IMPACT OF ICT ON STAFF TRAINING AND DEVELOPMENT IN FEDERAL POLY TECHNIC, OFFA, KWARA STATE, NIGERIA

BY

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ND/23/LIS/FT/0139

A PROJECT SUBMITTED TO THE DEPARTMENT OF LIBRARY AND INFORMATI ON SCIENCE, KWARA STATE POLYTECHNIC, ILORIN

AUGUST 2025

CERTIFICATION

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DEDICATION

This project dedicated to Almighty Allah and to my amiable parents and siblin gs

ACKNOWLEDGEMENT

First and foremost, I give thanks to Almighty God for his infinity mercy o ver my life and for giving me the power, wisdom and understanding to comple te this research study.

I hereby express my immeasurable gratitude to My supervisor Mr. ARE MU

For guiding and supporting me for making this research work a reality. My appreciation also goes to my beloved parent in person of Mr. and Mrs.

ABDULRAFIU for their physical, financial and moral support towards the compl exion of my program, may God bless them all (Amen).

My profound gratitude also goes to my blood and bond related brothers and si sters, with my friends may Almighty God continue to bless you. Thank you so much.

Finally, and above all, I give glory and adoration to the king of host for Making t

his program a successful one.

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Abstract

The evolution of ICT has brought new dimensions and styles to the processes and activities aimed at equipping and empowering the skills of an organisatio n staff. This study investigates the impact of ICT on staff training and develop ment in Federal Polytechnic, Offa, Kwara State. It adopted case study method with purposive sampling to obtain data from twenty staff of the ICT departme nt of the Federal Polytechnic, Offa, through the use of questionnaire. It conclu des that ICT has been effective on staff training and development and has ass isted the Polytechnic in achieving her objectives on staff training and develop ment programmes and recommends that the Polytechnic should constantly b

e conducting assessment of training needs with ICT, before deciding to be usi ng ICT for training of her staff.

Keywords: Federal Polytechnic Offa, Information Technology, Communication Technology, Information Communication Technology, Staff Training, Staff Dev elopment, Staff Training and Development.

CHAPTER ONE

Introduction

1.1 Background to the Study

Information and Communication Technologies are referred to as technologies that provide access to information through telecommunications. It is similar to

Information Technology (IT), but focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication mediums (ElHazzam, 2015). Johanian, Zayed and Asadi (2012) defined ICT as all the facilities which are designed for transferring, storing and processing of data They further that the facilities may include all the software and hardware applications such as computers, telecommunication facilities like mailing services, fax networks, telephone and Internet.

Information and Communication Technology are the machines, devices or gadgets that are designed to be used in the generation, organisation, storage, preservation, access, sharing, transfer, utilisation and dissemination of information. It includes any communication device or application encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems, as well as the various services and applications associated with them, such as video-conferencing and distance learning (Lynch and Lee, 2012).

ICT potentially allow people, anywhere in the world, to access information and knowledge almost instantaneously by expanding the information base, lowering information and search costs, and creating information goods. It can facilitate searching, matching and sharing of information and contribute to greater organisation and collaboration among economic agents (Cantoni, Jereissati and Leonardo, 2019). ICT, therefore, cut across all sectors of economy and society, and the internet can be an important catalyst of development for individuals, communities and countries. For instance, ICT can provide extensive and growing access to information, services and applications that may add value to p

eople's lives, enhance their productivity and enable them to access new oppor tunities (International Telecommunications Union [ITU], 2016), training and de velopment.

According to iProject (2019), staff training and development is a broad term co vering multiple kinds of employee learning. Training is a program that helps e mployees learn specific knowledge or skills to improve performance in their cu rrent roles. Development is more expansive and focuses on employee growth and future performance, rather than an immediate job role. George and Scott (2012) opines that Training is effort initiated by an organization to foster l earning among its workers, and development is effort that is oriented m ore towards broadening an individual's skills for the future responsibility.

Training and development, as posited by Engetou (2017) are a continuous effo rts and programs designed to improve staff competence and organize perfor mance as a goal to improve on the staff's capacity and performance. These pr ograms are designed to make an individual to be well equipped with skills, kno wledge, ability, and competence. As such, most staff need necessary SKAC to bring out substantive contributions towards extensive training to ensure the or ganisation's growth. For organisation staff to be flexible and effective in their j ob, they need to acquire and develop knowledge and skill, and for them to beli eve that they are valued by the organization they work for, then they need to s ee valuable signs of commitments to their training needs.

Armstrong (2009) noted that training and development is an aspect of staff ca pacity building that must be faced by every organization, and its major aim is t

o improve the employees' competencies such that the organization can maxi mize effectiveness and efficiency of their human resources. It can be an adva ntage for an organisation if they win the hearts and minds of their workers, ge tting them to identify with the organization. According to Cole (as cited in Eng etou, 2017), staff training and development must be an investment if workers are to be equipped to perform well. The processes of staff training and develo pment are parts of the entire human resource management approach which r esults in staff being motivated to perform. However, training and development vary from organisation to organisation in relation to the quality and quantity of training factors, which may include: The degree of change in both the external and internal environments, current suitable skills in the existing workforce and the level to which the management see training as a motivating factor in the workplace.

1.2 Statement of the Problem

Before the advent of ICT, staff of every organization has to be physically prese nt at programmes organized for them on training and development. But since i ts emergence, staff training and development have become programs that ca n be easily organized by organizations through webinars, teleconferencing, vid eoconferencing, electronic fora, etc., because these programs can be easily or ganized at regular intervals, staff convenient hours, saves the time and efforts of staff, and also facilitate quick and easy comprehension of training and deve lopment programs' contents.

As beneficial as ICT is to staff training and development, many organizations

are finding it difficult to leverage on it because of various problems like lack of technical know-how, poor internet facilities, cost of purchasing ICT gadgets, in sufficient funding and inadequate staff skills among other things are causing drawbacks on prospective effects of ICT on staff training and development. T herefore, this research is designed to study the impact of ICT on staff training and development in Federal Polytechnic Offa, Kwara State.

1.3 Objectives of the Study

This study will be guided by both general and specific objectives. The general objective is to determine the impacts of ICT on staff training and development in Federal Polytechnic Offa, Kwara State.

The specific objectives are:

1. To know whether ICT is being used for staff training and developmen t in Federal Polytechnic Offa,
2. To know how staff training and development are being conducted wit h ICT in Federal Polytechnic Offa,
3. To determine the types of staff training and development programs t hat are being conducted with ICT in Federal Polytechnic Offa,
4. To assess the attitudes of staff of Federal Polytechnic Offa towards I CT for training and development programs,
5. To identify the challenges associated with ICT on staff training and d

evelopment in Federal Polytechnic Offa; and,

1.4 Research Questions

The study intends to answer the following questions:

1. Do Federal Polytechnic Offa uses ICT for staff training and developm ent?
2. How does staff training and development are being conducted with I CT in Federal Polytechnic Offa?
3. What types of staff training and development programs are being co nducted with ICT in Federal Polytechnic Offa?
4. What are the attitudes of staff of Federal Polytechnic Offa towards IC T for training and development programs?
5. What are the challenges associated with ICT on staff training and de velopment in Federal Polytechnic Offa?

