

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

2.7.2 Determination of training needs

The first step in managing training is to determine training needs and set objectives for these needs. According to Cole (2002:339) if an organization has to justify its training expenditure, it must surely do so on the basis of organizational need. Organizations adopting a systematic approach to training and development will usually set about defining their need for training in accordance with a well-organized procedure. Such a procedure will entail looking at training needs from a number of different perspectives. These perspectives are; organizational, departmental or functional, job and employee. Organizational need – the organizational analysis happens in a situation where effectiveness of the organization and its success in meeting its goals are analyzed to determine where deviation or differences exist. This makes it easy to know what program to be implemented. Organization analysis looks at the variances between their success and failure to ascertain which ones training could help remedy. Functional need – at this level, training managers analyze the specific ability needs determined by job descriptions and job specifications of the jobs in the work area or work unit.

The need can also be determined by observing the job performance of work groups and survey job holders, supervisors, and training committees. Any lapses in their efficiency and effectiveness help determine the training need. Individual need continues that employees' training needs could be measured by the individual performances of the employees. He stated that the effectiveness and efficiency is measured against the required standards through interviews, observations, attitude surveys, or objective records of their performance.

The researcher thinks that these three levels – organizational, functional and individual gaps between expected results and actual results can suggest training needs, for the researcher, active solicitation of suggestions from employees, supervisors, managers and training committees can also provide training needs ideas.

The particular perspective chosen will depend on the circumstances. For example, if changes in the external environment of the organization are exerting pressures for change internally, then a corporate or organizational perspective needs to be taken. If, however, the issue is one of improving skills in a particular category of employees, then occupational or job group will provide the focus of efforts.

2.7.3 Determining training objectives and training plan

After these analyses have been done, it is easier for the training objectives to be established and also to know what the learners must be able to do after the training program. According to McKenna and Beech (2002:110), it is stated that "It is important that a sound basis is established for other associated elements of Human Resource Management practice such as performance management (appraisal), reward management (motivation) combined with training and development". What this means is that training and development itself cannot help in total employee development without the complement of employee appraisal and motivation.

One of the things to consider in designing a training program is what the program is to accomplish, that is the objectives. In other words a training program cannot be designed until what that program is to accomplish is known. It is imperative for organizations to realize that in designing a training program it is equally important to consider what the trainees should know or be able to do after the training is complete. Training objectives should however be attainable and measurable. A training program is successful if the objectives are achieved. Zaccarelli (1997) outlines the process of planning training as;

i)   **Develop a training plan**

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

ii)   Design a training lesson

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

  a) It provides a content outline for the lesson

  b) It suggests activities/specific instructions which will help to make training easier

  c) It defines suggested time to be spent on each segment within the segment

iii)   Select the trainer(s)

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

iv)   Prepare the trainer (s)

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

2.7.4 Presenting the Training

a) Kinds of Training

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

i. Refresher Training

   Here the employees are made to attend refresher courses at specific training institutions.. This exposes the employee to modern trends in his field of business. That is, it involves updating skills to meet the job requirement of employees.

ii. Orientation Training

This is mainly concerned with acquainting new employees with the organization. This training is aimed at getting all new entrants familiarize with the organization's goals, structure, culture, work standard and other conditions of employment.

iii. Career or Development Training

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

iv. Job Training

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

b) Methods of Training

The selection of method for training need to be based on identified training needs, training objectives, an understanding on the part of the trainees, the resources available and an awareness of learning principles. DeCauza et al (1996:70) explained that the most popular training and development method used by organizations can be classified as either on-the-job or off-the-job. According to DeCauza et al, there are a variety of training approaches that managers can use and these include:

i.   On-the-job Training

This is the most widely used training method, as in comparison, on-the-job method of training is simple and less costly to operate. Observing this method critically, the training places the employee in actual work situations and makes them appear to be immediately productive. Here, there is a close collaboration between trainer and learner. There are three common methods that are used in on-the-job training and these are; learning by doing, mentoring and shadowing and job rotation.

Learning by doing: this is a very popular method of teaching new skills and methods to employees. Here the now employee observes a senior experienced worker and learns what to do.

