

**TRAINING NEEDS AND PERFORMANCE EVALUATION IN PUBLIC SECTOR  
ORGANISATION**

**A CASE STUDY OF SHEHU SHAGARI COLLEGE OF EDUCATION SOKOTO**

**BY**

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**ADMISSION NO: 13220904001**

**BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF PUBLIC  
ADMINISTRATION, FACULTY OF MANAGEMENT SCIENCES, USMANU  
DANFODIYO UNIVERSITY, SOKOTO, IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF MASTER DEGREE OF PUBLIC  
ADMINISTRATION (MPA).**

**OCTOBER, 2015.**

**APPROVAL PAGE**

This project has been read and approved having satisfied one of the necessary requirements for the award of Master Degree of Public Administration (MPA) at Usmanu Danfodiyo University Sokoto.

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## **DEDICATION**

This project is dedicated to God Almighty the Creator of heaven and earth for his divine protection and mercy upon my life, glory and honours be His forever and ever, Amen.

## ACKNOWLEDGEMENT

Ever since I came in contact with Dr. B.B. Kasim my supervisor, I have rest in this conviction that my future is bright. I greatly appreciate God for the privilege to know this humble man, Dr. B.B. Kasim is a father, uncle and brother to me in faith, a man God sent to supervise the affairs of the entire kingdom, the man you follow determine your make up. When you follow the man who knows the way, your destination is guaranteed, what would I without you.

I cannot end without saying how deeply indebted I am to all my lecturers in the Department of Public Administration who have contributed from the conception of this project to its final stage.

I wish to thank my father Mr. Iduh Elaigwu and my mother Mrs. Theresa Agadagba, may their soul rest in perfect peace Amen.

I must also appreciate the efforts and prayers of my brothers and sisters Amina Iduh, Ekpe Iduh, Ojah Iduh, Ladi Iduh, Veronical Iduh, Grace Iduh, Inalegwu Iduh, Nicholas Iduh, Elaigwu Iduh, my beloved wife Rose Iduh and my son Jerimaiah Thaddaeus for their prayer towards this research project.

Finally, I thank all my friends in MPA class and my colleagues in GT Bank, may God Almighty bless them all for the rest of their lives Amen.

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## **CHAPTER ONE**

### **1.0 GENERAL INTRODUCTION**

The major concern of the staff of organization [institution] should be responsible for the achievement of the objective for which such organization was established. This call for proper and efficient management of both human and materials resources of the organization.

The training of employees is an issue that has to be face by every organization, the amount and quality of training carried out varies enormously from one organization to another.

Factors influencing the quality and quantity of training are degree of change, new processes, new market etc availability of suitable skills within the existing workforce and adaptabilities of existing workforce. The extent to which the organization supports the idea of internal career. The commitment of senior management to training such as an essential part of economic success

Saleem and Mehwish (2011) suggest that training is a major activity for human resources development for employee's developments.

### **1.1 BACKGROUND OF THE STUDY**

Training at one extreme consists of a few hours of institution by supervisor who give the new employee a skeletal outline of the institution policies the location of the



criteria and summary of work rules. At the other extreme, it consist of several years formed courses designed to develop qualified specialist. Between these extremes are countless programmed designed to fit the need of particular institution.

It is misleading to think of job training purely in terms of formal courses and programmed. Almost everything that happen to employees after they join an organization also serves as training and experience action that are rewarded and provided satisfaction tend to be repeated. Without training the achievement of the higher performance is not assumed. The efficiency of any institution depend directly on how well its employees are trained, newly hired employees required training to keep alert to demand of their present jobs and to prepare for transfer and promotion.

## **1.2 STATEMENT OF RESEARCH PROBLEM**

It is generally believed that civil servants are often accused in their respective organization of being unproductive or crossing the back of organization such in puntuality, employees refuse to work giving complain and flimsy excuse, these should not be found in organization because they are negative attitudes toward such organization. An example of such place is the civil services organization. The attitude of the employee conduct is very low, government workers have "I don't care" attitude towards their work.

Poor attitude to work they assumed the work can be done at any time. This is not proper it only portrays a sign of indiscipline and lack of concern. Institutions of higher learning such as the one under study are not exception to the above facts.

Workers in the organization are not putting their best sometime they even neglects their responsibilities. The genesis of the above problem is that the employees are not properly trained and evaluated in their performances. It is at causes of finding solution to what actually makes the employees exhibit such attitudes that promote the researcher to take this study.

### **1.3 RESEARCH QUESTION**

1. Is training and performance evaluation necessary in the organization?
2. Does training and performance evaluation determine organizational success?
3. Is training needs part of organizational strategy?
4. Is training and performance evaluation part of motivation of workers in the organization?.

### **1.4 OBJECTIVES OF THE STUDY**

This research aims to achieve the following objectives;

1. To examine the basic factors of training needs of the organization.

2. To also examine those fundamental drives of performance evaluation especially in a public sector organisation
3. To understand the relationship between performance evaluation and training need in public sector organization.
4. To establish how performance evaluation and training need complement each other in an organization.

## **1.5 HYPOTHESIS**

This research work is base on the following hypothetical assumption.

1. That identify training needs of an organization is very crucial to it success.
2. That lack of effectives performance evaluation in an organization lead to organizational failure
3. That there is significant relationship between performance evaluation and training needs in public sector organization.
4. There is a strong complementary link between performance evaluation and training needs in organization.

## **1.6 SIGNIFICANCE OF THE STUDY**

This research work is significant to the management/authority of organization under the study, it will assist in guiding them to adopt these techniques in training and

appraising employees and hence increase the productivity and provide greater job performance.

To other researchers ,this work will serve as a useful guide for those wishing to carryout similar research. A contribution to knowledge especially training needs and performance evaluation.

### **1.7 SCOPE AND LIMITATION OF THE STUDY**

In view of other teaching problem demanding for time and attention of the scope and coverage of this study will be limited to training and appraisal method use in Shehu Shagari College of Education Sokoto. The limitation does not means that certain things cannot be generalize in terms of application and reference. The techniques that will be discussed in literature review that involves general discussion and some of the recommendation.

There were a lot of limitation in conducting this research, the major once includes time constraints impose by the authority concerned with the project. The time given is not enough for collecting the necessary data with series of class tests assignments and preparation for examamination.

The researcher found it difficult to go beyond the data collected for the project to cover all aspect of this work. Another problem encounter was interview, questionnaire and other methods used due to perceived prejudice.

## **1.8 DEFINITION OF TERMS**

**EVALUATION** Is addition to proves data for jobs description and jobs satisfaction. Analysis also valuable in providing the information that makes comparison of jobs possible. If an organization is to have equitable comparization programme, jobs that have similar demands in terms of skills, education and other personal characteristics should be place in common compensation group. Evaluation is to find out the amount or values of things.

**RELATIONSHIP:** the act of connecting or relating two things together;

**PERFORMANCE APPRAISAL** is an invaluable instrument which is used in industry and organization to compare individual staff performance in relation to another.

**PERFORMANCE EVALUATION;** is a procedure where by every organization take stock of it human resources, resources regard to its present performance, the likes and dislikes of each individual, the strength and weakness and his potential for growth.