1.5 Significance of the Study

The findings of this study will contribute immensely to the existing body of kn owledge in the realms of ICT and staff training and development. Specifically; all stakeholders, such as managers and administrators, policy makers, student s, researchers, corporate bodies, internet services providers (ISPs), informatio n technology firms and human resource management firms are to be from thi s study as its results will be serving as guide on how to integrate ICT with staf

f training and development in order to enhance employees' productivities.

1.6 Scope and Limitations of the Study

This study covers only the Federal Polytechnic Offa, Kwara State. The staff of Federal Polytechnic, Offa, is the respondents of this study and all the data that will be used in arriving at conclusions and results of this study are to be obtain ed from them. Data generated from any other sources apart from the staff of Federal Polytechnic Offa cannot be used for this study and its analysis.

1.7 Operational Definition of Terms

Impact: These are the roles or influence ICT are expected to have on staff trai ning and development in Federal Polytechnic, Offa.

ICT: These are computer systems, telecommunications devices and storage g adgets that are influencing or playing significant roles in the training and devel opment of staff of Federal Polytechnic Offa.

Staff: These are the employees of Federal Polytechnic Offa, who are expected to feel the impacts of ICT on their training and development.

Staff Training: These are the programs, courses and events designed and tailo red towards exposing the staff of FPO to trends and issues in their fields of int erests, which can be influenced by ICT.

Staff Development: These are improvement in skills, abilities and competenci es of staff of FPO, which are achieved through the influence of ICT.

Federal Polytechnic Offa: This is a medium level human capital training tertiar y institution of learning that is situated in Offa, Kwara State, where ICT is expe cted to influence training and development of its staff.

CHAPTER TWO

2.1 Introduction

This chapter is designed to point out positions, assertions, statements, opinio ns and conclusions of various authorities on the subject understudy. Accordin g to Issa (2013), review of related literature involves the collection of ideas, vie ws, positions and opinions expressed in various writings of recognized authori ties as well as findings of previous researches in ones area of investigation. Literature review can be best understood by arranging relevant topics in order of importance or seniority. Therefore, this chapter will be arranged in the follo wing order:

2.2 Information Communication Technology: Conceptual Explanation

2.2.1 Components of ICT

2.2.2 Some of the ICT Gadgets Used for Staff Training and Development

2.3 Staff Training and Development: Conceptual Explanation

2.3.1 Staff Training and Development in Nigeria

2.3.2 Aims and Objectives of Training and Development

2.3.3 Assessment of Training Needs

2.3.4 Types/Methods of Staff Training and Development

2.3.5 Principles of Staff Training and Development

2.3.6 Problems of Staff Training and Development

2.3.7 Evaluation of Training and Development Programs

2.4 Conclusion

2.2 Information Communication Technology: Conceptual Explanation

Information and communications technology (ICT) is an extended term for inf ormation technology (IT) which stresses the role of unified communications a nd the integration of telecommunications (telephone lines and wireless signal s), computers as well as necessary software, its storage and the audio-visual systems, which enable all users to access, store, transmit, and manipulate inf ormation (Albert, 2017). The term ICT is also used to refer to the combination of audio-visual and telephone networks with computer networks through a sin gle cabling or link system. There are large economic incentives (huge cost sav ings due to elimination of the telephone network) to merge the telephone net work with the computer network system using a single unified system of cabli ng, signal distribution and management.

ICT has no universal definition, as "the concepts, methods and applications inv olved in ICT are constantly evolving on an almost daily basis." The broadness

of ICT covers any product that will store, retrieve, manipulate, transmit or recei ve information electronically in a digital form e.g. personal computers, digital t elevision, email and even the modern day robots. ICT (information and comm unications technology – or technologies) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, s uch as videoconferencing and distance learning (Chandler and Daniel, 2012).

ICT is the study, design, development, application, implementation, support or the management of computer-based information systems. The term is comm only used as a synonym for computers and computer networks, but it also enc ompasses other information distribution technologies such as television and t elephones (Chandler and Daniel; Munday, Rod and August as cited in Albert, 2 017). According to Okauru (2011), ICT is the digital processing and utilisation o f information by the use of electronic computers. It comprises the use of mac hines and electronic media for the storage, retrieval, conversion and transmiss ion of information.

ICT is much more than computers and the Internet or even telephony, even th ough the digital divide and issues of Internet governance were much of the fo cus of IT based industries (International Telecommunications Union [ITU], 201 5). Applications of ICT can be divided under two broad categories. The first ar e those largely dependent on traditional telecommunications networks (includi ng the Internet) that enable on-demand communications to provide informatio n tailored to the user's convenience and needs. How that information is proce

ssed, whether it is used at all, and whether it is transformed into knowledge is left to the human user who asked for that information in the first place. The se cond group of ICT applications, for want of a more appropriate name, we shall call Human Independent, where information is processed and decisions are ar rived on the basis of preset criteria without human intervention at the time of decision making. These can be nearly passive systems, or part of a larger syst em (embedded ICT).

Information Technology (IT) and Information and Communication Technology (ICT) are similar concepts that can be used interchangeably. IT implies comm unication and therefore it becomes obvious that the two terms are synonymo us (Womboh and Abba, as cited in Jimoh and Igwe, 2011). IT and ICT as syno nymous terms are mainly used in educational and governmental circles. ICT is an umbrella term that includes all technologies for the manipulation and com munication of information. ICT encompasses any medium to record informati on (magnetic tape/disk, optical disks (CD/DVD), flash memory, etc.); technolo gy for broadcasting information - radio, television; and technology for commun icating through voice and sound or images - microphone, camera, loudspeake r, and telephone to cellular phones. Thus, ICT makes more explicit that techno logies such as broadcasting and wireless mobile telecommunications are inclu ded with electronic technologies and means of capturing, processing, storing and disseminating information between sources, terminals, persons and orga nisations.

2.2.1 Components of ICT

ICT comprises of three major components. These components are the variou s units of tools, processes, methods and machines that can be used for captur ing, manipulation, organisation, sharing, storage and dissemination of informa tion. The components of ICT, according to Igwe (2011a) are as follows:

- Computer Systems,
- Storage Devices, and;
- Telecommunication Gadgets.

- Computer Systems: Computer is an electronic device that is capable of accepting data (input) in the form of coded electronic signal, storing the data and applying prescribed processes to such data on the basis of a s et of predetermined instructions called programs (Ijiebor, 2011). Madu a nd Adeniran (as cited in Ijiebor, 2011) also posited that computer accept s input fed into it using any of the input devices, such as keyboard, scan ner, punch card, etc., processes such data with amazing speed with a se t of programs called instructions and supply the resulting new informati on in line with user's needs.

