TRAINING, DISCIPLINE AND PERFORMANCE EVALUATION IN A BUREAUCRATIC ORGANIZATION: A CASE STUDY OF WARRI REFINERY AND PETROCHEMICAL COMPANY (WRPC)

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TITLE PAGE

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT
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CERTIFICATION

Nwogbaga, Emmanuel Ibor, a post graduate student of Department of Management, with registration number PG/MBA/07/46806 has satisfactorily completed the requirements of the course and research work for the award of masters degree in management.

The work embodied in this report is original and has not been submitted in part or full to any other diploma or degree of this or any other university.

_____   _____
Dr. S. O. Unyimadu   **Dr. UJF Ewurum**
Supervisor   **Head of Department**

DEDICATION

This project work is dedicated to Almighty God for His infinite mercies.

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It is obvious that the project of this nature must definitely require the contribution and support of other persons. Therefore, I remain grateful to all the authors and publishers of the various books and materials consulted in the course of the research.

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Nwagbaga Emmanuel Ibor

ABSTRACT

The study under Consideration was ŏTraining Discipline and Performance Evaluation in a Bureaucratic Organizationö. In analyzing how, Warri Refinery Petroleum Cooperation was taken, as Case Study and the objective was to examine the usefulness of training, discipline and performance evaluation. In analyzing the usefulness of training, discipline and performance evaluation as a guide to decision made by Warri Refinery Petroleum Cooperation, the descriptive type of study was used. Primary and Secondary data was used. Specifically, data was extracted from the companyøs journals and staff, and compared. It was found that the years under focus 1978 to 2008 the Company recognized the relevance of training, hence it made provision for the training of all categories of staff over the years. Human Resources are the most valuable assets of an organization and if not properly managed, the attainment of the organizational goals will be difficult. To enhance workers performance, they have to be trained on periodic basis to acquire new skills that are crucial to the effective and efficient performance of their duties. For these new skills learnt to be put to use, discipline should be their watchword because laid down rules of the organization must be adhered to, as to be able to achieve conformity of workers behaviour for positive results. Performance evaluation is the mirror that brings out the employeeøs strength and weaknesses after assessment or evaluation, done periodically by a superior. It was recommended that the company should plan and organize such training programmes on more regular basis, and the Application of non-objective factors in the selection of candidates to be trained be discouraged. Also adequate and effective machinery for dealing with cases of misconduct by employees be used. The performance evaluation of employees should be based on merits or objectively done, to enhance efficiency and productivity; favoritism should be totally eradicated from the system, if much is to be achieved by the organization. The interview system of performance evaluation should be adopted in place of the confidential system, which has been unproductive. This will no doubt give employees the confidence on the assessment of their performance, as they believed that it is objectively done or evaluated.

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CHAPTER ONE

INTRODUCTION

1.1   BACKGROUND OF THE STUDY

Training, discipline and performance evaluation are some of the features of personnel management in a typical bureaucratic organization. Ubeku, (1975), sees human resources as the most valuable assets of an organization. If they are not properly managed, the attainment of organizational goals may be difficult. In order to enhance the quality of performance, the workers have to be trained on periodic basis. By so doing, they acquire new skills, ideas and information that are crucial to the effective and efficient performance of their duties. This was probably why Armstrong, (1982) posited that õthere is a gap between what a worker can do and what he should be able to doö. Hence he suggested that training should be embarked upon to bridge this gap.

In another development, discipline is one of the pillars on which the success of an organization rests. In other words, discipline is meant to achieve the conformity of the behaviour of a worker to the norms of the organization. Therefore, discipline is geared towards the reduction, if not total elimination of phenomena that are harmful to the achievement of organizational goals (Encyclopedia of Professional Management, 1978). The absence of discipline may result in lawlessness, anarchy or even organizational decay.

Performance evaluation is the mirror with which the worker sees himself. His performance has to be assessed or evaluated periodically, so that his strength and weaknesses can be brought to a sharp focus. The worker knows the areas he is doing well and those in which his performance falls short of expectation.

It is only an efficient performance evaluation system that will result in the achievement of the desired results of an organization.

This study focuses on training, discipline and performance evaluation, which are aspects of personnel management in a bureaucratic organization, Warri Refinery and Petrochemical Company (WRPC), as a case study. It aims at the evaluation of the training programmes of Warri Refinery and Petrochemical Company (WRPC), as well as the disciplinary and performance evaluation systems. The intention is also to make suggestions on the improvement of these aspects of personnel management in the public sector. Some of the issues that the study will deal with include the adequacy or inadequacy of training in the organization, the impact of performance evaluation on the morale of the officials and the relationship between discipline and productivity.

1.2   STATEMENT OF PROBLEMS

All organizations, be it political, religious or business have predetermined goals and objectives, which they intend to achieve and these are ends towards which organizations strive to achieve their respective goals and purposes since this is used as a standard or yard-stick for assessing its success of failure.

The major determinant for any organization is the presence of capable men and women with the right skill and knowledge to combine organizational resources of men, money and material to achieve organizational goals and objectives. To this end, training, discipline and performance evaluation cannot be ignored in terms of organization goals and objectives.

Many management practitioners and experts have expressed varying degree of concern about failing workers productivity, which could be attribute to

inadequate training, lack of discipline and non-evaluatory performance of subordinates.

Therefore, this research work is concerned with the problem of efficiency in the Warri Refinery and Petrochemical Company (WRPC). It also attempts to identify the factors responsible for this problem, through a careful and systematic examination of the personnel management practices, with emphasis on training, discipline and performance evaluation in Warri Refinery and Petrochemical Company (WRPC), with a view to making appropriate suggestions of its solution.

13   OBJECTIVES OF THE STUDY

The objectives of the study are:

1. To find out the training, disciplinary and performance evaluation policies of the company.

1 To evaluate the training programmes of the Warri Refinery and Petrochemical Company (WRPC).

2 To examine the effects of disciplinary and performance evaluation procedures on efficiency in the organization (WRPC).

3 To make suggestions and recommendations on the improvement of some aspects of personnel management F practices in Warri Refinery and Petrochemical Company (WRPC).

1.4   RESEARCH QUESTIONS

1. Is training given adequate attention in Warri refinery and Petrochemical Company?

2. Apart from the promotion related training, what are the benefits of training to individuals in the company at large?

3. What are the benefits derived from induction course, or any type of training prior to the assumption of position in Warri Refinery and Petrochemical Company (WRPC).

4. What is the present evaluation system?

5. What is the impression of the present machinery or method for dealing with cases of misconduct in Warri Refinery and Petrochemical Company (WRPC)?

1.5   SCOPE OF THE STUDY

The areas to be covered are the departments in Warri Refinery and Petrochemical Company, by attempting to identify factors responsible for inefficiency through careful and systematic examination of personnel management practices, with emphasis on training, discipline and performance evaluation in Warri Refinery and Petrochemical Company, with a view to making appropriate suggestion of it¢s solution.

It also deals with the period that the organization WRPC was established to date (2008).

1.6   SIGNIFICANCE OF THE STUDY

A number of Scholars have written on management in general and personnel management in particular. They have at different times pointed out the centrality of efficient management to the success of an organization. Although many studies have been done on public personnel management in general, the treatment of training, discipline and performance evaluation in Warri Refinery

and Petrochemical Company (WRPC) appears to be quite limited. Consequently, this student derives its significance from the attempt to add to the existing literatures on the subject. Furthermore, it makes suggestions on the improvement of personnel management practices in Warri Refinery and Petrochemical Company (WRPC), with emphasis on training, discipline and performance evaluation. It will be of great benefit and importance to the researcher who will become conversant with what training, discipline and performance evaluation entail and the problems involved. It will also assist the management and students in the area of human resources and public administration in general.

1.7   DEFINITION OF TERMS

1. *Training:* Training can be defined as the systematic development of the attitude, knowledge, skill and behaviour pattern required by an individual in order to perform adequately a given task or jobs (Robert Stammer, 1975). It is also an organizational effort aimed at helping an employee to acquire basic skills required for the efficient execution of the functions for which he or she was hired (Nwachukwu, C.C.1988).

2. *Performance Evaluation*: Can be defined as the periodic assessment or formal evaluation of an employee's job related activities that is conducted by superior. It identifies the potentials as well as the weaknesses of the employees.

3. *Discipline*: This can be defined as converted effort put forward to achieve the conformity of the behaviour of a worker to the norms of the

organization. In other words, discipline is absence of lawlessness, anarchy and disorderliness.

4. ***Bureaucracy:*** Max Weber viewed bureaucracy as the most rational form of organization technically superior to all other forms. Its rationality consist of application of precise techniques of legal standards and financial accounting to work of government, which was achieved organizationally through hierarchy of offices and the detachment of bureaucrats from any personal interest in the results of their decisions, (Weber, 1948:196-244).

5. ***Organization:*** Organization is a collectivity of people, with defined goals and objectives, in an environment, over a period of time, with network of communications, hierarchy, rules and S procedures (MacDonald, C.C, 1981).

CHAPTER TWO

LITERATURE REVIEW

2.1   INTRODUCTION

This chapter deals with Historical background of the topic and the review of related literatures. In view of this, information was collected from journals, magazines, periodicals, texts and personal communication.

2.2   DEFINITIONS OF TRAINING, DISCIPLINE AND PERFORMANCE EVALUATION

Training can be defined as the systematic development of the attitude, knowledge, skill and behaviour pattern required by an individual in order to perform adequately a given task or jobs (Robert Stammers, 1975). It is an organizational effort aimed at helping an employee to acquire basic skills required for the efficient execution of the functions for which he or she was hired (Nwachukwu, C.C. 1988). It can also be seen as the systematic process of altering the behaviour of employees in a direction to increase organizational goals (William, F.G. 1979).

Mamoria C.B. (1992) defined training as the process of learning a sequence of programmed behaviour. He went further to state that it is an application of knowledge, that it gives people an awareness of the rules and procedures to guide their performance on the current job or prepare them for an intended job. Training supplies that skills, knowledge, and attitude needed by individuals or groups to improve their abilities to perform their present jobs. Manpower Training is continuous throughout organizational life. Training is used to give

employees skills or to brush up existing skills to the level necessary to perform, when new on the job (Plunkett, 1989). As employee demonstrates the need for additional skills, the organization provides more training (Schuler, R.S. (1981).

Edwin Singer, (1977) defined training as learning to use background knowledge in a specific work situation. . It is concerned with job performance as well as with the application of knowledge at work It can also be seen as the formal programmes or procedures which an organization uses to facilitate employees organization's goals and objectives (McGhee .W, (1965).