The advantage here is that this method is tried and tested and fit the requirements of the organization. The disadvantages are that the senior worker is not usually trained in the skills and methods of training therefore it can be a process that may be time consuming as a new comer struggles to cope with the senior worker's explanations. Far more successful is to use a senior or experienced worker who has been trained in instruction or training method and whose teaching skills are coordinated with a developed program linked to off-the-job courses.

Mentoring: this is another version of the system whereby a senior or experienced employee takes charge of the training and development of a new employee. This suggests a much closer association than master/apprentice and elements of a father/son relationship can exist whereby the mentor acts as an advisor and protector to the trainee.

Shadowing and job rotation: this usually aims to give trainee managers a feel for the organization by giving them the experience of working in different departments. Trainees must be encouraged to feel it is not time wasting and people in the various departments in which they are temporarily working must feel a commitment and involvement in the training if it is to work. Unfortunately, trainees are not usually welcomed and are seen by supervisors and workers in the department as obstacles to the daily routines. If well structured and planned with the cooperation of all departmental supervisors, this method can be a worthwhile learning experience.

Job rotation is another version of training that became popular in the 1970s to help relieve boredom and thereby raise the productivity of shop floor workers. It is a management technique used to rotate incumbents from job to job or from department to department or from one plant to another in different geographical areas. The rotation is done on co-ordinate basis with a view to exposing the executives and trainees to new challenges and problems. It is also aimed at giving executives broad outlook and diversified skills.

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

knowledge needed to be effective and efficient. In an on-the-job training method, the emphasis is more on the acquisition of specific, local knowledge in a real situation. Unlike on-the-job method, off-the-job method emphasizes developing an understanding of general principles providing background knowledge and generating an awareness of comparative ideas and practices.

i.   Vestibule Training

This method of training is where the worker is trained to use machine or perform a task similar to the ones in the real work situation. Under this method of training, the training program is conducted out of the job in an area separate from the work place under the supervision of a skilled instructor. After going through the vestibule training for a specified time period, the trainees are expected to apply their newly acquired skills when they are assigned to their real job.

iii. Behavior Modeling

1. Here, some of the methods used in the assessment centers include business games, in-basket, simulation, problem-centered cases, and many others, to enable the trainee learn the behaviors appropriate for the job through role-playing. The use of behavior modeling is based on social theory, and it is in particular an effective method for interpersonal or social skills training. This method of training incorporates the use of videos to clearly demonstrate the way things ought to be done, what behaviors are to be avoided.

Behavior modeling is often based on the demonstration of the right and effective way to behave and as a result, trainees are provided with facilities to practice this. Bryn (1990:17) puts it this way, that behavior modeling is where target behaviors are selected and videos on each of the behaviors produced, showing competent persons achieving success by following specific guidelines. Key points are displayed on screen and are backed by trainer-led discussions. Learning here is trainer enforced through role play.

iv. Understudy Training

An understudy is a person who is training to assume a position at a future date, the duties and responsibilities of the position currently occupied by the person he or she in understudying.

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An individual or group is assigned to assist a superior officer in the performance of his duties related to the position and at times left to grapple with the day-to-day problems which confront the superior in the performance of duty. They are allowed to solve them with or without the help of the superior. When the understudy shows promise of talent, he takes over when the superior is transferred, retired or is promoted to a higher position, Decauza et al (1996:70).

v. Case Study

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

vi. Business Exercise

In this type of training exercise, the work situation is stimulated and the trainees are presented with reports, correspondence and memoranda, as in a real work situation, to handle. Business exercise training helps employees to develop decision-making, time management, planning and communication skills. It also helps them to develop a "feel" for the work situation before they apart the real job.

vii. Group Training

Group training method includes group discussions, seminar and sensitivity training. Here, trainees having different or similar backgrounds and experiences to share ideas on specific topics decided by the trainer. If organized properly, it offers trainees from different backgrounds an opportunity to share valuable information and learn from each other's experience. An example is the T-group which is an approach to human relations; the original emphasis is that it is a form of group therapy. The seminars have the benefit of encouraging participants whiles providing opportunities for trainees to learn from each other. The T-group is however, leaderless, unstructured groups designed to encourage learning room experience and group dynamics, and also provide a forum for the giving and receiving of personal feedback.

