

**A STUDY ON  
IMPACT ASSESSMENT OF INDUSTRIAL TRAINING FUND'S  
TRAINING PROGRAMMES**

**BY**

**RESEARCH & CURRICULUM DEVELOPMENT DEPARTMENT  
(R&CDD)**

**INDUSTRIAL TRAINING FUND (ITF)  
HEADQUARTERS, JOS**

**JUNE, 2014**

## **DECLARATION**

We, hereby declare that this work is the product of our research efforts at the Industrial Training Fund and has not been presented elsewhere. All sources have been duly cited and appropriately acknowledged, thus, all other expressed views and opinions are those of the Researchers.

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## ACKNOWLEDGEMENT

With profound gratitude to God Almighty, we wish to acknowledge the inestimable contributions and assistance of various personalities during the course of this work. They were strong pillars of support in different ways and we remain indebted to all.

Firstly, we wish to express sincere and heart-felt gratitude to the Director General of the Industrial Training Fund, Professor Longmas S. Wapmuk, and the Director Research and Curriculum Development Department, Sani M. Abdu for their valuable contributions, patience, understanding and constructive criticisms, which helped to improve the work.

We, especially thank Head, Curriculum Development Division, Mrs. Helen Mbonu and other Staff of R&CD Department of the ITF who, at various stages, made constructive suggestions and criticisms which contributed to the successful completion of this work. We are, indeed, grateful to all Research Schedule Officers in the ITF Area Offices and respondents who participated in the Study.

We would also not fail to extend our heart-felt gratitude to our colleagues, family members and friends who had great understanding and showed deep interest in the work. We wish to also thank the various authors and publishers of the works cited for permission to use their materials.

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**2014.**

## **DEDICATION**

To our very dear nation, Nigeria. We believe this work will positively impact the nation's Human Resource.

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## **ACRONYMS AND ABBREVIATIONS**

|                |   |  |
|----------------|---|--|
| <b>ITF</b>     | - | Industrial Training Fund                 |
| <b>HRDA</b>    | - | Human Resource Development Agency        |
| <b>FGN</b>     | - | Federal Government of Nigeria            |
| <b>OPS</b>     | - | Organised Private Sector                 |
| <b>SPSS</b>    | - | Statistical Product and Service Solution |
| <b>R&amp;D</b> | - | Research and Development                 |
| <b>TP</b>      | - | Training Programmes                      |

## Abstract

*The purpose of this Study was to assess the impact of the ITF Training Programmes. To facilitate generation of data, the Study explored the following: Objectives of the Training Programmes, Participants Performance Levels, Training Methods, Facilities and Equipment, Perception on ITF Training Programmes, Factors that Impede the Implementation of ITF Training Programmes and Acceptance of ITF Training Programmes. From these, six Research Questions were posed. Target population of the Study consisted of all ITF Training Development Officers and Trainees of ITF Training Programmes. Three thousand two hundred and ninety nine (3299) respondents, drawn from two categories of the population were used as Sample for the Study. The research design adopted was Cross-sectional survey design. Two sets of questionnaires were employed for the study. These instruments were designed, developed and validated. Data gathered were analysed using percentages and mean statistics. Major findings show that Objectives of ITF Training Programmes were achieved at “High” level; ITF Training Programmes have improved Participants’ performance levels on their jobs; Irregular conduct of Identification of Training Needs is an inhibiting factor on the impact of ITF Training Programmes. Finally, it was recommended that ITF should regularly carry out Identification of Training Needs (ITN) and Post-Evaluation for its Client Organisations and review its Training packages.*

## **PART ONE**

### **BACKGROUND OF THE STUDY**

#### **1.1 Introduction**

Linkages between competent workforce and effective organisational performance emphasise the crucial need for Training to occupy a central position in Organisations. As clearly evident, Organisations are formed and are predicated on some objectives; however, achievement of these objectives is dependent on competency of the workforce. Besides, the rapid manner with which life is being dramatically changed by advancement in Science and Technology, also underscores the need for training and re-training to acquire relevant and maintain employable skilled workforce. World Bank (2006) affirms that training is a prerequisite to economic and social development. Furthermore, with the trend in knowledge-based economy and resulting effects of globalisation, increased market competition and significant demographic shifts, challenges arise for individuals and Organisations to remain relevant and competitive.

Consequently, Training for acquisition of relevant skills by citizens of nations is stressed, as one of the critical factors for industrial and by extension, economic development. This is important because Training constitutes one of the key strategies for Organisational Development (OD) and represents one of the best strategies for curbing low performance and productivity in Organisations. There is also a common thread running through Training of Human Resources and Organisational Performance. The linkage underscores the role of Human Resource Development Agencies (HRDAs) in producing a pool of skilled workforce sufficient to meet the needs of the Nigerian economy. It is the extent to which this task is

successfully discharged that the economy can grow and compete favourably with other industrialised nations. Eke (2011) explains that any Nation that fails to develop and utilise her human resource, will not only be backward in terms of industrialisation and technological advancement but will surely be condemned to perpetual poverty.

Fortunately, the Federal Government of Nigeria recognizes the crucial role of Training. It thus established, as its foremost Training Organisation, the Industrial Training Fund (ITF) in 1971 to stimulate a National Industrial growth and development through systematic Human Resource Development. In line with its mandate, the ITF has carried out various Training Programmes for Nigeria's teeming indigenous workforce. The Training Programmes are expected to bridge the skill-gaps between actual and desired job performance and equip employees with relevant skills and competencies that distinguish exemplary job performance from average performance.

However, in spite of the emphasis by the Federal Government and ITF's efforts at Training, reports from various sources have consistently shown that there is still shortage of highly skilled manpower in various sectors of the economy. Industrial Training Fund (2009) reports that, there exists human capital shortfall in performances across different sectors of the economy in spite of increased training efforts.

It appears that in practice then, efforts of the Fund in Training have not yet made the desired impact on Nigeria's economy. These facts are of concern, as no nation with a vision of being one of the 20 most developed economies in the world by 2020, can afford to maintain an inadequately skilled workforce. What

issues affect the various Training efforts of the ITF? The major concern of the Study, therefore, was to assess the impact of ITF's Training Programmes and draw implications for industrial development.