Training is the overall process whereby an individual's behaviour is modified to conform to a predetermined or specified pattern, (Tannehill, 1968). Training can also be defined as planned activities on the part of an organization to increase the jobs knowledge, skill and to modify the attitudes and social behaviour of its members in ways consistent with the goals of the organization and the requirements of the job.

FLIPPO, (1976) defined training as the act of increasing the knowledge and skills of an employee on a particular job. Evans David, (1981) described training as the imparting of specific practical skills often manual to employees which will be relevant to the employee's present or next immediate job. According to him, there are organization that limit training to impart the minimum amount of knowledge and skill to cover just their present needs.

Ayida, A. A. (1977) said that training is concerned with imparting specific skills for specific purposes, -induction' is more broad, then being involved with the long-term development of the individual intellectually, psychologically, socially and physically, so training is a part of education. Strauss, (1972)

highlighted the essence of training in an organization by saying that efficiency of any organization depends directly on how well its members are trained. New employees usually need some training before they can take up their work, while older employees require training both to keep them to the demands of the present job and to fit them to transfers and promotions. Training also motivates employees to work harder. Employees who understand their jobs are likely to have higher morale. And the very fact that management is confident enough of their abilities to invest in training provides an assurance that they are valued members of the organization. This is particularly in dynamic companies undergoing changes in technology. Such changes in automation are when workers fear that they will be incapable of handling newly created jobs. The effective manager recognizes that training is an on-going, continuous process, not a õone shortö activity. New problems, procedures and equipment, new knowledge and new jobs are constantly creating the need for employeeøs instruction.

Lloyd Byers, (1979) defined as a process that involves developing skills and learning concepts, rules or attitudes in order to increase effectiveness in doing a particular job. It can also be been as the process of transformating skills from those who possess them to those who do not, and management training as the process of developing managersø knowledge, skills and attitudes through instructions, demonstration, practice and planned experience to meet the present and future needs of the organization (Ubeku, 1976). Training is any planned programme designed to increase the performance of an organization by increasing their knowledge and skill (Ackerman, L. 1968).

Pfeiffer, (1964) sees training as efforts to induce change, and those involved in the process may be described as change agents. According to him, two facts basically make efforts towards change necessary. The first is that man is constantly changing the industrial and governmental processes with which he is involved. The second factor requiring change has to do with the generally accepted idea that man is still some distance from the point where his ability at interpersonal relationships is perfect. They concluded that it is not man's nature to act quietly in the midst of tremendous technological change without accompanying change. The objective of training is to achieve a change in the behavior of those trained. In the industrial situation, this means that those trained shall acquire new manipulative skills, technical knowledge, and problem solving ability or attitudes It is expected that the employees apply their newly acquired knowledge and skills on the job.

The definition by McGhee seems more embracing since the behaviour of an employee can be, and frequently is modified by experience, which is not in any sense the result of a training programme He reacts to his peers, superiors, sub ordinates, his psychological environment of tools, equipment, materials and machinery The concept training is seen and used as any organizationally oriented procedure, which are intended to foster learning among organizational members The desired learning is the direction that is intended, to contribute to better performance of assigned tasks, satisfaction of the trainee's personal goals and the overall organizational objectives.

The Oxford Advanced Learners Dictionary defines Discipline as, trained to be obedient, having self-control, and skill. It was further defined as punishment. It

has also been defined as an act or measure taken to check the misconduct of individual or group of persons (Smith, M.G. (1965).

Discipline has been defined by a Personnel Management Scholar (Coleman, S.964) as a punitive step taken in an organized society where laws exist to check the excesses of individual, in terms of this behaviour.

Discipline can be defined as a form of training that enforces the organization's rules (Mathis and Jackson, 1976) It can be approached in two basic ways: Preventive and punitive. Although these approaches may sound like conflicting terms, they are related. The purpose of preventive discipline is to heighten employee's awareness of company policies and rules in their work experience; knowledge of disciplinary actions may prevent violations. The emphasis on preventive discipline is similar to the emphasis on preventing accidents. No wonder, one author suggests that the best discipline is self-discipline.

The punitive approach is used after violations or discipline problems occur. Through punishment, employees will not repeat the undesired behaviours, and most organization uses both the preventive and punitive type. Another definition given to discipline is that, discipline involves corrective measure and approach towards the restoration of orderliness and peaceful co-existence. This is to say that discipline is an act and machinery put in place to check and correct the excesses of misconduct or behaviour of an individual or group of persons, but it must be guided by rules and procedures.

Discipline has been defined as, oral reprimand, written reprimand, formal written warning, suspension, and discharge or dismissal, (Alexander KO. 1976).

After an employee has been selected for a job and has worked on it for a period of time, it must be determined how well he or she is doing. The personnel unit and the appraising manager should obtain a meaningful and useful appraisal or evaluation of employeeøs performance to benefit the manager, the employee, and the organization at large.

Appraising or evaluating employeeøs performance is as old as civilization. From the beginning of history, workersø performance has been evaluated. In the Bible, Adam and Eveøs performance was evaluated and found to be inadequate. Throughout the centuries, people have always evaluated or appraised the performance of others. It may be done implicitly, it may be done well or poorly, but it must be done.

The determination of how well employees do their jobs have been labeled variously as: employee rating, merit rating, employee evaluation, performance review, performance evaluation, and results appraisal, among others. Therefore, for the purpose of this project, performance evaluation will be used interchangeably with performance appraisal.

Smith M.G. (1976) sees performance evaluation as a total assessment of an employeeøs capability and ability with regards to his performance. This is to say that the performance has to be assessed or evaluated periodically, so that his strengths and weaknesses can be brought to a sharp focus.

Mathis and Jackson, (1976) define performance evaluation as the assessment of the usefulness of the human resources, in an organization. Specifically, it attempts to measure how well employees are performing their duties and

meeting their job responsibilities. Performance evaluation also deals with the day-today or periodic assessment conducted by an organization on her employees; to determine their efficiencies and inefficiencies (Ibekwe 0., 1984) assesses employee¢s character, attitude, potentials and past performance on the job, (C.C Nwachukwu, 1988). He went further to say that the essence of performance evaluation is to evaluate the employee¢s strength and weaknesses. One of the major reasons for employee¢s appraisal according to him is to obtain information for promotion, demotion, transfer, pay increase, training and development and discharge. For employee, an appraisal or evaluation gives him feedback as to how management perceives his contribution to the organization. Performance evaluation means passing judgment on employee¢s performance generally, (Nwafor, C.N. 1990).

Ubeku, A. K (1975) defines performance evaluation as the review of the employee¢s performance based on the objectives agreed. According to him, from the performance evaluation will emerge the strength and weaknesses of the employee and on the basis of this, the appropriate remedial action, such as training, can be undertaken. Also, the employee¢s performance on the job, systematically analyzed, will determine how he should be rewarded either in terms of money or by promotion. Performance evaluation is a table of contents that shows the credits (efficiency) and debits (inefficiency) of an employee, (Armstrong J. R., 1980). Nwadike, P. 0, F (1990) is of the view that an appraisal is not an inquisition; it is a means of developing the employee on the job. Consequently, according to him, evaluation should be approached with the intention of strengthening the strong points of the employee and enabling him to improve on the weak points. In his own view, Humble, J.C. (1978) asserts

that performance evaluation deals with the employee's overall review of his organizational activities or contributions.

It is evident from the above submissions of these and other management intellectuals, that training, discipline and performance evaluation are dynamic processes designed to equip employees with the necessary knowledge and skills, as well as evaluating the overall performance of the employees, and the disciplinary measures taken for the overall development of the organization.

2.3   DISTINCTION BETWEEN TRAINING, DISCIPLINE AND PERFORMANCE EVALUATION

Training helps an individual to learn how to carry out satisfactorily the work required of him in his present job while discipline deals with punishment of an employee. It is a measure taken to check the misconduct or misbehaviour of an employee. Performance evaluation deals with the assessment of an employee's potentials and weaknesses. Performance evaluation could be seen as the mirror with which the worker or employee sees himself. Training involves skills of an employee in any organization while discipline is geared towards the reduction, if not elimination of phenomena that are harmful to the achievement of an organizational goal (Encyclopedia of Professional Management, 1978). On the other hand performance evaluation enables one to ascertain the efficiency and inefficiency of an employee.

Another distinction between training discipline and performance evaluation is that training makes it possible for an employee to acquire new skills, ideas and information that are crucial to the effective and efficient performance of their duties (Armstrong, 1982) while discipline is one of the pillars on which the

success of an organization rests. In essence, discipline is meant to achieve the conformity of the behaviour of an employee to the norms of the organization. Performance evaluation is only concerned with how well employees are performing their duties and meeting their job responsibilities.

From the above analysis, it can be seen that training is concerned with the teaching of specific skills for carrying out a define assignment, while discipline shows conformity to rules and regulations, guiding the organization. Performance evaluation as already said, is meant to assess employee¢s strengths and weaknesses as it affects organizational goals and objectives.

2.4 OBJECTIVES OF TRAINING, DISCIPLINE AND PERFORMANCE EVALUATION

There are many reasons why organizations engage in training, discipline and performance evaluation programmes. Training helps to increase productivity Instructions can help employees increase their level of performance on their present assignment Increased human performance often directly leads to increased operational productivity and increased company profits (Scot, L C 1970) Increased performance and productivity, because of training, are most evident on the part of new employees who are (not yet fully aware of the most efficient and effective ways of performing their jobs (Baum, B H 1970).

Training improves equality because better informed workers are less likely to make operational mistakes. This may be in relation to the company¢s product or service, or in reference to the intangible organizational employment atmosphere (Boo cook, S.S. 1969).

Training helps an organization fulfil its personnel needs because organizations that have a good internal educational programme will have to make less drastic manpower changes and adjustments in the event of sudden personnel alterations. If the need arises, organizational vacancies can more easily be staffed from internal sources if the company initiates and maintains an adequate instructional programme for both its non-supervisory and managerial employees, (Fine S.S 1968).

Training improves organizational climate. Increase in moral may be due to several factors, but one of the most important of these is the state of an organization's educational endeavour (Greer T.V. 1970).

Training helps to improve health and safety. Proper training can help prevent industrial accidents. Managerial mental state would also improve if supervisor know that they can better themselves through company-designed development programmes (Elorsheim, H.1970).

Discipline on the other hand, enforces the organization's rules. In other words, discipline enhances employee's awareness of company policies and rules in their work experience (Mathis and Jackson, 1976). Discipline also helps an employee to develop an awareness of acceptable behaviour to the rules and regulations of the organization. The fact is that through punishment (discipline), employees will not repeat the undesired behaviours.