The computer system comprises of the input, the central processing an d the output units. The input unit is the part of the computer system wh ere instructions are being passed into the computer system. This unit h as various devices like keyboard, mouse, scanner, stylus pen, camera, et c. In the same vein, the processing unit is the aspect of the computer sy stem that process instructions that are being passed into the computer system through the input devices. It has the memory unit (RAM and RO

M), the control unit and the arithmetic logic unit (which performs the fun ctions of arithmetic calculation and projections within the computer syst em.

Finally is the output unit. This unit is responsible for providing and giving out the end product of inputted and processed data in the form that is d esired by the computer user. There are various devices can assist the c omputer system in providing this task. Some among them are printers, monitor/visual display unit, speakers, projectors, plotters, etc.

- Storage Devices: Igwe (2011a) argues that one of the best components of ICT is the ability to save - that is to store information. The storage dev ices are also known as secondary storage (in the case of those that are not in-built with the computer system. They are external media of storin g information. These storage devices are needed to store and transfer s oftware, data and information from (Ijiebor, 2011; Igwe, 2011b) one ICT gadget to another. These secondary storage devices include magnetic d isks (hard disk, floppy disk and zip disk), magnetic tape, compact disks, USB flash drive, memory cards, etc.

- Telecommunication Gadgets: These are referred to as any device used t o transmit information such as sound, images and files over long distan ces. The telecommunication devices being used nowadays include tele phony, internet, radio and television (GreenBook, 2020). Kolawole and Ig we (2012) itemised these gadgets as telephones, facsimile transmissio n, network systems, the Internet and its services (electronic mail, World

Wide Web, news groups, file transfer protocol, video and teleconferencing, etc).

2.2.2 Some of the ICT Gadgets Used for Staff Training and Development

ICT is a complex concept that can be applied and integrated to all aspects of h umans' lives. In the case of staff training and development, ICT cannot be left behind because its application and integration to staff training and developme nt facilitates quick and prompt delivery of trainings, reduces the energies to be expended in trainings by both trainers and trainees, and it also increases the e fficiency and effectiveness of staff training and development programs.

In furtherance to this, the list of ICT gadgets that are being used for staff traini ng and development programs are inexhaustive, which this study will review s ome of them below:

- Telephones: This concept is derived from telephony, which means types of voice equipment used for interactive communication between two dis tant places. According to GreenBook (2020), telephone as a reliable tele communication facilities with a corded device, which proves to be an im portant means of communication in homes and offices. Mobile phone is a telephony that can be used for staff training and development by the p articipants and used for training purposes. It needs to be tied with a ser vice provider to make it work. The network signal will came from cell ph one towers. The basic functions of mobile phones used to be only maki ng and receiving calls and messages. As time went by, some features a

re added such as calendar and games. There are also now smartphones w hich can be considered portable computers for their advanced functiona lity. They have 3G and Wifi capabilities that allow them to have an acces s on the internet. They made it possible for video conversation on staff t raining and development to be done over the phone.

- Internet: The Internet, as an important product of ICT is a collection of v ast information resources of interlinked computer networks (Kolawole a nd Igwe, 2012). It is also a worldwide network of computers that makes it possible for thousands of dissimilar physical networks that are not con nected to one another and that use hardware technologies to connect a nd operate as a single communication system to enhance transmission and sharing of information on staff training and development.

- Electronic Mail: This service makes possible the exchange of messages and information between and among organisations and institutions over the Internet (Kolawole and Igwe, 2012). It allows training organisers and participants to send memos, letters and files containing data/informatio n of all types from one user to another and many with e-mail addresses.

- Teleconferencing: Computer Hope (2017) describes teleconferencing as the process of conducting a conference call or meeting over telephone li nes or data communications lines connected to multiple separate locati ons. Teleconferencing is commonly managed at a central point and eac h of the users or locations that want to participate in the call must dial in to that central point.

- Projectors: These are output devices that project an image into a large s urface, such as white screen or wall (TechTerms, 2020). They may be u sed as alternatives to monitor or television when showing video or imag es to a large group of people. Projectors come in many shapes and size s. Though, they can be mounted on ceilings or may be freestanding and portable. Ceiling mounted projectors are typically larger, especially ones that project a long distance (such as 30 feets or more). These projectors are commonly used for organising training, conferences, seminars, etc.

- Microphones/Megaphones: These are devices that capture audio by co nverting sound waves into electric signal. This signal can be amplified a s an analogue signal or may be converted to a digital signal, which can b e processed by a computer or other digital audio device (TechTerms, 20 20).

- Transponders: This is a wireless communications, monitoring, or control device that picks up and automatically responds to an incoming signal (Rouse, n.d.). It is the subsystem that provides the connecting link betw een transmitting and receiving antennas of a satellite. It is one of the m ost important sub-systems of space segment subsystems. Transponder performs the functions of both transmitter and receiver in a satellite. It h elps in transmission and reception of signals from large geographic loca tion through the satellite for the purposes of training organisation staff t hrough virtual presence.

- Video Conferencing: Video conferencing, as opined by Kagan (2019) is a

technology that allows users in different locations to hold face-to-face mee tings without having to move to a single location together. This technolo gy is particularly convenient for business users in different cities or even different countries because it saves time, expense, and hassle associat ed with business travel. Uses for video conferencing include holding rout ine meetings, organising training, conferences, seminars and workshop s, negotiating business deals, and interviewing job candidates.

2.3 Staff Training and Development: Conceptual Explanation

Training and development according to Elozieuwa (2012) is a process that ena bles organizational members to acquire knowledge and skills they need to per form their jobs effectively, take up new responsibilities and adapt to changing circumstances. Thus, it enables organizational members to become better pe rformed. It is important, however, to distinguish the two terms. Training primar ily focuses on teaching organizational members how to perform their current j obs and helping them acquire the knowledge and skills they need to be effecti ve performers. It is usually for non-managerial state. Development on the oth er hand, is technically managerial inclined. It focuses on building the knowledg e and skills of organizational members, so that they are prepared to take on n ew responsibilities and challenges. The use of initiative between the mangers and non managers also differ. For mangers or administrators, the expectation s, including use of initiatives, is wider when compared with non-mangers (Agb aeje, 2014).

Training is a planned process to modify attitudes, knowledge, skill or behaviou

r through learning experience to achieve effective performance in an activity o r range of activities. Training tends to be a short process on a specific topic, wi th specific learning out-comes. It facilitates learning by focusing on implement ation and performance. Senyucel (2013) explains that training is a very effecti ve way of increasing employee knowledge and skills in various ways. Firstly, d uring training, the trainer manages to get the employees in a safe environmen t where everybody feels safe to interact and learn. Secondly, during training th e chances of having interruption are low unlike during work, where almost eve ry minute there is something else to do. Thirdly, it is easier to and cost effectiv e to deliver training to employees during the training event rather than teachin g or showing certain skills to different individuals in different times. Lastly, ther e is the element of social interaction. It is argued that learning in groups increa ses individual learning.

