Training and Development in the Oil and Gas Industry

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While technological advances in the oil and gas industry have improved the recovery of hydrocarbons in general, the surging demand for crude oil and natural gas has attracted sizeable investment to increase recovery of unconventional hydrocarbons, and such investments are expected to continue to grow. Unconventional hydrocarbons are often located in geographically and geopolitically challenging areas. So that innovation and differentiation in technology are becoming increasingly essential for the industry to maintain safe and reliable operations. The industry is also expected to generate millions of direct, indirect and induced jobs. Investment in human capital is critical for the industry to operate progressive technologies and to remain productive and competitive. However, a wide range of skills is substantially lacking, including technical, soft and managerial skills, with particularly acute shortages in technical occupations such as petrochemical engineers, petroleum engineers and geologists. These shortages are imposing challenges to the maintaining of scheduled daily operations in the industry. The primary cause of the skill shortage is demographic: large numbers of experienced workers are retiring and fewer young skilled workers are entering the industry. Unless the industry begins to address this challenge, today, it may face crisis of skills in the next decade as more than half the employee base leaves the workforce. The objective of this study is to find out the knowledge and level of awareness of the training and development policy among workers, to examine how the training and development policy is being implemented and to provide recommendations for improving training and career development. The method used in testing the hypothesis is the chi-square method. One hundred and eighty one (181) questionnaires were distributed to selected oil companies and one hundred and twenty five (125) was retrieved. The hypothesis tested found that training and development improves workers performance and productivity and it has brought about a noticeable change in the skill, knowledge and attitude of trainee. Findings revealed that more and more courses should be designed for drivers, security staff, receptionists and messengers.

Key words: technology hydrocarbons, training and development.

INTRODUCTION

All jobs in organizations are done through people, yet over the years, most organizations have failed to attach the necessary attention to employee training and development. Organizations particularly public institutions, in most cases do not see the need to train and develop their employees. However, in an era where public institutions are required by governments to contribute favorably to national development just like Private institutions, all public institutions have realized the importance of developing the capacities of their employees in order to meet the ever increasing demands and expectations of the government and the public. Employee training involves an expert working with learners to transfer to them certain areas of knowledge or skills to improve in their current jobs. Development in the context of human resource management is a broad ongoing multi-faceted set of activities (training activities among them) to bring someone or an organization up to another threshold of performance, often to perform some job or new role in the future (McNamara, 2008).

Within the strategic human resource management (SHRM) perspective, extensive organization training and teamwork are seen as vital to sustained competitive advantage (Kamal, et al., 2008). Consistent with SHRM theory, Kamal et al. (2008) found performance benefits from empowerment and extensive training. The rationale
for an effect of extensive training on organizational performance is further strengthened by work on learning organizations (Harvey and Denton, 1999; Power and Waddell, 2004; Senge, 1990). The argument is that by upgrading employees' skills and knowledge, they are in a better position to produce high-quality products and services in the most cost-effective way, adapt to change, and contribute to company competitiveness through product or process innovation.

HR practices work to develop individual knowledge and skills, as well as employee attitudes and behaviors. If these effects are prevalent enough in the employee population, then the collective changes in human capital, attitudes, behaviors, and associated organizational climate, should be strong enough to influence organizational performance (Bowen and Ostroff, 2004; Kozlowski and Klein, 2000; Ostroff and Bowen, 2000).

Training and development of human resource as a means of achieving positive business results is the traditionally dominant approach. However, it appears that many organizations have not paid sufficiently close attention to training and career development of their human resources, leading to an under-utilization of talent in the workforce.

**OBJECTIVES OF THE STUDY**

The following were the specific objectives of the study:

i. To find out the training and development policy in the oil sector
ii. To find out the knowledge and level of awareness of the training and development policy among oil companies in Nigeria.
iii. To examine how the training and development policy is being implemented
iv. To make recommendations for improving training and career development in the oil sector in Nigeria.

**LITERATURE REVIEW**

**Definition of training and development?**

In the field of human resource management, training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development, and learning and development (Harrison, 2005).