2.7.5 Evaluation of Training

Upon checking the effectiveness of training, Kenney et al (1992:11) stated that the training program is reviewed during and after its completion by the training officer, the line manager, and if necessary, by the trainees themselves. Evaluation differs from validation in that it attempts to measure the overall cost benefit of the training program and not just the achievement of its laid down objectives. Evans (1999) advocated that until control measures are taken to correct any deficiencies after the training, evaluation has not been completed and thereby ineffective. Evaluation is an integral feature of training, but it could be difficult because it is often hard to set measurable objectives.

2.7.6 Methods of Evaluation

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

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

2.8 Human Resource Development

One of a manager's most important jobs is to manage the employee development of an employee which includes his/her personal growth and career development Linda (2001). In previous business environments, career planning was handled in the main by the organization which

employed an individual, who was likely to be in that organization's employment for life. However, nowadays the work environment is rapidly changing with increasing work mobility bringing about alternatives and potential for almost any worker, (Linda 2001).

McKenna (2002) defines Career Development as an organized approach used to achieve employee goals with the business needs of the agency workforce development initiatives. According to the author, the purpose of Career Development is to;

a) Enhance each employee's current job performance

b) Enable individuals to take advantage of future job opportunities

The review has so far revealed the importance and purpose of training in an organization, and how it contributes to productivity. The essence of training needs has also been explained. How and why training needs should be assessed was not overlooked. The fundamental bases for which personnel may be chosen or selected for training, the kinds of training methods are identified. In summary, this study is designed descriptively to find out whether there exists any setback in the training and development schemes in FFIC and , and thus offer recommendations as to how these setbacks may be reduced if not entirely eliminated.

Training is seen as a key instrument in the implementation of Human Resource Management policies and practices, particularly those involving cultural change and the necessity of introducing new working practices. First of all the organization will need a training policy that specifies what training means to the organization, who qualifies for training, how training should be conducted and so on. The next step is to analyze the training needs of the organization in relation to the organization's strategy and equate it with the needs of the individuals within it.

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

CHAPTER THREE

PRESENTATION AND ANALYSIS OF FINDINGS

In this chapter the main problems and short falls, as far as HRTD is concerned in the federal first instance court, are analyzed and integrated based on the data collected from sample branches

HR profile of respondents

3.1 Age of Respondents

The researcher needed to know the age distribution of respondents to help categorize the employees

table 4.2 below summarizes the data obtained on the ages of respondents.

Table 3.1 Age distribution of respondents

Age	No.of respondents	Percentage
18-25	15	18.75
26-35	30	37.5
36-45	15	18.75
46-55	12	15
56-60	8	10
Total	80	100

Analyzing the data obtained from the questionnaire, figure 4.2 reveals that 37.5 respondents between 26-35 years representing majority of the respondents 18.75% of the respondents formed more number who are on the age of between 18-25 and 26-45 next with respondents aged between the ages of 46-55 representing 15% and 56-60 representing 10% respectively.

3.2 Gender of Respondents

Table 3.2 below presents data on gender of respondents. The figure shows that the male respondents formed majority of the target population with a total of 50 representing 62.5%, while 30 respondents representing 37.5% were females.

Table 3.2: Gender Composition

sex	Male	Female
No. of respondents	50	30
Percentage	62.5	37.5

3.3 Educational Background

It was also necessary for the study to determine the educational levels of the respondents as that could determine what kind of training may be most appropriate. Table 4.1 below presents the data of educational background of respondents:

Table 3.3: Educational Background of Respondents

EDUCATIONAL BACKGROUND	*FREQUENCY*	*PERCENTAGE*
Below12	9	11.25
12 complete	17	21.25
Diploma	26	32.5
Degree	20	25
Masters degree	8	10
Others please specify	-	-
Total	80	100

From table 3.3, it is can be seen that respondents hold a range of educational qualifications from certificate and below to Masters Level. Most of the employees constituting majority of the total respondents have professional qualification. 32.5 of the respondents are diploma level holders. 25 out of the 80 respondents are first degree graduates and another 21.25 of holding 12 complete certificates. 11.25 of the respondents and 10 of of them are below 12th grade holders and masters degree holders respectively This suggests that people of different educational qualifications are present in the organization. This implies that different levels of training which is planned and systematic may be required to improve their quality.

