Comparative Analysis of Staff Training Needs Assessment in Ramat Polytechnic Maiduguri, Borno State, Nigeria

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Abstract: Human capital is one of the most important factors of production of any organisation. Therefore, the success or failure of any organization depends solely on the effective performance of the employees. The general objective of the research is comparative staff training needs assessment in Ramat Polytechnic. . The study utilized both primary and secondary sources of data. The primary data were derived from the questionnaire and Indepth Interview, while the secondary data was obtained from review of relevant literatures such as documents from Ramat Polytechnic, Maiduguri. Four hundred questionnaires were administered to the study population; 250 questionnaires to academic and 150 questionnaires to non-academic staff. Stratified sampling technique was used in selecting the academic and non-academic staff. Of the 400 questionnaires administered, 361 were retrieved and used in the analysis. Indepth interview was also conducted on 8 key respondents of the target population. The Chi – Square Test of Independence was used in testing the hypothesis. The major findings indicates that there is no training needs assessment in Ramat Polytechnic, Maiduguri and that training need is not prioritized among the staff. The result of the test of the hypothesis testing revealed that there is a significant relationship between training needs of staff and approval for training.
Keywords: Ramat Polytechnic, production, organization.

INTRODUCTION

Staff training and development means the provision of facilities and opportunities for people to perform the jobs for which they are employed and to develop their own personal potentials to meet their own present and future needs in line with the organization objectives Cumming [1].

However training like any other result oriented communication whose purpose is achieving of desired reaction or pro-action must have a clearly defined purpose stated such as skills acquisition, change in attitude and behavior or provision of knowledge. These are some of the performance gap that can be close through training. Staff training and development in Nigeria have undergone various changes as a result of the many civil service reforms recommendations. There were efforts to improve the quality of staff in terms of efficiency and effectiveness.

Human resources developments involve recruitment, motivation, education, training, utilization and stabilization of the employee. It also involves other issues like collective bargaining and work performance evaluation. The training programme prepares the individual for efficient labour force participation with respect to given occupation Tobias, [1]. Training is not just sending people to course but also about improving the performance in the development of potentials Olukayode [2].

Until recently there has been a general resistance to investment in training in the public service because of the belief that "employees hired under a merit system must be presumed to be qualified, that they were already trained for their jobs, and that if this was not so it was evidence that initial selection of personnel was at fault" Stahl, [3]. This assumption has been jettisoned as the need for training became obvious both in the private and the public sectors. Many organizations have come to recognize that training offers a way of "developing skills, enhancing productivity and quality work, and building worker loyalty to the firm" Okotoni, [4]. Indeed, the importance

of training has become more obvious given the growing complexity of the work environment, the rapid change in organizations and technological advancement which further necessitates the need for training and development of personnel to meet the challenges. Training and development helps to ensure that organizational members possess the knowledge and skills they need to perform their jobs effectively, take on new responsibilities, and adapt to changing conditions Jones, George and Hill, [5]. It is further argued that training "helps improve quality, customer satisfaction, productivity, morale, management succession, business development and profitability" Okotoni *et al.* [4]. Training of staff depends on the types and needs of ones professionals cadre. For example, Doctors, Lawyers, teachers, administrators all have different needs and types of training at a particular period of time.

Even though there has been a previous research on training activities in Ramat Polytechnic, Maiduguri, ranging from the staff study leave assessment of [6], staff conference/ workshop analysis of [7], to the effect of Education Trust Fund staff development system of [8] etc. It was not extensively conducted because there doesn't seem to be significant impacts on the effectiveness and efficiency of the quality of the academic performance of the institution. This is not unconnected with the lack of systematic assessments of needs of the staff and the departments. This gab can be filled through the training need assessment which should be the bases for planning the organization's training programme.

The Concept of Training & Development
Training is a form of specialized education aimed at giving the trainee a particular or specialized knowledge, skill and attitude which he must possess to effectively perform in a given position. Development is concerned with specific programmes designed to prepare and groom a worker with particular education and training for higher responsibilities Onasanya, [9].

Beardwell and Helen [10] also view development as the process of becoming increasingly complex, more elaborate and differentiated by virtue of learning and maturation. Training is also seen as a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. Osborne [6], Rouda and Kusy [11] views Training and Development as the 'acquisition of knowledge, competencies and skills, and adopting behaviors that improve performance in current jobs, including: adult learning theory and applications, instructional systems design, train-the-trainer programs, and instructional strategies and methods.

Management development and training has been seen as a process by which employees are recruited, selected, trained, motivated and required within an economic system. According to Alao [12], formal management development programme began to appear in large cooperation in 1940 and early 1950s. In the past few decades, there has been an increasing amount of research and general knowledge of the principle and techniques of administration. The rapid rates of technological and social changes have made it imperative to have managers and workers who are trained to cope with these changes.

The ever increasing technological sophistication especially in this age of computer technology has paved way for management training to meet changing business. In the recent years, industries have been concerned with the development of workers and those in management position both to improve performance in their present job and to provide a solid basis for those who are newly recruited. Those developments have been given impetus with the research of Taylor [13], which emphasized continued necessity of scientific discoveries of human potentials through training. It was in this climate of technological and social changes taking place in the 19th century that managers started to seek better ways of coping with increasing complexities taking place in their enterprises.

Taylor [13] was one of the pioneers who found out that workers are important and can be more efficient than machine Alao, [12]. Taylor asserted that it is the workers and management that set the pace for production hence, the need for manpower training and development in order to enhance the organizational predetermined goal. It has been emphasized that "scientific management is not a collection of technique only to increase efficiency, but rather a philosophy of being accomplished by workers training and development" Alao, [12].

In Nigeria, the genesis for manpower training and development can be traced to the Ashby commission set up in 1959 to conduct an investigation into Nigeria's need in the field of past secondary certificate and higher education Alao, [12].

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

Apart from the aforementioned, there are various Federal; and state training centers all over Nigeria.

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

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

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

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

Human Resource Development

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

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

Understanding Training and Development

According to Obisi [14] the concepts, of training and development are used interchangeably. However, it can be differentiated from the other. Training is for specific job purpose while development goes beyond specifics development covers not only those activities which improve job performance, but also those which bring about growth of personality. In training, you using one stone to kill one bird while in development you use one stone to kill two birds Mamoria, [15].

Steinmetz, Lawrence [16], notes that training is a short-term process, utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skill for a definite purpose. Development on the other hand is a long term educational process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose.

Cambell[17] states that training refers only to instruction in technical and mechanical operations while development refers to philosophical and theoretical educational concept. Training is designed for non-managers while development involves managerial personnel. Training courses are typically designed for a short term, stated purpose, such as the operation of some piece (s) of machinery while development involves a broader education for long-term purpose. Training is for short-term while development is for long-term. Training is for specific job related purpose while development is for general purpose.

METHODOLOGY

The Study Area

The Ramat polytechnic, Maiduguri was initially established as Government Technical College in January, 1973 by the defunct North-Eastern State Government, offering Basic and Intermediate Technical course leading award of City & Guilds of London Certificates to meet the low/middle level manpower needs of the state. The Government Technical College was upgraded and re-named Ramat College of Technology in April, 1978 by the then Borno State Government Murtala Ramat Muhammed. In August, 1979, it was again upgraded to the status of a polytechnic.