**TRAINING NEEDS.** training is the most appropriate and effective remedy for the organizational output.

**ATTITUDE** refers to the way one thinks and feel about something.

## **1.9 CHAPTERIZATION**

For the purpose of research convenience, this project has been divided into five[5] chapters.

In chapter one it state the general introduction, statement of research problem, aims and objectives of the study, research hypothesis, significance of the study, scope and limitations of the study, definition of terms and chapterization.

Chapter two deals with literature review and theoretical framework, introduction, concept of training needs, types of training techniques, apprentice training, visible training, on-the job training, programmed instruction, planning training, evaluation, the benefits of training, performance evaluation, performance evaluation techniques [types], ranking, person to person comparison, graphic, graphic scales, check list, force choice description, behavioral anchored rating scale, management by objectives [M.B.O], objectives of performance evaluation, critiques of evaluation schemes, definition of public sector organization, the roles of public sector organization and theoretical framework.

Chapter three deals with research methodology, introduction, method of data collection, population and sample method of data analysis and test of hypothesis.

Chapter four deals with data presentation and analysis ,hypothesis testing and summary of finding.

Chapter five comprises of summary, conclusion, recommendation ,bibliography and appendix.

## **CHAPTER TWO**

### **LITERATURE REVIEW AND THEORETICAL FRAME WORK**

#### **2.0 INTRODUCTION**

This component of the study has to do with a review of related literature and the subject matter is on training need and performance evaluation and this will be undertaken by parading different views, opinions, positions and conclusion of different authors and theories on the subject matter.

It will also examine and comment on the authoritative inputs in the light of methodological outcomes, conclusion and environmental variability. The review will draw its strength from books, related periodicals and online resources available.

Therefore, the review focuses on the concept of training and training need in an organization. Organization having much better skilled and creative employee can easily avoid wasteful investment to improve efficiency and performance of organization. Training is the most important part of human resource management function on the effective use of human organization. Training enhances knowledge and information about a certain field and also adds advantage to networking for efficiency and performance of employees. Human resources are the most valuable assets in every organization, with the machines, materials and the money, absolutely nothing gets done without employees. Training is really a systematic task or job. Organizations are facing a



lot of problems of staff turnover and employees ineffective performance. For this purpose organizations spend lot of capital for the improvement of employee's without knowledge which skill is crucial for the employee. After completion of training process, they expect they will bring change in the organization. Organizations are facing problem of staff turnover due to lack of opportunities of learning, developing and imparting on-hand training and workforce experience (Muzffer, 2012; The quality of education is deteriorating, although, the effort on government's level are being made for the improvement of employees' performance especially of the teaching staff. Even, certain training programs are launched to improve the efficiency of teachers and greater amount of capital is spent on training programs to improve the standard of education that get wasted every year, but results are unsatisfactory. It is agreed by a number of authors that a training need occurs when an existing or anticipated shortfall in overall performance where training is the most appropriate and effective remedy (Okanya (2008) Moreover, organizations work with wide range of quantity on their staff members not only for improvement connected with staff members but with organization's effectiveness as well. It is the fact that training enhances the employee's performance and the organization performance. Many organizations established the training programs for employee's job performance in almost every sphere of life that enhanced teacher training efficiency. In this concern, this study assesses the impact of teachers training and its effects on the teachers performance in Shehu Shagari College Education Sokoto. Government schools are unable to visualize the true importance of teachers training and its impact on their

performance. This question of visualizing the importance of training for school teachers and analyzing it between training and teachers performance rest upon the focus of this study. Training is considered as the process of improving the existing skills, knowledge, exposure and abilities in an individual. According to Saleem and Mehwish (2011), training is an organized increase from the know-how skills and sensations needed for staff members to execute efficiently in the offered process as well as to operate in underline situation. Moreover, it also enhances the capabilities of panel employees in very effective way by motivating them and transforming them into well organized and well mannered that ultimately affects the performance of organization. Laing (2009), defines training as an indicator to enhance superior skills, knowledge, capabilities and outlook of the employees that result in effective performance of the workers. However, he adds one thing more that it (training) extends the production of the organization. Massod (2010) and Khanfar (2011) argued that training is an active means to enable individual to make use of his capability and his potential capability.

Training is only considered when people of an organization are looking for promotion of rank. Some employees prefer training to improve professional skills that help them to work more efficiently. Professional training enhances knowledge then otherwise (Kennedy, 2009). Teacher training is very important for development of student's knowledge and learning. Education is backbone within the development of a new society and teachers incorporate a pivotal role within the education system. Every community invests inside the teacher schooling by creating the teachers perspective in

training methodologies and ways of ensure maximum outcomes through the system. In Pakistan, key teacher's education is a pivotal thought of diverse national and international companies. These institutions are continuously adding to develop the teacher's skills at fundamental level (Shah and Rehana). Undoubtedly good quality connected with education aims, training applications, curricula, services, tools in addition to management design.

Nonetheless, it is merely the teacher whom put life straight into the flame (shah and Rehana, 2011). Olaniyan and Ojo (2008) identify the training is important because it increase productiveness, improves the good quality of work, increase skilled, knowledge, develop the attitude. Enhance using tools, reduces waste, mishaps, turnover, lateness, absenteeism and also other over cried. Eradicate obsolesce in knowledge, technologies, methods, items, capital management and so forth. It brings incumbents to that level of effectiveness which needs the performance with the job; enhance your implementation of brand new policies and regulations; prepares people for achievement, improve the employee's growth and ensure survival and growth of the organization.

Bowra *et al* (2011) has found successful organizations tends to be progressively knowing that there are volume of factors which contribute to performance of organization but human resource is definitely the most essential one. According to Tharenou, Alan and Celia (2007), the goal of training is to enhance the organization effectiveness. It also demands an influence on employee's performance as well as in relation to organizational

performance which is mediated by means of employee's performance. Guinis and Kraiger (2009) said that training improves the overall organization profitability, effectiveness, productivity, revenue and other outcomes that are directly related to the training in improving the quality of service.

Thang and Drik (2008) argued that the success of organization is determined by human resources, definitely not physical and is endorsed to increase the organization's investment in training in order to offer superior expertise, knowledge and features pertaining to employees rather than their competitor's relationship between training and organization performance. Aldamoe *et al* (2012), claimed that organization performance is measured through financial and non-financial measures like sales, profit and market and share non-financial factors are efficiency, quality of service, productivity of organization, satisfaction of employees and commitment. These factors can increase through training. Olaniyan and Lucas (2008), believe that training enhances the employee's capacity to contribute to the optimal performance of the organization.

According to Brum (2007), training is probably the hardest strategy to improve employee's determination towards the organization performance. Khanfar views substantiates Brum's (2007) claim regarding employee's performance that is provided by training. Akhtar *et al* (2011) discovered that training has an optimistic association between motivations along with job engagement involving personnel doing work in organizations. Uzaffar *et al* indicates that, to increase the employee's performance, it is

crucial to inspire the employees by means of satisfying the space in between skills necessary and the owned or operated valuable training is to improve the quality of task process that brings improvement in the performance of employees.