3.4 Job Position of Respondents

FFIC as an organization involved in legal operation for over the years developed its own organizational structure that flows onto various job positions that require various kinds of consistent, planned and systematic training to enhance their skills, attitudes, knowledge and competencies for improved worker performance. The table below captures the positions of the respondents:

Table 3.4: Job Position of respondents

Position	Frequency	percentage
Judge	22	27.5
Registrar	10	12.5
Court secretaries	14	17.5
Finance	9	11.25
It	8	10
Court Security	10	12.5
Driver	7	8.75
Total	80	

Table 3.4 gives the various positions of employees who responded to the questionnaire. judges formed the majority with 22 representing 27.5%, 14 court Secretaries representing 17.5%, 10 registrars and 10 court security with 12.5% of the respondents, accounts clerk (finance) representing 11.25%, 8 it technicians representing 10%, 7 drivers representing 8.75% . This analysis indicates FFIC employs various kinds of job holders who combine their efforts towards the growth and attainment of organizational goals.

3.5 Years of Service in the Organization

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

Table 3.5: Years of Service in the organization

Year of service	Frequency	Percentage
1-10	35	43.75
11-20	26	32.5
21-30	14	17.5
31-40	5	6.25
Total	80	100

The respondents have served in FFIC from 1 to 40 years. This means the organization has a blend of experienced and young professionals who require constant refresher training and development to update their skills and perform on the job.

3.6 Participation in Training

The importance and relevance of training to organizational performance is well known. It is a well known fact that develops skills, attitudes, and abilities. The study sought to know the proportion of respondents who have ever participated in any form of training program at FFIC. The table below presents their responses: 53

Table 3.6: Respondent participation in training at FFIC

Response	Frequency	Percentage
Yes	62	77.5
No	18	22.5
Total	80	100

Table 3.6 shows that almost 77.5% of respondents have been participated in training in one form or the other. On the other hand, as much as 22.5% have not participated in any form of training. This picture is the more interesting in view of the fact that the respondents have been in the service of FFIC from one to forty years. Training benefits organizations in terms of improving morale of employees, , and facilitates change management among others. It is significant that out of eighty respondents, as many as 22.5 have not participated in any training.

3.7 Selection for Training

It has been established that training has long been taking place at FFIC, It is also clear from the responses from Table 3.6 above that almost 77.5% of respondents have participated in training in one form or the other at FFIC. Literature tells us training is a planned and systematic flow of activities involving determining training purpose and policy, and following through by determining training and development needs, planning the training, implementing the training, and evaluating the training.

Selecting participants through a careful process of training needs identification is therefore the proper process of initiating training. Subsequently, respondents were asked a series of questions to determine the flow, planned and systematic nature of the training and development process at FFIC. The starting point was to know how respondents were selected for inclusion in the training programs they participated in. Table 3.7 below summarizes the responses of the 62 respondents who participated in training;

Table 3.7: Selection for Training

Selection criterion	Frequency	Percentage
Supervisor Recommendation	24	38.7
Employee request	3	4.83
Performance appraisal	4	6.45
Don't know	29	46.7
Others	2	3.2
Total	62	100

The table 3.7 indicates that many respondents (29 out of 62) do not know how they are selected for the training programs they participated in. When the Training Manager was asked about the criteria for selecting employees for training, his response indicates that participants are selected based on various criteria and he was not able to specify exactly how training needs are identified except to say that it depends on the circumstances.