The main objectives of establishing the Polytechnic are to provide:

- Full-Time and Part-Time courses of instruction and training leading to Diplomas, ND, HMD and other Certificates of distinction in Scientific, Technological and Managerial courses at the Intermediate/high level of manpower needs.
- Special Training Courses, taking into account at all times the intermediate/high level manpower needs of the State in particular and the country in general.
- Development of techniques in appropriate technology which would improve the lot of the common man.
- Arrange for conferences, seminar, and study groups relative to the fields of learning.
- To perform such other functions: this, in the opinion of the Council, may serve to promote the objectives of the Polytechnic.

The polytechnic organizational structure includes the administrative Unit (officers), the student's service units and the academic affairs division. The academic units of the Polytechnic runs a system based on schools in line with the NBTE recommendation. Each school consists of related academic Departments and is headed by a Director and each Department is headed by a Head of Department. The Polytechnic consist of about five schools which run twenty eight (28) different courses. These schools are:

- School of Agricultural Technology and Applied sciences
- School of engineering
- School of Environmental Studies
- School of Management Studies and
- School of Vocational/Technical Education and General Studies.

The Polytechnic manpower has about 902 staff which consist of 446 Academic and 456 Non-academic staff.

Source of data

The survey method was employed in this study. The data from the study was obtained from primary and secondary sources. The primary data was derived from the questionnaire and in depth interview with the staff of the various departments. The secondary data was obtained from the review of relevant literature such as books, newsletters, journals, articles, etc.

Population of the study

The target populations of this research were the academic and non-academic staff of the Ramat Polytechnic Maiduguri. The academic staff was 446 in number while the non-academic staff comprised of 456 in number which summed up to 902 staff.

Methods of data collection

The research instrument used was based on the qualitative and quantitative method. The questionnaire was used as the quantitative method. These were administered to the respondents in person. The questionnaire was used because it is an academic environment where every staff is educated and as such it is more convenient and less time wasting.

The in depth interview on the order hand, was also used as the qualitative method in order to get an in depth information from the respondents by way of expressing their views verbally and freely. An audio tape recorder was used for the interview after which the data was transcribed by the researcher.

Samples and sampling technique

For the purpose of this study, 250 academic staff and 150 non-academic staff were administered with the questionnaire. Stratified sampling technique was used in selecting the academic and non-academic staff out of the 28 departments of the polytechnic. More of the academic staff was selected because they are more involved in the training programmes than the non-academic.

The In depth interviews were administered on seven respondents, out of which comprised of four academic staff and three non-academic staff. The academic and non-academic staff was chosen from across the various departments and is members of the standing committee of staff development and promotion.

Table-1: Sample of 361 of academic& non-academic staff of Ramat Polytechnic, Maiduguri, stratified by status

Status	Grade Level	Academic staff	Non-academic Staff	Stratified sample for academic & non-academic staff	Error compared to the sample
Junior Staff	1---5	0	63	2	.2
Intermediate staff	7—12	173	46	6 & 1	1 & 1
Senior Lectures/ staff	13—15	59	20	2 & 0	.1
Total		232	129	8 & 3	1 & 1

Source: Field Survey, 2014

METHODS OF DATA ANALYSIS

The responses were analyzed using tables, percentages, and the chi-square. The responses of the academic, non-academic and administrative staff were also compared. The results were used to evaluate staff training needs assessment in the Polytechnic.

DATA ANALYSIS

The data collected from the respondents were analysed and presented in several formats. The first format is the contingency table, in which the variables in this study were cross – tabulated with job sector which is whether the respondents is an academic or a non – academic staff. The second method is the presentation of the same data in bar charts for pictorial and clearer understanding of the data. The bar charts did not carry percentages again since it has already been presented in the contingency tables already.

The first result presented is the cross – tabulation of job sector and sex of respondents, the information obtained are presented in table 2 and figure 1 respectively:

Table-2: Distribution of respondents by Job Sector by Sex

Sex	Job sector	
	Academic staff	Non-academic staff
Male	142(61%)	72(56%)
Female	90 (39%)	57(44%)
Total	232(100%)	129(100%)

Source: Field Survey, 2014
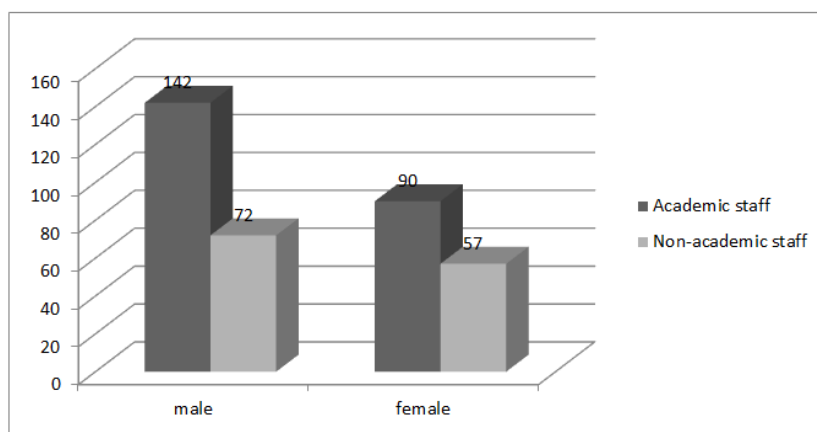
Source: Field Survey, 2014
Fig-1: Distribution of respondents by Job sector by Sex

The data indicate that among the academic staff 61% were male, while 39% were female. While for the non – academic staff, 56% were males and 44% were females. The predominance of men on academic and non – academic job sectors can be explained by the fact that men have for centuries dominated almost all major and financially lucrative job sectors and have led different feminist's movements. The smaller presence of the females is of course a result of decades struggle for equality by women.

The next result presented is a cross – tabulation of job sector and ages of respondents. The findings are presented in table 3 and figure 2:

Table-3: Job sector and age of respondents

Age	Job sector	
	academic staff	non-academic staff
18 - 25 yrs	42(18%)	28 (22%)
26 - 35yrs	62(27%)	36(28%)
36 - 45yrs	65(28%)	42(33%)
46 yrs and above	63(27%)	23(18%)
Total	232(100%)	129(100%)

Source: Field Survey, 2014
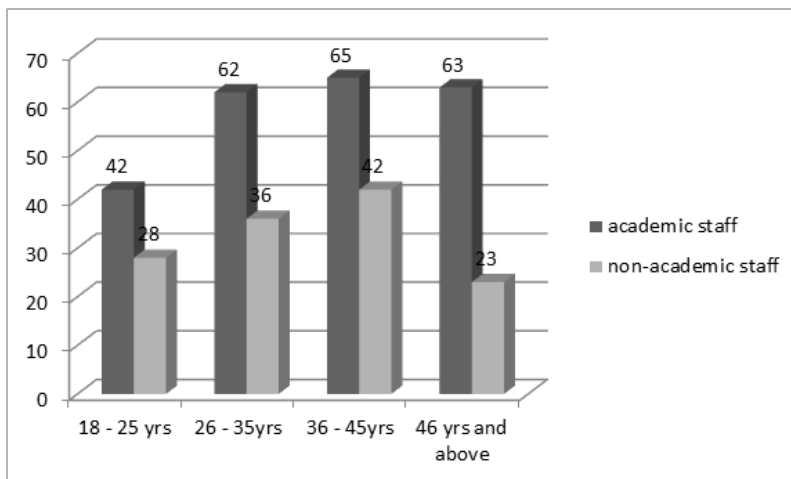
Source: Field Survey, 2014
**Fig-2: Job sector and age of respondents**