From the point of Dessler (2011), training means giving new or current employ ees the skill they need to perform their jobs. In any case, training is a hallmark of good management, and a task that managers ignore to their peril. Having h igh potential employee does not guarantee they will succeed. Instead, they m ust know what you want them to do and how you want them to do it. It is not always easy to tell where training leaves off and, management development b egins. The later, however, tends to emphasize both long-term development an d a focus on developing current or future managers or directors. Management development is any attempt to improve managerial performance by implantin g knowledge, changing attitudes or increasing skills, The management develo pment process consists of assessing the company's or organization's strategi

c needs, appraising managers current performance and developing the mana gers.

Nda and Fard (2013) refers to development as activities leading to the acquisit ion of new knowledge or skills for purposes of growing. Organizations provide staff development programs for their staff in order to enhance their capabilitie s. Staff development is gaining an increasingly critical and strategic imperativ e in organizations in the current business environment. Thus organizations ne ed to invest in continuous staff development in order to maintain staff as well as the organization success (Khawaja and Nadeem, 2013).

Bhaskar, Bateman and Snell (as cited in Elozieuwa, 2012) described developm ent as teaching managers and professional staff broader skills needed for thei r present and future jobs. In today's competitive environment, an organization has to be concerned about the development of the management team-superv isors, middle-level managers and top-level executives. Management develop ment focuses on developing in a systematic manner, the knowledge base, atti tudes, basic skills, inter personal skills and technical skills of managerial cadr e. Since staff are such a vital gas in the success of any organization, special a ttention needs to be provided for the development. Technical or operating staf f must also be trained and re-trained continuously, but it is very important to h ave a managerial cadre that possesses skill and motivation.

Goldstein and Ford (as cited in Shepherd, 2012) submitted that training and de velopment play an important role in the effectiveness of organisations and to t he experiences of people in work. Training has implications for productivity, he

alth and safety at work and personal development. All organisations employin g people need to train and develop their staff. Most organisations are cognisa nt of this requirement and invest effort and other resources in training and dev elopment. Such investment can take the form of employing specialist training and development staff and paying salaries to staff undergoing training and de velopment. Investment in training and development entails obtaining and mai ntaining space and equipment. It also means that operational personnel, empl oyed in the organisation's main business functions, such as production, maint enance, sales, marketing and management support, must also direct their att ention and effort from time to time towards supporting training development and delivery. This means they are required to give less attention to activities t hat are obviously more productive in terms of the organisation's main busines s. However, investment in training and development is generally regarded as g ood management practice to maintain appropriate expertise now and in the fu ture.

Although training and development are used almost interchangeably with refe rence to individual employees, there are however, distinctions of emphases an d scopes. Broadly speaking, training is regarded as applying principally to the i mprovement of skills and hence learning how to perform specific tasks while development is an unfolding process carried on as a form of growth and matu risation. Training is more a short-term process of utilizing as systematic and or ganized procedure by which non-managerial personnel learn technical knowle dge and skills of definite purposes. Development on the other hand, is a long-t erm educational process, utilizing a systematic and organized procedures by

which managerial person learn conceptual and theoretical knowledge of gener al purposes. This distinction can be depicted in the following manner:

S/N	Training	Development
1	Usually a short-term pro cess	Invariably an on-going lo ng term process
2	Imparted mostly to non-managerial personnel's	Designed mainly for ma nagers and executives
3	Confined generally to th e area of hands-on and t echnical skills,	Relating more broadly to the level of interpersonal and decision-making skil ls.

Diagrammatic or tabular illustration of differences between Staff Training and Development (Eloziuewa, 2012).

2.3.1 Staff Training and Development in Nigeria

The Nigeria staff training and development is chiefly based on the assumption that there is a basic shortage of skilled and executive staff. According to Ejiofo r (2010) this diagnosis of shortage of staff led to the prescription of multiplyin g training and development institutions like the Industrial Training Fund (I.T.F), the Administrative Staff College of Nigeria (ASCON), the Center for Managem ent Development and the Institute for Policy and Strategic Studies (NIIPSS). In addition to these institutions, the government expounded education at all level s. In particular, many polytechnics and universities were established, moreove

r, not willing to be out done, some state government, also established their ow n universities and polytechnic.

The private sector also reacted by establishing universities, management con sultancy firms expending training facilities, launching journal and making use of the government through the Center for Management Development and the Industrial Training Fund (Ejiofor, 2010). As the operation arm of Nigeria Council for Management Development (C.M.D) since its inception in 1973 has plunge d vigor into discharging its role as initiation of new management programmes. Consultant to various sector of the economy, co-coordinator of management i nstitutions at tertiary level, and mentor of professional association in addition to being directly involved in management development and training. The centr e has initiated the establishment of professional associations like Nigeria Ass ociation for Management Consultant (NAMCON), the Nigeria Association of S mall Scale Industries (NASSI) etc, has also sponsored many management dev elopment programmes like train the trainers programme etc.

This Administrative Staff College of Nigeria (ASCON) is like the Center for Ma nagement Developments (CMD), a post tertiary institution established to cate r for the training and staff public sectors while the Industrial Training Fund (IT F) is set up to encourage and promote the acquisition of skills in the industry a nd commerce with a view to generating a pool of indigenous trained staff suffi cient to meet the need of the economy (Elozieuwa, 2012). The scarcity of qual ified and well-developed manpower has acted restrictively in many ways in lay ing the economic growth and development in Nigeria. He maintained that em phasis placed by any organization on the training and developments of its em

ployees have implicitly emphasis placed on productivity.

Nigeria staff development programme do not recognize the fact that a mere k nowledge of what is to be done does not necessarily guarantee that it is done, leading a horse to the stream does not make the horse to drink water. A good training programme merely leads the executive to the stream of management but wanting to practice what has been learnt is another matter.

2.3.2 Aims and Objectives of Training and Development

The objectives of training and development (Armstrong, as cited in Elozieuwa, 2012) are to develop the competency of employees and improve their perform ance, help people to grow with the organization in order to meet the future hu man resources need from within and to reduce the learning time for employee s starting in new jobs on the appointment, transfer or promotion. Paauwe an d Boselie (2015) opined that in practice, though, training and development is a field that appeals to a number of related (sub) disciplines involving academics with different backgrounds, and more importantly, also their o wn way of operationalizing the concept in terms of a range of HR practi ces of training and development. Also Nwachukwu (2012) and Bhaskar (2 011) believed that there are necessary factors that are instrumental to t he aims and objectives of training and development, and they are as fol lows:

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

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

c) To develop healthy, constructive attitudes. Training programmes in org anization are aimed at molding employee attitudes to achieve support fo r the organizational activities and to obtain better cooperation and greate r loyalty.

d) To impart broad-based knowledge relating to the plant, machinery, m aterial, product, quality and standards to factory, workplace and work env ironment.