3.8 Objectives of Training

In training practice, it is also good to have trainees know the objectives for each training program they participate in. The respondents were asked if they were always clear about the objectives of each training program they participated in. The table below captures the responses from the 62 respondents who have participated in training:

Table 3.8: Respondents awareness of training objectives

Response	Frequency	Percentage
Yes	13	20.9%
No	40	64.5%
Sometimes	9	14.5%
Total	62	100%

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

3.9 Types of Training

It was important for the study to determine the kinds of training that take place at FFIC. In the interview with the Training Manager, he indicated that they engage in job training, refresher training, development training, group training. The respondents were also asked what kind of training they have received over the period and the 62 respondents who have received one form of training or the other mentioned various programs with the key ones summarized below as a percentage of the total for each type:

Table 3.9: Type of Training Received

Types of training	*frequency*	*percentage*
Legal expertise	19	30.6
Management and accounting package	6	9.6
Computer Applications	16	25.8
Clerical Skills Development	7	11.2
Secretarial studies	2	3.25
Motivation and leadership	12	19.35
Others	-	
Total	62	100

From the above table we can understand that 19 out of the 62 respondents have replied that the training they received is directly related with legal issues which constitute 30.1%. Next to this 25.8 % of the respondents have replied that computer applications are the major types of trainings they get from the organization. Motivation and leader ship is ranked on third by the respondents for the question of the training they received from the organization which constitutes 19.35% of the respondents clerical skill development and management and accounting package constitutes 11.2% and 9.6 % respectively.

3.10 Methods of Training

The selection of method for training has to be based on identified training needs, training objectives, an understanding on the part of the trainees, the resources available and an awareness of learning principles. It is also believed that the most popular training and development method used by organizations can be classified as either on-the-job or off-the-job.

Table 3.10 methods of training

Method of training	Frequency	Percentage
Seminar	30	48.3
On the job	7	11.2
Off the job	6	9.6
Under study	-	
Formal lecture	12	19.35
Other pls specify	7	11.2
Total	62	100

As it is possible to see from the above table almost half of the training is being done by seminars which means those employees who are meant for the training will be held in one specific meeting which on the other hand is part of the training. This constitutes 48.3% of the respondents. Next to this 12 out of 62 respondents which constitutes 19.35 % replied that formal lectures are one of the methods of training. on the other hand on the job and of the job training constitutes   11.2 and 9.6 % of the respondents. Finally 11.2 % of the respondents specify that other methods of training are being held in the organization like mentoring

3.11 Accessibility of Training

No wonder when respondents were asked how easily accessible training is to them, majority, as shown in the table below believe training is not accessible

Table 3.11: Accessibility of training at ffic to respondents

Accessibility	Frequency	Percentage
Yes	50	62.5
No	30	37.5
Others	0	0
Total	80	100

As we can see from the above table which is about the accessibility of training at FFIC 50 out of 80 respondents which constitutes 62.5% said that training is accessible in the organization while the rest of them which constitutes 37.5 % of them replied training is not accessible in the organization.

3.12 Training Evaluation

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

Table 3.12 evaluation training

Training evaluation	Frequency	Percentage
Very good	-	
Good	17	27.4
Medium	20	32.25
Poor	25	40.3
Total	62	100

It is clearly stipulated from the above table that most of the respondents doesn't look like they are satisfied with the training being held in their organization.25 out of the 62 respondents who constitute 40.3% replied the training which they have participated is poor by their evaluation. while next to this 20 out of the 62 respondents which constitutes 32.25 % have answered that the

training they get from the organization is medium.the others who are like 27.4 % replied that the training they get is good. Surprisingly no one has replied that the training being addressed by the organization is very good'

3.13 Sponsorship for Further Studies

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

Table 3.13: Sponsor ship for further studies

sponsorship	Frequency	Percentage
Yes	-	-
No	80	100
Total	80	100

It is very interesting to see from the above table that all of the respondents replied that they have never been sponsored by the organization for any further education or any other course which is very important for their career development.

3.14 Training and Development Projections for Employees

Respondents were also asked whether they are aware of the existence of any employee training and development projections for them. All respondents said they were not aware of any such projections.