The data indicate that among the academic staff 18% were between ages 18 – 25 years, 27% were between ages 26 – 35 years, 28% were between ages 36 – 45 years and 27% were 46 years and above. For the non – academic 22% were between ages 18 – 25 years, 28% were between ages 26 – 35 years, 33% were between ages 36 – 45 years and 18% were ages 46 years and above. The age structure is similar to what we have even in the society. It is larger at the middle but thin at the top, even though in the society the bottom is larger. The next result was the cross tabulation between job sector and academic qualification of the respondents. The findings are presented in table 4and figure 3:

Table-4: Job sectors and academic qualification of respondents

	Job sector	
Academic qualification	academic staff	non-academic staff
Primary	-	25(19%)
secondary/TC	-	47(36%)
BSc/B.A/PGDE	147(63%)	46(35%)
MSc/M.A/PHd	85(37%)	11(10%)
Total	232(100%)	129(100%)

Source: Field Survey, 2014
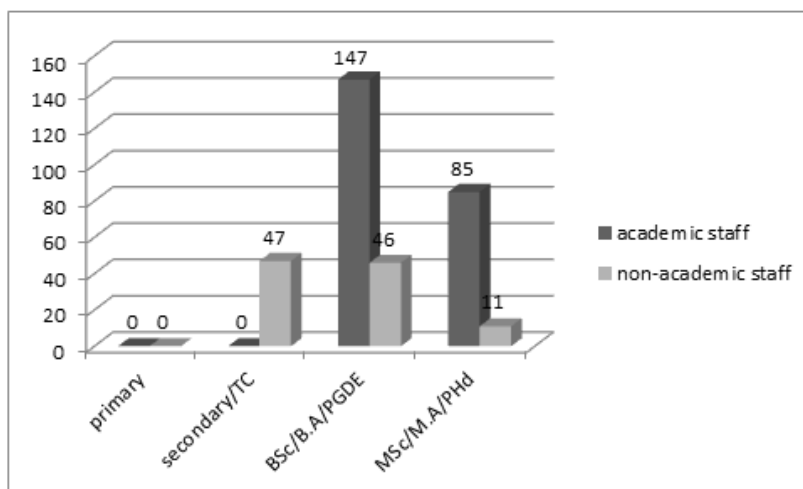
Source: Field Survey, 2014
Fig-3: Job sectors by academic qualification of respondents

From the data above we can see that among the academic staff none had primary or secondary school certificate as highest qualification, but 63% had first degree and 37% had master and PhD degrees. Among the non – academic, 19% had primary school certificate, 36% had secondary school certificate, 35% had first degree and 10% had master and PhD. The reason why we find no one having less first degree among academic staff is because to be employed as a lecturer at a polytechnic or any higher institution in Nigeria you need to have obtained your first degree. The non – academic section has position like messengers, clerks, guards, secretaries, who require secondary or primary school certificates for the job.

The next result presented was a cross – tabulation of job sector and length of service. The data obtained are presented in table 5 and figure 4:

Table-5: Job sector by length of service

Length of Service	Job sector	
	Academic staff	Non-academic staff
1-5yrs	26(11%)	20(16%)
6-10yrs	63(27%)	30(23%)
11-15yrs	37(16%)	21(17%)
16-20yrs	41(18%)	27(21%)
21-25yrs	38(16%)	19(14%)
26-30yrs	27(12%)	12(9%)
Total	232(100%)	129(100%)

Source: Field Survey, 2014
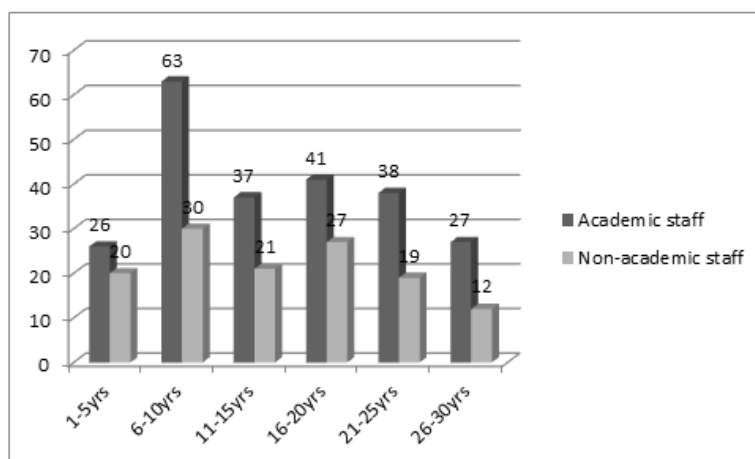
Source: Field Survey, 2014
Fig-4: Job sector by length of service

The finding shows that among the academic staff 11% have worked for 1-5years, 27% for 6 – 10 years, 16% for 11 – 15 years, 18% for 16 – 20 years, 16% for 21 – 25 years and 12% for 26 – 30 years. For non – academic staff 16% have worked for 1 – 5 years, 23% for 6 – 10 years, 17% for 11 – 15 years, 21% for 16 – 20 years, 14% for 21 – 25 years and 9% for 26 – 30 years. The reason why we see the number drop as we go up on the length of service is because not everyone started working with the institution will stay for a very long time, some get better jobs and move on, some go into politics and some die.

The next result presented is a cross – tabulation of job sector and grade level, the finding is presented in table 6 and figure 5 respectively:

Table-6: Job sector by grade level of respondents

Grade level	Job sector	
	Academic staff	Non-academic staff
1-5	-	63(49%)
7-12	173(75%)	46(36%)
13 and above	59(25%)	20(15%)
Total	232(100%)	129(100%)

Source: Field Survey, 2014
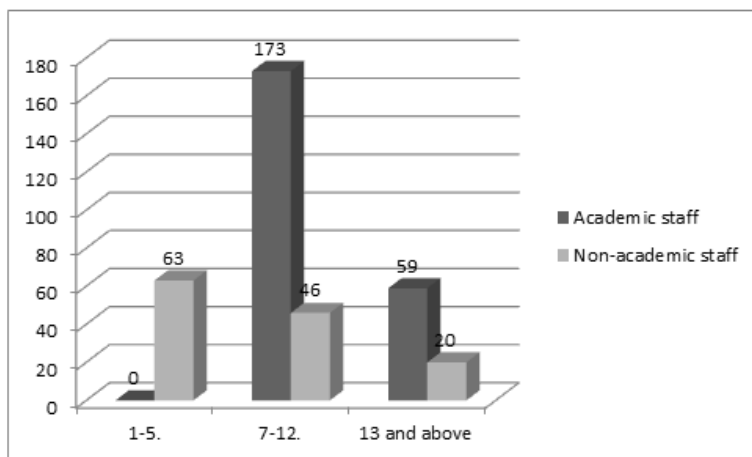
Source: Field Survey, 2014
Fig-5: Job sector by grade level of respondents

The finding shows that among academic staff none of them were on grade level 1 – 5, but 75% were between grade level 7 – 12 and 25% were grade level 13 and above . While for the non-academic staff 49% were between grade level 1 – 5, 36% between grade level 7 – 12 and 15% grade level 13 and above. The reason why we have no academic staff at grade level 1-5 is because none had certificates lower than first degree, which means their grade level cannot be less than grade level 7. Among the non – academic are persons with primary school and secondary school certificates which starts from grade level between 1 – 5.