Manu (2004), focuses on the importance of skillful workers that is very necessary for the improvement of the organization. investigated that employees develop some sense of self-confidence, dignity, self-worth as well as wellbeing when they find themselves to be a valuable asset to the organizations. These factors provide them with a sense of satisfaction based on their achieved company goals and continue to encourage them to put more efforts towards the enhancement of the organization to add value in its performance.

Training principle states employee's performance as fundamental foundation associated with an organization that employs the knowledge intended for better effectiveness that can be analyzed through the organization performance. Hameed and Ahmed (2011) outlined employee as a key element of the organization. Success or failure of every organization depends on employee's performance. Employees performance ultimately affects the organizational performance. High performance organization is the role model for the other organization to prove employee's performance very necessary for the organization performance.

Saleem and Mehwish (2011) suggest that training is major activity for human resources development for employee's developments. In this competitive world, training

is the key strategy to achieve the organizational objectives. Training benefits employee's performance and organizational effectiveness. Attractive employee's performance is highly demanding in this competitive world for achieving the organizational performance.

Niazi (2011) said in his study that training is beneficial both to employee and organization. Trained employee can face the current and future challenges of organization and achieve the competitive advantages. Aldamoe *et al* (2012) said in his study that highly skillful and knowledgeable staff is very necessary for the improvement of the organization. Training increases the productivity of the employee, improves the services of the employee and brings the positive change in the organization. Training gives the outcome of the shape of tangible and intangible.

According to Barzegar and Shahroz (2011), the most important impact of training on employees and organization performance is improving the quality and quantity of the organization's output, increase in the organization's profitability, safeguarding the organization's stability, minimizing the risk, decrease the organization's cost and expenses, improving the management of the organization and establishing the organization as national and international entities. Training must be related to the mission and performance goals of organization. Singh and Madhumita (2012) believe that training is an important means to improve the employee's productivity which ultimately affects the organization performances and effectiveness. Okanya (2008) says that training

directly influences on the HR outcomes (employee performances) and puts direct effect on the organization performance that is mediated with employee performance. Muzffer *et al* (2012) said trained employee is an important asset for the organization. Trained employee achieves the long term goals which are valuable for the organization's success. Training improves the interpersonal skills of employee. Training maintains the capability of both employees and organization. Training is available to employees to meet the needs of both the organization and the employee in order to build and retain a workforce skilled and efficient employees.

Human capital theory that supports the investment in training is very beneficial for the performance of employees as well as performance of the organization. Human capital is the major tool which generates the organization performance. This theory recommends that organization develop resources internally; only investments in employee's skills are justifiable in term of future productivity and performance.

## **2.1 THEORETICAL FRAMEWORK**

There are theoretical framework within which a research is been carryout but the framework one use depends largely on the phenomenal under investigation. The philosophy is linked with Peter Drucker who in 1954 thought it would improve the effectiveness and efficiency of organization with the techniques of management by objectives (MBO). It is the process of identifying goals and objective, defining managerial responsibility in terms of expected result and measuring performance and

achievement against these goals and objectives. In this approach the superior and the subordinate managers in the organization identify objective in the areas of responsibility in which the men will work their decision and action plan to achieve expected result in those area and set performance and standard for acceptable work. This link training need and performances of the management to the objective of his unit or section and through then to the overall or cooperate goals of the organization. This is a practical result oriented way to ensure strong and continue collateral relationship and coordination, a prime consideration in managing for development. In fact, MBO is been adopted throughout the world for effective management in the organization. One of the paramount of MBO it help an organization through training and performances to execute it policy and programme timely, MBO therefore emphasis the importance of time in delivery goods and services to the people and translate paper plans in to actual achievement, another aspect of MBO is evaluation, feedback and redirection of effort to meet predetermine work assignment. This means a continue appraisal of how and when the manager this project target to get the management back on course training needs and performance evaluation is for the purpose of helping the management achieve this result.

The MBO helps to keep the organization and the management on course heading in the right direction at the appropriate speed to get to the right direction. In identifying and integrating the objective of both the organization and the individual works MBO can achieve this training of talent upon target, it ensure relevant management development effort since the immediate and the long-terms needs for training and performance are



known in terms of work demands, this permits specific training to be designed to meet specific requirements. Management by objectives is adopted in this research because it links with training and performance evaluation that foster goal setting, time target, performance evaluation, managers utilization and management development and training. The theory therefore would be used in formulating functional question by using a questionnaire method of collecting data. The data collected form the questionnaire will be subjected to analysis.

## **2.2 CONCEPT OF TRAINING NEED**

A training need is identified where there is any short fall in terms of employees knowledge, skills and attitude against what is required by the job or the demand of the organization change. When the training staff conducts a comprehensive training need analysis in their organization, they may seek the basic data for the purpose of this. Basic data could be seen in three different levels. i.e. organizational level, job level and individual levels. Again, training could be understood as any learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task.

Additionally, the focus of training of the job or task is what example of training needs is. They need to have efficiency and safety in the operation of particular machines or equipment, the need for an effective sales force; and the need for competent management in the organization, Bigger M. furthermore stated that training need

basically is any shortfall in employee performance on appropriate training. There are many ways of overcoming deficiencies in human performance at work and training is only one of them. It is important to recognize this fact since sometimes training staff are asked to meet needs which ought to be dealt with in some other ways such as improving pay, replacing machinery or simple paying procedures, Bigger M. (1982).

Furthermore, the scope of training activities is as in most other activities of the organization. There are many organizations in the commercial field that carry out the minimum of staff training because as a matter of policy, they prefer to recruit staff who are already trained or professionally qualified. These organizations are prepared to pay the top market rates for skilled staff and what they put into recruitment selection and pay of benefits they do not put to training.

Furthermore, one of the reasons for the establishment of industrial training boards in Britain was precisely to ensure that all organization in their scope contributed to total training themselves. One, the training in an organization has been to set up the first priority which is to establish what are training needs of the organization. This will involve the use of job descriptions, employees' evaluation records and other data which may indicate such needs. The next step is to plan the training required to meet the needs identified.

In other ways it is stated that it entail such matters as setting budget and timetable, and deciding on the objectives, content and method of training to be employed. The

implementation of plans is usually a joint affair between the training specialist and their line and function colleagues. Having implemented the required training, it's important to evaluate the result, so far as possible, so that subsequent changes to content and methods can be made if necessary.

Additionally, training according to E.J. Ticker (2011), is instruction and discipline in a particular art, profession or occupation. A definition more in consonance with national prevalent about the training. In the sphere of public administration, it would be that it is a conscious effort made to improve or increase an employee's skills power or inelegancy and to develop his attitude and schemes of values in a desired direction.

Finally, a systematic approach to which generally follow a logical sequence of activities commencing with the establishment of a policy and the resources to sustain it, followed by an assessment of training need being provided and ending with some form of evaluation and feedback Morgan T. (1984).

### **2.3 PERFORMANCE EVALUATION**

A systematic approach to performance evaluation will commence with the completion of an appropriate evaluation form. This preparatory stage will be followed by an interview in which the manager discusses with the members of staff. The result of the interview is some form of agreed action, either by the staff member alone or jointly with his manager. The action generally materializes in the shape of a job improvement plan promotion to another job or to a salary increase.

Additionally, the expression performance evaluation usually relates to the assessment of staff or managerial performance and not to that of manual workers.