Another objective of discipline is that it reduces insubordination within the organization (Evans P.N, 1980). This is to say that disciplinary measure, checks insubordination of sub-ordinate officers or employees. It is also a

corrective decision taken against employee's misconduct, in the overall interest of an organization.

Performance evaluation focuses on the assessment of the usefulness of human resources of an organization. To this end, one of the objectives of performance evaluation is to measure, assess or evaluate how well employees are performing their duties and meeting their job responsibilities (Mathis and Jackson, 1976).

Ibekwe, O. (1984) is of the opinion that one of the objectives of performance evaluation is compensation adjustments, placement decisions and training. He went further to expatiate, that performance evaluation is used to make adjustment in an individual's compensation package. Through evaluation, the employee is rewarded and those with performance below standard or expectation are either demoted or discharged.

A. K. Ubeku, (1975) sees the objective of performance evaluation, as that which provides an opportunity for the manager or supervisor and his subordinates to review the latter's work in the light of objectives set. According to him, the employee will be told how he has performed on the job. Another objective put forward by a personnel management scholar sees performance evaluation as that act that encourages the supervisor or manager to think analytically about his subordinates as individual human beings, So that he will understand them better and thus be able to base the planning of work in his organization on an appreciation of each individual's competence and suitability.

Blakes, R.R. (1991) view performance evaluation objective as that which provides an opportunity for the individual employee to, realize his own potentials and what he needs to look at if he is going to develop in his present job, and perhaps be considered at a later date for promotion. Accordingly, performance evaluation can lead to the discovery of employee's efficiency and inefficiency.

From the above, it is clear that the basic aim of performance evaluation is to effect improvement in the performance of the employee on his job.

2.5 PLANNING TRAINING, DISCIPLINE AND PERFORMANCE EVALUATION PROGRAMMES

Since training is a continuous process and not a one shot affair, and since it consumes time and entails much expenditure, it is necessary that a training programme or policy should be prepared with great thought and care, for the needs of the employees.

Planning is the primary requirement, for a successful programme and proper planning requires that the objectives of the training programme be specifically defined (Gale, E. N, 1976). Once specific objectives of the programme have been made and documented, it is necessary that the length of the programme, the number of sessions, and topics to be covered in each session, be determined. If the programme is expected to be a continuous type of programme with a new group participating every few weeks, it is essential that a pilot programme be given. The pilot session will serve as the basis for testing the degree to which the stated objectives of the programme are being met.

It is essential that the topics covered be specifically related to the term for which the programme is being given. While general technical background materials needs to be interspersed in accordance with the terms. The participants must see its relevance to the present position or their potential position if interest is to be maintained.

The objectives of the pilot programme are:

o   To have the participants in the pilot group achieve the overall objectives of the training programme.

o   To evaluate the training sessions as planned and given, and to use the evaluation to future sessions.

The first object can be accomplished sessions as by giving the planned. This means the sessions would include reading assignment- discussions, case study- discussions and quizzes-discussion. Quizzes evaluate how successful the training has been.

The second objective is useful for improving the second programme. It is highly important that participants feel the sessions are accomplishing goals and objectives of the programme. This can be measured by the use of an evaluation questionnaire. The trainer should be evaluating each session along with the participantøs evaluations and any changes deemed necessary should be made in revising the future sessions.

In planning disciplinary measures or programme, cognizance must be given, in terms of equity, or fairness. Few problems arise if employees understand the reasons and fairness behind policies and rules. Organizational discipline is issued in different degrees of severity. The progressive nature of good

discipline gives employees a chance to correct their ways. In this sense, discipline is training because for each failure to learn, the penalty is more severe.

In planning disciplinary programme, performance must be given to the preventive measure rather than punitive measure. The reason for the preventive measure during programme is to heighten employee's awareness of company policies and rules. The punitive approach is however used after violations or discipline, problems occur. The hope is that through punishment, employees will not repeat the misbehaviour.

It is also relevant to note that disciplinary programme planning requires that the objectives of the disciplinary programme be defined. Discipline helps to achieve or produce the desired employee's behaviour. It is also relevant, because t makes the sub-ordinate to understand what was expected, to be done and not to be done. Discipline also serves as punishment and enforces the organizational rules.

Since performance evaluation is a means of developing an employee on the job, consequently, evaluation should be approached with the intention of strengthening the strong points of the employee and enabling him to improve on the weak points.

In an attempt to plan performance evaluation, focus should be on the performance of the employee on the job rather than on the employee himself. Concentration should be on the results, on what he has achieved in the job for which he is paid.

The employee should also be made to understand that performance evaluation is not an inquisition; it is a means of developing the employee on the job. Evaluation should be approached with the intention of strengthen the strong points of the employee, with a view to improving weakness, so as to attain organization's goals and objectives.

Personal prejudice must be removed when planning performance evaluation. To some people, their subordinates never have and never will, grow up. Rather than judge the subordinate on the extent to which he has achieved the objectives set, the subordinate's evaluation is based solely on what the manager or superior thinks the subordinate has achieved.

In planning performance evaluation, the following must be taken into consideration:

a. The competence and fairness of those doing the assessment.

b. The degree of uniformity that can be arrived at among a number of opinions.

c. The avoidance of hasty judgments

d. Whether any of the judgments can be checked against actual records, such as production or wastage figures.

2.6 STEPS IN DESIGNING TRAINING, DISCIPLINE AND PERFORMANCE EVALUATION PROGRAMMES.

The steps taken in designing an adequate and effective training, discipline and performance evaluation programmes are:

a. *Analyzing Organizational Needs*: Here the job is adequately analyzed and this involves both job description and job specification.

b. ***Present Performance Evaluation***: This helps to identify areas that need development most.

c. ***Inventory of Present Personnel***: Here data examines age, length of service, education, work experience, previous development programmes completed, health records, disciplinary measures and performance evaluation. An adequate analysis of the above data will help in selecting individuals possessing a desired kind of background, as to identifying the individuals that need training, discipline and performance evaluation most.

d. ***Planning of Individual Training, Disciplinary and Performance Evaluation Programmes:*** The guiding factor for this plan is the result of the individualøs performance, which necessarily indicate strengths and weaknesses, as well as attitude, or behavior of the employee.

e. ***Establishment of the Programme:*** Having acquired the necessary information about the individuals and considering the organizationøs objectives and goals, the programme is then established.

f.   Evaluating the Programme to See:
  i. Whether the results of the programme is worth the money spent on it.
  ii. Whether improvement could be made in training, discipline and performance evaluation procedures for returns on the money invested in the programme.
  iii. Whether investing in the programme yields more than proportionate returns than would have been ease, if the money were invested in some other activities.

2.7   EVALUATING THE PROGRAMME

After establishing training, discipline and performance evaluation programmes, it must be evaluated to see if it meets up with organizational needs. There must exist organizational standards or criteria by which the effectiveness of the programmes is measured. The standards can be administrative, technical, simple or complex.

Evaluating training, discipline and performance, means assessing the extent to which training, discipline and performance evaluation plans have been attained. This involves the establishment of standards, measurement of some sort, identification and analysis of short falls and deficiencies, selection and execution of remedial actions and follow up to ensure that correction has occurred (Tracy, W.R., 1972).

Some of the methods used in evaluating training, discipline and performance evaluation programmes include:

i.   Measuring group performance after the programme, which can be termed post-training evaluation. The trainees are tested after training and it they are now found to be effective and efficient in carrying out the job, the programme is adjudged successful. But if contrary is the case, the programme has failed.

ii.   Soliciting information about the effectiveness of the programme from participants. This could be gotten either by oral interview, testing or by administering questionnaires on the trainees.

iii. Measuring the training group before and after the programme and this can be termed before and after comparism. This involves the use of a single training group with standard measures being obtained before and

after the training. In this design, one compares pre-training and post-training critical scores.

iv. Measuring the group both before and after, and applying an identical measurement process to a control group that has been selected as an equivalent to the training group in all things, except the training experience. This is the best method of evaluating training programmes.

Some of the methods used in evaluating disciplinary programmes include:

i. Measuring employees attitude before and after a programme

ii. Measuring the extent to which the effectiveness of the disciplinary programmes has affected the individual and organization generally.

iii. Getting information about the effectiveness of the disciplinary measures adopted by the organization from the employees.

On the other hand, the methods used in assessing performance programmes include:

i. Ranking the subordinates from the most productive to the least productive and this is known as the ranking method.

ii. Measuring two major areas of employee work characteristics, also known as graphic rating method. The basic work characteristics such as knowledge, initiative, dependability, leadership, loyalty, etc. the employee∮s contribution to the organization such as quality and volume of work done.

iii. Two employees are compared at a time and the better one is noted; then those that are noted are paired again. This method is known as paired comparison method.

iv.   Measuring strengths and weaknesses of employees, in the overall interest of the organization. These are some of the best methods of evaluating training, disciplinary and performance evaluation programmes.

2.8   CONSTRAINTS TO EFFECTIVE TRAINING, DISCIPLINE AND PERFORMANCE EVALUATION.

Training is one of the many tools competing for the attention of management. The cost of ineffective training procedures is rarely separated from the multitude of other costs of producing goods and services.

Individuals concerned with achieving the major goals of an organization are concerned with training only as one of the many means by which they can use for obtaining the desired outcome of organizational activities. When management accepts training, discipline and performance evaluation as a necessary responsibility which is shifted to staff and personnel departments, then the attainment of goals and objectives will be certain and achievable.

The effective use of training by management has been blocked by:

i.   Training being regarded as an end rather than as a means to an end;

ii.   Failure of management to accept responsibility for training;

iii. lack of knowledge and skill on the part of management in directing and executing training; and

iv. Lack of information concerning the nature of the learning process.

Even when these causes of inefficient training are absent, the general climate of an organization may render training efforts ineffective. If other employees see no reason for learning job duties in an efficient manner, real pressure can be

brought on a trainee to show his rate of mastering his assignment. But if no provision is made for the job advancement, there is little incentive to learn the jobs ahead.

With respect to disciplinary constraints, the organizationøs to inability to map out preventive measures, rather than punitive type of discipline.

Managementøs failure to assume and accept full disciplinary responsibility. While the constraints to effective performance evaluation include:

i. The competence and fairness of those doing the assessment. The degree of uniformity that can be arrived at, among a number of opinions.

ii. The avoidance of hasty judgments.

Another constraint is pressure on time-this is associated with the lack of time that induces management to rush the evaluation. However, these are some of the constraints to effective training, discipline and performance evaluation.