The next result presented is the cross – tabulation between Job sector and respondents opinion on whether effective training will increase performance. The information is presented in table 7 and figure 6.

Table-7: Effective training increases performance

Effective training increases performance	Job sector	
	academic staff	non-academic staff
strongly agree	127(55%)	31 (24%)
Agree	98(42%)	61(47%)
don't know	7(3%)	18(14%)
don't agree	-	11(9%)
strongly disagree	-	8(6%)
Total	232(100%)	129(100%)

Source: Field Survey, 2014
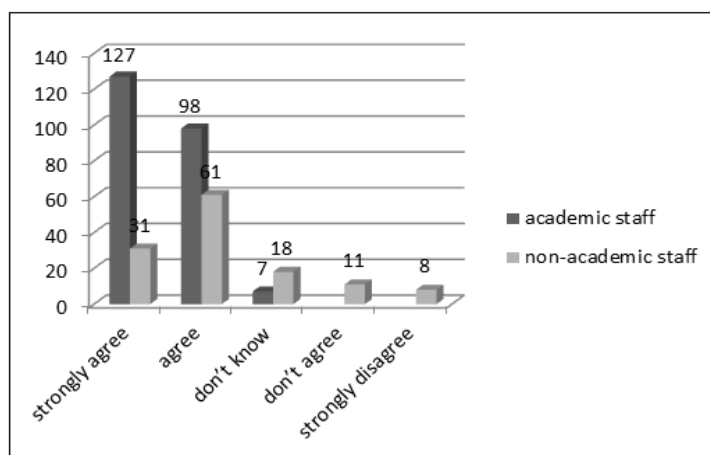
Source: Field Survey, 2014
Fig-6: Effective training increases performance

The finding showed that most of the academic staff (97%) strongly agreed or agreed that effective training will increase performance, while only 3% of the disagreed. Then, among the non – academic staff 71% of them strongly agreed or agreed that effective training will increase performance, 14% were not sure, 15% disagreed or strongly disagreed. Therefore academic staff tend to agree more that effective training will increase performance.

The next result presented is a cross-tabulation between job sector and the respondent's opinion on whether the current training system is achieving its purpose. The dataare presented in table 8 and figure 7:

Table-8: The current system of training is achieving its purpose

The current system of training is achieving purpose	Job sector	
	academic staff	non-academic staff
strongly agree	123(53%)	55(43%)
Agree	72(31%)	36(28%)
don't know	12(5%)	11(9%)
don't agree	4(2%)	22(17%)
strongly disagree	21(9%)	5(4%)
Total	232(100%)	129(100%)

Source: Field Survey, 2014
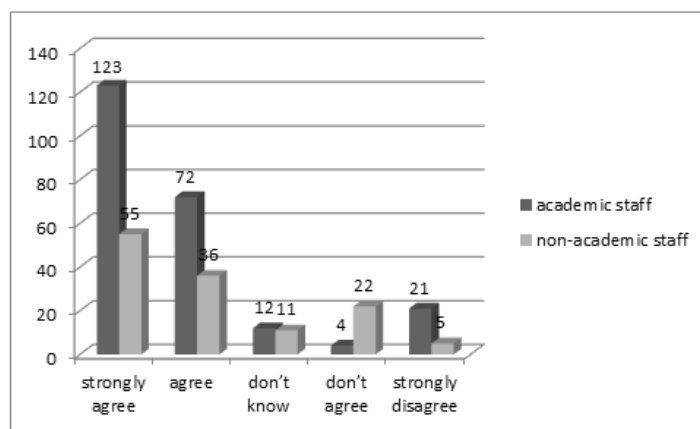
Source: Field Survey, 2014
Fig-7: The current system of training is achieving its purpose

The finding indicates that among the academic staff about 84% of them strongly agreed or agreed that the current training system is achieving its purpose, 5% did not opine and about 11% disagreed or disagreed strongly. Among the non – academic staff, about 71% strongly agreed or agreed, 9% did not opine and about 21% disagreed or strongly disagreed that the current training system is achieving its purpose. The reason why we may have seen more of the non – academic disagreeing is because in another finding we found that more of the academic staff get the opportunity for further training than the non – academic, therefore the current system is more beneficial to academic staff than the non – academic.

The next result presented is cross – tabulation between job sector and the opinion of the respondents on whether identifying training need is very essential for efficiency and productivity. The information obtained are presented table 9 and figure 8:

Table-9: Identifying training need

Identifying training need is very essential for efficiency and productivity	Job sector	
	academic staff	non-academic staff
strongly agree	198(85%)	58(44%)
Agree	34(15%)	42(33%)
don't know	-	17(13%)
don't agree	-	12(9%)
strongly disagree	-	-
Total	232(100%)	129(100%)

Source: Field Survey, 2014
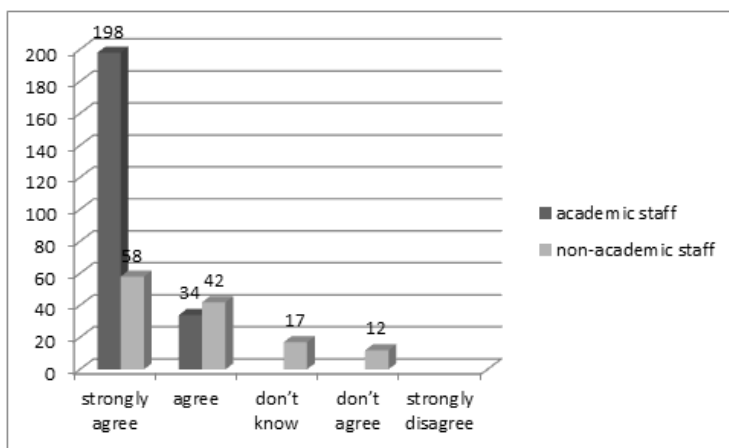
Source: Field Survey, 2014
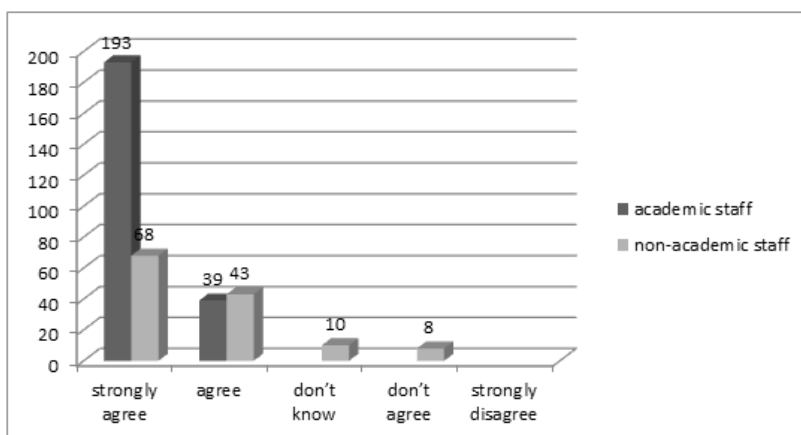**Fig-8: Identifying training need**