Again, the informal evaluation which is the continual day to day assessment of an employee's progress by his or her manager and which is adhoc in nature, and as such determined by intuitive feelings as by objective evidence, it is a natural byproduct of the ongoing relationship between employee and manager, Morris J. (1978).

Furthermore, the formal evaluation which is a planned event based on performance evidence at which an employee's progress is discussed with his or her superior is usually in the content of job target and priorities stated that the most likely reason for the adoption of staff evaluation is to draw attention to present performance in the job in order to reward people fairly and to identify those with potentials for promotion or transfer.

Writers such as Drucker, (1954) are enthusiastic about evaluation. To evaluate a subordinate and his performance is part of the manager's job indeed unless he does the evaluation himself he cannot adequately discharge his responsibility for assisting and teaching his subordinate. Drunker's view as a whole is that managers are responsible for achieving result. These results are obtained from the management of human, material and financial resources, all of which should be monitoring. Monitoring means setting standards, measuring performance and taking appropriate action. In respect of people,

this entails taking action to improve performance by means of training and help, i. e management development, Drucker (1954).

Other writers such as Mc Gregor (1960) are critical of formal evaluation. Evaluation program are designed not only to provide more systematic control of the behavior of subordinates but also to control the behavior of the superior. He thus see them as promoting the cause of theory X, i. e management style that assumes that people are unreliable, unable to take responsibility and therefore require close supervision and control.

Bearth, (1992) stated that: whenever the argument is more about practicalities than managerial philosophy, the main issue is not whether performance evaluation in itself is justified but whether it is fair and accurate. In discussing salary administration command: equitable salary relationship depends on sound job classification, periodic salary surveys of competitive levels, employee evaluation and effective salary planning. Evaluation is part and parcel of an important personal activity such as salary planning and administration, they are keen to knowledge. However, that is clearly essential to make some attempt at accurate measurement of performance if the evaluation is to be taken seriously in to account as a factor which will influence salaries, Bearth (1992). Additionally, if we accept that staff performance evaluation is a legitimate activity in organizations, what are the difficulties concerning both accuracy and fairness? Briefly, they boil down to:

- The construction of the evaluation document
- The style in which the evaluation is approached
- The culture of the organization

Taking the last point first, the culture: (or value system of the organization) will act as the major determinant of both the evaluation scheme adopted and the way it is introduced. For example; if the culture is one which favors control and measurement of people, then it is likely that a system will be imposed on the participant, but that it will at least contain some measurable criteria against which to judge performance. In another situation where openness and participation are encouraged, any system will be discussed first with those involved, with the result that evaluation are more likely to be joint problem solving affairs rather than a calling to account by a superior.

#### **2.4 TYPES OF TRAINING TECHNIQUES**

The type of employee training best suited to each aspect of the organization depend upon a number of factors such as skills for jobs and kind of operating problem confronted by organization. Although it is important that the training programme be developed to meet specific needs, the personal administration, the training director should also be familiar with the whole range of training as practiced in other firms and organizations in order to advise managers on training methods best suited to their needs,

This may be arranged by training director in co-operation with public or trade school authorities to provide with public work shop mathematics and computer programme. In some cases, this type of training procedure is good for employment but it is likely to be more effective if it is closely geared to the need of specific organization.

Some class room training are not in public school but within the enterprises or organization. It may provide pre-employment orientation and training for disadvantaged applicants or it may supplement on the job training and it's also an essential part of apprentice training.

## **2.5 APPRENTICE TRAINING**

Marshal (1967) put it that after the long period of apprenticeship is completed, there is no assurance that apprentices will remain with the firm that is training them. Nevertheless, there is a continuing need for apprentice's special crafts and access to apprenticeship list which should not be discriminatory. Qualified applicant should be acceptable regardless of color, race or sex or whether they are related to someone or not.

The apprentice training is desirable in industries such as mental trades, printing trades, and building constructions which require a constant flow of new employees who are expected to become all round craft man.

## **2.6 VESTIBULE TRAINING**

Vestibule training is used primarily when large numbers of employees must be trained quickly as during rapid expansion of employment in some firms or industries. Although it is also helpful as a preliminary to other job training. New workers are trained for specific jobs on special machines or equipment in separate location.

In some cases an attempt is made to duplicate as closely as possible the actual work room condition. Vestibule training permits more emphasis, teaching the best method than on getting our production. Also, trainers have an opportunity to get accustomed to work routine and to recover from their initial nervousness before going on to actual job.

## **2.7 ON-THE-JOB TRAINING**

New emphasis are assigned in “on-the-job training” to a specific job at a machine or work place in shop, office or laboratory. They are then instructed by an experienced, a special or the first level supervisor. Effectiveness on the job training depends primarily upon qualified trainers. Without them it is simply the old haphazard practice of putting new works with “old hand who may have neither the inclinations nor the reliability to teach the new comers properly”.



It is the method by which during the Second World War millions of persons, many of them whom had never been in the labor market before were trained to do thousands of different jobs in war plains.

## **2.8 PROGRAMMED INSTRUCTION**

A more training method used is teaching machines, programmed books or file strips. It differs from the conventional forms of training in which the trainer guides the learning process, because material to be learning proceed insteps through which the individual student responds with correct or incorrect answers to solution, moving ahead only as fast as each steps or bits is learned and understood.

## **2.9 ORIENTATION AND INDUCTION AS PART OF TRAINING**

Before newly hired employees are trained for a specific job, they should be welcomed as new members of the organization. The first day of employment is long remembered by most of people. Initial impression and information count heavily in latter attitudes towards the job and the organization.

Helping new employees to feel at home more quickly enable them to get full benefit of specific job training. New employees are often highly motivated to do a good job and satisfactory to the new organization. Organization should build on this attitude toward the new employees of the organization.

## **2.10 PLANNING TRAINING**

Once the training needs picture has been clarified by means of training need analysis, the training staff can begin the task of sorting priority, drawing up initial plans, item and then submitting the drafts plans for approval by the senior management.

The training plans are designed to cover the following:

- What training is to be provided
- How it is to be provided
- When it is to be provided
- By whom
- Where it is to be provided
- At what cost it is to be provided

## **2.11 EVALUATING OF TRAINING**

The evaluating of training is part of the control process of training. Evaluating method aims to obtain feedback about the result or outputs of training and to use this feedback to assess the value of training with view to improvement where necessary. Like any other control process, training evaluation is firstly concerned with setting appropriate standards of training.

Hamblin (1970), take the view that evaluation can take place at a number of different levels, running from immediate to long time result. Each level requires a different evaluation strategy.

S/N	Result of Training	Evaluation Strategy
•	Training	Training strategy
•	Reaction	reaction centered
•	Learning	Learning Centered
•	Change in Job Behavior	Job Related
•	Change in the Organization	organization development
•	Impact on Organization Goals	Cost Benefit

The contribution of scholars has also produced a somewhat different framework for evaluating training. These take three dimensions.

- **Input Evaluation:** information required about training need and objectives.
- **Outcome Evaluation:** information about immediate, intermediate and ultimate result of training.
- **Reaction Evaluation:** information required about trainees reaction to training.