Impact Assessment is an activity intended to determine more broadly whether a Programme had the desired effects on individuals for which it is developed and whether those effects are attributable to the Programme intervention. Impact Assessment is very vital to any Programme, for without it, valid information needed to ascertain the weaknesses or strengths of implementing such a Programme will be difficult to acquire.

## **1.2 Statement of Problem**

In spite of ITF's pursuit to fulfill its mandate of promoting and encouraging skills acquisition in Industry and Commerce to meet the needs of the economy, it is important to measure the contribution of its Training Programmes to client organisations vis-à-vis economic growth and development. The need to assess the impact of its Training Programmes becomes imperative.

It is expected that the Nigerian workforce, would have acquired necessary Skills required to make significant impact on industrial development. However, from all indications, there is still a dearth of highly skilled manpower to propel sufficient industrial development.

There has been the notion that Training Programmes by our Human Resource Development Agencies are not as practical as expected to assist Trainees to acquire employable skills. Besides, enormous challenges often arise because the task of designing and implementing effective Training Programmes in any Human Capital Development Organisation is expected to be based on identified needs.

Thus, much concern about outcome and output in training contributions to the society for industrial development has been expressed.

For a country that is in dire need of technological advancement, anchored on vision 20:2020, the present status of skills level of the workforce seems not to be satisfactory. This Study, therefore, was set to assess the Impact of the Fund's Training Programmes from 2008 to 2012.

### **1.3 Purpose of the Study**

The main aim of the Study was to assess the Impact of the ITF Training Programmes while specific objectives of the Study were to:

- I. Ascertain the extent to which the Training Programmes have improved Trainees' performance in their working environment;
- II. Ascertain the extent to which objectives of the Training Programmes are being achieved;
- III. Assess the availability of infrastructure to facilitate the Training Programmes;
- IV. Assess the perception of Trainees and Trainers on the ITF Training Programmes;
- V. Identify factors that impede the implementation of ITF Training Programmes;
- VI. Assess the level of acceptance of ITF Training Programmes by clients.

### **1.4 Research Questions**

The following research questions were formulated to facilitate the Study:

- I. To what extent are the objectives of Training Programmes being achieved?

- II. To what extent has Training Programmes improved Trainees' performance on-the-job?
- III. What are the gaps in the Training Functions of the ITF?
- IV. What are the Training Methods employed during ITF Training Programmes?
- V. What are the factors that negatively affect the ITF Training Programmes?
- VI. To what extent is the ITF Training Programmes acceptable to clients?

### **1.5 Scope of the Study**

The Study was limited to Trainers in the ITF and Trainees from other Organisations who have attended ITF Training Programmes and their immediate Supervisors. The Study was designed to cover the entire nation.

### **1.6 Significance of the Study**

Findings of this Study will be beneficial to all stakeholders (Members of Organised Private Sector, Government Officials and Staff of Human Development Agencies) in Nigeria as it will highlight and document factors enhancing or impeding effectiveness of Training Programmes in Nigeria. The findings will also inform the stakeholders on benefits of Systematic Training for industrial development.

The Study will facilitate generation of baseline data on the operation of Training Programmes in the Fund. Data yielded from the Study will also assist in building capacity of Trainers necessary to meet emerging training needs in Nigeria.

For the ITF Trainers on whom the responsibility for the success or otherwise of Training Programmes rest, findings of the Study will enable them understand

further, the responsibility placed on them to lead the way in imparting the teeming Nigerian workforce as the fore-most Human Resource Development Agency in Nigeria. It will further validate the need for evaluation of Training Programmes.

The Study will re-emphasize benefits of Training Programmes to industrial development in Nigeria. It will also bring to fore, the need for ITF to continually maintain an open communication link and champion multidisciplinary collaboration with Employers of Labour and other Policy makers, Implementers and Stakeholders on issues of skills development in Nigeria.

It is expected that this Study will be of tremendous importance to the different levels and arms of Government. The results will further support the fact that active involvement of all Human Resource Agencies is critical, if the Nation is to achieve the much needed technological development.

In addition, this Study will contribute to the knowledge of local, national, and international researchers and communities on the challenges, prospects and problems that HRDAs face in developing nations. Findings of the Study will assist researchers to collectively or individually come up with suggestions on ways to improve on implementation of Training Programmes in Nigeria.

Lastly, findings of the Study will open-up more researches in the area of Training Programmes in Nigeria and help all stakeholders, especially the Organised Private Sector (OPS), to understand effort that the ITF is making in meeting skills requirement of the workforce for industrial development of the nation.



## **1.7 Assumptions**

The value of a Training Programme is determined by the impact resulting from the change in practice and behaviour of Trainees. In this Study, assessing the impact of ITF Training Programme is based on the following assumptions: That when the Training Programme has positive impact, there will be

- 1) Better work practices which are more sustainable.
- 2) Improved Performance.
- 3) Quality assurances that reduce costs of production.
- 4) Better informed decision-making abilities.
- 5) Transferability of theory to practice.

## PART TWO

### METHODOLOGY

#### 2.1 Introduction

This Part deals with methods employed in carrying out the Study. It is discussed under the following Sub-headings: Research Design, Population of the Study, Sample and Sampling Techniques, Instruments for Data Collection, Methods of Data Analysis and Research Ethics.

#### 2.2 Research Design

For the purpose of this Study, a Cross-sectional survey design was used. Survey design typically constitutes a way of obtaining exact facts about the present condition of a thing. The Design was employed because it is an appropriate way of obtaining the empirical evidence (facts and figures) needed to assess the impact of the ITF Training Programmes.

#### 2.3 Population of the Study

The target population of the Study comprised the following:

- ITF Training Development Officers
- Trainees from various organisations

The Distribution of the Population is presented in Table 1.

**Table 1: Distribution of Population by Category and Number**

| S/N | Category                          | Number      |
|-----|-----------------------------------|-------------|
| 1   | ITF Training Development Officers | 532         |
| 2   | Trainees from Organisations       | 8247        |
|     | <b>TOTAL</b>                      | <b>8779</b> |

*Source: ITF Open Registry and Area Offices Records, 2013*

## 2.4 Sample and Sampling Techniques

For this Study, Cluster Sampling Technique was adopted. This is a technique in which the entire population is divided into groups or clusters and a random sample of these is selected. The six Geo-political Zones constituted the basis for the Cluster Sampling and formed a representation of the thirty-six States of Nigeria and the Federal Capital Territory, Abuja.