The finding indicates that among the academic staff 85% strongly agreed and 15% agreed. While among the non – academic staff, 44% strongly agreed, 33% agreed, 13% do not know and 9% disagreed. The academic staff tends to agree more that it is better to identify training is essential for efficiency of the training system. But the overall opinion agrees to the position that identifying training need is very essential for efficiency and productivity.

The next result presented is a cross – tabulation between job sector and the opinion of the respondents on whether training needs bridge the gap between requirement and current capability of incumbent, the information obtained is presented in table 10 and figure 9:

Table-10: Training bridges the gap between requirement and current capability

Training bridge the gap between requirement and current capability of incumbent	Job sector	
	academic staff	non-academic staff
strongly agree	193(83%)	68(52%)
Agree	39(17%)	43(33%)
don't know	-	10(8%)
don't agree	-	8(6%)
strongly disagree	-	-
Total	232(100%)	129(100%)

Source: Field Survey, 2014

Source: Field Survey, 2014
Fig-9: training Bridge the gap between requirement and current capability

The data presented above show that among the academic staff 83% strongly agreed and 17% agreed. While among the non – academic staff 52% strongly agreed, 33% agreed, 8% don't know and 6% disagreed. From the finding it can be said that training bridges the gap between requirement and current capability of incumbent.

In interviews conducted on whether staff trained was more effective or not majority of the respondent unanimously reported that most of them had improved in terms of efficiency and effectiveness in terms of their performances.

The next result obtained is a cross – tabulation between job sector and respondents' opinion on whether there is a strong relationship between training need and approval for training. The information obtained are presented in table 11 and figure 10:

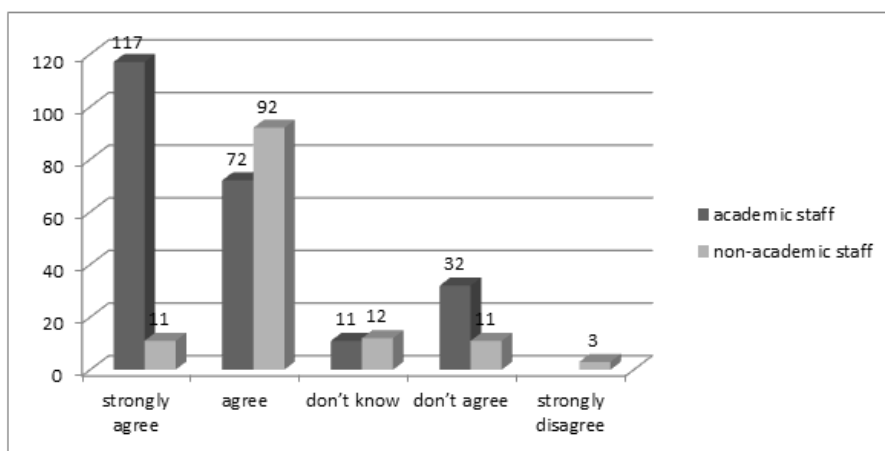**Table-11: There is a relationship between training need and approval for training**

There is a strong relationship between training need and approval for training	Job sector	
	academic staff	non-academic staff
strongly agree	117(50%)	11(9%)
Agree	72(31%)	92(71%)
don't know	11(5%)	12(9%)
don't agree	32(14%)	11(8%)
strongly disagree	-	3(2%)
Total	232(100%)	129(100%)

$X2 = (2df = 2)\ 80.07)\ p < 0.01.$
Source: Field Survey, 2014

A chi-square test performed on the above data showed a significance difference between the academic and non-academic sample as shown in the table. This shows that significantly more academic staff agreed that there is a significant relation between training needs assessment and approval for training.

Fig-10: There is a relationship between training need and approval for training

The finding indicates that about 81% of the academic staff strongly agreed or agreed that there is a strong relationship between training need and approval for training, 5% of them do not know and 14% disagreed. Among the non – academic staff, about 80% of strongly agreed or agreed that there is a strong relationship between training need and approval for training, 9% of them do not know, about 10% of them disagreed. The overall result shows that there is a strong relationship between training need and approval for training.

The next result obtained is between job sector and the opinion of the respondents on whether training need is prioritized among staff. The data obtained are presented in table 12 and figure 11:

Table-12: Training need is prioritized among staff

Training need is prioritized among staff	Job sector	
	academic staff	non-academic staff
strongly agree	43(19%)	17(13%)
Agree	27(12%)	14(11%)
don't know	39(19%)	-
don't agree	123(53%)	72(56%)
strongly disagree	-	26(20%)
Total	232(100%)	129(100%)
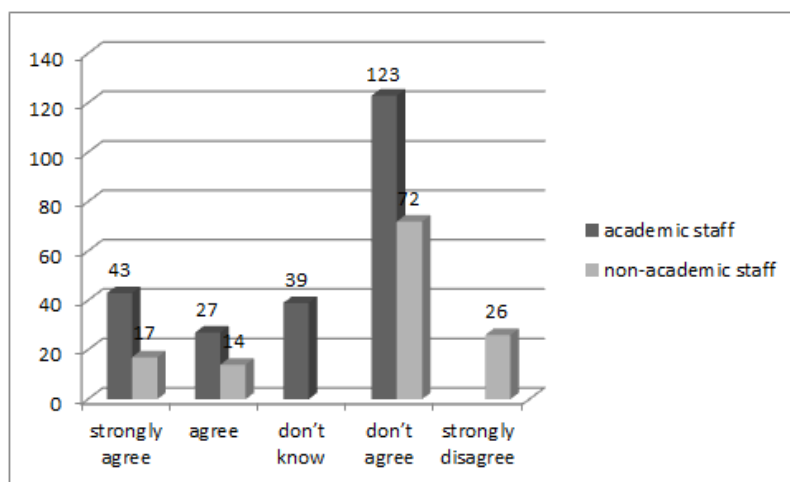
Fig-11: Training need is prioritized among staff
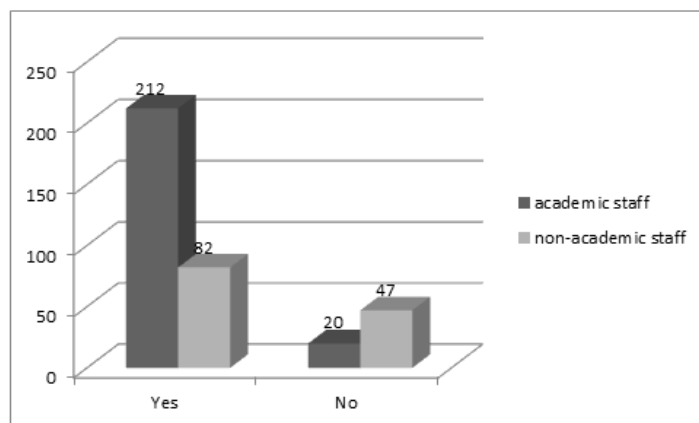**Source: Field Survey, 2014**

The finding shows that among the academic staff about 31% either strongly agreed or agreed, 19% did not know, while 53% disagreed. Among the non – academic staff, about 24% either strongly agreed or agreed, while about 76% either disagreed or strongly disagreed. The finding shows us that most of them respondents whether academic or non – academic tends to disagree that training need is prioritized among staff.

