

An Assessment of the Impact of Training, (A Case Study of Nigerian Navy Simulation Centre, Kaduna

Dr. Otaḱpor Ezinwa Peters*, Professor Bature

Faculty of Arts & Social Sciences, Nigerian Defense Academy, Kaduna, Nigeria

*Corresponding Author

DOI: <https://doi.org/10.51584/IJRIAS.2026.11013SP0020>

Received: 20 October 2025; Accepted: 26 October 2025; Published: 29 May 2026

ABSTRACT

Introduction.

The imperativeness of training and manpower development in both the private and public sectors cannot be over-emphasized. New employees are usually expected to be introduced into such skills, ideas and methods they needed to carry out the new assignments they have been employed to, given the complexity in the economic advancement, rapidly changing technological development and the modern ICT age when the drumbeat of skills and methods have since changed, the need to show the worker how-to-do-it becomes necessary.

According to Onuka and Ajayi (2012) to transform the newly-employed staff through training and development must be seen as primarily important if the organizational goal will be achieved. Training and manpower development are very essential to the operation and survival of any organization. However it is usually common for people to see training and manpower development are essential to the operation and survival of any organization. However it is usually common for people to see training and manpower development as the same thing. Though they are similar they are not the same thing. "Training is directly related to the skills, knowledge, and strategies necessary to do a particular job. According Resis (1983), he affirmed that all activities of any enterprises are initiated and determined by the person that makes up these institutions. According to Adeniyi (1995) manpower training. Sometimes it is described as induction training It can include training staff members new skills, exposing them to unfamiliar ideas, giving them the chance to practice and get a feedback on particular technique or styles of working with people, or simply encouraging them to discuss their work with one another. Staff or manpower development has to do with building the knowledge and skills of organizational members. It is usually designed for staffs that are already in the organization especially managerial staff. It is designed to give them new skills to take them to the next level of expertise. Onuka and Ajayi(2012) discuss staff development as involving training, education and career development which will include creating a pool of readily available and adequate replacement for personnel who may leave or move up in the organization; enhancing the organizations ability to adopt new changes and use in advanced technology because of sufficiently knowledgeable staff; building a virile, well-motivated and competitive team for the establishment; and ensuring adequate manpower resources for expansion into new programs.

INTRODUCTION

As the world is changing, so is the environment of businesses and the organization. New technologies emerge every day, and the environment has become- the broadcasting industry, in particular, competition is at the peak. Although capital and equipment may be considered, manpower or human resources is the most important. Several individuals, human resources managers and training consultants have expressed their views on this development.

Training

One major area of human resource management function is of particular relevance to the effective use of human resources is training and development .

Few people today would argue against the crucial role of training as a major influence on the success of an organization. Currently the Nigeria National Football team is in Germany for training in preparation for the World Cup Competition coming very soon. Why do they have to train? They are facing some very stiff competition. They need to train to be of high performance so that they can achieve their goal of winning the world cup. They will be subjected to all necessary skills they would need to win. In other to sustain an effective performance in any organization, it is important to optimize the contribution of employees to the aims and objectives of the organization. The importance of training as a central role of management has long being recognized by the leading writers. For instance Drucker (1998), one of the major contributions of the manager is vision and ability to perform and to ensure adequate supply of staff that are technically and socially competent and capable of career development into specialist departments or management positions. There is therefore a continued need for the process of staff development and training to fulfil that important process of staff development. According to Onuka and Ajayi (2012), once an applicant has been selected and placed properly by the organization, the next step is to transform him to meet the future requirements of the organization by way of training and development. They further argued that without the proper manpower training and development, the equipment and capital will amount to nothing. Abiodun (1999), is of the view that human resources are the most potent asserts that any organization possesses.