In addition, random sampling technique was employed in drawing sample for all categories of respondents. The Distribution of the Sample is presented in Table 2.

**Table 2: Distribution of Sample by Category and Number**

| S/N          | Category                          | Number      |
|--------------|-----------------------------------|-------------|
| 1            | ITF Training Development Officers | 180         |
| 2            | Trainees from Organisations       | 3119        |
| <b>TOTAL</b> |                                   | <b>3299</b> |

## 2.5 Instruments for Data Collection

The Instrument used in gathering data for this Study was Questionnaire. Two sets of Questionnaires were developed for the respondents which are titled and described as follows:

- i. Impact Assessment of ITF Training Programme Questionnaire for Trainee and Supervisor (IAITFTPQTS). *See Appendix A.*
- ii. Impact Assessment of ITF Training Programme Questionnaire for Trainer (IAITFTPQT). *See Appendix B.*

### 2.5.1 Description of Questionnaire

This sub-section describes the layout of the Trainee and Supervisor's questionnaire and that of the Trainer.

#### 2.5.1.1 Trainee and Supervisor's Questionnaire Layout

This questionnaire is in two parts; I and II. Part I has the following Sections:

**Section A:** This contains Background information of the respondent.

**Section B:** This Section contains the following sub-headings; Aim of participating in ITF Training Programmes; Training methods; and Perceptions on ITF Training Programmes.

Part II has the following Sections:

**Section A:** This contains Performance Rating of Trainee by the Supervisor.

**Section B:** This contains issues on Acceptability of ITF Training Programme.

#### **2.5.1.2 Trainer's Questionnaire Layout**

**Section A:** This contains Background information on the respondent.

**Section B:** This contains the following sub-headings; Perception on ITF Training Programmes and Challenges of Implementing ITF Training Programmes.

### **2.6 Method of Data Analysis**

The analysis of data was based on the research questions. Data collected were in raw form before they were compiled and coded. All completed questionnaires were edited to detect skips, errors and accuracy of data entry. The quantitative data in the questionnaire was coded for capturing using the Statistical Product and Service Solutions (SPSS) while qualitative data was subjected to content analysis. Simple mean, frequency, and percentage were used in analysing data.

The justification and suitability of the statistical tools include the following:

- Mean scores help compare data summaries and are the best representative index of measuring group scores. Awotunde and Ugodulunwa (1998), recommend the use of mean scores in data analysis

because they have advantages over other measures of central tendency, take into consideration all the scores in a distribution and are more accurate estimate of population parameter.

- Percentage helps to determine the rate of respondents that hold certain views or have certain skills.
- The mean scores can easily be compared while percentages and frequencies can easily be understood.

Mean Scores were interpreted on five (5) Likert Rating Scale and four (4) Modified Likert Rating Scale as shown in Table 3 and 4.

**Table 3: Five (5) Likert Rating Scale and its Interpretation**

| Range of Mean Score | Interpretation |
|---------------------|----------------|
| 0.00 – 1.49         | Very Poor      |
| 1.50 – 2.49         | Poor           |
| 2.50 – 3.49         | Average        |
| 3.50 – 4.49         | Good           |
| 4.50 – 5.00         | Very Good      |

**Table 4: Four (4) Likert Rating Scale and its Interpretation**

| Range of Mean Score | Interpretation    |
|---------------------|-------------------|
| 0.00 – 1.49         | Strongly disagree |
| 1.50 – 2.49         | Disagree          |
| 2.50 – 3.49         | Agree             |
| 3.50 – 4.49         | Strongly Agree    |

## 2.7 Research Ethics

The Researchers established the content validity of the Questionnaires before employing them for the Study. This was considered necessary to enable the Researchers determine the extent to which the items of the Instrument are relevant, appropriate and related to the aim of the Study and Research

Questions. In validating the Instrument, subject matter experts from University of Jos were consulted. After corrections had been effected, each of the Questionnaires was subjected to expert scrutiny of two Tests and Measurement specialists of the ITF, Jos.

In order to further strengthen the validity of the Questionnaires, a Pilot Study was carried out. Thereafter, the Questionnaires were fine-tuned and made easier for comprehension by the respondents.

With the Questionnaires ready for use, the Researchers left in two batches, at different times, to the Study Areas bearing letters of introduction from the Industrial Training Fund (ITF). In addition, Research Schedule Officers in the ITF Area Offices covered by the Area of Study were trained and deployed as Research Assistants. They were also briefed on the Purpose of the Study, reasons why the areas were selected and how to administer questionnaires. The Researchers and their Assistants then went to selected Organisations, met with their Human Resource Managers and briefed them on the Study.

The face-to-face administration of Questionnaire was adopted by Research Officers and Research Assistants. The method entailed handing questionnaires to respondents and being physically present as they were completed. This method was preferred since it afforded the Research Officers a higher percentage return of properly completed questionnaires. At the end of the exercise, the Researchers expressed appreciation to the Respondents for their co-operation.

## PART THREE

### RESULTS

#### 3.1 Introduction

This part presents and discusses results from data collected for the Study. These results are discussed under the following sub-topics; Objectives of the Training Programmes, Trainees Performance Levels, Training Methods, Facilities and Equipment, Perception on ITF Training Programmes, Factors that Impede the Implementation of ITF Training Programmes and Acceptance of ITF Training Programmes.

#### 3.2 Objectives of the Training Programmes

This Section discusses Objectives of the ITF Training Programmes. Results of responses are presented in Table 5.

**Table 5: Objective of Training Programmes**

| S/N | Objectives   | Mean Score | Interpretation |
|-----|--|------------|----------------|
| 1   | Apply knowledge acquired from training on-the-job              | 3.56       | Very High      |
| 2   | Apply skills and techniques acquired for improved performance  | 3.38       | High           |
| 3   | Achieve result with minimal resource                           | 3.16       | High           |
| 4   | Identify and proffer solution to problems on-the-job           | 3.33       | High           |
| 5   | Apply safety measures in the workplace                         | 3.29       | High           |
| 6   | Use appropriate problem solving and decision making techniques | 3.28       | High           |
| 7   | Adopt positive attitude to work                                | 3.58       | Very High      |

Results from Table 5 show that, Trainees attested that the Objectives of ITF Training Programmes are achieved at High level. Yet, it is worthy to note that, *“Apply knowledge acquired from training on-the-job”* and *“Adopt positive attitude to work”* are at Very High level with mean scores of 3.56 and 3.58 respectively. This implies that, ITF Training Programmes are achieving desired results.