The next result is a cross – tabulation between job sector and the opinions of the respondents on whether respondents need training to perform better on current job. The information obtained are presented table 13 and figure 12:

Table-13: Whether respondents need training to perform better on current job

Whether respondents need training to perform better on current job	Job sector	
	Academic staff	Non-academic staff
Yes	212(91%)	82(64%)
No	20 (9%)	47(36%)
Total	232(100%)	129(100%)

Source: Field Survey, 2014

Source: Field Survey, 2014
Fig-12: Whether respondents need training to perform better on current job

The result shows that among the academic staff, 91% indicated yes and 9% said indicated no. Among the non – academic staff 6% indicated yes and 36% indicated no. This finding implies that most of the respondents agreed that further training will help them do better on their current job. Even though the academic staff tends to agree more than the non – academic. The next result cross – tabulated job sector and the method of training recently undergone by respondents, the information obtained is presented in table 14 and fig. 13:

Table-14: The method of training recently undergone

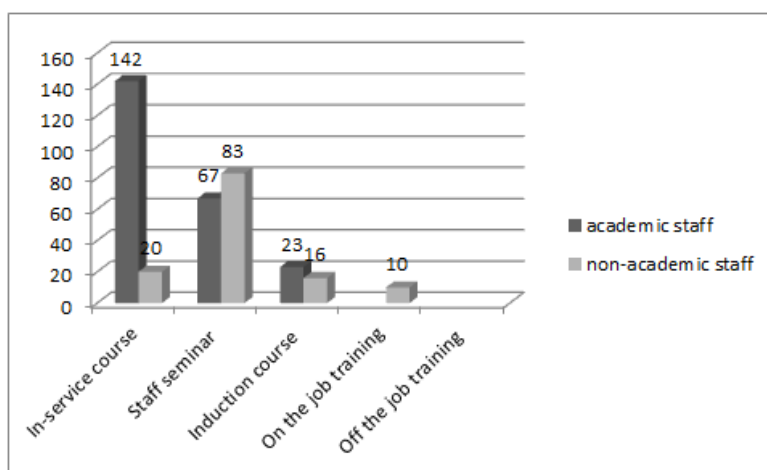| The method of training recently undergone	Job sector	
	Academic Staff	non-academic staff
In-service course	142(61%)	20(16%)
staff seminar	67(29%)	83(64%)
induction course	23(10%)	16(12%)
on the job training	-	10(8%)
off the job training	-	-
Total	232(100%)	129(100%)

Source: Field Survey, 2014

Fig-13: The method of training recently undergone
Source: Field Survey, 2014

The result obtained here shows that among the academic staff, 61% underwent in-service training, 29% staff seminar and 10% induction course. Among the non – academic staff, 16% underwent in – service, 64% staff

seminar, 12% induction course and 8% on the job training.

The next result obtained was between job sector and How often respondents have access to attending seminars and workshops. The data obtained are presented in table 15 and figure 14:

Table-15: How often respondents have access to attending seminars and workshops

How often you have access to attending seminars and workshops	Job sector	
	academic staff	non-academic staff
Always	27(12%)	-
Sometimes	42(18%)	27(21%)
Rarely	163(70%)	69(53%)
Never	-	33(26%)
Total	232(100%)	129(100%)

Source: Field Survey, 2014
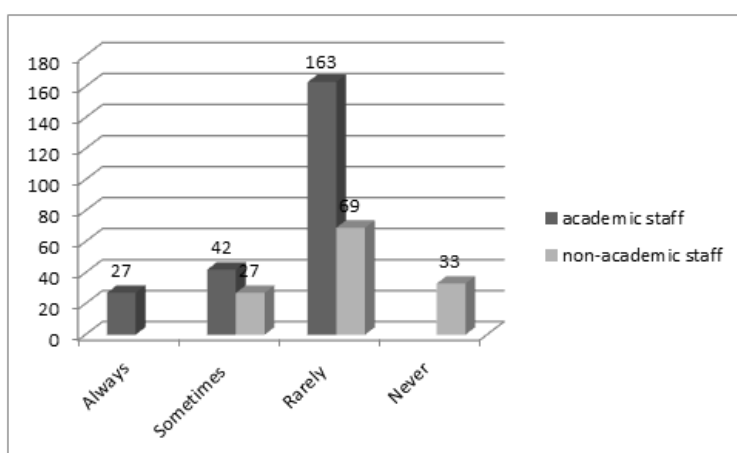
Source: Field Survey, 2014
**Fig-14: How often you have access to attending seminars and workshops**

The finding showed that among the academic staff 12% said always, 18% sometimes, 70% rarely and none said never. While among the non – academic staff, none said always, 21% said sometimes, 53% rarely and 26% never. From the finding it is clear that academic staff tend to have more access to seminars compared to the non – academic staff.

The next result presented is cross – tabulation of job sector and if respondents have attended formal training in the past three years. The data obtained are presented in table 16 and figure 15:

Table-16: Attendance of formal training in the past three years

If you have attended formal training in the past three years	Job sector	
	Academic staff	Non-academic staff
Yes	162(70%)	49(38%)
No	70(30%)	80(62%)
Total	232(100%)	129(100%)

Source: Field Survey, 2014
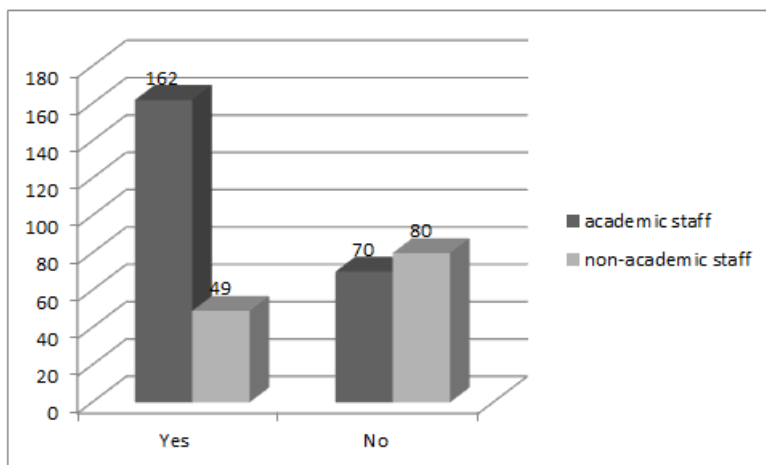
Source: Field Survey, 2014
**Fig-15: Attendance of formal training in the past three years**

The data above indicate that 70% of the academic staff had attended seminars in the last three years, while 30% have not. But for the non – academic 38% have attended while 62% have not. The finding showed that academic staff tends to have more access to attending staff seminars and workshops compared to non – academic staff. The next result presented was between job sector and how satisfied respondents are with training.