2.9 FACTORS THAT HINDER EFFECTIVE UTILIZATION OF TRAINED MANPOWER, DISCIPLINE AND PERFORMANCE EVALUATION.

An employee is not effectively and efficiently utilized if employment does not offer him any challenge to imagination and ingenuity or does not demand the skills, which he acquired during training (Nwachukwu, C.C., 1980). There is no single factor that can be said to be responsible for the low productivity of workers in Nigeria. To this end, many reasons have been advanced ranging from job misplacement to nepotism, stateism and service conditions to workers (Osuiji, 1984).

(i)   *Job Misplacement:* A large number of trained Nigerian workers are not employed where they are qualified or where their academic preparation has a direct bearing with the type of job they perform and this does not make for professionalism.

(ii)   *Pattern of Recruitment:* The recruitment pattern in the country today shows that many people in management positions, in the civil service have from within them, set-up their immediate relations. It is certain that discipline cannot be enforced in such an organization.

(iii)   *Stateism*: This has to do with the employment of people from the same state with the public functionaries, whether they are qualified or not. Many states would rather employ non-Nigerians on higher salaries and much better conditions of service rather them employing fellow Nigerians from other states. This factor does not hinder effective utilization of trained manpower alone, but also constitute a problem.

(iv)   *Conditions of service:* The condition of service under which an employee finds himself influences productivity to an appreciable level. If he is not satisfied with the conditions and benefits, his stay in the establishment will probably be short. The service conditions include, salary, promotion and fringe benefits such as cars, basic allowances, advances, leave allowance, housing and medical schemes.

On the other hand, the factors that hinder effective disciplinary measure in an organization include: favoritism, Godfatherism, tribalism and religion.

(i)   *Favoritism*: This has to do with the practice of giving unfair advantages to the people that one likes best. And this has led to non- achievement of organizational disciplinary measure or standard. In other words, favoritism leads to gross indiscipline, in an organization.

(ii)   *Godfatherism*: This deals with a person who takes special care and responsibility of a particular person as if he is a son or daughter. A worker or an employee, who commits an offence, cannot be properly disciplined in the presence of his godfather, as every protection will be accorded him.

iii)   *Tribalism*: The granting of special favor to one's tribe-men is what is known as tribalism. Sometimes, it is assumed that an Hausa-man cannot discipline an Hausa-man, or an Ibo-man disciplining his own brother, especially when it means losing his job. There is always that feeling of brotherhood (tribalism). Under this atmosphere, disciplinary measure cannot take place.

(iv)   *Religion*: Religion is another factor affecting effective disciplinary measure. A boss who finds his Christian or Moslem brother misbehaves will find it difficult to discipline such a person, than the one who is of different religious belief.

With respect to performance evaluation, some of the factors that affect its effectiveness include: personal prejudice, rating the man and not the job, pressure of time and recency.

(i)   *Personal Prejudice:* To some people, their subordinates never have and never will, grow up. Instead of judging the subordinate on the extent to which

he has achieved the objectives set, the subordinateøs appraisal or evaluation is based on what the manager or superior thinks the subordinate has achieved. Once personal prejudice is involved, the atmosphere becomes unhealthy and effective work cannot be done in such circumstances.

(ii)   ***Rating the man and not the job***: This deals with subjective evaluation of the employee based on the raterøs likes and dislikes or whether he gets along with the subordinate or not.

(iii)   ***Pressure of time:*** This is associated with the lack of time that induces management to rush the appraisal.

(iv)   ***Recency:***   This is the tendency to rate one positively or negatively because of the latest events that took place before the rating.

From the above analysis made, with respect to factors that hinder effective utilization of trained manpower, disciplinary measure and performance evaluation, there is no doubt that these factors constitute hindrance to organizational effectiveness and overall goals and objectives of the organization.

2.10   TRAINING, DISCIPLINE AND PERFORMANCE EVALUATION METHODS/TECHNIQUES

The form and types of training methods/techniques are interrelated, numerous and varied. Some are useful for specific groups of management and employees; others are helpful for dealing with specific subject matter. Most techniques or methods have variety of uses. Therefore, in selecting a method some factors have to be taken into consideration. These factors include: cost, available time, number of employees to be trained, depth of knowledge required and so on.

However, the major techniques can be divided into two groups:

a. Individual approaches, and

b. Group approaches.

The methods under the individual approach are:

a. On the job training

b. Coaching

c. Job rotation

While those under the group approaches are:

a. Lecture method

b. Conference method

c. Role playing

d. Guided discussion

e. Case study

f. Business game

g. Sensitivity training

h. Vestibule training

i. Simulation

FIG. 2.7 CLASSIFICATION OF TRAINING METHODS

(a) on-the-job

(b) Vestibule

(c) Apprenticeship

(d) Simulation

(e) Demonstration

(f) Classroom

(g) Other Methods

Lectures

Conference

Case Study

Role Playing

Programmed Instruction

Associations

Audio Visual Aids
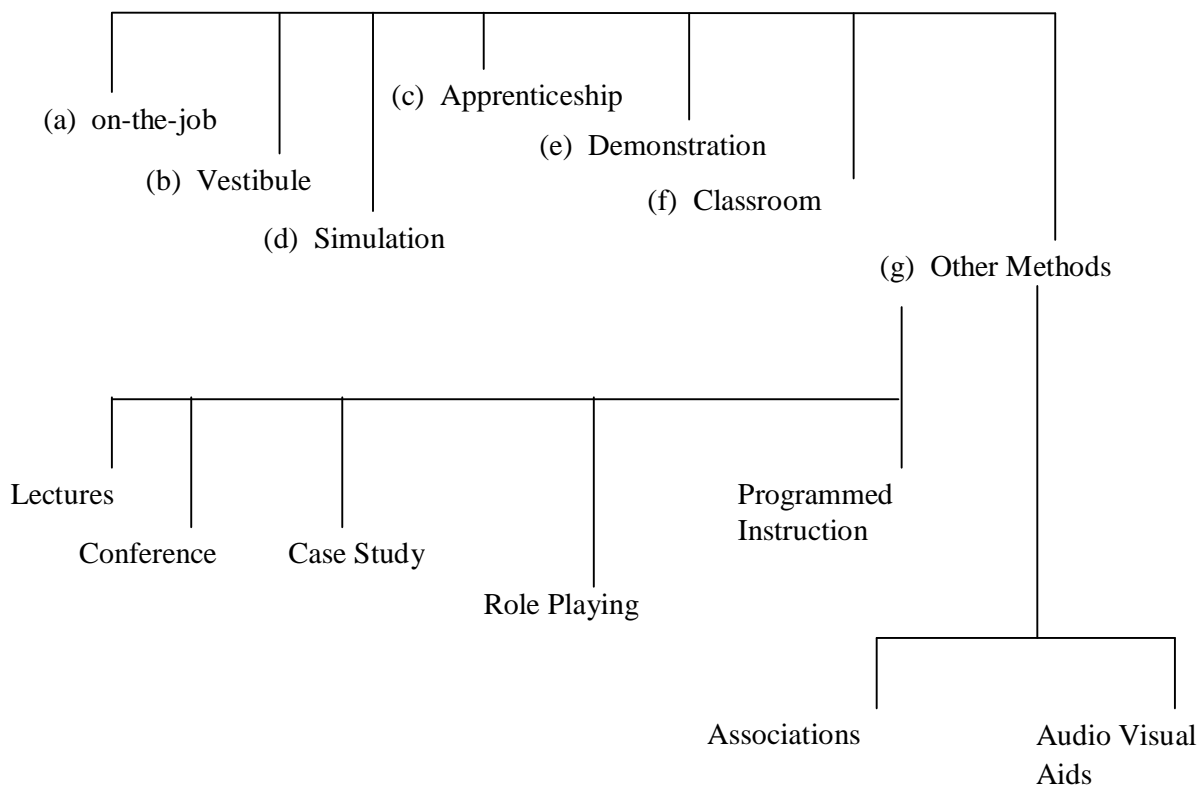
Source: Mamoria, C. B. Personnel Management Himalaya Publishing House (Bombay, 1992)

On-The-Job Training

The most common, most widely used and accepted, and the most, necessary method of training employees is the skills essentials, acceptable for job performance (Tracy, Williams, 1971). This method is organized to acquire the knowledge and skills to perform a job, using the actual equipment and materials required by the job. It is suited for teaching relatively simple production or clerical operations to new employees. It is also used when job methods are significantly changed or when employee is transferred to a different job. Properly planned on-the-job training breaks the work to be

performed into logical and easily understood units and blends explanation and demonstration by qualified instructors with opportunities for the learners to practice according to approved methods (McGhee).

Coaching

This is the most direct and effective way for a person to influence the behavior of another, coaching represents a continuing learning experience in which the individual is given opportunity to inform, he is informed of the results he is expected to accomplish, and he is counselled on the results he actually achieved. Frequently, the individual being coached is exposed to series of planed experienced to accelerate his development and growth. He may be given a special assignment, perhaps as a member of a committee or task force. He may fill in for the boss the delegated part of his responsibility/responsibilities, his job may be enlarged, or he may be systematically rotated through series of jobs.

Coaching is an effective training technique at all levels of an organization. It occurs most often and naturally in the super-subordinate relationship.

Job Rotation

The major objective of position-rotation development is to help in broadening the background of the trainee in the business. Rotation involves temporarily assigning the employee to function in a position other than his own. Edwin Flippo, (1979), summarized the advantages of job rotation as a training technique thus:

   a. It provides a general background and thus an organization point of view;

   b. It encourages interdepartmental co-operation;

c. Fresh viewpoints are periodically introduced to the various units.

d. It promotes organizational flexibility through generating flexible human resources;

e. Comparative performance appraisal can be accomplished more objectively;

f. It acquires all the advantages of on-the-job coaching in each situation.

Lecture

This is one of the most widely used training techniques. It is however, usually used to supplement other training techniques such as sensitivity training or role-playing. Its major advantage is its economy (McGhee, et al. OP. Cit).

Role Playing

Role-playing involves acting at solutions involving two or more persons, for example, superior and subordinate. It places the participants in simulated circumstances where, under stress, they tend to act as they would in reality. As with other types of simulations (Business game, in basket and so on), learning occurs during the analysis and discussions that take place in the critique session.

Conference Method

This method focuses on the principles of active trainee participation to enhance learning.