Some of the authors use the terms “training” and development” inter-changeably, Jones et al (2000) believe that training primarily focuses on teaching organizational members how to perform their current jobs and help them acquire the knowledge and skill they need to be effective performers. According to Cole (2012), training is a learning activity directed towards the acquisition of special knowledge and skills for the purpose of an occupation or task. Adeniji (2012) argues that an organization may have employees with the ability and determination, with the appropriate equipment and managerial support, yet productivity falls below expected standards. Looking at the indispensability of training to an industrial set-up Ladipo-Ajayi (1994), observed that both are demanding ventures in any organization, because people commit huge resources to them. Training is not coaxing or persuading people to do what is wanted, but rather a process of creating organizational conditions that will cause personnel to study the objectives of training are to:

1. Provide the skills and knowledge and aptitude necessary to undertake required job efficiently.
2. Develop workers so that they may have the potentials to progress in his career.
3. Enhances the use of work;
4. Reduce the misuse of machines and lessening physical risks.

According to Akintayo (1996), Oguntimehin (2001), and Graig (1976), some of functions of training have been identified as follows:

- i. Increases productivity;
- ii. Improves quality of work;
- iii Enhances the use of tool and skills;
- iv. Reduce waste, accidents, lateness, absenteeism;
- v. Encourages capital management;
- vi. It brings incumbents to that level of performance which needs the performance for the job;
- vii. It ensures the survival and growth of the organizations;
- viii. It ensures the survival and growth of the organization.

Their views supported by Kayode (2001), who posits that training can solve a variety of manpower problems which militate against optimal productivity and performance. He recommends that training should be carried out regularly in order to:

- i. Increase productivity and efficiency
- ii. Improves the quality and quantity of work;
- iii. Boost workers morale and organizational climate;
- iv. Implement new or changed policies or regulations;
- v. Ensure the survival and growth of the establishment;
- vi. Develop new skills, knowledge, understanding and attitudes;
- vii. Provide for succession plan and ensure continuity of leadership rife for better performance.

METHODOLOGY

Research, according to Moti (ed) (2005), is an organized inquiry that aims at providing information for solving problems. It involves a conscious and systematic effort to think about, organize and gather information about an event or an issue. Which either exist or thought to exist, and through this information, reach conclusion as to the substance or even the condition of such an event or issue? It is more than a cursory look at a problem, because it involves the following, selecting a research problem, formulation of research questions or hypotheses, adopting a research design/methodology, data collection, hypotheses coding and analyzing data and interpretation of results and drawing conclusions. The procedure for the gathering and method of analysis has been covered in this chapter.

Research Design

The chapter presents the methodology adopted for this research and the analysis gathered in the course of the research. As the topic already suggests, the method used in this study is the Descriptive Research Design. According to Eze (2005), Olayiwola (2007) a case study is under descriptive research. He describe it as a plan of investigation which isolates one or two typical cases of identical problems for in-depth study, and is concerned with the collection and collection and analyses of data for the describing, evaluating or comparing current or prevailing practices, events or occurrences, Also according to Nworgu (1991), in Eze (2005) (ed), descriptive research is employed to describe the characteristics or attributes of a population. With the descriptive research people's attitude and actions, behavior or opinion towards situation are expressed. It will also enable the study to look at the problem by exploring the views of different respondents, as well as by exploring different views about the study.

Sources of Data

Both primary and secondary sources of data were used in this research. Well-structured questionnaire were used to collect the data from the primary sources. The secondary data were gathered from the training manual and bulletin.

Sampling Frame

A sample techniques or sampling is a plan specifying how elements will be drawn from the population. A sample is a subgroup of the population you are interested in. Because of time and finance, it is usually necessary to sample a population. According to Nworgu (2007), a sample is a small group of elements drawn through a definite procedure from specified population for inclusion in the study and from which the researcher hopes to gain generalizable knowledge about the whole population. The elements that make up this sample are the ones that will be actually studied.

Population of the Study

In research, the term population is used to include all members or elements, be it human beings, animals, trees, objects, etc. of a well-defined group. The population defines the limits within which the researcher's findings are applicable. The population is defined in such a way that the result is generalizable unto it. Nworgu (2007) posits that a population can be classified into two.-target and accessible. The target population is the members of a specified group to which the investigation relates, whereas the accessible population is defined in terms of those elements in the group within the reach of the researcher. The population in this study covers all the staff of NTA, Kaduna. They have a common characteristic of being in the broadcasting industry. The group is, of course made up of the very senior staff at the directors and managerial level, supervisors and junior ones.