Table-17: How satisfied respondents are with training

How satisfied you are with training	Job sector	
	Academic staff	Non-academic staff
Very satisfied	155(67%)	-
Satisfied	77(33%)	75(59%)
Dissatisfied	-	26(20%)
Very dissatisfied	-	7(5%)
Don't know	-	21(16%)
Total	232(100%)	129(100%)

Source: Field Survey, 2014
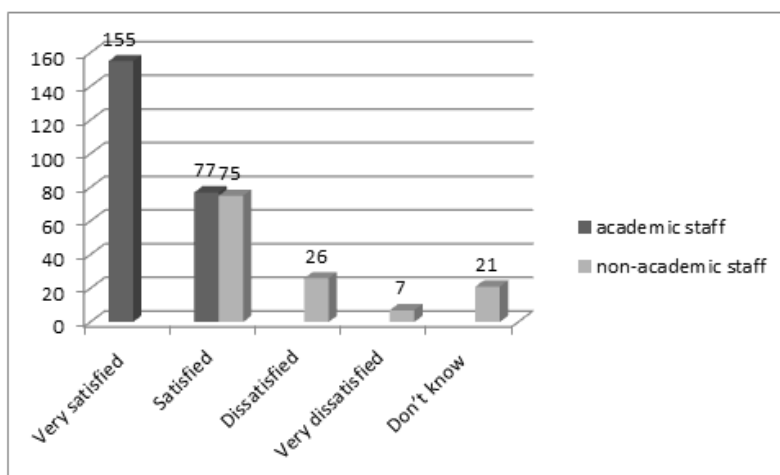
Source: Field Survey, 2014
Fig-16: How satisfied respondents are with training

The result shows that among the academic staff, 67% were very satisfied, 33% satisfied, none was found to be dissatisfied or very dissatisfied. On the other hand among the non – academic staff, none was found to be very satisfied, 59% were satisfied, 20% dissatisfied, 5% very dissatisfied and 16% don't know.

Having seen that academic staff has access to seminars and workshops more than the non-academic, one shouldn't expect less. The academic staff are more satisfied with seminars and workshops than non-academic staff.

The next result is a cross – tabulation of job sector and respondents' opinions on whether staff can be sent on training not for the need but so that changes are made in their absence. The findings are presented in table 18 and figure 17:

Table-18: people sent on training not for the need

	Job sector	
There are people sent on training not for the need but so that changes are made in their absence	Academic staff	Non-academic staff
Strongly agree	65(28%)	26(20%)
Agree	98(42%)	50(39%)
Don't know	12(5%)	5(4%)
Don't agree	32(14%)	21(16%)
Strongly disagree	25(11%)	27(21%)
Total	232(100%)	129(100%)

Source: Field Survey, 2014
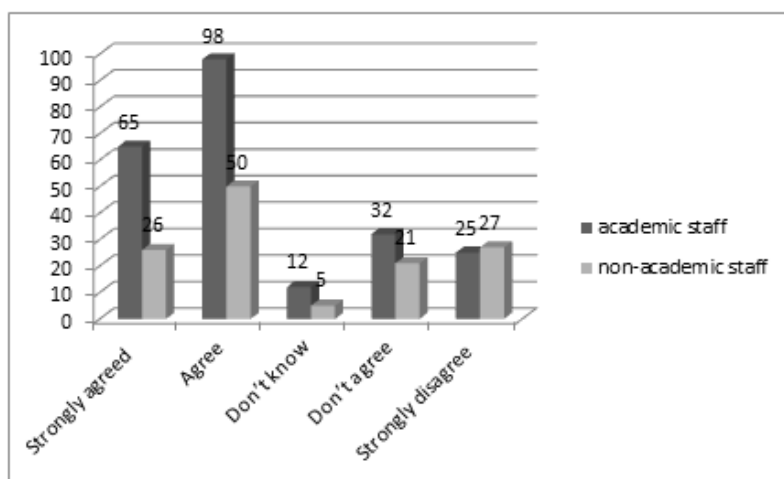
Source: Field Survey, 2014
Fig-17: people sent on training not for the need

The result showed that among the academic staff, 28% strongly agreed, 42% agreed, 5%dont know, 14% don't agree and 11% strongly disagree. Among the non – academic staff, 20%^ strongly agreed, 39% agreed, 4% don't know, 16% don't agree and 21% strongly disagreed.
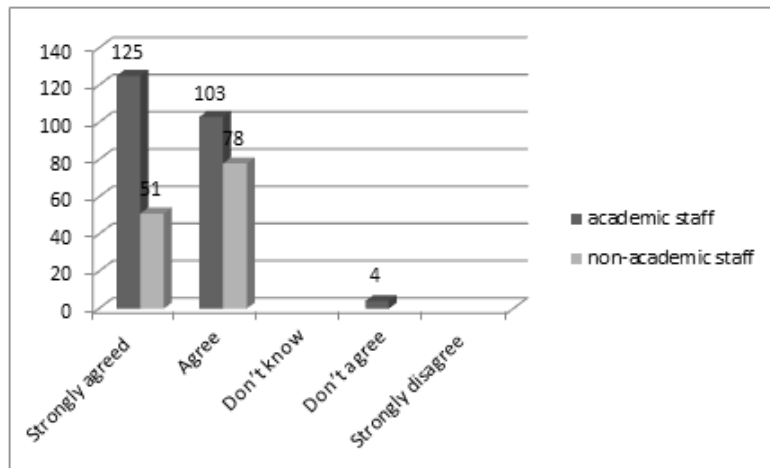
The next finding is a cross – tabulation of job sector and opinion of respondents on whether training is worthwhile if there is need for it. The finding is presented in table 19 and figure 18.

Table-19: Training is worthwhile if there is need for it

	Job sector	
Training is worthwhile if there is need for it	Academic staff	Non-academic staff
Strongly agree	125(54%)	51(40%)
Agree	103(44%)	78(60%)
Don't know	-	-
Don't agree	4(2%)	-
Strongly disagree	-	-
Total	232(100%)	129(100%)

Source: Field Survey, 2014

Source: Field Survey, 2014
**Fig-18: Training is worthwhile if there is need for it**

The result showed that among the academic staff, 54% strongly agreed, 44% agreed, and 2% don't agree. While among the non – academic staff, 40% strongly agreed and 60% agreed. The finding indicates that most of the respondents agreed that training is worthwhile if there is need for it.