3.15 Assessment of the Nature of Training at FFIC

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

opinion they consider training and development activities at FFIC as planned and systematic, table 4.10 below summarizes the case:

Table 3.14: Respondents opinion on planned and systematic nature of training and development activities at FFIC

Response	*Frequency*	*Percentage*
Planned &systematic	-	
Unplanned &unsystematic	38	47.5
Not sure	42	52.5
Total	80	100

We can easily understand from the above table that more than half of the respondents which is like 42 out of the 80 replied that they are not sure whether the training and development activities being held in the organization are planned and systematic. On the other way 47.5 % of the total respondents have answered that the training and development activities being held in the organization is unplanned and unsystematic

3.16 Effects of Training and Development on Worker Performance and Productivity

Training is a planned and systematic effort by which Managements of organizations aim at altering behavior, and encouraging employees in a direction that will achieve organizational goals. One of the key known benefits of training is the motivation it provides those who receive it. Indeed, employees who receive training have increased confidence and motivation. That is, training can achieve high morale for an organization. Training is known to increase the availability and quality of staff. The study therefore sought the opinion of the respondents whether they feel motivated and satisfied with the training and how it is applied at FFIC. The table 3.15 below illustrates the responses:

Table 3.15: Motivation through training on their productivity

Response	Frequency	Percentage
Yes	19	30.6
No	43	69.4
Total	62	100

The table 3.15 shows that an overwhelming majority of respondents (69.4%) don't feel motivated by the training activities of FFIC. This is significant because motivation generally seeks to boost employees' morale to work hard and thus increase productivity.

3.17 Employee Potential for Development through Training

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

Table 3.16: Opportunity for personal development

Response	Frequency	Percentage
Yes	12	19.4
No	50	80.6
Total	62	100

In the opinion of the respondents, training has not offered any opportunity for personal development. As many as 50 out of 62 respondents said 'No' to the question. This may not be surprising because it has been established in the earlier discussions that training at FFIC is generally unplanned and unsystematic.

3.18 Training and employee performance

Productivity relates to output per unit of input, for instance, output per labor hour. It is measured in terms of effectiveness and efficiency of an effort. The sources of productivity gains include (Schiller, 2002):

    1) Higher skills – an increase in labor skills
    2) More capital – an increase in the ratio of capital to labor

3) Improved management – better use of available resources in the production process

4) Technological advancement – the development and use of better capital equipment

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

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

Table 3.17: Respondents opinion of training effect on employee performance.

Response	*Frequency*	*Percentage*
Yes	5	8
No	46	74.2
Not sure	11	17.7
Total	62	100

Table 3.17 illustrates clearly that as many as 46 out of 62 respondents do not link their performance to training. In addition to the 11 who are not sure of any link, it can be concluded that a total of 57 out of 62 respondents do have the opinion that training had no effect on their performance. This is significant because the purpose of training at FFIC is to improve individual and organizational performance and if as many respondents think training does not impact their performance, then the whole process of training ought to be reviewed.

The respondents were further asked if the training and development activities in the organization have equipped them with higher skills for performance. The table below confirms the responses as contained in table 3.18 above.

Table 3.18: Training impact on higher skills

Response	*Frequency*	*Percentage*
Equipped me with higher skills	-	**-**
No impact on my higher skills	52	83.87
Not sure	10	16.1
Total	62	100

Higher skills are a key component of any productivity equation, and as many as 52 out of the 62 respondents do believe that training has nothing to do with their skills. This confirms the discussion on training impact on performance, because training affects productivity and performance through the higher skills it impacts to employees to enable them know their job better and perform it better.

3.19 Responses of management staff

The earlier presentation highlighted the responses of employees, who are working in the FFIC to gather more information about employee T&D practices of administration structured interview questions were forwarded to different 05 head of the organization at different level. Accordingly, the following paragraphs provide the summery of interview results.

1- The first question was does your organization or administration have written HRTD policy?

   As per the interview replied, the administration does not have formal HR training and development policy, but various dysfunctions led us to arrange a special training on a specific area which we see and this will be arranged by human resource department.

2- The second question was does your organization conduct training programs based on need assessment?