### 3.3 Trainees Performance Levels

This Section presents results on Supervisors' ratings on the Performance of Trainees before and after ITF Training Programmes. Results of responses are presented in Table 6.

**Table 6: Performance levels of Trainees Before and After Attending ITF Training Programmes**

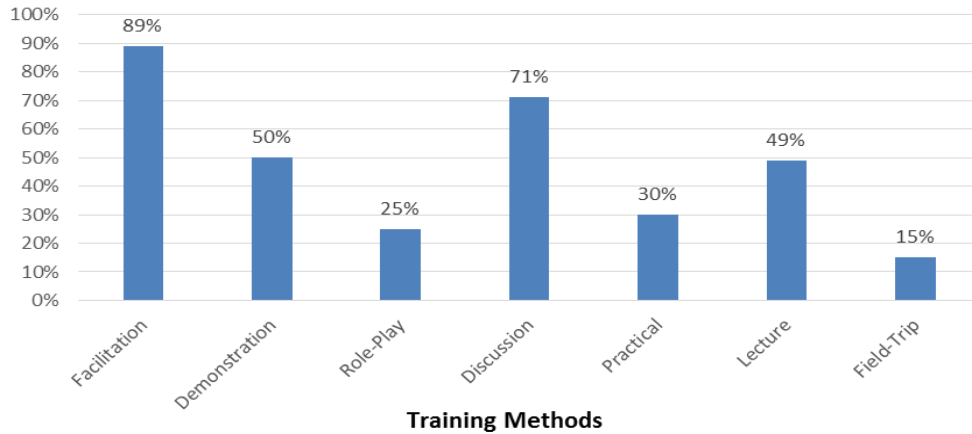
| S/N | Performance  | Mean Score |       |
|-----|--|------------|-------|
|     |  | Before     | After |
| 1   | Application of knowledge on the job.                                       | 3.18       | 4.12  |
| 2   | Application of skills and techniques required for optimal job performance. | 3.28       | 4.17  |
| 3   | Exhibition of efficiency in job processes.                                 | 3.34       | 4.19  |
| 4   | Identifying and proffering solution to problems on the job.                | 3.26       | 4.15  |
| 5   | Application of safety measures in the workplace.                           | 3.29       | 4.20  |
| 6   | Display of problem solving and decision making skills.                     | 3.28       | 4.20  |
| 7   | Application of positive attitude and renewed confidence to work.           | 3.40       | 4.20  |

From Table 6, it can be seen that, the Training Programmes achieved their aims going by the high mean scores in all the variables after the Training ranging from 4.12 – 4.20. These mean scores show remarkable improvement over the scores before Training which ranged from 3.18 – 3.40. This result is encouraging and shows that, there is a positive Return on Investment (ROI) from the Training. It also shows that, improvement in employees' performance can be enhanced by Training.

### 3.4 Training Methods

This Section discusses Training methods that are used during ITF Training Programmes. Results of these responses are presented in Figure 1.





**Figure 1: Training Methods**

Figure 1 shows the views of Trainees on training methods employed in ITF Training Programmes. A high percentage of the respondent (89%) indicated that, the most employed method is Facilitation. This is followed by Discussion and Demonstration methods with 71% and 50% respectively. From the results, it is evident that Practical (30%) was not appreciably employed. However, the fact that demonstration method scored high is encouraging because it shows that Trainers demonstrate even though many of the respondents do not agree that practical methods are employed. Besides, the high percentage acceptance on use of discussion (71%) is heart-warming since it implies that Trainees have the opportunity to show if they have understood a phenomenon or not. The least employed methods were the “Field Trip” (15%) and “Role-Play” (25%).

### **3.5 Facilities and Equipment**

This Section discusses Facilities and Equipment that are available in ITF’s Training Venues. Results of these responses are presented in Table 7.

**Table 7: Facilities and Equipment used during ITF Training Programmes**

| S/N   | FACILITIES AND EQUIPMENT                             | MEAN | INTERPRETATION |
|-------|--|------|----------------|
| i.    | Conduciveness of Training rooms for learning.        | 3.41 | High           |
| ii.   | Illumination of Training rooms.                      | 3.56 | Very High      |
| iii.  | Availability of Computers for Training.              | 2.72 | High           |
| iv.   | Access to Internet facilities in the Training rooms. | 2.21 | Low            |
| v.    | Constancy of power during Training.                  | 3.91 | Very High      |
| vi.   | Availability of Technical equipment.                 | 2.45 | Low            |
| vii.  | Availability of Tools for practical.                 | 2.37 | Low            |
| viii. | Availability of Personal Protective Equipment.       | 3.44 | High           |
| ix.   | Availability of Safety devices.                      | 3.37 | High           |
| x.    | Adequacy of toilet at Training venues.               | 3.39 | High           |
| xi.   | Adequacy of space at Car parks.                      | 3.59 | Very High      |

Results from Table 7 indicate that ratings on availability of most Facilities and Equipment are high ranging from 2.72 to 3.91 as indicated by Trainees. This is quite encouraging as it clearly shows that there is adequate infrastructure to facilitate Training. It is also heartwarming to note that Trainees rated “**Constancy of power during Training**” very high (3.91) because in almost all training, equipment used for Training Programmes can hardly be operated without power.

However, the areas that require improvement are “**Access to Internet facilities in the Training rooms**”, “**Availability of Tools for practical**” and “**Availability of Technical equipment**” with mean scores of 2.21, 2.37 and 2.45 respectively. It should therefore, be noted that, even where there is constant power supply but inadequate internet facilities, technical equipment and tools for practical for implementation of Training Programmes, achievement of objectives will still be limited.

### 3.6 Perception on ITF Training Programmes.

This Section presents Perception of Trainees and Trainers on ITF Training Programmes. Results obtained from the analysis of data collected in the course of Study are presented in Table 8.