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

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

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

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

i) To bring down cost of production. Because better, more cost effective m ethods are taught, because mistakes and errors are minimized, because productivity is improved, because quantity standards are adhered to more strictly and because confidence is engendered, significant strides are aut omatically taken in the areas of cost control and economics in the produ ction process.

j) To bring down labour turnover and absenteeism. Training is a powerful tool that breeds in the employee a sense of pride as well as of belonging. B oth these contribute in a major way to checking and reducing labour tur nover as well as absenteeism.

2.3.3 Assessment of Training Needs

Training need as any shortfall in terms of employee knowledge, understa

nding, skill and attitudes against what is required by the job, or the dem ands of organizational change. This is a very crucial and fragile position in the organizational strategic management Cole (2016). Dessler (2011) wa s of opinion that when it comes to the issue of staff training and develop ment, you do not first and foremost assume that the under-performing of current employees is training only. He submitted that performance analys is is the process of verifying that there is a performance deficiency and determining whether the employer should correct such deficiencies throug h training or some other means (like transferring the employee). That t he researcher believes also could to an extent change or improve the e mployee attitude to work, if found out to be.

In agreement to that statement, Onah (2010) held that there are many ways o f overcoming deficiencies in human performance at work, and training is only one of them. When training staff conduct a comprehensive training needs ana lysis in their organization, they will focus on four main sources for their inform ation: a) Organization level data (e.g. about the management structure, comm unication channels products/ services offered, personnel requirement), b) Job-level data (e.g. about individual jobs/ roles, and skill requirements), c) Individu al data (e.g. performance appraisal data, training records), d) Competence sta ndards (i.e. occupational standards agreed nationally for different levels of res ponsibility).

Logically speaking, training ought to be imparted where there exists a need fo r it. For Bhaskar, hence, before the formulation of training programmes it is im portant the training needs are carefully and systematically identified. Areas w

here training could bring about tangible, lasting, benefits must be defined in cl ear-cut terms. If this effort remains vague or ambiguous, this organization cou ld end up wasting a great deal of time and money. Over the years, many writer s and scholars have gone about suggesting ways and means of carrying out a n objective identification of such areas. But the one model which was first evol ved in 1961 but which has stood the test of time is the Mcglee and Thayer mo del. This model advocates a three-prolonged approach, viz: a. Organizational a nalysis. b. Task analysis. c. Man analysis (Seyuncel, 2013; Bhaskar, 2011; Arm strong, 2014).

a) Organizational Analysis: This is an attempt to train the searchlight on th e organization as a whole. Without doubt, training needs must be looked at against the backdrop of organizational objectives and strategies. Unle ss this is done, time and money may be wasted on training programmes that do not advance the cause of the organization.

People may be trained in skills that they already possess or the training budget may be utilized frivolously in giving employs some rest and enter tainment instead of providing them with required inputs or the allocation may be frittered away on frills and fancies without meeting the real nee ds of personnel. This is the reason why a comprehensive analysis of org anizational structure, objective, culture, processes of decision-making, f uture objectives, and human resources needs to be made.

The analysis would assist in pin-pointing deficiencies drawbacks and we aknesses and the kinds of mechanisms that would need to be evolved i

n order to minimize them. Along with this, an analysis of the organizatio n's external environment and internal climate is also essential. Trends in union activity, accidents, illnesses, turnover, absenteeism and on-the-job employee behaviour – all provide relevant information as well as vital cl ues as to the areas where training can provide supportive therapy to cur e debilitating weakness within and without the system. The entire analy sis begins with an understanding of the short term and long term good o f the organization as a whole and for each department specifically.

b) Task Analysis: This requires a careful examination of the jobs to be perf ormed after training. Four basic steps are involved here: i. A systematic collection of information that explains and elaborates the details of expl ains and elaborates the details of how jobs are done. ii. This leads to the setting of standards of performance for various jobs. iii. An examination of existing or better methodologies of doing jobs so that prescribed stan dards are met, iv. Exploration of the knowledge, skills, abilities and other characteristics necessary for effective task performance.

Essentially, task analysis entails a detailed examination of jobs, their co mponents, various operations required to be performed and the conditio ns under which they are to be carried out. The focus, clearly, is on the ta sk rather than on the individual performance and the objective is to deriv e some concrete notions about the training needed for task performanc e. An analysis of the jobs and their various components give us clear poi nters as to the requirement of skills and knowledge as well as attitudes that need to be inculcated in employees. c.

c) Man Analysis: As opposed to task analysis, the concentration here is on the individual employee, his abilities, his skills, his knowledge and attitud e also the imputs required for the performance or individual growth and development in terms of career planning. Of all the three aspects, this is no doubt the most complex. The immense variety and unpredictability o f human behaviour and the often amorphous, ill- defined inter linkages b etween human performance and other aspects of work, make Man Anal ysis a demanding and highly specialized task.

Overall, however, the broad general idea is that the difference between desired performance and actual performance is the individual's training needs. As already indicated in the section on Task Analysis performanc e standards are set in order to establish basic norms and targets, which individual employees are expected to attain. Yet, inspite of uncertain reli ability, performance review data can provide information vital for decisio n making on the kind of training needed and it's utility for individual or gr oups of employees. Assessing the need for training does not end here.

To evaluate the results of training and to assess what training is require d in the future, needs must be analyzed regularly and at all the three lev els indicated below: a. At the organizational level, needs must be analyz ed by managers who set organizational goals, b. At the task level, needs must be identified by specifying how the organizations goals are going t o be achieved, c. At the individual level, needs must be indicated by the working and non-agers who perform the tasks achieve prescribed goals (Elozieuwa, 2012).

2.3.4 Types/Methods of Staff Training and Development

After the objectives and the needs have been determined and trainers and trai nee in the organization have been selected, the programme is run. From the a nalysis of training needs and translating them into behavioural objectives, the training manager works out the content and facets of the training. What skills are going to be taught, what kind of employee development is sought, what lo ng or short term objectives are proposed? All these will determine the design and details of the training programme.

To be really useful, however, the method chosen should meet the minimal con ditions needed for effective learning to take place, i.e. the training method sho uld do the following:

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

b) Clearly illustrate desired skills.

c) Provide for active participation by the trainee.

d) Provide an opportunity to practice.

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

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

g) Be structured from simple to complex tasks.

h) Be adaptable to specific problems.