According to the answer most of the interviewees responded that there is no appropriate and planned assessment of needs. It is because that there is no such professional and independent department or body which is responsible for that. so that most training programs especially those which are provided by the external bodies are not need based. Sometimes employees are participating only for the sake of fulfilling the report to the aid organization if the training is funded by other organization. That is why sometimes happening confusion, duplication of training and even conflict of interest.

3- The third question is what method does the organization used for conductiing T&D?

most of the interviewee responded that the administration most widely uses off-the job training method and sometimes there are on-the-job are employed.

4- The forth question is does the organization evaluate conducted T&D programs?

Almost all respondents confirmed that there is no proper pre and post evaluation of training programs. That is why most of the time there is no feed back of the result of the programs as well as the effects of program on the trainee's performance and efficiency. Simply it is possible to say that it is neglected part of the training program in the administration. Most top officials and heads of the organsation seem to be unaware of the importance of the evaluation of the training effectiveness.

5- The fifth question was how the organization selects trainees? Is there any standard criterion for selection?

They all answered that there is such standard criterion for selection. Most of the selection is made based on recommendation of immediate boss or supervisor, which has a big problem, a lot of biases and dissatisfaction of employees. Interviewee admitted that it is because of the absence of policy and proper need assessment for training and development.

6- The sixth question was does the organization sponsor employees for further career development?is there also any way of supporting employees who are sponsoring them selves?

Almost all of the respondents replied that there is no such policy even though they all agree it is significant not only to the employees but also for the organizations overall performance. With regard to supporting the employes who are sponsoring them selves there is also no such a way to assist them.

7- Finally, the interviewees were asked is there any problem in the T&D program of the administration?

They mentioned many problem\, but mainly they emphasized the following problem and constraints in the T&D programme of the administration:

- Big lack of planning and coordination of T&D programs
- Intergroup conflicts due to selection mechanism lack of trust among employees
- Lack of conducting evaluation for the training held
- Lack of awareness of importance of training and development for improvement of the performance of organization well as individuals
- Lack of allocation enough T&D budget and material
- Lack of employee participation in designing training programs
- There is a gap between training and implementation
- Lack of career development opportunities for trained internal staff and miss utilization of trained man power

Chapter four

Conclusion and recommendation

4.1 Conclusion

On the whole, the study sought to investigate the impact of training and development on worker performance and productivity in public sector organizations using FFIC as a case study and findings and recommendations provided. FFIC will need to take action to correct its training and development activities, and make sure the processes involved are duly followed.

The findings of this research indicated that FFIC's nature of work depends mainly on high contact with clients which obviously creates stress and leads to continuous training and development of its human resource is crucial and vital.

From the results of the study, it can be concluded that FFIC certainly don't have a well-established policy to invest in the training and development of employees, however the processes involved are very important for the organization's over all performance.

It is also crucial to organize training programs from time to time for its employees to update their knowledge and skills and to ensure that maximum efficiency exist in FFIC. Employees who realized the need for change in attitude and want to develop themselves through formal education in order to be abreast with modern way of handling clients advances self-sponsored themselves to acquire these skills.

Generally, based on these fact of the study stated above, it can be concluded that HRTD is the most neglected , and forgotten and out of attention part of human resource management system at all levels of the organization as an important factor for the improvement of performance, knowledge and the skill of employees as well as the organization it self

4.1 Recommendations

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

i) Systematic Training

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

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

ii) Objective should be SMART and unambiguous

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

iii) Provide Specific information to employees

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

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

iv) Create more Opportunities for training

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

v) **Career Planning and development**

Organizational career planning involves matching an individual's career aspirations with the opportunities available in the organization. Career pathing is the sequencing of the specific jobs that are associated with these opportunities. For career management to be successful in FFIC, both the management and employees must assume equal share of the responsibility for it.