**Table 8: Perception on ITF Training Programmes**

| S/N | Variables   | Trainee | Interpretation | Trainer | Interpretation |
|-----|---|---------|----------------|---------|----------------|
| 1   | Training Programmes are well implemented  | 3.23    | high           | 3.18    | High           |
| 2   | Training delivery is effective  | 3.21    | High           | 3.25    | High           |
| 3   | Facilitators manage time well during Training Programmes  | 3.25    | High           | 3.06    | High           |
| 4   | The contents of ITF programmes are adequately designed to address specific Training Objectives. | 3.12    | High           | 3.12    | High           |
| 5   | ITF Trainers are knowledgeable in their subject matter.   | 3.27    | High           | 3.28    | High           |
| 6   | Topics covered are relevant.  | 3.31    | High           | 3.34    | High           |
| 7   | Training Programmes enhance Trainees performance.   | 3.24    | High           | 3.37    | High           |
| 8   | Training environment is conducive for learning.   | 3.09    | High           | 2.86    | High           |
| 9   | The meals during ITF programmes are commendable.  | 3.08    | High           | 3.04    | High           |
| 10  | Training rooms have adequate furniture.   | 2.96    | High           | 2.51    | High           |
| 11  | Duration of ITF Training Programmes are adequate.   | 2.95    | High           | 2.72    | High           |
| 12  | ITF course fees are high  | 2.62    | High           | 2.08    | Low            |

Results from Table 8 indicate that, on the overall, ITF Training Programmes have high ratings from the Trainees-Trainers' perspectives ranging from 2.62 to 3.31. On the issue of fees charged, there are divergent views. While Trainees viewed Training Fee as high with mean score of 2.62, Trainers considered it low with mean score of 2.08. This is understandable because customers will often want to pay less for more services whereas, Service Providers want their prices to be competitive. However, ITF as a Government Agency, deliberately charges below the market price. Most encouraging is the fact that Trainees acknowledged that,

ITF Trainers are knowledgeable in their subject areas (3.27), Training programmes are well implemented and delivery is effective (3.23 and 3.21 respectively). The overall perception of the rating for ITF Training Programmes is high.

### 3.7 Factors that Impede Implementation of ITF Training Programmes

This Section presents factors that impede the implementation of ITF Training Programmes. Responses were sought from ITF Trainers and Trainees. Results are presented in Table 9 and Figure 2 respectively.

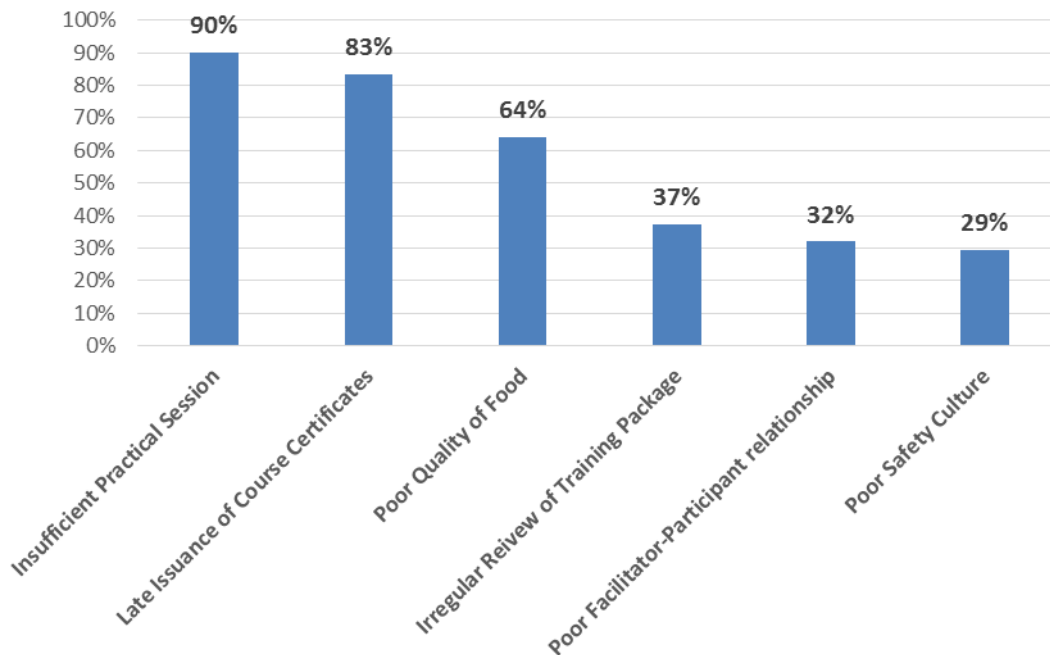
**Table 9: Rating of Factors that Impede Implementation of ITF Training Programmes**

| Challenges   | Mean Score | Interpretation |
|--|------------|----------------|
| Inadequate planning for programme implementation                   | 2.77       | Agree          |
| Inadequate capacity building for s                                 | 2.71       | Agree          |
| Inadequate funds for programme implementation                      | 2.31       | Disagree       |
| Inadequate equipment and facilities for programme implementation   | 2.77       | Agree          |
| Lack of post-evaluation of the Training Programmes                 | 3.09       | Agree          |
| Absence of training policy in client organizations                 | 3.07       | Agree          |
| Lack of support for training by management of client organizations | 3.09       | Agree          |
| Irregular conduct of identification of training needs              | 3.20       | Agree          |
| Use of obsolete packages for Training Programmes                   | 3.00       | Agree          |
| <b>Other Challenges</b>  |            |                |
| Lack of professionals in certain specialized areas                 | 3.03       | Agree          |
| Delay in release of ITF Annual Training Brochure                   | 3.06       | Agree          |
| Inadequate publicity of ITF Training Programmes                    | 3.02       | Agree          |

Results in Table 9 shows that all listed factors (*except “Inadequate funds for programme implementation” (2.31)*) impede implementation of ITF Training Programmes going by mean scores ranging from 2.71 - 3.20. However, “Irregular conduct of Identification of Training Needs stands out as the most inhibiting factor with the mean score of 3.20. This fact emphasizes the importance of providing client with need-based Training Programme.

It is also found that, “Lack of post-evaluation of the Training Programmes, Absence of training policy in client organisations and Lack of support for training by management of client organisations” affect negatively the implementation of ITF Training Programmes with mean scores of 3.09, 3.07 and 3.09 respectively.

Other challenges include; Delay in release of ITF Annual Training Brochure (3.06), Lack of professionals in certain specialized areas (3.03) and inadequate publicity of ITF Training Programmes (3.02).