Training has traditionally been defined as the process by which individuals change their skills, knowledge, attitudes, and/or behavior (Robbins and DeCenzo, 1998). In this context, training involves designing and supporting learning activities that result in a desired level of performance. In contrast, development typically refers to long-term growth and learning, directing attention more on what an individual may need to know or do at some future time. While training focuses more on current job duties or responsibilities, development points to future job responsibilities. However, sometimes these terms have been used interchangeably or have been denoted by the single term performance consulting, which emphasizes either the product of training and development or how individuals perform as a result of what they have learned (Robinson and Robinson, 1995).

Training is an educational process. People can learn new information, re-learn and reinforce existing knowledge and skills, and most importantly have time to think and consider what new options can help them improve their effectiveness and performance at work. Effective trainings convey relevant and useful information that inform employees and develop skills and behaviors that can be transferred back to the workplace (Charnov, 2000).

The goal of training is to create an impact that lasts beyond the end time of the training itself. The focus is on creating specific action steps and commitments that focus people's attention on incorporating their new skills and ideas back at work.

Training can be offered as skill development for individuals and groups. In general, trainings involve presentation and learning of content as a means for enhancing skill development and improving workplace behaviors.

These two processes, Training and Development, are often closely connected. Training can be used as a proactive means for developing skills and expertise to prevent problems from arising and can also be an effective tool in addressing any skills or performance gaps among staff. Development can be used to create solutions to workplace issues, before they become a concern or after they become identifiable problem (Kim, 1997).

Development is a process that "strives to build the capacity to achieve and sustain a new desired state that benefits the organization or community and the world around them" (Garavan et al., 1995).

Development perspective examines the current environment, the present state, and helps people on a team, in a department and as part of an institution identify effective strategies for improving performance. In some situations, there may not be anything "wrong" at the present time; the group or manager may simply be seeking ways to continue to develop and enhance existing relationships and job performance. In other situations, there may be an identifiable issue or problem that needs to be addressed; the Development process aims to find ideas and solutions that can effectively return the group to a state of high performance. Development implies creating and sustaining change (Marmer, 1999).

Training and development describes the formal, ongoing
efforts that are made within organizations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programmes. In the modern workplace, these efforts have taken on a broad range of applications—from instruction in highly specific job skills to long-term professional development. In recent years, training and development has emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies. More and more companies of all sizes have embraced "continual learning" and other aspects of training and development as a means of promoting employee growth and acquiring a highly skilled work force. In fact, the quality of employees and the continual improvement of their skills and productivity through training are now widely recognized as vital factors in ensuring the long-term success and profitability of small businesses and in addition create a corporate culture that supports continual learning (Marmer, 1999).

For the most part, the terms "training" and "development" are used together to describe the overall improvement and education of an organization's employees. However, while closely related, there are important differences between the terms that center on the scope of the application. In general, training programmes have very specific and quantifiable goals, like operating a particular piece of machinery, understanding a specific process, or performing certain procedures with great precision. Developmental programmes, on the other hand, concentrate on broader skills that are applicable to a wider variety of situations, such as decision making, leadership skills, and goal setting (Jacob, 2003.)

EFFECTIVE TRAINING FOR QUALITY JOB PERFORMANCE

Implementation of formal training and development programmes offers several potential advantages to quality job performance in business organizations. For example, training helps companies create pools of qualified replacements for employees who may leave or be promoted to positions of greater responsibility. It also helps ensure that companies will have the human resources needed to support business growth and expansion.

Furthermore, training can enable a small business to make use of advanced technology and to adapt to a rapidly changing competitive environment. Finally, training can improve employees' efficiency and motivation, leading to gains in both productivity and job satisfaction. All of these benefits are likely to contribute directly to a business's fundamental financial health and vitality (Ambler, 2006).

Effective training and development begins with the overall strategy and objectives of the small business. The entire training process should be planned in advance with specific company goals in mind. In developing a training strategy, it may be helpful to assess the company's customers and competitors, strengths and weaknesses, and any relevant industry or societal trends. The next step is to use this information to identify where training is needed by the organization as a whole or by individual employees. It may also be helpful to conduct an internal audit to find general areas that might benefit from training, or to complete a skills inventory to determine the types of skills employees possess and the types they may need in the future. Each different job within the company should be broken down on a task-by-task basis in order to help determine the content of the training program. (Schwartz 2000).