Sampling Technique

In selecting respondents for this study, a combination of simple random sampling was used. It was combined with purposive sampling because it was believed that there are some elements in the group who have better knowledge of what things on ground. This has, therefore, necessitated identifying these individuals to obtain responses from them.

The instruments used in this study were well-structured questionnaires and data from available records such as the Bulletin, the Training Handbook, and the Organogram of the station.

The Questionnaire

Akinade (2001) defines a questionnaire as ‘a survey, self-report research method used to present highly structured items or questions in writing. Ogunleye (2000) defines it as an instrument for getting answers to set of questions by using a format which the respondent will fill by himself. Questionnaire is one of the frequently used tools for data gathering in educational research and other behavioral studies. The questionnaire was made of 15 items and divided into Sections A, B and C. Section A and B dealt with Research Questions 1 and 2; while Section C dealt with Research Question 3. Each section has 5 questions each, making a total of 15 questions.

SA= Strongly Agree

A= Agree

D = Disagree

SD = Strongly Disagree

The questionnaire was administered on 40 respondents -spread across the junior staff, Supervisors, and the management staff.

Introduction

This chapter present the data analysis in line with the three (3) research questions which guided this study. The instruments were administered on 40 members of staff out of a total of 92 in the organization. The questionnaires were distributed with the cooperation of the office of the Deputy Director, Public Affairs, and were randomly as follows:

Junior staff- 20;

Supervisors/ Assistant supervisors- 15;

The responses are analyzed below in tables as follows:

SECTION A:

Age Distribution of Respondents

CONCLUSION AND RECOMMENDATIONS

This chapter will present a detailed analysis of results, conclusions and recommendations for the study in answering the research questions. It starts by addressing the research questions, and then gives the conclusion based on the analysis from the results followed by the proposed recommendations.

The study covered ninety seven employees of NTA, Kaduna. Out of these 40 respondents 28 of them were males and the rest of the 12 respondents were females. This statistics corresponds to the current representation at the School. However there was no distinct pattern in responses provided by the two groups. Both categories of respondents responded in the same way to the questions in the questionnaire. The researcher however expected that, the respondents from the upper level management might have undergone more diverse training than the respondents from the middle level management. However from the results, both the upper level management and the middle level management have participated in training provided in School.

SUMMARY OF FINDINGS

With respect to the objectives of this study, the following findings were revealed by the researcher.

Data collected revealed that NTA, Kaduna started introducing its training program at the time the company began its operations, till date. Most employees have had some form of training. As a growing organization in the early 1990's, it was clear to the promoters; the Government of Nigeria that training could be used to induct new employees that are hired and also improve performance and efficiency of existing employees.

The research also revealed that the purpose of training and development activities at NTA, Kaduna is to achieve both individual and organizational performance. However the basic purpose of training as shown from the literature review is to improve the knowledge and skills of employees. It is also to change the attitudes and behavior of the employees for the purpose of enhancing the effectiveness of the organization as a whole and increase performance.

The rapid changes in technology also require that employees possess the knowledge, skills and abilities needed to handle the new processes and production techniques in order to be ahead of other competing organizations. Thus, there was the need to find out the major purposes for which NTA, Kaduna School trains its employees because reasons may differ per organization.

According to the NTA, Kaduna Authority, employees at NTA, Kaduna are trained in order to improve their skills, knowledge, abilities, competencies, behavior and confidence. The ultimate objective however is to help improve both individual and organizational performance. Thus one can observe that the purpose of training at NTA, Kaduna is in line with the general purpose of training from different literature reviewed. Training at NTA, Kaduna dates back to the time the organization commenced business. It can also be seen from the responses from the table above that all respondents have participated in training in one form or the other at the School. However, it is very important that employees are selected first by the identification of needs for each employee. This section found out how the respondents were selected to undertake training programs. From the research the selection for training was by the NTA Authority. Employees believed that they are selected for training as and when the NTA Authority identifies the need for each employee to enhance their knowledge in order to meet standards, changes and also gain more diverse skills to help in the development of the School. This reveals an aspect of the structure of the program.