One way in which organization attempt to set clear standards is by establishing the overall purpose of a particular programme and by setting specific objectives for the behaviors easier to set specific objectives for measurable features of behavior than it is for those features which are difficult to measure.

## **2.12 THE BENEFITS OF TRAINING**

The training benefits of any organization include the following:

- The provision of a full skilled manpower for the organization
- The improvement of existing skills
- An increase in the knowledge and experiences of the employees
- Improved services to customers
- Greater commitment of staff
- Personal growth opportunity for employees

## **2.13 PERFORMANCE EVALUATION TECHNIQUES (TYPES)**

Performance evaluation is an individual instrument which is used in industry and organization to compare individual staff performance in relation to others. It is therefore important to examine common evaluation schemes.

Common evaluation includes the following:

- Ranking system
- Person to person comparison
- Grading
- Graphic scales
- Check list
- Force choice description

- Behaviorally anchored ration scale
- Management by objectives.

## **2.14 RANKING SYSTEM**

This is oldest and simplest of normal systematic rating, it deals with comparison of one person with all other for the purpose of placing them in a simple rank order of worth. In doing this, the evaluation consider person performance as an entity.

Gregor (1998), point out that comparing several people simultaneously and turn on accurate rank order is a difficult task that the human mind cannot handle all these variables at one time. To simplify this problems, the comparison technique of ranking can be used.

## **2.15 PERSON TO PERSON COMPARISON**

This was one of the first attempts to break the person's performance apart and analyze this component. It was used by the army during the world war on certain factors such as leadership initiative and dependability were selected for purpose of analysis. A scale was designed for each, carefully defined factor instead of defining varying degrees of leadership. Particular people were used to his or her own scale by evaluating the leadership qualities known in the scale. The person who demonstrated the highest degree of leadership was placed at the upper end of the scale and particular, other key people were assigned to the lowest and interceding degree.

## **2.16 GRADING SCALE**

In the grading system, certain categories of worth establishing in advance are carefully defined. For example; in the federal civil service, there are three categories of personal performance: outstanding, satisfactory and unsatisfactory. Employee performance is then compared with these grade definition and a person is allocated to the grade which best describes his or her performance.

## **2.17 GRAPHICS SCALES**

Graphic scale is the most commonly used systematic method of performance evaluation. It establishes scale for a number of fairly specific factors. As Botcher and Kenneth (1977) put it, in one survey of 261 organizations, 57 percent used graphic ranking scales. It is an approach expected that degrees on the factor scales are represented by definitions rather than by the key people.

## **2.18 CHECK LISTS**

The check list is used to reduce the burden upon the appraisal. The rater does not evaluate employee's performance, it is merely reported. The evaluation of the worth reported behavior is accomplished by the staff personnel department. In this form, a series of question is presented concerning the employee and his or her behaviors. The rater checks to indicate if the answer to a question is yes or no. The value of each

question may be weighed. The rater is not aware of the specific values but can distinguish the positive question from the negative and this introduces bias desires.

## **2.19 FORCE CHOICE DESCRIPTION**

The force choice description is used in order to reduce or eliminate rater's biasness. This is done by forcing a choice between description statement of seemingly equal worth. For example, a pair such as the following will be presented to the rater.

- Give goods, clear instruction to subordinates
- Can be depended upon to complete any job assigned. The rater is asked to select the one characteristic of the rater. Through one may claim that both are equally applicable or inapplicable. He or she is forced to select the one that is close to describe the rater. Statement that seem to be equally unfavorable is forced on the rater as follows:

- Make promise that he or she knows cannot be kept
- Shows favoritism towards some employees. Correct in identifying the better performance and this scoring key must be kept secret from the raters. According to Amielt, Sharon and C.J.O Barthert (1969) in one researcher project involving the rate of 14 instructions by 1,046 students, the use of force-choice scale effectively eliminate the leniency errors.

## **2.20 BEHAVIORAL ANCHORED RATING SCALE**

This came as a result of merging the critical incident approach with the graphic rating concept. The first step is to ask person with knowledge of a group of similar jobs to describe specific incident and are then clustered into five and ten performance dimensions which are defined. A second group of person, similarly familiar with the job set is given the incident and definition of performance dimension. They are asked to assign each incident to the dimension design, if 50 to 80% of both groups agree upon its dimension assignment. The second group is asked to rate the behaviors described in each incident as to whether it represents effective or ineffective behavior.

## **2.21 MANAGEMENT BY OBJECTIVE (M.B.O)**

It has been criticized by management that a rating of trait does not provide an employee with adequate guidance for improving his performance. Besides, it has also been observed that the rating of this factor is susceptible to numerous errors stemming from shifting standard, inadequate evidence, rates bias, differing perception, elusive leniency or strictness, the halo effect etc. Thus above rating scale has been criticizing for excessive stress on personality trait (“playing god”), which are difficult asses as opposed to performance which can be objectively measured. It was the result of the short camping of the above rating system. The other appraisal schemes were educated among which is the Drucker’s management by objectives (M.B.O). Under the M.B.O, more concrete performance goals are established jointly by senior and subordinate through which



performance evaluation could be based. Indeed, M.B.O. is a law way process and a management process by itself. The M.B.O. provides a standard assessment in term of job features. The individual knows the target to be accomplished. Furthermore, the system relates to the features which can be improved rather than the past which cannot be changed. Moreover, it helps in removing problems before hand and the superior becomes a coach rather than a critic.

In the past, evaluation were designed primarily to provide control but in today's business world, it is being used more as a management tool for corporate planning and less as a method of controlling performance. This in a well established organization, the evaluation has become an important management tool for the purpose of transfer or deployment training, development and promotional demotion.

## **2.22 OBJECTIVES OF PERFORMANCE EVALUATION**

Firstly, performance evaluation can provide concrete feed back to employees. According to Singer [1990], the principal rational for using performance evaluation is to maximize productivity by identifying the strength. In order to capitalize on such strength and improve performance in the future, an employee needs in the past and how to correct them. Thus evaluation in this regard serves as a vehicle for personal development.

Secondly, evaluation can facilitate organizational diagnosis and performance levels in addition to suggestion training needs across units and indicating necessary skills to

discriminate effective performance evaluation in the sense that the beginning of process is preferred rather than an end product.

Thirdly, performance evaluations also promote effective communication within organization through the inter-change of dialogue between superiors and subordinates. In fact it is the way that performance evaluation is an effective means of communicating management expectations to employees.

### **2.23 CRITIQUE OF EVALUATION SCHEMES**

Evaluation is one of the methods used in encouraging employees to direct their energies towards organizational objectives. Evaluation schemes are often far from satisfactory. Some of the difficulties which are encountered include:

The problem of various standards of judgment among different staff and supervisors extensive training in evaluation from completion, does not remove the fact that any review of one person by another is a personal opinion. Its reliability depends upon:

- The competence and fairness of those doing the assessment
- The degree of uniformity: what can be arrived at among a number of opinions.
- The avoidance of hasty judgment

## **2.24 PUBLIC SECTOR ORGANIZATION**

Public sector organizations are owned and controlled by the government (or local government). They aim to provide public service, often free at the point of delivery. There are particular goods and public goods which cause problems for the private sector and so they are often better provided by the public sector.