IMPORTANCE OF TRAINING AND DEVELOPMENT ON JOB PERFORMANCE

Training is one element many corporations consider when looking to advance people and offer promotions. Although many employees recognize the high value those in management place on training and development, some employees are still reluctant to be trained. Training and development offers more than just increased knowledge. It offers the added advantage of networking and drawing from others' experiences therefore it is not uncommon to hear excuses regarding why someone has not received training (Choo, 2007).

Training in an organization can be mainly of two types; Internal and External training sessions. Internal training occurs when training is organized in-house by the Human resources department or training department using either a senior staff or any talented staff in the particular department as a resource person (Bowley, 2007).

On the other hand, External training is normally arranged outside the firm and is mostly organized by training institutes or consultants. Whichever training, it is very essential for all staff and helps in building career positioning and preparing staff for greater challenges (DeCenzo, 1998).

While the applications of training and development are as various as the functions and skills required by an organization, several common training applications can be distinguished, including technical training, sales training, clerical training, computer training, communications training, organizational development, career development, supervisory development and management development (Mondy et al., 1990).

Adeniyi (1995) is of the opinion that for every employee to perform well there is the need for constant training and development. The right employee training, development and education provide big payoffs for the employer in increased productivity, knowledge, loyalty, and contribution to general growth of the firm. The reasons...
behind employee training and development cannot be overemphasized. One can easily deduce some reasons behind firms engaging in training and developing their staff. Some of the reasons thus are;

- When needs arise as a result of findings from the outcome of performance appraisal.
- As part of professional development plan.
- As part of succession planning to help an employee be eligible for a planned change in role in the organization.
- To imbibe and inculcate a new technology in the system.
- Because of the dynamic nature of the business world and changing technologies.

Role and impact of training and development on job performance

According to the Organization for Economic Co-operation and Development (OECD) Employment Outlook 2004, policies aimed at enhancing workers’ skills contribute to an improvement in employment performance. Lifelong learning is shown to be a vital element in employment strategies (www.oecd.org).

Unemployment

Unlike data at the aggregate level, training at an individual level has a positive effect on unemployment. Individuals who received training in the previous two years have, on average, lower unemployment rates than those who did not receive training in the same period (Noe, 2001).

The view that, training may not necessarily be associated with overall lower unemployment rates, it can possibly be associated with a lower individual probability of unemployment which suggests that some displacement might be at work. Potential displacement effects can influence the risk and the extent to which gains enjoyed by individuals upgrading their skills and the employment prospects of other individuals who do not participate in training.

Therefore lifelong learning policies, if well targeted for specific groups, can be effective in improving the labour market performance of these groups, and can form part of a general strategy to reduce unemployment traps.

Impact on wages

Across Europe, the impact of training on wages ranges from practically zero to an almost 5% increase in Portugal. Wage growth as a result of training is only clear in the case of young or highly educated employees. Increases in income following training appear to be lower for women than for men.

An important question regarding potential wage growth is whether better skills gained through training are transferable across jobs and employers. Other studies confirm that wages are likely to increase after a job change, based on training record.

Impact on employment security

- Training can have a positive impact on perceived job security;
- Training from a previous job also has a greater impact on perceived job security;
- The impact of training is particularly strong in the case of both older and low-educated workers.

Workers who previously received education or training tend to leave their work more often for better jobs, and are less likely to leave on an involuntary basis. Trained workers have greater chances of finding a permanent job. The benefit of training for workers with less than upper secondary education cannot be overemphasized.

In general, a favorable outcome of training is much lower for women than for men (Laird, 1985).

Training before job loss tends to reduce the length of unemployment and increases the probability of re-employment. The chances of getting another job are higher when the training provides transferable competences. Workers who receive training or education in the year before losing their job are more frequently re-employed two years later than their untrained peers. This impact is even stronger in the case of workers with lower educational attainment.

Positive Training and Development is the framework for helping employees to develop their personal and organizational skills, knowledge, and abilities. The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers (Emery, 2000). Daft (1983) mentioned that all employees want to be valuable and remain competitive in the labour market at all times. This can only be achieved through employee training and development. Employees will always want to develop career-enhancing skills, which will always lead to employee motivation and retention. There is no doubt that a well trained and developed staff will be a valuable asset to the company and thereby increasing the chances of his efficiency in discharging his or her duties (Daft, 1983).