Guided Discussion

This technique like the lecture method is a leader centered approach to training and problem solving. It is technique that directly focuses attention on the topic at hand. It permits the group leader greater opportunity to get reaction to an

idea than does the lecture method. In the guided discussion technique, the leader presents an idea to the group and encourages it, but makes it clear to the group that he reserves right to make the ultimate final decision.

Case Study Technique

It is most commonly used in business and law schools. Here, the trainees are presented with a written case that describes a concrete or organizational problem and asked to study it privately and to outline his solutions. He then meets in a small group with other trainees, and as a group they discuss the adequacy of some or all the proposed solutions and try to identify the principle involved, This technique is designed to help in promoting the ability of the trainee in discovering underlying principles. There is no single solution to most cases. Thus, the trainee is encouraged to develop flexibility in his approach to organizational problems. Rather than seeking out a single answer, he is faced with the task of correcting out appropriate and useful questions that may suggest several alternative solutions (Glover, J.D., et al 1963).

Business Games

Business games technique is mainly used for teaching decision- making skills. It is built on models that is purported to represent the complex interrelations of the economy and other factors in business. The models are formed into equations or tables that are used by the instructor to evaluate the effects of studentsø decisions. Computers that have been programmed with equations perform the computational task.

Trainees in business games make decisions, which are fed into the model. They receive feedback about the results of their decisions. Through this interactive

process the trainee develops a fact for the realities of business and are able to increase the effectiveness of their decision.

Sensitivity Training

Sensitivity training also called T-group is a technique directed towards attitude and the development of interpersonal skills and self-awareness. Sensitivity training attempts to make trainees more willing and able to communicate their feelings to others. According to Flippo, (OP. Cit), the goods of sensitivity training are:

a. Increase tolerance for individual differences;

b. Greater concern for others;

c. Increased openness with others;

d. Less ethnic prejudice;

e. Understanding group processes;

f. Enhanced listening skills; and

g. Increased trust and support.

h. The general goal of the technique is to open the organization through increased managerial sensitivity and trust, as well as increased respect for the contributions of others, whether subordinates, peers or superiors.

Vestibule Training

Vestibule training techniques are used, so as to pay more attention to trainees needs and to employ instructors who are specialists and the school may be set up in an area, off the production line. Equipment and materials are similar to those used in production, but emphasis is placed on training here, rather than

production. Vestibule programmes may last a few days or several months depending on the complexity of the job to be learnt.

It has the obvious advantage of minimizing transfer problems. Furthermore, it permits the instructor to arrange other ideal kinds of learning conditions, such as immediate reinforcement, accurate feedback of knowledge of results, ample opportunity for practice and repetition, and a learning sequence progressively arranged in order of difficulty. Its major advantage is the high cost of providing duplicate equipment that is used solely for training purposes.

On the other hand, disciplinary methods or techniques include:
preventive method and punitive methods.

Preventive Method

The purpose of preventive discipline is to heighten employeesø awareness of company policies and rules in their work experiences. Knowledge of disciplinary actions may prevent violations of companyøs rules and regulations. The emphasis on preventive discipline is similar to preventing accidents. It has been suggested that the best discipline in self-discipline. Developing an awareness of acceptable behavior to prevent disciplinary problems is better than the punitive method.

Punitive Method

The punitive method is used after violations or after disciplinary problems occurs. The hope is that through punishment, employees will not repeat the undesired behavior. Most organizations use both these methods to emphasis that rules must be followed. Few problems arise if employees understand the reasons and fairness behind policies and rules. Organizational discipline is

issued in different degrees of severity; oral reprimand, written reprimand, formal written warning, suspension, and discharge. The progressive native of good discipline gives employees a chance to correct their ways. In this sense, discipline is training because for each failure to learn, the penalty is more severe.

2.11 PERFORMANCE EVALUATION METHODS/TECHNIQUES

Some of the performance evaluation methods include: the ranking method, graphic rating method, paired comparison method, forced choice method, critical incident method, and field review technique.

The Ranking Method

This is the oldest and the most common appraisal (evaluation) method in use. The superior ranks his subordinates from the most productive to the least productive.

Graphic Rating Method

This is one of the most popular rating methods. This technique measures two major areas of employee work characteristics:

i. The basic work characteristics such as knowledge, initiative, dependability, leadership, loyalty, etc.

ii. The employee's contribution to the organization such as quality and volume of work done.

Paired Comparison Method

This closely resembles the ranking method. Two employees are compared at a time and the better one is noted; then those that are noted are paired again. This is not a popular method because there are usually many traits to be evaluated.

Forced Choice Method

The forced choice method forces the supervisors to make use of retards. The rater is forced to select a pair of sentences that best describes the employee. The purpose of this technique is to minimize bias as his lack of knowledge or inconsistency is easy to detect from his choices.

Critical Incident Method

In this method the rater is expected to show incidents in the work situation in which the employee being evaluated has shown positive or negative influences in work situations. Factors such as initiative, judgment, creativity, etc are to be shown.

Field Review Technique

This method allows outside specialists to evaluate the employee. Because of the cost involved, this technique is used very sparingly.

Other employee review techniques include peer rating, where the employee's co-workers evaluate his performance. This does not differ a great deal from an objective supervisor's rating. An employee can also evaluate himself. Good motivation can make an employee to evaluate himself, bring out his strengths and weaknesses and even suggest ways of improvement.

2.12   EVOLUTION   OF   TRAINING,   DISCIPLINE   AND   PERFORMANCE EVALUATION PROGRAMMES IN NIGERIA

Executive development evolved because of growing complexity and sophistication of industries, which makes for increasing demands on management and one of its greatest challenges was to increase the quality of its management at all levels. Executive development was mainly limited to

supervisors before the Second World War. Top and middle managers saw no need for them to undergo development education. But after the Second World War, especially in the 50øs many firms realized that development could be extended to higher- level managers to enable them cope with the increasing responsibilities posed on them by their firmøs rapid expansion and growth as well as face the shortage of managerial talents that was threatening their existence.

In Nigeria, the leadership role in industries and Government did not come to the indigenes until her independence in 1960 (Ubeku, A.K. OP. Cit). Expatriates then occupied this management positions. The training of Nigerians for management positions was only expedited when independence closed in. After independence, Nigerians took bold steps to nigerianize her public sector and some private establishments. This no doubt, left the Nationøs Government and economy in the hands of Nigerians. The problems emanating from this is that of management, which is still rearing its ugly head with us today. Many institutions, companies, and corporations are folding up because the qualities of those managing them are poor and their sincerity is questionable.

The insufficiencies of managerial manpower as well as their poor quality after independence were the reasons behind the establishment of schools of Business Administration in some Nigerian universities, polytechnics, and management training institutions. The establishment of these institutions is aimed at helping the nation in her effort to train and develop its human resources to meet up with the growing trend in industries and management standards throughout the world. Government interest in management education and training did not start

until 1964 when the National manpower Board set up by the Federal Government drew attention to:

- The need for effective co-ordination to avoid unnecessary duplication of efforts in management training, in the country.

- The need to ensure that training programmes reflect, in frequency, level and type, the needs of the economy.

In 1969, the International Labor Organization (I. L. O.) also reemphasizes the inadequacy of management development and training programmes in Nigeria (Julius Onah, 1984).

Following this, a Nigeria Council for Management Education and Training (NCMET) was established and charged with all activities concerning programmes of management education and training, whose operating wing is the Center for Management Development (CMD), and the Industrial Training Fund (ITF). The Federal Military Government established NCMET in January 1972, and it was composed of 22 members representing the public and private sectors, educational and training institutions. Its terms of reference are as follows:

❖ To formulate and execute policy on management education, training and development at the pre-employment levels in the classroom and on-the-job;

❖ Co-ordinate and obtain agreement concerning programmes of management education and training, including their subjects, location, standard, capability, frequency, duration, type and cost;

❖ Maintain an up-to-date register of all available programmes and ensure adequate publicity and utilization of those programmes;

❖ Provide a means of exchanging relevant information and ideas on trends in management education and training to ensure that the Government fully understands the problems of management in Nigeria.

❖ Initiates or sponsor management training programmes and activities especially in those areas not adequately covered;

❖ Acts as Government council for management development.

The Centre of Management Development (CMD)

Center of Management Development, the operational arm of NCMET, was established in January 1973; it maintains link with the other agencies, institutions, and associations concerned with the development of managerial resources, in addition to the Administrative Staff College of Nigeria and institutions and faculties of Administration of various Nigerian Universities. As an operational arm of NCMET, it translates the policies of the council into action.

The Industrial Training Fund (ITF)

The Nigerian Industrial Training Fund (ITF) was set up under decree No 47 of 1972. Its aim is to promote and encourage the acquisition of skills in industry and commerce with a view of generating a pool of indigenous trained manpower sufficient to meet the needs of the economy.

The Administrative Staff College of Nigeria

In 1969, the Federal Government approved in principle the need to establish an administrative staff college. This was to serve as a model institute in the

training of civil servants. It represents a significant aspect of Nigerian Government's Commitment to enhancing managerial development in the public sector.

Since its inception, it has organized seminars and various courses in Nigeria, particularly on management by objectives (MBO) and human, resources management. All these are further made to enhance training skills of the employees or civil servants.

The evolution of discipline in Nigeria can be traced to precolonial period. Before the advent of colonialism, Nigerian leaders (Kings, Obas and Chiefs) have had their ways of disciplinary offenders. There has been customary ways of punishing violators of native laws and customs. However, when the colonial lords came, they set up different disciplinary machineries to actualize their political and economic objectives.

Having gained political independence in 1960, various Government have at different times set up various and different strategies to attain and actualize disciplinary measures, in order to ease governance, but most have not been visible and viable, as all have proved abortive.

It was precisely in 1984-1985, under the General Buhari administration, that war against indiscipline (W.AJ.) was established, with the sole aim and objective of impacting discipline into Nigerians. This war against indiscipline, gained popularity to such an extent that the life of Nigerians were reflected in all their dealings, which also reflected in the social-political setting of the country. This policy (W.A.I.) did not live long as it was dismantled by the

Ibrahim Babangida's administration. The effect has been, mass corruption and gross act of indiscipline in all sectors of the economy.

In this present dispensation, the Obasanjo's administration have started campaign against corruption (Anti corruption bill),which is a policy aimed at reducing, if not total elimination of corrupt practices, an indirect way of installing discipline into the blood stream of Nigerians. In other words, it is a disciplinary measure adopted to promote Nigerianism (National Consciousness) in place of self aggrandizement (self enrichment). Discipline involves rational behaviour and proper attitude in place of irrational behavior and wrong attitude.