Concerning the second objective of this study, the following findings were made:

It is very essential that the employees who undergo the training know the objectives for each training program they undertake. Employees' knowledge of the reason for which they undergo training will help them be focused and enable them appreciate the program. It will in the long-run also reflect in the growth of the School through the profits, reduced time periods on the job among others. The Centre however is also certain and confident of a strong employee base who are ready to work under changes in the educational sector that may occur and also replace the experienced employees who may retire or leave the organization. The NTA, Kaduna stated that the

objective for which their employees undergo training is to help them improve on their performance, acquire more skills, meet the required standards in the educational sector, as refresher courses to learn their processes and procedures so they become more efficient. The respondents also affirmed this, all the respondents said the objectives are to improve on their performance and also enable them acquire new skills. Some out of the 40 also added that the training programs are to enable them work on a higher task based on a promotion; learn a new advancement in the industry and also an opportunity for them to brainstorm in order to develop strategies for the school..

The data revealed that NTA, Kaduna only has an in-house training program for its employees. The possible benefits of this is that first of all having introduced the program since the inception of the NTA, Kaduna one can assume that the program would have been improved over the years to make it more effective. Time would have allowed management to continuously evaluate the effectiveness of its program and to consistently tweak it so as to make it more efficient. The program being In-house also allows management to customize the program so as to enable it contribute to the attainment of the entity's overall objectives. Management would also be able to access the unique needs of its employees and structure the program as to cater for its needs.

However, one may also point out that the existence of only the in-house program can pose a limitation. If programs were varied then employees having choices can make a selection that best suits their personal goals and objectives. With employees having the option of external courses for example, they can gain some exposure in ideas and practices probably not existent in the organization and then transfer this knowledge when they return to the job. With this the organization creates a system where they obtain feedback based on employee experiences as they participate in other training programs thus ensuring that the institution stays abreast with developments not only in their sector but globally that they can utilize to their benefit. The research also revealed that training at the bank is formal, organized, and standardized.

REFERENCE

1. Adebayo S.A. (1987) Management Handbook College of Administrative and Business Studies.
2. A Handbook of Nigerian Defense Academy, Kaduna 2014 Edition
3. A Brief Presentation of Nigerian Navy Simulation Centre, 2014
4. Brian. S (2001): History of Training Education by Camelot Press Ltd. London
5. Cole G.A (2007): Personnel and Human Resource Management. Fifth Edition. T.J International (2004): Padstoro cornwell United Kingdom.
6. Cole, G.A (2002): Personnel and Human Resource Management 5th edition York Publishers; Continuum London, UK.
7. Daver r.s (2005): Personnel Management and Industrial Relations. 10th edition. Vikas Publishing House PVT Limited 576, Majid Road, Jangpura, New Delhi.
8. De Cenzo, D.A and Robbins S.P (2001) : Human Resource Management John Wiley and Sons, New York. U.S.A
9. Easton. D (1961): A System Analysis of Political Life. New York.
10. Glasser Oho (1981): Management Training, Published by Camelot Press Ltd
11. London. Graham, H.T (1990) Human Resources Management 3rd Edition Plymouth MacDonald Evans Limited
12. Micheal A (1999): A Handbook of Human Resource Management 7th Edition; Kogan page Limited London N1 9JN, UK
13. Mills H.C (2003) Teaching and Training National Education Association, U.S.A.
14. MCgHEE et al (200) Nature of Learning 1st edition McGraw-Hill Book Company Boston, U.S.A
15. Neo ET AL (2000): Human Resource Management: Gaining Competitive Advantage 3rd edition McGraw-Hill, Boston, U.S.A.
16. Nmadu T.M (1999) Human Resource Management: An Introduction. Jofegan Associates, Kaduna
17. Staff Development Network of the Queensland Publish Service. Sept. Brisbane Griffith University.