The purpose of this study will be to further explore the relationship between training, development and improvement of job performance, with attention to the frequency of both productive and counterproductive behaviours addressed in training. It is hypothesized that significant overall gains would be found in participants'
knowledge of subject matter following training, and that knowledge gained in training would be positively associated with productive behaviors on the job and negatively associated with counterproductive behaviors.

SYSTEMATIC APPROACH TO TRAINING AND DEVELOPMENT

Adopting a systematic approach to training helps ensure that organizations are getting the most out of themselves and their employees. A systematic approach to training includes taking the time to analyze what results the organization needs from its employees, if employees are accomplishing those results, and what training and development approaches are needed by employees to better accomplish those results. A systematic approach includes evaluating approaches before, during and after training to ensure whether employees truly benefited from the training in terms of enhanced results to the organization (McNamara, 1997).

Effective training and development includes using sound principles of performance management and good, basic training techniques. A systems approach ensures a comprehensive training process that remains focused on the needs of the organization. The process typically includes the phases:

- Analyze the organization's needs and identify training goals which, when reached, will equip learners with knowledge and skills to meet the organization's needs.
- Usually this phase also includes identifying when training should occur and who should attend as learners.
- Design a training system that learners and trainers can implement to meet the learning goals; typically includes identifying learning objectives (which culminate in training goals), needed facilities, necessary funding, course content, lessons and sequence of lessons.
- Develop a training “package” of resources and materials, including, e.g., developing audio-visuals, graphics, manuals, etc.
- Implement the training package, including delivering the training, support group feedback, clarifying training materials, administering tests and conducting the final evaluation. This phase can include administrative activities, such as copying, scheduling facilities, taking attendance data, billing learners, etc.
- Evaluate training, including before, during and after implementation of training.

In a systematic approach to training, each phase of the process produces results needed by the next phase. For example, the training analysis phase produces learning goals that are used by the next phase, training design. Training design (often called instructional design) refers to the design methods and materials from which learners can reach the goals and objectives. Typically, each phase provides ongoing evaluation feedback to other phases in order to improve the overall systems process (McNamara, 1997).

Analyzing training goals

A training analysis is conducted ultimately to identify training goals, that is, what areas of knowledge or skills that training needs to accomplish with learners in order that learners can meet organizational goals (usually in terms of a performance standard).

Usually this phase also includes identifying when training should occur and who should attend as learners. Ideally, criteria are established for the final valuation of training to conclude if training goals were met or not (Rajan, 2003)

TRAINING NEEDS ASSESSMENT

A training need is a gap between “what is” and “what ought to be” regarding training and development activities. Training needs assessment is used for identifying gaps and to provide information for a decision on whether the gaps could be addressed through training. The assessment is part of a planning process focusing on identifying and solving performance problems. These performance problems may be related to knowledge, skills and attitudes. Training needs assessment (TNA) is usually related to organizational and individual performance. A needs assessment means that the individual assessed has a defined job performance and that an organization has defined objectives and goals.

A Training Needs Assessment (TNA) is used to assess an organization’s training needs. The root of the TNA is the gap analysis. This is an assessment of the gap between the knowledge, skills and attitudes that the people in the organization currently possess and the knowledge, skills and attitudes that they require to meet the organization’s objectives promoted or be able to fill another open position in the organization (Bartram et al., 1997).

GUIDELINES FOR WRITING LEARNING OBJECTIVES

Training programmes should be designed by trainers and/or learners to achieve certain overall goals for the learner. Programmes should also include various learning objectives that when reached culminate in the learner achieving the overall goals of the training programme. Learners implement one or more learning strategies/methods/activities to reach learning objectives. When designing a training plan, each learning objective should be designed and worded to the extent that others can clearly detect if the objective has been achieved or
not. As much as possible, learning objectives should also
be written to be SMART (an acronym for Specific,
Measurable, Acceptable to you, Realistic to achieve and
Time-bound with a deadline (McNamara, 1997).