With respect to performance evaluation, its evolution could be traced to pre-independence. During this period (Colonial Era) employees were evaluated with a view to determining the efficiency and inefficiency of the workers, even though promotion and reward was not visible as the labour of the employees were exploited. After independence (1960), various Governments have in several ways established procedures in both public and private organizations of the need to assess the performance of the employees. This was not only for reward purpose, but to also enhance efficiency and if possible, know the weaknesses of workers.

However, performance evaluations have not been adequately taken care of in Nigeria, both in public and private organizations. But to some extent performance evaluation are presently being carried out by both public and private companies in Nigeria. Companies or organizations now see the need to

evaluate the performance of the employees, to the advantage of both employee and employer.

2.13   BACKGROUND OF THE STUDY AREA

To understand better what is now known as Warri Refinery and Petrochemical Company (WRPC), it will be most relevant to know the history of the Nigerian Oil Industry.

The search for petroleum in Nigeria began as far back as 1908 by the Nigerian Bitumen Corporation, which drilled about 14 wells along the Niger Delta Basin and off the coast of Lagos. These wells encountered oil slops, but were commercially unsuccessful. An oil prospecting license was granted shell-Dø Arcy Exploration parties in 1937. The company was however forced to suspend exploration around the Niger Delta Basin in the Southern provinces of the country by the second world-war in 1941.

In 1946, a new company called shell-BP Petroleum Development Company of Nigeria limited, jointly financed by the Royal Dutch/Shell Group of Companies and the British Petroleum Group on an equal basis replace the Shell-Dø Arcy Company.

Initially, oil prospecting covered the whole of Southern Nigeria but later the Niger Delta Area was selected for intensive search for oil as it was considered a more likely region to contain hydrocarbon accumulations.

In 1955, Mobil Exploration Nigeria incorporated obtained a concession over the whole of the then Northern Region of Nigeria. The company did some geological work, drilled three deep wells in the then Western Region and

abandoned the concession in 1961. In the same year the Nigerian Government granted ten oil-prospecting Licenses on the continental shelf to five Companies, Shell-BP, Mobil Exploration Nigerian Incorporated, AMOSEAS, Texaco Mineral Company and Nigerian Guff Oil. Each license covered an area of 2,560 square kilometres and was subject to the payment of N1, 000,000 (One million naira). Thus began full-scale on-shore and offshore oil exploration in Nigeria.

Oil was first found in commercial quantities in 1956 at Oloibiri in the Niger Delta, more discoveries at Afam and Bonny established Nigeria as an oil producing country. Pipeline connections between Oloibiri and Port Harcourt made it possible for the first cargo of crude oil to be exported from Port Harcourt in February 1958, when production had reached about 6,000 barrels per day. Oil was later found at Ebubu and Ughelli. With the discovery of oil in commercial quantities, Shell-BP moved to Port Harcourt. The introduction of larger tankers led to the dredging of Bony Bar, which was completed in 1961. Also, the Bony Terminal with its storage facilities was commissioned in April 1961. In the same year, the Nigerian Government began discussions with the Royal Dutch/Shell Group and BP, the Shell-BP Petroleum Development Company of Nigeria limited on the establishment of a Refinery. This gave birth to the Refinery at Alesa-Eleme that was originally financed and owned equally by both shell and BP.

Asfrom 1962, the Government had opened up the country's offshore for oil prospecting. The first offshore well was struck in 1963 by the Gulf Oil Company at the Okam field off the coast of then Bendel State. The total oil production reached a rate of over 580,000 barrels per day before the civil war

(1967-1970), and reached about 914,000 barrels per day by 1970 when the war ended. Production reached its all time daily peak of 2.35 million barrels per day in April 1974.

It is a well-known fact that the petroleum industry had begun to play a dominant role in the country's economy, which also made the Government to follow the example of other OPEC Countries and engage directly in all aspects of the oil industry. This led to the creation of the Nigerian National Oil Corporation (NNOC), in 1971, which was responsible for producing, transporting, storing and marketing petroleum.

The Nigerian National Petroleum Corporation was created and assigned all the responsibilities of both the Nigerian National Oil Corporation (NNOC) and the ministry of Petroleum. Today the NNPC is responsible for prospecting, producing, transporting, selling, refining of petroleum and for marketing of petroleum products and derivatives. It also carries out relevant research, engages generally in activities that would enhance the industry's position in the over-all interest on Nigeria and ensures effective execution of agreements between Federal Government and Oil Companies. The inspectorate Division of NNPC is also authorized to issue permits and licenses, to monitor the activities of oil companies operating in the country, including the operating arms of the NNPC and to ensure that they obey the country's laws and regulations.

Besides regulatory functions, the corporation (NNPC) is also concerned with the provision of leadership in the Oil Industry, protection of national interests, training of indigenous personnel, management of the National Petroleum Reserves and of the open prospective areas, both off shore and on-shore. The

corporation owes it a duty to keep both Government and public informed on matters relating to and affecting the petroleum industry.

Petroleum Refineries

From time immemorial, petroleum products have become the most important sources of energy and no modern, industrial nation will survive without them; not will a developing country attain a meaningful level of economic development with these products. Much to the detriment of the country, some years ago, the only available Refinery at Alesa-Eleme in Port Harcourt could not meet the country's demand and this resulted in fu& shortages. This excess demand situation coupled with the forecast of a consumption growth rate of about 20% for all products by 1983 highlighted the urgent need to drastically increase the local Refining capacity by building more domestic Refineries. This actually gave birth to few more Refineries at Warri and Kaduna respectively, apart from the old one at Port Harcourt.

The Warri Refinery and Petrochemical Company (WRPC)

Having acknowledged the need for additional Refineries, an Italian firm, Snamprogetti S.P.A. won the contract to build the Warri Refinery in October 1976, at the cost of N478 million and was to be completed within an estimated period of 3 years.

The Refinery now completed and formally known as NNPC Refinery, Warri, has a full production capacity of 100,000 barrels of crude oil per stream-day. From the crude oil, it will produce per stream-day, an average of 602 tonnes of LPG, 4657 tonnes of PMS and RMS, 2035 tonnes of DPK, 3367 tonnes of AGO and 2466 tonnes of low pour fuel oil.

The NNPC and its joint-long 40.5cm pipeline, which forms a branch of the 61cm Ughelli-Forcados pipeline and also through a 61cm pipeline from Escravos Terminal, are supplying the Refinery. The Refinery is an industrial processing complex with the necessary facilities.

The Warri Refinery was commissioned in 1978. Later the Petrochemical¢s phase 1 and 11 brought about Kaduna Refinery and Petrochemical Company (KRPC), Warri Refinery and Petrochemical Company (WRPC) and Eleme Petrochemical Company Limited (EPCL).

This was how the name, Warri Refinery and Petrochemical Company (WRPC) came into existence, which was meant to meet the growing demand for petroleum products which resulted from increase in economic activities.

The Warri Refinery and Petrochemical Company (WRPC) is assigned with the full responsibilities of:

Production of Petroleum products

Transporting of Petroleum products

- Storing of Petroleum products

- Marketing of Petroleum products

- Prospecting

- Refining of Petroleum products (crude)

- Carrying out all relevant research needed for the oil industry

- Ensuring effective execution of agreements between Federal Government and Oil Companies.

- The inspectorate Division of (WRPC) is also authorized to issues permits and licenses, to monitor the activities of Oil Companies operating in the country.

- To obey the country's laws and regulations

- It is also concerned with the provision of leadership in the Oil Industry, for the protection of national interests.

- Training of indigenous personnel -Petroleum Training Institute (P.T.I.)

- Management of the National Petroleum Reserves and of the open prospective, both offshore and onshore.

- It is also the duty of WRPC to keep the Government and Public informed on matters relating to and affecting the Petroleum Industry.

The above-enumerated responsibilities are some of the major objectives of the Warri Refinery and Petrochemical Company
(WRPC).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   INTRODUCTION

This chapter presents the Research design, type/Sources of Data used, tools of data collection, population of the study, Sampling procedures, Sample size, as well as statistical tools of analysis.

3.2   RESEARCH DESIGN

The Research Design is Historical Analysis and the researcher adopted the descriptive type of study, as it is relevant and usual in a study of this nature to evaluate training and examine the effects of disciplinary and performance evaluation procedures and efficiency in the organization and proffer ways of improvement of some aspects of personnel management practices in Warri Refinery and Petrochemical Company.

3.3   TYPE/SOURCES OF DATA

The data was generated in statistical form. The sources are the Primary and Secondary sources. The primary collection method includes structured personal interview and questionnaires, while secondary collection method include published and unpublished sources.

 (a)   *Primary Data*

Some instruments were used in collecting primary data in this research, namely: questionnaire and interview, which were employed to a large extent. The researcher thus relied greatly on these sources for the analysis of the data, making of recommendations and conclusion.

(b) *Secondary Data*

In this regard, the data were existing literatures, and books, both published and unpublished. The sources are mainly textbooks on personnel management, management journals, and other publications.

3.4 TOOLS FOR DATA COLLECTION

These tools include:

o   Questionnaires

o   Interview

o   Documentary Sources: These are published and unpublished Sources.

1.   Published Sources include books and statistic reports

2.   Unpublished Sources include Minutes of meetings and Relevant Memo

3.5 POPULATION OF THE STUDY

These include all the departments in Warri Refinery and Petrochemical Company taken to be 1,350 employees. Here every member of the population has an equal chance of being included in the sample. After random selection, 309 Questionnaires were distributed.

3.6 SAMPLING PROCEDURES

The probability sampling method (commonly referred to as random sampling) was employed by the researcher, whereby the selection of the samples was done on the basis of chance. Every member of the population had an equal chance of being included in the sample.

Sample for the study was carefully selected (randomly) to cover all areas of the organization (WRPC). These include, the accounts, audit, administration,

personnel, engineering, public relations, production, marketing, transport, industrial relations, security and other departments.

3.6.1 Sample Size Determination Method

With respect to sample size, the questionnaires were administered randomly in all departments of the organization (Warri Refinery and Petroleum Company). As it is usual in a study of this kind, questionnaires administered were not accurately responded to. The formula used to determine the sample size and number of questionnaires distributed is given below.

$$\frac{N}{1+ Ne^2}$$

Where,

N Population size

e = Estimate of error

N = 1,350

3.6.2 Determination of Specific Number of Respondents

$$\frac{N}{1 + Ne^2}$$

Sample error of estimate is S%

$$\frac{1350}{1+1350(5\%)^2}$$

$$\frac{1350}{1 + 1350(5/100)^2}$$

$$\frac{1350}{1 + 1350(0.05)^2}$$

$$\frac{1350}{1 + 1350 \times 0.0025}$$

$$\frac{1350}{1+3.375}$$

$$\frac{1350}{4.375}$$

$$= 308.\ 57\ 142$$
$$= 309.$$

3.7   SAMPLE SIZE

In all, three hundred and nine questionnaires were administered; two hundred and seventy were completed and returned while thirty-nine did not respond at all.