Public sector organization according to oxford dictionary sixth edition, is the part of the economy of a country that is owned or controlled by the government. Public sector is sometime referred to as the state factor or the government sector, it is a part of the state that deals with either the production, ownership, sale, provision, delivery and allocation of goods and services by and for the government or its citizens, whether national, state or local, Douglas M.C Gregor (1998).

## **2.25 THE ROLE OF PUBLIC SECTOR ORGANIZATION**

The roles of public sector organizations are as follows:

- Libertarians and minachists favor a large private sector and small public sector with the state being relegated to protecting property rights, creating and enforcing laws and setting disputes, a “night watchman state” Webber (1997).
- Public sector organization is a great stabilizing force in society. Government often changes but public sector seldom experiences violent change. It provides an element of country between the old and new orders.

- Public sector organization is not merely a preserve of the civilized life as we know it today. It is also the great instrument of social change and improvement. It is a dynamic force which follows the will of people as well as leads it. It is a “part of the cultural complex and it is not only acted upon but also acts”.
- The factors which have contributed to the growth of the tremendous which public sector has assumed today are many. The first among these are the industrial revolution and the technological development of our time. These have brought in their train the large scale factory production, concentration of means of production into the hands of a relatively small class of wealthy persons, huge overcrowded cities, and the numerous hazards to life and health of the dwellers of such cities.
- The increasing concern of state and government with the management of the life of the community and development of the country’s resources has brought in the concept and practice of planning. Every state and government including our own has nowadays a succession of plans to achieve of target of development. The formulation and execution of plan requires skillful and elaborate sector on a wide scale planning of necessity, result in wedding the sphere of public sector by way either direct management of public enterprises or greater regulation and control of the activities of private citizens so as to gear them to the frame work and the objective of the plan.
- The modern era is also one of “total” war to defend the country. In such war, the mobilization of the entire man power and resources of the country is necessary. The

responsibility for this falls on public sector. Thus it happens that during war time many spheres of activity which during peace are left to private initiative and management come within the ambit of public sector.

Finally, modern democracy has brought in the conception of the welfare state resulting in ever increasing demands on public sector for more and more of services. There was a time when people expected nothing but oppression from the public authorities. Later, they expected chiefly to be left alone. Now however, they expect a wide variety of services and protection”.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 INTRODUCTION**

This study is investigating the training needs and performance evaluations in public sector organisation in reference to Shehu Shagari college of education Sokoto. This chapter therefore focuses on the techniques employed in the research for the collection of data for the study. It contains explanation on the choice and description of instrument use for data collection. These are discussed under the following, healings, research design. Population and sample, method of data analysis method of, data collection and method of testing hypothesis

#### **3.1 RESEARCH DESIGN**

Research design is the specification of the procedure for collecting and analysing the data. It assists to generate primary and secondary data and analysis. It identifies the relationship between independent and dependent variables.

This study employs survey research design which is a systematic method of data collection that explores relationship between the independent and dependent variables. This type of design research use questionnaires only to gather information although interview is also feasible and secondary data for background information.

#### **3.2 SOURCES OF DATA**

The data for the study was collected from primary to secondary data. The primary source is with the questionnaire of close end type. The close ended provided options of

two to five where the respondents selected their answer. The questionnaire was structured into three sections with part one eliciting information about the respondent bio-data like age, sex, qualification, etc. whereas part two and three reflected the objective research questions and hypothesis of this study. In order to support the findings, the researcher made use of secondary information from textbooks, journals and copies of annual performance evaluation form.

### **3.3 POPULATION AND SAMPLE**

The population of this study consists of the entire staff of Shehu Shagari College of education Sokoto. The number of staff at September 2015 is one thousand one hundred and forty staff. There for the stratified random sampling technique will be adopted for the study. A total number of sixty were (60) were sample and the questionnaire will be distributed to them randomly

### **3.4 METHOD OF DATA ANALYSIS**

Table presentation and simple percentage will be use in analyzing the data collected the table is very significance in the research analysis and quick understanding respondents

### **3.5 METHOD OF TESTING HYPOTHESIS**

To test the hypotheses formulated, chi-square method is employed. This method is used because it is good in testing the validity of the hypothetical statement especially to study the relationship between two or more variables. The chi-square is given by

$$X^2 = \sum \frac{Y(f_o - f_e)^2}{f_e}$$

Fe

Where  $X^2 = \text{chi-Square}$

$\Sigma = (\text{sigma})$ Summation

F<sub>o</sub>=Frequency

Observed

Fe = Frequency

Expected

And

Fe= RT x CT

GT

Where

Fe = Observed

Frequency

R<sub>f</sub>= Row Total

C<sub>t</sub>=Colum Total

G<sub>t</sub> = Grand Total

Also, the degree of freedom (df) of the hypothetical statement is given by the following formula:

$$df=(c-1)(r-1)$$

where

D<sub>f</sub>= Degree of Freedom



$r$  = Number of rows

$c$  = Number of columns

Degree is however determined testing on 5% level of significance i.e 0.05.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.0 INTRODUCTION

The aim of this chapter is to present the analysis and the data obtain through questionnaires administered. This will enable the researcher to determine whether or not training and evaluation technique adopted by the college has an effect on the performance of the college workers, this will also enable the researcher through test of hypothesis already formulated at the beginning of study, ascertain whether they are accepted or not.

#### 4.1 DATA ANALYSIS

To ensure a comprehensive analysis for the purpose of this research work, (60) sixty questionnaires were distributed out of which fifty (50) were returned. There are general questions that relate to personal characteristics of the respondents, the second category is the view of respondents on training needs and performance evaluation at Shehu Shagari college of Education Sokoto.

**Table 4.1: Sex of the Respondents**

<b>GENDER</b>	<b>FREQUENCY</b>	<b>PERCENTAGE %</b>
Male	38	76
Female	12	24
Total	50	100

Source: Questionnaire Administered 2015

Responses in the table 4.1 above shows that 38, (76%) of the respondent indicated males and 12 (24%) of the respondents indicated female. In the final analyses going by the responses of the majority of the respondent it can be concluded that they are males.

**Table 4.2: Age of Respondents**

<b>AGE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE %</b>
21-30	6	12
31-40	26	52
41-50	10	20
51-60	8	16
Total	50	100

Source Questionnaire Administered 2015

Response in the respect of age 6, (12%) indicate 21-30 years 26, (52%) indicate 31-40 years 10,(20%) indicate 41-50 while 7,(14%) indicated 51-60 years of age.

**Table 4.3: Length of Services of Respondents**

<b>LENGTH OF SERVICES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE %</b>
1-5 years	5	10
6-10	7	14
11-15	8	16
16-20	24	48
21 above	6	12
Total	50	100

Source Questionnaire Administered 2015

Table 4.3. In respect to the length of service of respondents indicated that majority of respondent indicate 16-20 years in service which represent 24, (48%) of

response. Therefore in response to the analysis the majority of staff serves between 16 and 20 years in the service.

**Table 4.4: Rank/ Position of Respondents**

<b>POSITION/RANK OF RESPONDENT</b>	<b>FREQUENCY</b>	<b>PERCENTAGE %</b>
Junior	10	20
Intermediate	-	Nil
Senior	40	80
Total	50	100

Sources. Questionnaire Administered, 2015

Response to the Rank/Position responses in table 4.4 indicate that junior staff 10 (20%) while 40,(80%) represent senior staff therefore it was concluded that senior staff constituted the majority of staff.