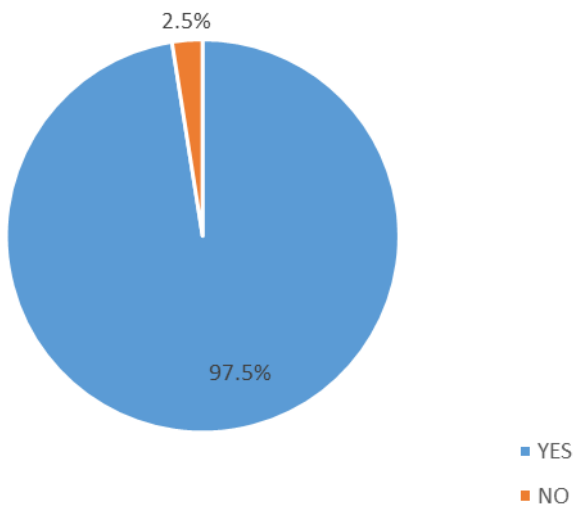
**Figure 2: Other Factors that Impede Implementation of ITF Training Programmes**

It is observed from Figure 2 that, “Insufficient Practical Session” is seen as the most inhibiting factor of ITF Training Programmes as indicated by 90% of the Trainees. This indicates the need for improvement on Practical Sessions for Technical Training Programmes. Other impeding factors include: “Late Issuance of Course Certificates” (83%), “Poor Quality of Food” (64%), “Irregular Review of

Training Package” (37%), “Poor Facilitator-Trainee relationship” (32%) and “Poor Safety Culture” (29%).

### 3.8 Acceptance of ITF Training Programmes

This Section presents results obtained on the acceptance of ITF Training Programmes. Results of responses are presented in Figure 3.



**Figure 3: Acceptance of ITF Training Programmes**

Result from Figure 3 shows that majority of Trainees (97.5%) would recommend ITF Training Programmes to other people. However, a negligible percentage of Trainees (2.5%) were not sure if they would. This implies that, Trainees accept ITF Training Programmes.

## **PART FOUR**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **4.1 Introduction**

This part presents Summary, Conclusion and Recommendations of the Study.

#### **4.2 Summary of the Study**

The main purpose of the Study was to assess the Impact of the ITF Training Programmes. To facilitate generation of data for the assessment, the Study dwelt on the following areas: Objectives of the Training Programmes, Trainees Performance Levels, Training Methods, Facilities and Equipment, Perception on ITF Training Programmes, Factors that Impede the Implementation of ITF Training Programmes and Acceptance of ITF Training Programmes. Based on these areas, six Research Questions were raised.

Target population of the Study consisted of all ITF Training Development Officers and Trainees from client organisations. Three thousand two hundred and ninety-nine (3299) respondents, drawn from the two categories of the population were used as Sample for the Study.

The research design adopted was the Cross-sectional survey design. Two sets of Questionnaires were developed by the Researchers to generate data. The instruments were validated by Subject Experts and Statisticians of the Research Division of the Industrial Training Fund. A Pilot Study was carried out to further validate the Questionnaires.

Thereafter, the main Study was carried out and face-to-face administration of Questionnaires was adopted by Research Officers and Research Assistants. Data obtained from the Questionnaires were then subjected to descriptive

statistics analysis to answer the research questions posed. Analysed data from the Research Questions were presented in Figures and Tables.

Findings of the Study are as follows:

- Trainees attested that the Objectives of ITF Training Programmes are achieved at High level.
- Supervisors indicated that, ITF Training Programmes have improved performance levels of their Staff significantly from 3.29 (Average) to 4.18 (High).
- The Training Method that is mostly employed during ITF Training Programmes as viewed by Trainees and Trainers is Facilitation (89%).
- Availability of Facilities and Equipment for ITF Training Programmes is at “High” level.
- Perception of Trainees and Trainers on ITF Training Programmes is positive.
- ITF Training Development Officers identified Irregular conduct of Identification of Training Needs as the most inhibiting factor of ITF Training Programmes (3.20). Other inhibiting factors include: Lack of post-evaluation of the Training Programmes (3.09), Lack of support for training by management of client organisations (3.09), Absence of training policy in client organisations (3.07) and Use of obsolete packages for Training Programmes (3.00).
- Trainees indicated that “Insufficient Practical Session” (90%) and “Late Issuance of Course Certificates” (83%) are two of the inhibiting factors of ITF Training Programmes.



- 97.5% of the Trainees agreed that, they would recommend ITF Training Programmes to other people.

Discussions of findings were made and inferences drawn within the confines of data generated and analysed. Furthermore, conclusion, recommendations and suggestions for further Study were made.

### **4.3 Conclusion**

The Study has filled a gap in knowledge about the impact of ITF Training Programmes on Trainees in Nigeria using empirically derived data. It has also addressed the hitherto unmet need of discovering the extent to which the Objectives of ITF Training Programmes are being met. Empirically, it is evident that, these Programmes have made positive impact even though there is still room for improvement. Embedded in these findings also is the obvious fact that Identification of Training Needs, conduct of Post-Evaluation and regular review of Training Packages are required for ITF Training Programmes to achieve the desired impact. This awareness calls for improved collaboration between ITF and relevant stakeholders as well as adoption of proactive strategies to make the programmes more effective.

In light of the above, it can be inferred that, it is important to plan adequately for successful implementation of ITF Training Programmes.

### **4.4 Recommendations**

Based on the findings of the Study, the following recommendations are made:

- ITF should regularly carry out Identification of Training Needs (ITN) for its Client Organisations, in order to provide more effective and efficient tailor-made Training Programmes that will meet and satisfy their Training Needs.
- While it is in line for ITF to have annual regular programmes as contained in its Training Brochures, it is however necessary that the Fund conducts ITN to identify current areas of need in industries. This will enable ITF design and develop Training Programmes with content that are more relevant to the needs in the industries.
- There should be regular conduct of Post-Evaluation of Training Programmes to ascertain the level of content mastery through feedback and areas of attention for improved performance.
- ITF should continue to train and retrain its staff to equip them with relevant skills, knowledge and attitudes so as to gain acceptance and win the trust of Client Organisations.
- ITF should encourage Organisations to develop Training Policies and Training Plans for their staff development.
- ITF Training packages should be regularly reviewed and updated to meet international best practice.
- There should be continuous upgrading of our Training Facilities and Equipment in order to maintain our credibility and position as the foremost Human Resource Development Organisation.