SOME TYPICAL WAYS OF LEARNING

According to McNamara 1997, training methods are either
on-the-job, implemented outside the organization or a
combination of both. The following is a brief overview
of rather typical methods of development (in alphabetical
order):

Apprenticeships

For centuries, apprenticeships were the major approach
to learning a craft. The apprentice worked with a
recognized master crafts person. Particularly during times
of low unemployment, businesses are eager to get any
kind of help they can find. Seeking an apprenticeship
may be a very useful and effective way to eventually
develop a new skill.

Career counseling

Learners have the opportunity to work with their
supervisors to develop career plans which identify areas
for improvement or advancement, and how those areas
can be addressed and when.

Coaching

Coaching is becoming a very popular means of
development, and often includes working one-on-one
with the learner to conduct a needs assessment, set
major goals to accomplish, develop an action plan, and
support the learner to accomplish the plan. The learner
drives these activities and the coach provides continuing
feedback and support.

Continuous learning

Continuous learning is learning how to learn. Typically,
this involves developing skills in reflection, which is the
ability to continually inquire and think about experience
to draw conclusions and insights. It also involves the
ability to conceptualize the learning process.
Continuous learning is often associated with the
concepts of systems thinking and organizational learning.

Courses

Universities, colleges and training centers often have a
large number of courses in management, professional
and personal development. If the learner is looking to
build a skill, then he or she must actually apply new
information from these courses—otherwise, the learner is
collecting information (hopefully, knowledge), rather than
building skills.

Distance learning

Distance learning has become a mainstream approach
in training and development. This typically includes
learning by getting information and / or guidance from
people who are not face-to-face with the learner, e.g.,
learning via satellite broadcast, broadcast over the
Internet, e-mail or postal mail correspondence, etc.
Some people consider online learning (e.g., information,
tutorials, etc., available on diskette, CD-ROM, over the
Internet, etc.) to be distance learning, as well.

Internships

Internships are offered usually by organizations to
college students wanting to find work experience during
the summer months. The internships offer precious, real-
life job experience and the organizations often get
skilled, highly dedicated service. Many times, interns go
on to be hired by the organizations, as well.

Job assignments

Job assignments are wonderful opportunities from which
to learn. To cultivate learning, consider having
employees to write short reports, including an overview of
what they did, why they did it, what areas of knowledge
and skills were used, how the job might have been
done better, and what areas of knowledge and skills
would be needed to improve the job.

Job rotations

This can be one of the most powerful forms of
development, allowing learners to experience a broad
range of managerial settings, cultures and challenges.

Lectures

Lectures, or focused presentations by experts on subject
matter, are held in a wide variety of locations, not just in
classrooms. Professional associations often bring in
speakers.
Guest lectures are often sponsored by local universities,
colleges and training centers, and announced to the
public. Many times, the lectures are repeated over local
radio and television.
Management development programs

Local universities, colleges and training centers usually offer these programmes. They carefully review their programme content and design to ensure that training includes real-life learning activities during which learners can develop skills for the workplace.

Mentoring

Hopefully, learners find experienced managers in the workplace who are willing to take learners "under their wing" and provide ongoing coaching and mentoring.

Online training

There are an increasing number of approaches to online learning. Sources of online training include learning from computer diskette, CD-ROM, the Internet or Web-based training, etc.

On-the-job training

This form helps particularly develop the occupational skills necessary to manage an organization, e.g., to fully understand the organization’s products and services and how they are developed and carried out.

Other-directed learning

This includes having someone other than the learner identify the training goal, methods to achieve the goal, and approaches to evaluating the training and progress toward achieving the training goal.

Orientation to new jobs or roles

A carefully developed procedure for orienting new employees is very helpful for getting employees “off on the right foot” when starting their jobs.

Peer-based methods

This includes formats where peers focus on helping each other learn, e.g., by exchanging ongoing feedback, questions, supportive challenges and materials.

Professional Organizations

A wide variety of professional organizations often offer courses, seminars, workshops and sessions from conventions.

Self-directed learning

Highly motivated learners can usually gain a great deal of knowledge and skills by identifying their own learning objectives, how to meet those objectives and how to verify that they’ve met the objectives, as well.