**Table 4.5: Marital Status of the Respondents**

<b>MARITAL STATUS</b>	<b>FREQUENCY</b>	<b>PERCENTAGES</b>
Married	42	84
Single	8	16
Divorce	-	Nil
Total	50	100

Sources. Questionnaire Administered, 2015

Table 4.5 above show that the majority of respondent indicate 42, (84%) while the single constituted 8, (16%) therefore it was concluded that the majority of the respondent are married.

**Table 4.6: Educational Qualification of Respondents**

<b>EDUCATIONAL QUALIFICATION</b>	<b>FREQUENCY</b>	<b>PERCENTAGE %</b>
Primary	Nil	Nil
Secondary	6	12
NCE/Diploma	7	14
HND /Degree	26	52
Master/PHD	11	22
<b>TOTAL</b>	<b>50</b>	<b>100</b>

Source. Questionnaire Administered, 2015

Responses in the respect to the educational qualification of the respondents in table 4.6 show that 6,(12%) indicate secondary 7, (14%) indicate NCE/Diploma 26, (52%) indicate HND/Degree while 11, (22%) indicate master degree or its equivalent therefore going by the majority of responses of the majority of the respondents it can be concluded that they are degree holders or it equivalents.

**Table 4.7: Access the Level of Cooperation among Staff of Shehu Shagari College of Education Sokoto.**

<b>RESPONSES</b>	<b>FREQUENCY</b>	<b>PERCENTAGES</b>
Excellent	45	90
Good	5	10
Poor	-	Nil
<b>Total</b>	<b>50</b>	<b>100</b>

Sources. Questionnaire administered, 2015

Table 4.7 above indicate that the level of cooperation among the staff of college of education is excellent which represent 45,(90%) while the minority indicate good which is 5, (10%) therefore it was concluded that the level of cooperation among staff is excellent.

**Table 4.8: Examined the Needs for Performance Evaluation to Improve Efficiency among Staff of Shehu Shagari College of Education Sokoto.**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	50	100
No	-	Nil
I don't know	-	Nil
Total	50	100

Sources: Questionnaire Administered, 2015

Table 4.8 show that there is needs for performance evaluation to improve efficiency among the staff of Shehu Shagari college of education Sokoto.

**Table 4.9: Examined the Body Instituted to Manage Conflict at the Shehu Shagari College of Education.**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENTAGES</b>
Yes	50	Nil
No	-	Nil
I don't know	-	Nil
Total	50	100

Sources: Questionnaire Administered, 2015

Table 4.9 above shows that the total number of respondent indicated yes that there is instituted body responsible for managing conflict in the organisation.

**Table 4.10: Examined the Improvement on the Performance of Staff in Shehu Shagari College of Education as a Result of Training.**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE S</b>
Yes	50	100
No	-	Nil
I don't know	-	Nil
Total	50	100

Sources: Questionnaire Administered, 2015

Table 4.10 show that 50 of the respondent indicated that there is improvement in the performance of staff of the Shehu Shagari College of Education Sokoto as the result of training

**Table 4.11: Explain the Effort of Shehu Shagari College of Education on Training to Improve Performances.**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	50	100
No	-	Nil
I don't know	-	Nil
Total	50	100

Sources: Questionnaire Administered, 2015

Table 4.11 show that the response of 50 employee who belief that training has improved performance in the college of education.

**Table 4.12: Examine Whether the College Often Pay Salary at the Right Time.**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	40	80
No	10	20
I don't know	-	Nil

Sources: Questionnaire Administered, 2015

Table 4.12 shows that the Shehu Shagari College of Education pay salary at the right time because 40, 80% of response show it while the 10, 20% said No that the college don't pay salary at the right time.

**Table 4.13: Examine the Emotion of Staff of Shehu Shagari College of Education as Regard to Their Work.**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	30	60
No	20	40
I don't know	-	Nil
Total	50	100

Sources: Questionnaire Administered, 2015

Table 4.13 show that the employee or staff of Shehu Shagari college of education are happy with their job which represent 30, (60%) while 20,(40%) said no they are dissatisfied.

**Table 4.14: Examine the Extent at Which System of Job Supervision in Shehu Shagari College of Education Sokoto.**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	50	100
No	-	Nil
I don't know	-	Nil
Total	50	100

Sources: Questionnaire Administered, 2015

Table 4.14 indicates that 50 response show that there is job supervision in the Shehu Shagari College of Education Sokoto.



**Table 4.15: Examine the Extent to Which Performance of Workers Can be Improved in Shehu Shagari College of Education Sokoto.**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	50	100
No	-	Nil
I don't know	-	Nil
Total	50	100

Sources: Questionnaire Administered, 2015

Table 4.15 indicate that Shehu Shagari college education promote its staff or employee base on performance

**Table 4.16: Explain the Causes of Low Performance of Staff in Shehu Shagari College of Education Sokoto.**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Lack of adequate supervision	10	20
Lack of training	-	Nil
Indiscipline	40	80
All of the above	-	Nil
Total	50	100

Sources: Questionnaire Administered, 2015

Table 4.16 shows that the cause of low performance was as a result of indiscipline in the college which represent 40, (80%) of respondents while 10, (20%) indicate lack of adequate supervision

**Table 4.17: Explain the Extent at Which Appropriate Mechanism Motivates Workers of Shehu Shagari College of Education.**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE %</b>
Money	30	60
Promotion	20	40
Training	-	Nil
Total	50	100

Sources: Questionnaire Administered, 2015

Table 4.17 shows that 30, (60%) of respondents says money can motivate employee or staff of the college of education Sokoto while 20,(40%) went for promotion therefore it was concluded that money motivate staff more than promotion.

**Table 4.18: Examine How Training Can Improve Performance in Shehu Shagari College of Education.**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	50	100
No	-	Nil
I don't know	-	Nil
Total	50	100

Sources: Questionnaire Administered, 2015

Table 4.18 show that 50 respondent indicate that training can improve performance.

**Table 4.19: Explain That Private Organizations Motivate Their Staff Towards Performance More Than the Public Organization.**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	50	100
No	-	Nil
I don't know	-	Nil
Total	50	100

Sources: Questionnaire Administered, 2015

Table 4.19 shows that the private organisation motivate their staff more than public organisation which 50 respondents acknowledge it.

**Table 4.20: Shows the Extent at Which Shehu Shagari College of Education is Making Adequate Provision for Training in Order to Increase Employee’s Performance.**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	40	80
No	10	20
I Don’t know	-	-
Total	50	100

Sources: Questionnaire Administered, 2015

Table 4.20 shows that Shehu Shagari College of Education is making adequate provision for training to increase performance of employee because 40,(80%) of responses shows in the questionnaire while the 10 (20%) response said No.

**Table 4.21: Examine The Extent at Which Staff Performance Can Be Enhanced in Shehu Shagari College Of Education.**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Provision of incentives to the employee	13	26
Supervision	15	30
Assisting staff in private and public life	22	44
Total	50	100

Sources: Questionnaire Administered, 2015

Table 4.21 shows that assisting staff in private and public life will improve performance which represent 22,(44%) of respondents, while 15, (30%) of respondent

indicate supervision and 13 (26%) of respondents indicated provision of incentive to the employee.