This figure represents 87.4% approximately.

3.8   QUESTIONNAIRE DESIGN AND ADMINISTRATION

Questionnaires were administered to the selected samples. Multiple-choice questions were preferred, because it was the opinion of the researcher that consistency of the reactions of the respondents could be maintained through the method. However, in some cases, open-ended questions were used for further clarifications and to solicit for more information from the employees of the sector under study. The questionnaires were administered personally and resulting responses were corrected.

Specimen of the questionnaires and interview guide are included as appendices I and II at the end of this research paper for reference purposes.

3.8.1 Reliability of Data

The questionnaires were distributed personally and the resulting responses were corrected, also from the interview, responses gotten were summarized and validated. Documentary Sources are the most accurate of all sources. In all, the

data can be said to be reliable about 90% accurate, as it brings out the necessary information.

3.9   DATA TREATMENT TECHNIQUE

The simple percentages method was used in the analysis of data obtained with the questionnaire. The percentages of responses to each question by respondents from different departments in the sample were presented in a tabular form. A detailed analysis of such responses was undertaken. Data obtained through the personal interview, were analyzed without the use of tables.

3.10   LIMITATION OF THE STUDY

This study is not without limitations, which include, lack of finance, time factor, statistical data and some other unseen problems.

CHAPTER FOUR

PRESENTATION AND DATA ANALYSIS

4.1 INTRODUCTION

This Chapter presents analysis of relative data and respondentøs responses, also suggestions for further studies and investigation were given.

4.2 TRAINING, DISCIPLINE AND PERFORMANCE EVALUATION POLICY OF THE ORGANIZATION (WRPC)

Because of the economic relevance and the unique nature of services being rendered by the Warri Refinery and Petroleum Company (WRPC), and in order to meet up with these requirements, more efficiently, the organization considered it necessary to train employees on both the operative and administrative process of the organization, bearing in mind that this sector is generating about 90% income to the nationøs economy.

The organization has a well-equipped training school with competent and qualified instructors, headed by senior manager training, and well defined training policy Since without policy, the operations of a training system will undoubtedly run into difficult problems, this is because, its general policies assist En the planning of a job, and also states the rules of action desired.

The training policies are:

1. All employees must undergo training to make for effective and efficient job performance.

2. No staff is sent for training till confirmation of his/her appointment, that is, employee must have worked for at least six months before being sent for any major training.

3. Instructional training sponsorship is possible only when the employee has served the company for a reasonable period-at least five years.

Disciplinary policy of the organization (WRPC), is of two measures (preventive and punitive). The preventive measure deals with avoiding those actions which might cause organizational havoc, while the punitive measure is after the employee must have been found wanting.

For an employee that errs, there is disciplinary committee drawn mostly from the personnel department, headed by the personnel manager or any other senior officer as may be delegated. The worker or employee is punished according to the gravity of his/her offence ranging from suspension to compulsory retirement, dismissal.

It is also interesting to note that the personnel department is responsible for the evaluation of employee's performance, which is done periodically to assess the strengths as well as weakness and make recommendation based on their assessments. This study will therefore find out if inadequate training leads to inefficiency and ineffectiveness in Warri Refinery and Petroleum Company (WRPC).

The attention given to training in the organization (WRPC) will be considered, also. Others include evaluating the disciplinary procedure of the organization, to see whether it is appropriate or inappropriate. And how it has contributed to either inefficiency or ineffectiveness of the organization.

It is also the contention of the researcher that a defective performance evaluation system will lead to inefficiency in the Warri Refinery and Petroleum Company (WRPC).

Educational level of the respondents on entry into The organization

Table 4.1 Educational of Respondents

Education	Number Of Respondents	Percentages ((%))
FSLC	20	7.41
WASC/SSCE, GEC	100	37.04
OND	105	38.89
B.SC/BA	30	11.11
POST-GRADUATE	15	5.55
Total	**270**	**100**

The table above shows the entry qualifications of the respondents, their number and percentages. It shows that 20 respondents or 7.41% entered the organization with FSLC, while 100 7,04% were admitted into the company with WASC, SSCE and G.C.E. On the other hand, OND and B.SC attracted 105 representing 38.89% and 30 representing 11.11% respectively. Post-graduate qualification, only 15 respondents of 5.55%.

Question 1: In which of these department are you?

Table 4.2 Departments Of Respondents.

Departments	Number of Respondents	Percentages
Administration	30	11.11
personnel	30	11.11
Audit	10	3.70
Engineering	20	7.41
Public Relation	20	7.41
Production	30	11.11
Accounts	25	9.26
Marketing	25	9.26
Transport	20	7.41
Industrial Relation	30	11.11
Security	30	11.11
Total	**270**	**100**

Table 4.2 shows the distribution of respondents in the various departments. In all, a total 309 questionnaires were administered, out of which 270 or 87.38% were completed and returned while 39 or 12.62% did not respond at all.

This table shows that 11.11% or 30 of the respondents are in administration, personnel, production, industrial relations and security departments, while 20 or 7.41% of the respondents are in engineering, public relations and transport. On the other hand, 25 or 9.26% are found in accounts and marketing departments, the other ten (10) respondents representing 3.7O% are in audit department.

Question 2: Does your organization make provision for the training of her employees?

Table 4.3 Provision for Training

Opinion	Number of respondents	Percentage (%)
Yes	250	92.59
No	20	7.41
Total	**270**	**100**

Table 4.3 shows that 250 or 92.59% of the total respondents agreed that the organization makes provision for the training of her employees while 20 or 7.41% did not agree. Based on this, it can be inferred that the organization makes provision for training of her employees.

Question 3: what level or categories of employees does the training programme cover?

Table 4.4: The Category That Benefits From The Programme Training

Employee category	Number of respondents	Percentage (%)
Junior Staff	5	1.85
Middle Management	4	1.48
All categories	220	81.48
Everybody but middle and top management	41	15.19
Top management	-	-
Total	**270**	**100**

Table 4.4 shows that 220 or 81.48% of the respondents eyed that training opportunities are for all categories of employees. While 41 or 15.19% of the respondents on the other and are of the opinion that the training programme is for everybody, but middle and top management. However, 5 or 1.85% agreed that it is for junior staff. On the other hand, 4 or 1.48% are the view that, it is for middle management. This is to say therefore, that a greater percentage (81.48%) of the respondent confirmed the information obtained from the senior manager training, during interview, that the training programme of the organization covers all categories of employees.

Question 4: Having you had any training?

Table 4.5: Previous Training

Opinion	Number of respondents	Percentage (%)
Yes	240	88.89
No	30	11.11
Total	**270**	**100**

Table 4.5 shows that 88.89% of the respondents have actually undergone or benefited from the training programme of the organization, while 11.11% have not benefited at all. However, this impressive, as the percentage (11.11%) of those who have not is insignificant, when compared with those that have benefited.

Question 5: If yes, how long did you work in the organization before going for training?

Table 4.6: Duration of Service Before Training.

Duration	Number of respondents	Percentage (%)
6 month -2 years	150	55.56
3 years ó 5 years	50	18.52
6 years ó 8 years	-	-
9 years ó 10 years, above	40	14.81
No Opinion	30	11.11
Total	**270**	**100**

Table 4.6 shows that 55.56% of the respondents worked in the company for between 6 months and 2 years before they were sent for training which is inline with the organizationøs training policy, which states that an employee must work for at least 6 months before he/she can be sent for training. 18.52% worked for between 3 to 5 years while 14.8% represent 9-10 years working experience before they can be sent for training. Respondents who had no opinion were 11.11%.

Question 6: How long did the training last?

Table 4.7:   Duration Training

Duration	Number of respondents	Percentage (%)
Less than 1 month	70	25.95
1-3 months	150	55.55
4-6 months	30	11.11
7-12 moths	20	7.41
Above 12 months	-	-
Total	**270**	**100**

Table 4.7 shows that 25.93% of the respondents are of the view that the programme lasts less than one month, 55.55% agreed that the programmes last one-three months. It is the opinion of 11.11% that the training programme last four to six months, while 7.41% agreed that is seven to twelve months. No opinion was recorded for about twelve months. Investigation revealed that the duration of the programme depends on the type of training. In- house training usually last for, between one month and six months, while institutional training last between one year and five years.

Question 7: How do you rate the training programme of this company?
Table 4.8: Assessment Of The Training Programme

Opinion	Number of respondents	Percentage (%)
Very useful	145	53.70
Satisfactory	85	31.48
Useless	15	5.56
No opinion	25	9.26
Total	**270**	**100**

Table 4.8 shows that 31.48% of the respondents view the training programme as satisfactory, 5.56% view it as useless, while 9.26% had no opinion. Interestingly, 53.70% see the training programme as very useful.

Question 8: Did your training lead to an increase in salary or promotion?

Table 4.9 Positive Relationship Between Staff Training and Promotion

Relationship	Number of respondents	Percentage (%)
Yes	110	40.74
No	160	59.26
Total	**270**	**100**

Table 4.9 shows that 40.74% of the respondents agreed that the training programme they attended led to an increase in salary and promotion. While 59.26% are of the opinion that their training programme did not lead to either increase in salary nor promotion. Investigation revealed that not all training leads to increase in salary and promotion. Some programme such as seminars, symposia and others are carried out to initiates employees about changes in operation and duties or functions.

QUESTION 9: What type of training methods were you exposed to during your training?

Table 4.10 Training Method

Type	Number of respondents	Percentage (%)
On-the-job	235	86.04
Off-the-job	23	8.52
All of the above	12	4.44
Others, specify	-	-
Total	**270**	**100**

The organization has no specific method of training, because most of the methods available have been used in executing training in the organization.

Table 4.10 shows that 87.04% have benefited from on-the-job training, 8.52% off-the-job and 4.44% from both methods. This shows that both methods are encouraged by the management, but on-the-job is much more encouraged than off-the-job by the organization.

Question 10: Is the company sponsored training programme relevant to your job?

Table 4.11 Training Relevance

Opinion	Number of respondents	Percentage (%)
Yes	230	85.19
No	7	2.59
No opinion	33	12.22
Total	**270**	**100**

Table 4.11 shows that out of the 270 respondents, 85.19% believed that the training programme they have attended is very relevant to the performance of their job, while 2.59% are of the opinion that it has no relevance and of course, 12.22% of the respondents had no opinion, probably because they have not attended any of the organization's sponsored training programme. It can be inferred from the above that the programme is of great relevance to the performance of job and should be continued.