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

Broadly speaking Cole (2016) and Dessler (2011) among others have common and identical notions on most methods or forms of staff training and development. Here are some tested methods below:

- Lectures: This is the time-worn didactic method where an instructor orally communicates his ideas, concepts and theories to a group of recipients. It is often the most widely used and also the most economical. With time, the method has been embellished by some effective ornamentation. Slides and overhead projectors, video tapes motion pictures, reading lists, closed-circuits TV, etc, are new part of the modern-day lectures amory. This has certainly improved the quality of lecture-oriented communications which has proved to be particularly useful when concepts, theories, instructions and procedures are to be imparted.

  The lecture method is also the most economical since a large number of people can be trained simultaneously saving man hours and money. Yet the drawback is that listeners play a large non-participatory role. They may ask questions but they never get the feel of what is being talked about. Furthermore, participants do not share each other's experiences and hence the learning is confined to what the lecturer has to say.

- On-the-Job Training: This form of training is perhaps the most commonly used. The learning that takes place is centered on the job. The employee is placed into the real work situation and shown the jobs, its methodology and logistics by an experienced employee or supervisor. The trainee uses the machines and tools he will use once the training is complete

d. He learns in the same environment where he will, in the near future, be working at his future supervisors and peers and familiarize himself with the nitty-gritty of day-to-day operations.

Although this programme is relatively simple and fairly economically, if n ot handled properly, the costs can be high in damaged machinery, unsati sfied customers and poorly taught workers. This automatically implies t hat trainers must be carefully selected and trained. The trainer himself s hould be properly motivated and adequately rewarded for doing his job-well. He should also be well-unversed with effective training techniques

- Vestibule Training: Here, the working environment is stimulated as close ly as possible for the trainee so that his training experience resembles t he work that he is shortly going to be called on to perform. For example, airline pilots could learn in a simulated cockpit, astronauts could learn to cope with zero-gravity in simulated conditions; a machine operator train ee could work on a machine under the supervision of an experienced w orker, and so on. The idea is that the trainee learns in conditions simulat ed to the real one until he or she has picked up well and can move on to taking up the tax individually. This method would turn out to be rather ex pensive unless the number of trainees is fairly large. Yet if handled well, it can prove to be very effective under certain circumstances.

- Off-the-Job Training: Excluding apprenticeship, vestibule training and on-the-job training, all other forms of training are grouped under the umbrell a term off-the-job training irrespective of whether the training is conduct

ed in classrooms, vocational schools or elsewhere. Although there are a wi de variety of off-the-job methods, the most frequently used one are the conference discussion, programmed instruction, computer-assisted and simulation approaches.

- Job Rotation: This is a training device that makes it necessary to move t he trainee from one department or unit to another to master what goes on in that section. The essence of this programme is to broaden his exp erience in different jobs.

- Role Playing: This is a technique of training where the trainee plays the part of a certain character or acts in an event. He is taught to do a job or make decisions the way he thinks his boss could have done it. Role playi ng is very exciting as it challenges the imagination of the employee. Rol e playing promotes retention as it heightens imagination, ingenuity and r esourcefulness.

Nevertheless, Cole (2016) submitted that majority of organizations; how ever, do have a positive policy on training and development. In some cas es, this may be no more than to state that the company will provide res ources to ensure that key skills are maintained within the organizations, in other case, the policy may refer comprehensively to the various actio ns it will take to ensure not only a regular supply of skills, but also a high degree of personal motivation through development opportunities provi ded by the company. For the purpose of this chapter, it will be assumed that organizations see an important role for training and development in

the provision of skills and the improvement of employee motivation.

2.3.5 Principles of Staff Training and Development

At the very heart of training theory lies learning theory or in other words, the p rinciples of learning are basic to all training programmes. Irrespective of the ty pe or method of training, it is imperative for the trainer to keep in perspective s ome of the principle of learning which have been developed over the past cent ury. This is essential in order to promote efficient learning, long-term retention and application of skills and knowledge learned in training to the actual job sit uation. The following is a summary of some of the vital principal of learning th at are applicable to the design and implementation of training programmes.

a) Motivation: An individual must be motivated to learn. A person must rec ognize the need to learn and derive satisfaction from the learning experi ence. To learn, you must want to learn. If a trainee is not interested or d emotivated, then the learning outcome is going to be insignificant and t he organization's expenditure would be instructions. Conversely, two mu ch intensity about learning and outcomes may result in setting over-ami d-times goals and actually demotivating the employee. Perhaps the mo st effective way of raising a trainee's motivation is goal setting.

Goal setting has a proven track record of success in improving employe e performance in a variety of settings and cultures. Goal theory has thre e important implications for motivating trainees: i) The objectives of the training programme should be made clear at the outset. ii) Goals should be challenging and difficult enough for trainees to derive personal satisf

action from achieving, but not so difficult that they are perceived as imp ossible to reach. iii) Ultimate goals should be supplemented with sub go als which would act as mileposts along the way.

Also, while goal setting clearly affects the trainee's motivation, so also d o the expectations of the trainer, the higher (but realistic) the expectatio ns, the better the trainees perform.

b) Practice: Time must be provided for practice and repetition of subject m atter that has been learned. There is an ocean of the truth in the old ada ge practice makes perfect. For anyone learning a new skill or acquiring f actual knowledge, there must be the opportunity to practice what is bei ng learned. This increases the length of time that the training materials will be returned, and makes the learning more reflexive so that tasks be come automatic. Additionally practice enables the quality of performanc e to be retained particularly during periods of emergency or added stres s. Finally, practice facilitates the transfer of training to the job situation which, in a sense, is the most vital of all training objectives.

c) Reinforcement: Learners need reinforcement of appropriate behaviour. Psychologists have confirmed through research that learning is greatly i ncreased by providing positive and immediate reinforcement of the desi red conduct. Reinforcement may be in the form of praise, money, promo tion or other forms of recognition. For learning to take place and be inter nalized to the required extent, trainees need to be provided with some f orm of incentive or reward.

This reinforcement, or the acknowledgement that what has been acquir ed is desirable, can be either extrinsic or intrinsic, i.e. either external prai se or some tangible reward or alternatively, an inculcation in the individu al of a sense of advancement or progress.

d) Feedback: Bhaskar (2011) opined that to be told how someone is progr essing is a very important facet of a trainee's progress in imbibing the tr aining. Feedback is a form of information about one's attempt to improv e and in fact is vital for learning as well as for trainee motivation. During the training process, therefore, it is useful for the trainee to be informed how well he is progressing. The acknowledgement of results is an effect ive motivator-constant and periodic feedback had positive effects on the trainee's learning process.

Broadly speaking, feedback by providing direct information about the cor rectness of his responses, allows the trainee to make adjustment in futu re behavior. Secondly, it acts a an indication that the trainer is interested in the employee and thereby makes the learning process more interesti ng and maximizes the willingness to learn. Finally, enable trainees to sel f-assess their progress and maintain performances at required levels.