Television

Various television networks often have a wide variety of very enlightening shows about basic job skills, such as computer basics, business writing, etc.

Tutorials

Tutorials include guidance to proceed through learning some technique or procedure, e.g., a tutorial on using a computer software package.

Training courses and workshops

Workshops, seminars, convention sessions, etc. are useful, in particular, for highly focused overviews of a particular subject or training about particular procedures.

Workshops

Workshops typically include some hands-on practice by the learner, and can be very practical means to learn a certain technique or procedure.

Distance learning

Distance learning is where the learner is geographically removed or distanced from the source of the learning. An example is a correspondence course where a training organization sends training materials via postal mail to the learner who returns completed assignments over postal mail. Another example is "online learning" or "e-learning" where a learner uses a variety of computer and networking technologies to access (often remote) training materials, interacts with learners (McNamara, 1997).

Online Learning

Online learning (or E-Learning) is where a learner uses a variety of computer and networking technologies to access (often geographically remote) training materials, interact with learners, etc. (Note that not all online learning or e-learning is distance learning, for example, a learner might use an interactive CD-ROM on his or her
computer.)

IMPLEMENTING TRAINING AND DEVELOPMENT

The implementation phase of systematic training includes delivering the training materials and process to learners. Associated activities can include clarifying training materials, supporting group feedback, administering tests and conducting the final evaluation. This phase can also include several administrative activities, such as copying, scheduling facilities, taking attendance data, billing learners, etc (Greenaway, 1986).

SELECTING A TRAINER

The most important consideration when selecting a trainer is if he/she is well suited to the training design required to meet the learning goals. For example, if learners prefer computer-based instruction, they'll benefit from a trainer who understands online training technologies. If learners prefer ongoing coaching, they will benefit from a trainer who is readily accessible to the employee for ongoing advice and guidance. If learners struggle with communication skills, they will benefit from a trainer who can integrate remedial communication strategies with other training methods.

Collaborate

Consider whether other supervisors or companies have employees who need similar training. If so, one might combine your needs and funding to get a trainer to conduct in-house training.

Former employees as trainers

Consider using an ex-employee who has the skills needed by the learner. Of course, this option depends on whether the ex-employee left the organization under good terms and remains in good standing with the organization.

Consultants as trainers

If hiring a consultant to conduct training then consider issuing a Request for Proposal which asks potential trainers for the following information.

- A written proposal for how they would carry out training, evaluation methods, cost, etc.
- The goals preferred from the training, when to have training and what evaluation results should occur.
- Request that trainers remain available for follow-up consultation if desired
- Ask the trainer what methods he/she used to ensure his/her consultation projects is successful with clients
- Ask for at least three references
- Consider having the employee to briefly meet with the consultant to discuss training needs and establish a rapport.

Carter McNamara believes that effective implementation of these approaches regarding training and development is comprehensive enough to impact positively on job performance (McNamara, 1997).

METHODOLOGY

This study focuses on selected oil companies in Nigeria as case study. The sample size comprises of one hundred and eighty one (181) personnel of the case study. A total of one hundred and eighty one (181) questionnaires were administered, out of which one hundred and twenty five (125) were returned. This represents 69.06% returned rate of the administered questionnaire.

The questionnaire is divided into two sections. Section A seeks to elicit responses on personnel data of the staff while the second part examines the training and development in some of the oil companies in Nigeria. Data collected were analyzed quantitatively using the simple percentage and the chi-square test method.

RESULT AND DISCUSSION

This section presents the results of the data analysis. Table 1 show that from the 125 respondents 80(64%) were male while 45(36%) were female. This is an indication that males dominate the operation of oil industry in Nigeria.

The table also indicates that respondents are matured because 103(82.4%) of them fall between 31 - 50 years of age. This is an indication that their information is reliable and dependence.

More also, 87(69.6%) of the respondents are married while (30.4%) of the respondents are still single. As revealed from the table 27(21.6%) of the respondents have spent between 1 to 5 years in the oil industry while 63(50.4%) have spent between 4 - 10 years; only 35(28%) of the respondents spent above ten years. However, none of the worker had spent more than 15 years.