- ITF annual Training Brochure should be timely released before commencement of another Training Year. This will enable our Client Organisations to accommodate ITF Training Programmes in their Training Plan and Budget.
- Certificates should be promptly issued at the end of every course. This will enable Trainees use them for references as may be required.

## References

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## Appendix A



# FEDERAL REPUBLIC OF NIGERIA

## INDUSTRIAL TRAINING FUND

### IMPACT ASSESSMENT OF ITF TRAINING PROGRAMMES

### QUESTIONNAIRE FOR TRAINEE AND SUPERVISOR

#### INTRODUCTION

This Study seeks to assess the Impact of ITF Training Programmes. An honest response to these questions will be appreciated and treated with utmost confidentiality.

#### PART ONE: TRAINEE

##### SECTION A: BACKGROUND INFORMATION

1. Name of Organisation .....
2. Address.....
3. Name of Trainee (optional) .....
4. Gender:        Male                Female
5. Highest Qualification .....
6. Please, list in table 1 below ITF Training Programme(s) you have attended from 2008 – 2012.

**TABLE 1: ITF Training Programme(s) Attended**

| S/N  | Programme Title | Duration of Programme(Days) |
|------|-----------------|-----------------------------|
| i.   |                 |                             |
| ii.  |                 |                             |
| iii. |                 |                             |

##### SECTION B: AIMS OF PARTICIPATING IN ITF TRAINING PROGRAMME(S)

7. Please, indicate by ticking (✓) in Table 2 the extent to which you agree that the following aims were achieved after participating in ITF Training Programme(s).

**TABLE 2: Objectives of Training Programme(s)**

| S/N  | AIMS  | Ratings        |       |          |                   |
|------|---|----------------|-------|----------|-------------------|
|      |   | Strongly Agree | Agree | Disagree | Strongly Disagree |
| i.   | Apply knowledge acquired from training on-the-Job.              |                |       |          |                   |
| ii.  | Apply skills and techniques acquired for improved performance.  |                |       |          |                   |
| iii. | Achieve result with minimal resource.                           |                |       |          |                   |
| iv.  | Identify and proffer solution to problems on-the-job.           |                |       |          |                   |
| v.   | Apply safety measures in the workplace.                         |                |       |          |                   |
| vi.  | Use appropriate problem solving and decision-making techniques. |                |       |          |                   |
| vii. | Adopt positive attitude to work.                                |                |       |          |                   |

#### Training Methods

8. Please, indicate by ticking (✓) in the appropriate box the Training Methods employed during Training Programme(s).

- a. Lecture
- b. Demonstration

- c. Role play
- d. Discussion
- e. Practical
- f. Facilitation
- g. Field trip
- h. Brainstorming
- i. Others (please specify): .....

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |

**Equipment and Facilities**

9. Please, indicate by ticking (✓) in Table 3 the extent to which you agree that the following equipment and facilities were available during the implementation of ITF Training Programme(s).

**TABLE 4: Availability of Equipment and Facilities**

| S/N   | EQUIPMENT AND FACILITIES              | RATING         |       |          |                   |
|-------|---------------------------------------|----------------|-------|----------|-------------------|
|       |                                       | Strongly Agree | Agree | Disagree | Strongly Disagree |
| i.    | Technical workshop.                   |                |       |          |                   |
| ii.   | Computers.                            |                |       |          |                   |
| iii.  | Internet facilities.                  |                |       |          |                   |
| iv.   | Machines for practical.               |                |       |          |                   |
| v.    | Technical equipment.                  |                |       |          |                   |
| vi.   | Tools for practical.                  |                |       |          |                   |
| vii.  | Constant power supply.                |                |       |          |                   |
| viii. | Personal Protective Equipment.        |                |       |          |                   |
| ix.   | Safety devices.                       |                |       |          |                   |
| x.    | Adequacy of Car-park.                 |                |       |          |                   |
| xi.   | Training rooms are well illuminated.  |                |       |          |                   |
| xii.  | Training venues have adequate toilet. |                |       |          |                   |

**Perception of ITF Training Programmes**

10. Please, indicate by ticking (✓) in Table 4 the extent to which you agree with the following statements with ITF Training Programme(s).

**TABLE 4: Statements on ITF Training Programmes**

| S/N  | Statements  | Ratings        |       |          |                   |
|------|---|----------------|-------|----------|-------------------|
|      |   | Strongly Agree | Agree | Disagree | Strongly Disagree |
| i.   | ITF Training Programmes are well implemented.   |                |       |          |                   |
| ii.  | Training delivery is effective.   |                |       |          |                   |
| iii. | Facilitators manage time well during the Training Programme.  |                |       |          |                   |
| iv.  | The contents of ITF Programmes are adequately designed to address the specific training objectives. |                |       |          |                   |
| v.   | ITF Trainers are knowledgeable in their subject matter.   |                |       |          |                   |
| vi.  | Topics covered are relevant.  |                |       |          |                   |
| vii. | Instructional Aids are employed in the Programme.   |                |       |          |                   |

|       |  |  |  |  |  |
|-------|--|--|--|--|--|
| viii. | ITF Training Programmes contribute to enhance Trainee performance.     |  |  |  |  |
| ix.   | ITF Training environment is conducive for learning.                    |  |  |  |  |
| x.    | The meals during ITF Programmes are commendable.                       |  |  |  |  |
| xi.   | ITF Training rooms have adequate furniture for the Training Programme. |  |  |  |  |
| xii.  | Duration of ITF Training Programme is adequate.                        |  |  |  |  |
| xiii. | ITF course fees are high.  |  |  |  |  |

11. Which aspect(s) of ITF Training Programmes do you think should be improved upon?

.....

.....

.....