In other to prove effective training and development programs, feedbac k should follow the completion of various stays of the training program me. On the conclusion of each stage, the trainee should have a clear per spective of the progress he is achieving, the drawbacks in his performan ce if any, the encouraging aspects, and whether any behavioural or attit

udinal correctives need to be adopted.

2.3.6 Problems of Staff Training and Development

Problems of training and development are challenges and factors associated with the planning, implementation and completion of training and developmen t programs. Onah (2010) stated that one of the reasons for training problems i s inability of the ministries to post administrator to job that are directly related to the areas of their training. Ideally, training should be related to the job assig nment after a training programme.

There is also reluctance on the part of government to release many officers fo r training programmes. This is because training is expensive in terms of mone y and time involved in maintaining officers during their programmes. In the pla nning and implementation of government programmes, the level of their perfo rmance in this area can decrease considerable if many administrators are rele ased at the same time.

Therefore, the following factors constitute the problems of training and develo pment:

- Lack of Capacity: This has to do with the glaring incapacity of the organi zation to attract and retain high quality staff. Also part of the incapacity i s the inability or unwillingness of the public organization to invest reason ably on staff development and training instead of this, local government workers who are fortunate to further their skills do so secretly out of fea r of being victimized.

- Corruption: Amujiri (2012) rightly noted, one of the most fundamental pr oblems facing Nigeria today is Corruption. Corruption has weakened the efficiency of government in Nigeria, increased opportunities for organize d crime, eroded confidence in the justice of the political order, discourag ed the habit of hard work, dedication, honesty and discipline, add to tax payers burden, rendered patriotism nearly impossible and made nonsen se of public accountability.

- Employees' Restiveness: Most employees set limited career objectives and goals. Due to this, they mostly retrain training and development pro grammes and in a situation where they honour it, they won't pay attenti on to the messages of the trainee, which at the end will add no value to their skills and abilities.

- Cost of Organising Training: Most organisations find it difficult to afford t he fee required to enroll their employees for training and development p rogrammes and this has caused the reason some of them don't conside r training of their employees at all.

2.3.7 Evaluation of Training and Development Programs

Evaluation is important since in evaluating, one tries to judge the value or wort h of the activity, using the available information, Elozieuwa (2012). An attempt is made to obtain information and feedback on the effects of a training progra mme and to assess the value of training in the light of that information. Evalua tion also enables the effectiveness of an investment in training to be appraise d. Given the quantum of time and money that is put into training programmes,

managements requires to know about the methods of instruction being emplo yed whether training inputs are having an impacts on unproved, productivity a nd how efficiently and usefully, training course are being conducted.

Evaluation helps management to weigh up and take a view on the following q uestions: a. How relevant are the programmes to the organizations needs and objectives?

b. What changes are necessary in the existing programmes in order to realign them to the organizational goals? c. What are the areas where training is of re al and lasting value?

d. What are the opportunity costs? Could money have been better results in te rms of organizational effectiveness? e. Is the investment in terms of time and money inadequate or too much? How can an optimum, standard be evolved?

Moreover, the criteria used in evaluating training programmes will vary accordi ng to the objectives of the programme, but broadly; there are three types of cri teria; internal, external and participant reaction. Internal criteria refers to the p rogramme content and in particular to the absorption by the trainees of instru ctions, guidelines, facts, imparted skills and techniques, etc include as inputs i n the programme.

External criteria are concerned with the broad, overall objectives of the trainin g package such as development of interpersonal equations, acquiring of new perspectives becoming move decision-oriented, cultivating greater self- aware ness, changing of personal management styles, going through attitudinal tran sformations etc-all such as increased turnover, over the years, experts have id

entified five distinct approaches leading to a comprehensive evaluation of a tr aining programme or package.

- Observation: Here the trainees are closely observed during the program me in order to assess their behaviour strengths and weakness in differe nt situation. The observation must, however, be specific, systematic, qu antities and recorded. It must also be conducted by trained expert who know what they are looking for. In this method, the manner of assessing the quality of training and identifying improvements and deficiencies is t he most direct.

- Rating: Training programme or system is broken up into its various com ponent parts such as presentation, educational matter or content, audio -visual aids, trainee interaction, etc. these individual elements are then r ated according to a predetermined scale by experienced and qualified ra ters who assess each aspect independently. Based on their rated asses sments, management can take decisions on future changes/modificatio ns.

- Trainee Surveys: This refers to the reaction of the participants as to how they have been achieved during the course of the training. It also seeks i nformation on contents, reading material, presentation, trainer's ability a nd relationship with other participants. Additionally, participants are req uested to indicate their experience with classroom facilities, boarding, lo dging, etc; and provide suggestions for improvement.

- Trainee Interviews: This method is somewhat similar to the previous on

e with one major difference the views and options of the participants are d etermined individually or in groups by skillful questioning instead of in wr iting. Here the expert is usually able to obtain more precise information and gauged the real feeling of the trainees as to the strengths and weak nesses of the programme. Interpretational ambiguities can thus be rem oved and objective and useful recommendations can be formulated.

- Instructor Interviews: Finally, the observations and recommendations of instructors can be collected and tabulated. This may be done both in wri ting as well as orally, i.e. to them. Their views on various components pr ovide a valuable source of feedback in ensuring that the system is consi stent with the needs/of both trainees and organization (Amujiri, 2012; D essler, 2011 and Shepherd, 2012).

2.4 Conclusion

This chapter has taken explanatory approach to vividly discuss the conceptual explanation of ICT; it highlights the components of ICT and various ICT gadget s that can be used for staff training and development. The concept of staff tra ining and development is also discussed before tracing the historical backgrou nd of staff training and development in Nigeria. It further reviewed the aims a nd objectives of staff training and development and capture the assessment o f training needs before overviewing types/methods of staff training and devel opment, principles of staff training and development, problems of staff trainin g and development and made its submission by advocating the evaluation of staff training and development due to its importance to monitoring the effects

of staff training and development on the staff of an organisation.

CHAPTER THREE

Research Methodology

3.1 Introduction

This chapter is the heartbeat of this research work. It is the chapter that is exp ected to reveal the understanding of the researcher in relation to problem und erstudy. Therefore, this chapter will cover the approaches of how the research er will obtain data to solve the problem understudy, and most importantly indi cate the justifications for adopting any approach or way of conducting the stu dy.

Thus, this chapter will be arranged under the following sub-headings:

3.2 Research Method/Design

3.3 Population of the Study

3.4 Sample and Sampling Technique

3.5 Instrument for Data Collection

3.6 Administration of the Instrument

3.7 Data Analysis Procedure

3.2 Research Method/Design

Research method is to indicate the ways to be followed or patterns of how the study will be conducted. Kolawole and Ijiebor (2018) succinctly put it that rese arch design is the conceptual structure with which research is conducted; it co nstitutes the blueprint for the collection, measurement and analysis of data. However, case study method will be adopted for this study. Kolawole and Ijieb or (2018) explained that the case study method usually involved detailed stud y of a particular case to get rich understanding of it. They further that the met hod will support the researcher in gathering detailed data and in-depth unders tanding of the phenomena understudy.