One can conclude the fact that most of these respondents are still (21 - 30) age group might account for the few years of work experience.

As regards to the identification of training needs before training program about 83(66.4%) of the respondent
Table 1. Distribution of responses on personal data of respondents

<table>
<thead>
<tr>
<th>Section A</th>
<th>Personal Data</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sex: Male</td>
<td>80</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>45</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Age: Under 21</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>21 – 30</td>
<td>20</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>31 – 40</td>
<td>67</td>
<td>53.6</td>
<td></td>
</tr>
<tr>
<td>41 – 50</td>
<td>36</td>
<td>28.8</td>
<td></td>
</tr>
<tr>
<td>50 and above</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Marital Status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>38</td>
<td>30.4</td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>87</td>
<td>69.6</td>
<td></td>
</tr>
<tr>
<td>Divorce</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Length of service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 – 5 years</td>
<td>27</td>
<td>21.6</td>
<td></td>
</tr>
<tr>
<td>4 – 10 years</td>
<td>63</td>
<td>50.4</td>
<td></td>
</tr>
<tr>
<td>Over 10 years</td>
<td>35</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

Section B

5. Identification of training needs before training program,
Response variable Frequency Percentage (%)
- Strongly agreed | 83 | 66.4 |
- Agreed | 17 | 13.6 |
- Undecided | 20 | 16 |
- Disagreed | 5 | 4 |
- Total | 125 | 100 |

6. Training methods used has brought about a noticeable change in the skill knowledge and attitude of trainee
Response variable Frequency Percentage (%)
- Strongly agreed | 60 | 48 |
- Agreed | 30 | 24 |
- Undecided | 15 | 12 |
- Disagreed | 10 | 10 |
- Strongly disagreed | 10 | 10 |
- Total | 125 | 100 |

7. Training and development improves worker’s performance and productivity
Response variable Frequency Percentage (%)
- Strongly agreed | 83 | 66.4 |
- Agreed | 23 | 18.4 |
- Undecided | 15 | 12 |
- Disagreed | 4 | 3.2 |
- Strongly disagreed | | |
- Total | 125 | 100 |

Source: Field survey 2015.
strongly agreed, 17(13.6%) agreed, 20(16%) of the respondent were undecided, 5(4%) of the respondents disagreed while none of the respondents strongly disagreed.

With respect to if training methods use has brought about noticeable change in the skill, knowledge and attitude of the trainee, about 60(48%) of the respondent strongly agreed, 30(24%) of the respondent agreed, 15(12%) were undecided, 10(8%) disagreed while 10(8%) of the respondents strongly disagreed.

This shows that majority of the respondent agree that training has changed their skill and knowledge.

The table also shows that about 83(66.4%) strongly agreed that training and development improves workers performance and productivity, 23(18.4%) of the respondents agreed, 15(12%) respondents were decided, 4(3.2%) respondents disagreed while none of the respondents strongly disagreed.

**TESTING OF THE HYPOTHESIS**

H₀: Training method used have not brought about noticeable change in the skill, knowledge and attitude of trainee.

H₁: Training methods used have brought about a noticeable change in the skill, knowledge and attitude of trainee.

Using the contingency Chi-square test, we therefore reject the null hypothesis since \( X^2 \geq X^2_{0.05} \) i.e 84 > 9.49 and accept

The alternative hypothesis (H₁) at 0.95 level of significance

\[ X^2 = \text{computed value} \quad \text{and} \quad X^2_{0.05} = \text{table value} \]

The policy implication of this decision is that training methods used have brought about a noticeable change in the skill, knowledge and attitude of trainee.

**RECOMMENDATION**

There are certain suggestions which will be in the interest of the organization as far as training of staff is concerned. More courses should be designed for drivers, security staff, receptionists and messengers.

It is also worthy of note to mention here that specifically trained and qualified human resources personnels should be on the teams even leaders in both the training and people development department rather than personnels from other fields.

**CONCLUSION**

This research has been very challenging and refreshing too. It has however examined only a minute aspect of the oil sector which is training and development. The industry is really wide and rich in research materials. This study should therefore be regarded as an appetizer which should not be allowed to go sour.

**REFERENCES**


Laird, D. (1985). Approaches to Training and
Development.