**Table 4.22: Examine the Rate of Training Facilities in Shehu Shagari College of Education Sokoto.**

<b>PESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Excellent	40	80
Fair	10	20
Poor	-	Nic
Total	50	100

Source: Questionnaire Administered, 2015.

Table 4.22 Show that 40,(80%) of respondents indicate that training facilities of the college is excellent while the 10,(20%) indicate fair therefore it was concluded that the training facilities of Shehu Shagari College of Education is excellent.

## **4.2 TEST OF HYPOTHESIS**

### **Hypothesis No I**

HO there is no way training of staff and performance can be enhanced

HI the staff performance can be enhance through training

A question to this effect was asked and analysed in table 4.21

<b>Variable</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Provision of incentive to the Employee	8	5	13
Supervision	12	3	15
Assisting staff in private and public life	18	4	22
Total	38	12	`100

Expected value =  $\frac{\text{Total of Column X Total of row}}{\text{Grand total}}$

$$\sum 1, = \frac{638 \times 13}{50} = 9.88$$

$$\sum 1, = \frac{38 \times 15}{50} = 11.4$$

$$\sum 1 = \frac{38 \times 22}{50} = 16.72$$

$$\sum 2 = \frac{12 \times 13}{50} = 3.12$$

$$\sum 2 = \frac{12 \times 22}{50} = 5.28$$

$$X^2 = \frac{E(f_o - f_E)^2}{f_E}$$

$$X^2 = \frac{8 - 9.88}{9.88} = 0.3577$$

$$X^2 = \frac{12 - 11.4}{11.4} = 0.0315$$

$$X^2 = \frac{18 - 16.72}{16.72} = 0.0979$$

$$X^2 = \frac{5 - 3.12}{3.12} = 1.1328$$

$$X^2 = \frac{3 - 3.6}{3.6} = 0.1$$

$$X^2 = \frac{4 - 5.28}{5.28} = 0.3103$$

Calculated value = 2.0302

Male FO	Female FO	Male Fe	Female Fe
9.88	3.12	0.0362	0.3630
11.4	3.6	0.1260	0.0277
16.72	5.28	0.0765	0.0587
			2.0302

$$(C-1) (r-1) = (2-1) (2-1)$$

$$= 1, 0.05 = 0.0039$$

Therefore since the calculated value 2.0302 is greater than the tabulated value 0.0039, we reject  $H_0$  and concluded that staff performance can be enhanced through training.

### Hypothesis No II

$H_0$ : the training cannot improve performance in an organisation

$H_1$ : the performance of staff can be improved through training.

A question to this effect was asked and analysed in table 4.18

Variable	Yes	No	Total
Yes	18	-	18
No	-	32	32
Total	18	32	50

Fo	Fo	Fe	Fe
6.48	11.52	20.48	11.52
11.52	20.48	11.52	6.48
			50

$$\text{Expected value} = \frac{\text{Total Colon} \times \text{Total of row}}{\text{Grand Total}}$$

$$(c-1) (r-1) = (2-1) (2-1) = 1, 0.05 = 0.0039$$

Since the calculated value 50 is granted than the tabulated value 0.0039 we requested the  $H_0$  and concluded that training can improve performance in Shehu Shagari College of Education Sokoto.

### **4.3 SUMMARY OF THE FINDINGS**

Form the investigation carryout on the training and performance evaluation at Shehu Shagari College of Education Sokoto. The findings show that the college has put in place facilities that would be used for training of staff or employee in the Organisation. That the college has not improved the technique use in training of staff.

That the training needs and performance of staff in the college has not improved their performance. That there is very little achievement made by Shehu Shagari College of Education towards staff incentives. That the effort of the college or management to improve the staff commitment is yielding fruitful result. The finding also review the Shehu Shagari College of education is making good effort and improvement on the staff to some extend.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.1 SUMMARY**

The study conducted an investigation about training needs and performance evaluation in public sector organisation which is made up of the following chapters.

Chapter one covers introduction, background of the study, statement of the research problem, aims and objective of the study, hypothesis, significance of the study, scope and limitation of the study, definition of terms and chapterization.

Chapter two covers, introduction, literature review and theoretical framework, concept of training needs, types of training techniques, apprentices training, visible training, on the job training, programme instruction, planning training, evaluation training, the benefit of training, performance evaluation, performance evaluation techniques(types), ranking, person to person comparison, graphic, graphic scales, check list, force choice description, behavioural anchored rating scale, management by objective, (M.B.O), objective of performance evaluation, critiques of evaluation schemes, definition of public sector organisation and the role of public sector organisation.

Chapter three contains introduction, research methodology, method of data collection, population and sample, method of data analysis and method of testing hypothesis.



Chapter four contains data presentation analysis, hypothesis testing and summary of finding.

Chapter five which is the last chapter covers summary, conclusion and recommendation.

## **5.2 CONCLUSION**

From the investigation carryout on the training and performance evaluation at Shehu Shagari College of education sokoto. The findings show that the college has put in place facilities that would be used for training of staff or employee in the organisation. That the college has not improved the technique use in training of staff. That the training needs and performance of staff in the college has not improved their performance. That there is very little achievement made by Shehu Shagari College of Education towards staff incentives. That the effort of the college or management to improve the staff commitment is yielding fruitful result.

The finding also review the Shehu Shagari College of Education is making good effort and improvement on the staff to some extend.

## **5.3 RECOMMENDATIONS**

Good performance which heads to productivity is experienced in almost all organization because of appropriate training and evaluation methods used, in light of this analyses that the following recommendation are made the recommendation, are not only for the college under study but in all other government establishment.

- Sokoto state government should provide the college with adequate funds to enable it carryout the objective for which it was established.
- With adequate funding, the college should sponsor many staff for in services training programme.
- The Sokoto state government should also approve more packages for the staff of the college with view to attracting more qualified personnel and retention of the existing ones the packages should includes, increase salary and allowances; meal subsidy staff can teen and conducive teaching environment.
- The college also should assist the academic staff with fund to carry out the presentation and publication seminar paper.
- The authority of the college should not always emphasize on the week point of the employee during evaluation, because this may tend to demoralize them rather than guidance and encouragement
- The college should always identity training need before carrying out the training. If training need is identified the college will know which methods to use also whether the needs is for the employees themselves.
- Again the standard of performance required on the job should be laid down clearly and communicated to the employees. The employees from there with them have a yard stick against which he can measure His / Her own performance.

- Orientation and induction as part of training provides new employee with general information that they need about the organization, about policies, procedures, practices and rules that will affect them and also about the jobs on which they will work. All this information should be communicated to them on time that can help them feel at home in their new work environment.
- Organization should motivate the employees to do good work so that accident, spoil work and damage to machinery and equipment or even failure can be kept at a minimum.
- The employee should be considered as valuable and encouraged individually. The management should be encouraged to think about his subordinates as individual human beings so that he will understand them better and be able to base the planning of work in his department on appreciation of each individual's competence and suitability.

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