3.3 Population of the Study

Population is the total area, environment, scope or aspect a study is expected to cover. According to Issa (2012), population of a study is referred to as all th e members or elements of a particular group of people, animals, or things in a defined area. Hence, the population of this study will be the staff of Informatio n and Communication Technology (ICT) unit of Federal Polytechnic, Offa, Kwar a State, Nigeria.

3.4 Sample and Sampling Techniques

Sample is the unit, portion or element of the population, which will provide dat a that are relevant to the study. In this study, sample will be drawn from the av ailable staff of the Information and Communication Technology (ICT) unit bas ed on non probability approach. The reason for adopting non probability appro

ach is to ensure that data provided in this study are from professionals, which will enrich the data and makes it reliable.

Accordingly, sampling technique is the skill that will be employed by the researcher in choosing the respondents that will provide data for the study. Therefore, this study will adopt purposive sampling technique in picking its sample. This sampling technique which is also known as judgemental sampling, according to Kolawole and Ijiebor (2018), enable the researcher to deliberately select sample from one or more predefined groups based on how he assessed them to be the ones to provide answers that are appropriate for meeting the objectives of the study. Thus, the staff of ICT unit will be purposefully selected because of their expertise to the provisions of responses that are appropriate for meeting this study's objectives.

3.5 Instrument for Data Collection

This study will adopt questionnaire as its data collection instrument. This, according to Issa (2012) is a data collection instrument containing series of questions and other prompt responses for the purpose of gathering information from respondents. The questionnaire will be arranged into two major sections, where the first section will be meant for demographic data and the second section will be dedicated to obtain data on the contexts of the study.

3.6 Administration of the Instrument

The designed questionnaire will be administered to the respondents by the student researcher herself. During the questionnaire administration, the researcher will give the respondents like a week to fill the questionnaire. This will avail them the opportunities to provide useful and genuine data on the problem understudy.

3.7 Data Analysis Procedure

Data obtained will be presented and analysed by using simple percentage and frequency table. The reason for its choice is because it allows presentation, a nalysis and comparison of multiple attitude, opinion and ideas which can enha nce easy comprehension of tables and the data they contained.

Reference

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CHAPTER FOUR

Data Presentation, Analysis, Discussion and Interpretation

4.1 Introduction

This chapter presents the data obtained from the field through questionnaire administered to the respondents, analyzed, discussed and interpreted accordi ng to their importance to this study.

This chapter will be arranged in the following order:

4.2 Preamble

4.3 Data Presentation, Analysis, Discussion and Interpretation

4.2 Preamble

Questionnaire is the data collection instrument used for this study. Twenty (20) questionnaires were administered to respondents from the two ICT Departments at the Federal Polytechnic, Offa campuses.

From the 20 questionnaires administered to the respondents, only fifteen (15) were returned, which makes the return rate of the questionnaire to be 75%. Rubin and Babbie (2011) stressed that response rate is found to be appropriate for analysis, if it is up to 70% or more. This figure of return rate makes a unit of all questionnaires to be 6.66%.

The unit figure of the questionnaire is derived by using the simple calculation below:

N = 100/15 N = 6.66

Demographic data of the respondents

4.3.1 Gender of the respondents

S/N	Attributes	No of res.	Percentage
1.	Male	9	59.94

2.	Female	6	39.96
	Total	15	100

From the table 4.3.1 it can be deduced that 9 respondents, which represents 5 9.94% are males; while 6 respondents, which stands for 39.96% are females. The implication of the results of this table is that there is disparity of gender a mong ICT practitioners. This makes one to assume maybe ICT operations and services are not attractive to the female folks, or that the female folks are not given the opportunity to showcase their skills in ICT realms.

4.3.2 Age range of the respondents

S/N	Attributes	No of re s.	Percenta ge
1	19-28 years	3	19.98
2	29-38 years	5	33.3
3	39 and above year s	7	46.62
	Total	15	100

The table 4.3.2 shows that 7 respondents, which represent 46.62%, are 39 an d above years, 33.3% are 29-38 years, while 19.98% are 19-28 years. What the table is indicating is that it can be assumed that majority of the respondents s hould have sufficient working experience, which will go a long way in answerin g the questions of this study, by providing answers that will help in proffering s

olutions to the problems raised in it.

4.3.3 Academic qualification of the respondents

S/N	Attributes	No of res.	Percentage
1	"O" Level	Nil	Nil
2	ND	1	6.66
3	HND	3	19.98
4	B.Sc	7	46.62
5	M.Sc	4	26.64
6	Ph.D	Nil	Nil
	Total	15	100

The table 4.3.3 reveals that 46.62% of the respondents are B.Sc holders, followed by 26.64% for M.Sc holders, HND holders have 19.98%, while 6.66% represents ND holder. The submission that can be made from this table is that a large number of the respondents have the required academic qualifications to maximise the benefits of ICT and to deploy it efficiently to achieve desired objectives.

However, one cannot rely on academic qualifications alone as an indicator to measure qualitative job performances, most especially in the realms of ICT, where someone's proficiency with it goes beyond certificate, but practically emb

edded. The impact of academic qualifications of the respondents will be revea led in the subsequent tables, which inquired on the use of ICT for staff training and development at the Federal Polytechnic, Offa, Kwara State.

4.3.4 Work experience of the respondents

S/N	Attributes	No of re s.	Percenta ge
1	0-5 years	1	6.66
2	6-10 years	6	39.96
3	11-15 years	5	33.3
4	16-20 years	3	19.98
5	21 and above year s	Nil	Nil
	Total	15	100

The table 4.3.4 indicates that 39.96% of the respondents have 6-10 years wor king experience, 33.3% has 11-15 years, 19.98% has 16-20 years, while 6.66% has 0-5 years.

The submission one can make from the table is that the combination of respo ndents with 6-15 years shows most of the respondents have worked for a nu

mber of years needed to acquire skills and experience needed in the use of IC T for staff training and development programmes, most especially as it pertai ns to the Federal Polytechnic, Offa, Kwara State.

4.3.5 Specialisation of the respondents

S/N	Attributes	No of re s.	Percenta ge
1.	Yes	12	79.92
2.	No	3	19.98
	Total	15	100

The table 4.3.5 reveals that 79.92% of the respondents are specialists in ICT o perations and services, while 19.98% are not ICT specialists.

What the table is pointing to is that there is correlation with academic qualifica tions of the respondents where 19.98% and 6.66% hold HND and ND respectiv ely. Also, it indicates the relationship of the respondents' age range, where 19. 98% are 19-28 years.

Although, it has not been established that age range of the respondents is the requirement for their specialisation, but in the context of this study, it can be a