The next result is a cross – tabulation of job sector and respondents opinion on who initiates training needs analysis in respondent's department. The findings are presented in table 20 and figure 19:

Table-20: Who initiates training needs analysis in respondent's department

Who initiates training needs analysis in your department	Job sector	
	Academic staff	Non-academic staff
Supervisor	22(10%)	31(24%)
Employee	53(23%)	10(8%)
Both a and b	10(4%)	8(6%)
Training department	19(8%)	11(9%)
No body	128(55%)	69(53%)
Total	232(100%)	129(100%)

Source: Field Survey, 2014
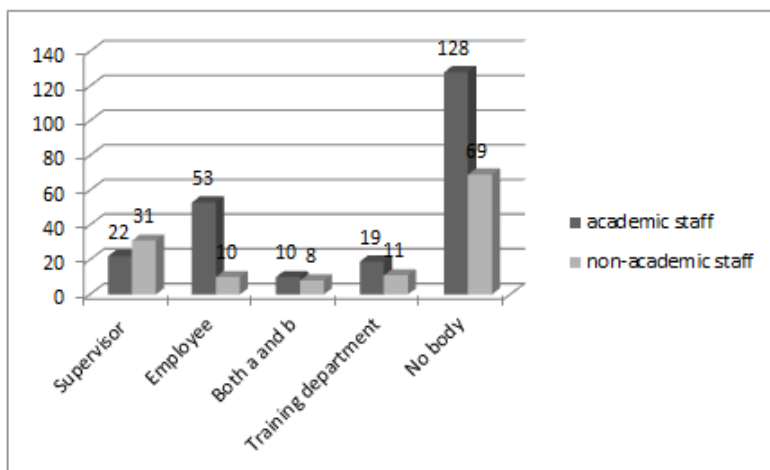
Source: Field Survey, 2014
Fig-19: Who initiates training needs analysis in respondent's department

The result obtained above shows that among the academic staff, 10% indicated supervisor, 23% said employee, 4% said both a and b, 8% said training department, while 55% said no body. Among the non – academic 24% said supervisor, 8% said employee, 6% said both a and b, 9% said training department, while 53% said no body. This finding indicates that in most cases no body initiates training need assessment. This situation will slow down the process of staff training.

Majority of the respondents interviewed said that there was no training needs assessment and that nobody initiates training for the staff rather it is the staff at his/her owns will that will decide to go for training.

The next result was a cross – tabulation of job sector and whether training and materials were available for staff development. The findings are presented in table 21 and figure 20:

Table-21: Availability of training and materials for staff development

Are training and materials available to develop you professionally	Job sector	
	Academic staff	Non-academic staff
Always	17(7%)	-
Sometimes	38(16%)	23(18%)
Rarely	177(76%)	36(28%)
Never	-	70(54%)
Total	232(100%)	129(100%)

Source: Field Survey, 2014
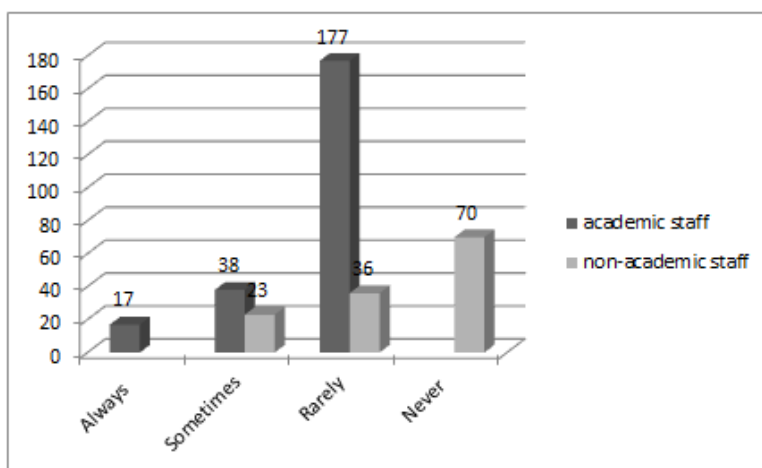
Source: Field Survey, 2014
Fig-20: Availability of training and materials for staff development

The result indicates that among the academic staff, 7% said always, 16% said sometimes and 76% said rarely. Among the non – academic staff, no one said always, 18% said sometimes, 28% said rarely, and 54% said never. The discrepancy between academic staff and non – academic staff opinion lies in the fact that the selection of staff for training is lopsided towards the academic staff. That is why most of the non

– academic staff said training and materials are never available.

The last finding is a cross – tabulation between job sector and the need for training to perform other jobs in the organization. The finding is presented in table 22 and figure 21:

Table-22: Need for training to perform other jobs in the organization

Need for training to perform other jobs in the organization	Job sector	
	Academic staff	Non-academic staff
Always	135(58%)	74(57%)
Sometimes	97(42%)	40(31%)
Rarely	-	8(6%)
Never	-	7(5%)
Total	232(100%)	129(100%)

Source: Field Survey, 2014
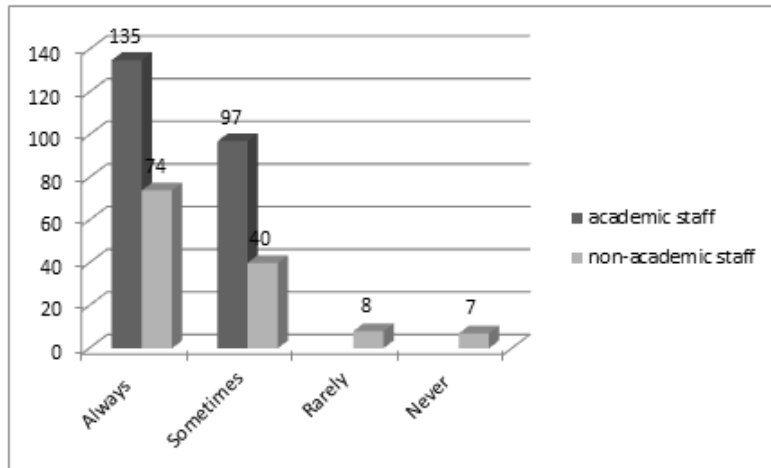
Source: Field Survey, 2014
Fig-21: Need for training to perform other jobs in the organization

The result obtained here shows that among the academic staff, 58% said always and 42% said sometimes. But among the non – academic 57% said always 31% said sometimes, 6% said rarely and 5% said never. The finding shows that the staff whether academic or non – academic need further training to perform their jobs in the institution.

The findings of the study are highlighted below
- There is no training needs assessment in Ramat polytechnic, Maiduguri. Although the reason is not unconnected with the fact that the management of the institution do not take into cognizance its importance as such anybody initiates training needs analysis rather staff only choice to go if interested?
- It also found out that training need is not prioritized among the staff of the Ramat polytechnic, Maiduguri. This is an affirmation that it has created skill gab among the staff as a result of the poor training methodology.

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

RECOMMENDATIONS
Based on the findings, the following recommendations are hereby suggested
- Since it was found that there is no training need assessment in sending staff for training, the management of the institution should henceforth consider staff training only based on the needs of

the department and the individual so as to bridge the gap between requirement and the current capacity of the incumbent.
- The organization must exhibit a high level of commitment to its employees by prioritizing individual staff and departmental request for training.

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