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

vi) **Develop employees through formal education**

The FFIC could develop its employees through formal education which will give employees the opportunity to attend short courses offered by consultants or an executive higher education programs which normally involve lectures by experts, and adventure learning and meetings with different parties like the federal supreme court, the federal high court, clients and the like.

vii) **Motivation and Morale**

Motivation generally seeks to boost employees' morale to work hard and thus increase productivity. Taking this fact in to consideration that the researcher wishes to recommend that in instituting proper training and development programs, FFIC should initiate a policy for motivation attached to training. Motivation include both extrinsic, such as more pay, allowance, fringe benefits, and intrinsic such as recognition, appreciation, acceptance by fellow workers, opportunities for promotion, career development and consultation for important matters.

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

viii) Enrich job experience

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

xi) Evaluate training for effectiveness

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

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APPENDIX

APPENDIX "A"

INDIRA GANDHI NATIONAL OPEN UNIVERSITY (IGNOOU) DEPARTMENT OF

PUBLIC ADMINISTRATION

This question is designed to collect data for a research paper that is in partial fulfillment of MPA degree in public administration. The focus of this research is to identify the problems appeared in the training and development process of the organization(FFIC) your genuine response for the following questions are extremely important for the successful completion of this work. The information you provide is only for the purpose indicated and you are kindly requested to feel free in responding to the questions.

Thank you for your responses.

SECTION A
BASIC DEMOGRAPHIC DATA (PLEASE TICK WHERE APPROPRIATE)

1. Age
   a) 18 – 25 ( )
   b) 26 – 35 ( )
   c) 36 – 45 ( )
   d) 46-55   ( )
   e) 56-60   ( )
2. Gender;
   a) Male ( )
   b) Female ( )
3. Educational Background;
   a) Below 12 grade ( )   d) Degree   ( )
   b) 12 complete   ( )   e) Masters Degree   ( )
    c) Diploma   ( )   f) Other (please specify) (   )

SECTION B

INFORMATION ON TRAINING AND WORKER PERFORMANCE

4. What is your position in FFIC?

   a) Judge

   b) Registrar

   c) Court secretaries

   d) Finance

   e) It

   f) Court security

   g) Driver

5. How long have you been working with GPHA?

   a) 1 – 10 years ( )

   b) 11 – 20 years ( )

   c) 21 – 30 years ( )

   d) 31 – 40 years ( )

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

   a) Yes ( )

   a) No   ( )

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

   a) Yes ( )

   b) No ( )

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

   a) 1 – 6 months ( )

   b) 7 – 12 months ( )

   c) 1- 3 years ( )

   d) Over 4 years ( )

   e) Not applicable ( )

9. How were you selected? Please specify.

   a- Supervisor recommendation

   b- Employee request

c- Performance appraisal

d- Don't know

10. What were the objectives of the training?

    a) To help improve performance ( )

    b) To acquire more skills ( )

    c) Other please specify ( )

11. What kind of training did you participate in? Please specify

    a- Legal expertise

    b- Management and accounting package

    c- Computer applications

    d- Clerical skill development

    e- Secretarial studies

    f- Motivation and leadership

    g- other

12. What methods were used for the facilitation?

    a) Seminar ( )

    b) On-the-job training ( )

    c) Understudy training ( )

    d) Formal Lectures ( )

13. How was the training evaluated?.

    a) Very good

    b) Good

    c) Medium

    d) Poor

14. In your opinion, do you think training at FFIC is planned and systematic?

    a) Yes ( )

    b) No ( )

    c) Not sure ( )

15. Are you motivated by and satisfied with the training program of FFIC?

    a) Yes ( )

    b) No ( )

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

     a) Yes ( )

     b) No ( )

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

     a) Yes ( )

     b) No ( )

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

     a) Yes ( )

     b) No ( )

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

     a) Yes ( )

     b) No ( )

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

     a) Yes ( )

     b) No ( )

Interview for the Management Staff

1- Does your organization or administration have written HRTD policy?

2- Does your organization conduct training programs based on need assessment?

3- What method does the organization use for conducting T&D?

4- Does the organization evaluate conducted T&D programs?

5- How the organization selects trainees?

6- Does the organization sponsor employees for further career development? is there also any way of supporting employees who are sponsoring themselves?

7- Is there any problem in the T&D program of the administration?