12. Would you recommend ITF Training Programmes to your colleagues or relations?

a. Yes

b. No

**PART TWO: SUPERVISOR ONLY**

**SECTION A: PERFORMANCE RATING**

1. Please, rate the performance of the Staff before and after attending ITF Training Programmes in the following areas. Tick as appropriate on a scale of 1-5  
**(1 = Poor, 2=Fair, 3= Average, 4=Good and 5=Very Good).**

**Table 5 Performance Rating of Trainees Skills Level by Supervisors**

| S/N  | Skills   | Before the Training Programme |   |   |   |   | After the Training Programme |   |   |   |   |
|------|--|-------------------------------|---|---|---|---|------------------------------|---|---|---|---|
|      |  | 1                             | 2 | 3 | 4 | 5 | 1                            | 2 | 3 | 4 | 5 |
| i.   | Application of knowledge on-the-Job.                                       |                               |   |   |   |   |                              |   |   |   |   |
| ii.  | Application of skills and techniques required for optimal job performance. |                               |   |   |   |   |                              |   |   |   |   |
| iii. | Exhibition of efficiency in job processes.                                 |                               |   |   |   |   |                              |   |   |   |   |
| iv.  | Identifying and proffering solution to problems on the job.                |                               |   |   |   |   |                              |   |   |   |   |
| v.   | Application of safety measures in the workplace.                           |                               |   |   |   |   |                              |   |   |   |   |
| vi.  | Display of problem solving and decision-making skills.                     |                               |   |   |   |   |                              |   |   |   |   |
| vii. | Application of positive attitude and renewed confidence to work.           |                               |   |   |   |   |                              |   |   |   |   |

**SECTION B: ACCEPTANCE OF ITF TRAINING PROGRAMME**

2. Would you recommend ITF Training Programmes to others?

- a. Yes
- b. No

3. If 'Yes' to question (2) to what extent would you recommend ITF Training Programmes to others?

- A. Very high Extent  B. High Extent  C. Fair Extent  D. Poor Extent



## Appendix B



# FEDERAL REPUBLIC OF NIGERIA

## INDUSTRIAL TRAINING FUND

### IMPACT ASSESSMENT OF ITF TRAINING PROGRAMMES

#### QUESTIONNAIRE FOR TRAINER

### INTRODUCTION

This Study seeks to assess the Impact of ITF Training Programmes. An honest response to these questions will be appreciated and treated with utmost confidentiality.

### SECTION A: BACKGROUND INFORMATION

1. Department/Area Office/Centre.....
2. Rank .....
3. a) Highest Present Qualification.....  
b) Course studied.....
4. a) Do you belong to a Professional Association? Yes  No   
b) If 'Yes' to question (4) please, specify.....

### SECTION B: PERCEPTION OF ITF TRAINING PROGRAMMES

5. Please, indicate by ticking (✓) in table 3 the extent to which you agree with the following statements with ITF Training Programme(s).

**TABLE 1: Statements on ITF Training Programmes**

| S/N  | Statements  | Ratings        |       |          |                   |
|------|---|----------------|-------|----------|-------------------|
|      |   | Strongly Agree | Agree | Disagree | Strongly Disagree |
| i.   | ITF Training Programmes are well implemented.   |                |       |          |                   |
| ii.  | ITF Training delivery is effective.   |                |       |          |                   |
| iii. | Facilitators manage time well during the Training Programme.  |                |       |          |                   |
| iv.  | The contents of ITF Programmes are adequately designed to address the specific Training Objectives. |                |       |          |                   |
| v.   | ITF Trainers are knowledgeable in their subject matter.   |                |       |          |                   |
| vi.  | Topics covered are relevant.  |                |       |          |                   |
| vii. | Instructional Aids are employed in the Programme.   |                |       |          |                   |

|       |  |  |  |  |  |
|-------|--|--|--|--|--|
| viii. | ITF Training Programmes contribute to enhance trainees' performance.   |  |  |  |  |
| ix.   | ITF Training environment is conducive for learning.                    |  |  |  |  |
| x.    | ITF Training environment has adequate Car park.                        |  |  |  |  |
| xi.   | The meals during ITF Programmes are commendable.                       |  |  |  |  |
| xii.  | ITF Training rooms have adequate furniture for the training programme. |  |  |  |  |
| xiii. | ITF Training rooms are well illuminated.                               |  |  |  |  |
| xiv.  | ITF Training venues have adequate toilet.                              |  |  |  |  |
| xv.   | Duration of ITF Training Programme is adequate.                        |  |  |  |  |
| xvi.  | ITF course fees are high.  |  |  |  |  |

#### CHALLENGES OF IMPLEMENTING ITF TRAINING PROGRAMMES

6. Please, indicate by ticking (✓) the extent to which the following challenges affect the implementation of ITF Training Programmes.

**TABLE 2: Challenges Affecting Implementation of ITF Training Programme(s)**

| S/N   | Challenges  | Rating         |       |          |                   |
|-------|---|----------------|-------|----------|-------------------|
|       |   | Strongly Agree | Agree | Disagree | Strongly disagree |
| i.    | Inadequate planning for Programme implementation.                   |                |       |          |                   |
| ii.   | Inadequate capacity building for Trainers.                          |                |       |          |                   |
| iii.  | Inadequate funds for Programmes implementation.                     |                |       |          |                   |
| iv.   | Inadequate equipment and facilities for Programmes implementation.  |                |       |          |                   |
| v.    | Lack of post-evaluation of the Training Programmes.                 |                |       |          |                   |
| vi.   | Absence of Training Policies in Client Organisations.               |                |       |          |                   |
| vii.  | Lack of support for Training by Management of Client Organisations. |                |       |          |                   |
| viii. | Irregular conduct of Identification of Training Needs.              |                |       |          |                   |

|     |   |  |  |  |  |
|-----|---|--|--|--|--|
| ix. | Use of obsolete packages for Training Programmes. |  |  |  |  |
|-----|---|--|--|--|--|

7. List and rate other challenges that affect the implementation of ITF Training Programmes.

**TABLE 3: ITF Training programmes**

| S/N | OTHER CHALLENGES | Rating         |       |          |                   |
|-----|------------------|----------------|-------|----------|-------------------|
|     |                  | Strongly Agree | Agree | Disagree | Strongly disagree |
| i.  |                  |                |       |          |                   |
| ii. |                  |                |       |          |                   |

8. State strategies to address challenges affecting the implementation of ITF Training Programmes:  
 .....  
 .....  
 .....

9. Do you recommend ITF Training Programmes to others?

- a. Yes
- b. No

10. If 'Yes' to question (9) to what extent would you recommend ITF Training Programmes to others?

- A. Very high Extent
- B. High Extent
- C. Fair Extent
- D. Poor Extent