Question 11: What method or technique does the organization use in evaluating training programmes?

Table 4.12 System of Evaluating Training

Type of Evaluation	Number of Respondents	Percentage (%)
Passing questionnaires	60	22.22
Through conducting examination	180	66.67
Any other procedure, please specific	30	11.11
Total	**270**	**100**

Table 4.12 shows that the method most frequently used for evaluating the training programme of the organizations is through conducting examination, as 66.67% of the respondents represent, and clearly stated, while 22.22% are used to passing of questionnaires and 11.11% have been evaluated, using other procedures and this is probably in the Executive programme for middle and top management staff.

Question 12: How are individual training needs identified by this company?

Table 4.13: Training Needs Identification

Types	Number of respondents	Percentage (%)
By performance evaluation	136	50.37
By random sampling	-	-
By years of service	20	7.41
By analysis personal report	36	13.33
At the will of managerial staff	78	28.89
If any other ways, please specific	-	-
Total	**270**	**100**

Table 4.13 shows that 50.37% of the respondents agreed that training needs are identified using performance evaluation, 7.41% are of the view that it is done by years of experience, 13.33% is of the opinion that training needs are identified by analysis of personal report, while the remaining 28.89% believed that it is at the will of managerial staff.

Investigations revealed that Heads of Department do evaluate the performance of each employee placed under their departments. This is aimed at identify

areas where actual performance falls below expectation. The commonly used method is performance evaluation, because it helps to know when the need for training arises.

Question 13: Do you think your entry qualification and experience for the job were adequate?

Table 4.14 Adequacy of Qualification

Opinion	Number of respondents	Percentage (%)
Adequate?	168	62.22
Inadequate?	62	22.96
Just alright	40	14.82
Below standard?	-	-
Total	**270**	**100**

Table 4.14 shows that 62.22% of the respondents are of the opinion that their qualifications and experience were adequate for the job, 22.96% felt it was inadequate and l4.82% were of the view that it was just alright, for the job.

Question 14: What is your impression of the present machinery for dealing with cases of misbehaviour in the company?

Table 4.15 Impression about Disciplinary Measures

Opinion	Number of respondents	Percentage (%)
Adequate	48	17.78
Inadequate	170	62.96
Don¢t know	33	12.22
No opinion	19	7.04
Total	**270**	**100**

As shown in table 4.15, 48 (17.78%) of the respondents expressed the opinion that the disciplinary procedure in the organization is adequate. On the other hand, 170 (62.96%) expressed the view that disciplinary measure is inadequate, while 33 belong to the category of don¢t know. However, 19 (7.O4%) had no opinion. Those who perceive the disciplinary procedure as being inadequate, argued that bureaucratic redtapism is one of the factors that is responsible.

Question 15: Who do you think should handle discipline?

Table 4.16 Who Should Handle Discipline?

Opinion	Number of respondents	Percentage (%)
Superior	115	42.59
Subordinate	17	6.30
Committee	138	51.11
Total	**270**	**100**

Table 4.16 shows data in respect of the issue of who should handle disciple in the organization. One hundred and fifteen (42.59%) of the respondents would want it to be handled by superior. It means that Heads of Departments would have wide powers over disciplinary matters in the organization. In the opinion of seventeen (6.30%) of respondents, the discipline of the employees should be handled by sub-ordinates. But the arrangement acceptable to one hundred and thirty-eight (51.11%) of the respondents is that which allows for committee, for the discipline of the respondents is that which allows for committee, for the discipline of employees. This in their opinion, has the advantage of ensuring justices, fairness and balanced judgment. This viewpoint is in support of the maintenance of disciplinary policy of the organization. The above findings have shown that majority of the respondents are in support of the present

disciplinary procedure in the organization, probably to protect and secure employees and to avoid indiscriminate and arbitrary retrenchment of employees.

question 16: How disciplinary measures contributed to any organization development in your company?

Table 4.17: Impact of Discipline

Opinion	Number of respondents	Percentage (%)
Yes	261	96.67
No	9	3.33
All categories	220	81.48
Total	**270**	**100**

Table 4.17 shows that 261 (96.67) of the respondents agreed that disciplinary measure have contributed strongly to organizational development of the company. In other words it has to some extent, enhanced efficiency and increase in productivity. It is the opinion of 9 (3.33%) of the respondents that disciplinary measure has not in any way contributed to the organizational development of the company. From the above analysis and findings, it can be said that greater proportion of the employees see discipline as a strong tool for achieving organizational goals and objectives, and the absence of it has much-more negative impact on the organization.

Question 17: When was disciplinary measure introduced in your company?

Table 4.18 Introduction on Percentages

Opinion	Number of respondents	Percentage (%)
When the company was formed	167	61.85
Later	22	8.15
Not known	63	23.33
No opinion	18	6.67
Total	**270**	**100**

Table 4.18 shows that 167 (61.85%) of the respondents agreed that disciplinary measure of the organization are as old as the organization itself. They agreed in its totality that, it is one of the policies of the organization and cannot be said to be new. It was the opinion of 22 (8.15%) of the respondents that disciplinary I measure was formed later, while 63 (23.33%) and 18 (6.67%) of the respondents expressed do not know attitude and no opinion respectively. It can be inferred therefore, that disciplinary measure was introduced along side with the organization that is from the inception or formation of the organization.

Question 18: How do you view the present evaluation system?

Table 4.19 Assessment of Evaluation

Opinion	Number of respondents	Percentage (%)
Satisfactory	61	22.59
Not satisfactory	130	48.52
Average	50	18.52
No comment	29	10.74
Total	**270**	**100**

The data presented in table 4.19 are in respect of the respondentsø view of the present system of evaluation (open system) in the organization. It shows that 61 (22.59%) of the respondents see the present performance evaluation as being satisfactory, and it is the opinion of 130 (48.15%) of the respondents that the open system of performance evaluation of the organization is not satisfactory. They view of 50 (18.52%) of the respondents was different, as they agreed that it is average, and 29 (10.74%) of the respondents had no comment. Therefore, the assumption that the system of performance evaluation of Warri Refinery and Petrochemical Company (WRPC) is based on the above analysis and findings, which will no doubt lead to inefficiency.

Question 19: Which performance evaluation system do you prefer?

Table 4.20 Types of Performance Evaluation Preferred Number of Respondents Percentages

Opinion	Number of respondents	Percentage (%)
Confidential system	17	6.30
Open system	47	17.41
Interview system	206	76.29
Any other method	-	-
Total	**270**	**100**

Table 4.20 indicates that 17 (6.30%) of the respondents prefer the confidential system of performance evaluation, while 47 (17.41%) of the respondents were in support of the interview system whereby a panel of interviewers is set up to evaluate the performance of the employees. According to them, for the interview system to be more meaningful and to produce the desired result, the panel (interviewer) should be set up at department level. The respondents also

agreed that this system is the best as it will only expose employees to answering questions alone, but are assessed objectivity.

Question 20: How has performance evaluation affected the organization's goals and objectives?

Table 4.21 Role of Performance Evaluation

Opinion	Number of respondents	Percentage (%)
Enhanced Productivity	40	14.82
Determines Effectiveness	70	25.92
Inefficiency	120	44.44
Leads to Promotion	40	14.82
Total	**270**	**100**

Table 4.21 shows 40 (14.82%) of the respondents and another 40 (14.82%) of the respondents agreed that performance evaluation of the organization has enhanced productivity and leads to promotion respectively, while 70 (25.92%) of the respondents are of the view that it determines effectiveness. On the other hand, 120 (44.44%) of the respondents believed that the performance evaluation method adopted has resulted to inefficiency in the organization. That is to say that, there has not been adequate performance evaluation procedures or system in the organization. And it there is, then the open system adopted by the organization has not been working well. Therefore, there will be need to agree with the view of respondents in table 40.20 (76.29%), who advocated that the interview system should be adopted. From the above, it can be inferred that ineffective performance evaluation system has affected grossly,

the goals and objectives of the organization, which is supportive to the results obtained from the researcherøs interview.

Question 21: Is performance evaluation relevant to your organization?

Table 4.22 Relevance of Performance Evaluation

Opinion	Number of respondents	Percentage (%)
Yes	268	99.26
Not Relevant	2	0.74
Total	**270**	**100**

Table 4.22 indicates that 99.26% or 268 of the respondents agreed that performance evaluation is relevant to the organization, while 2 or 0.74 of the respondents are of the opinion that it is not relevant, which the researcher noted could be as a result of their inability to understand fully well what performance evaluation is all about or alternatively what could be termed as lack of interest in the subject matter (research). From this analysis, it can be said that proper and adequate performance evaluation system is relevant to the organization, with respect to its aims and objectives-goal attainment.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND

RECOMMENDATIONS

5.1 INTRODUCTION

This Chapter presents the summation of analysis and findings, which are based on the information supplied by respondent from questionnaires, interview and documented sources of data.

5.2 SUMMARY OF FINDINGS

The analysis and findings are based on the information supplied by respondents on research questionnaires and those interviewed orally. The summaries could therefore be made as follows:

1 That the organization (WRPC), recognizes the relevance and importance of training, hence it makes provision for the training of her employees as indicated in table 4.3, which shows that 250 or 92.59% of the respondents agreed that the organization makes provision for training of her employees. It was also discovered that the organization organizes training locally (within and outside the organization), and at times overseas. The local courses are run by internal resources development men and consultants. Employees of the organization also embark on or take advantage of institutional course programmes. Participants of such programmes are granted study leave and period of study as part of service years.

2 It was also discovered by the researcher that there is no regular training for employees of Warri Refinery and Petrochemical Company, which of

course, reduces the ability of the employees to catch up with new innovation in the industry and this is detrimental to the attainment of goals and objectives of the organization. A major reason for this may be adduced to lack of finance, which is a reflection of the general economic trend prevailing in the country.

3   The training programmes of the organization are very-very relevant to the operations of the organization as can be seen from table 4.11, where 230 or 85. 19% of the respondents agreed that the training they attended was relevant to the performance of their job.

4   The training programme of the organization does not necessarily lead to increase in salary or promotion. As can be seen from table 4.9, 160 or 59.26% of the respondents were of the opinion that the training they attended did not lead to an increase in salary or promotion, but enhanced their performance on their present job,, while 110 or 40.74% agreed that it led to an increase in salary and promotion. The essence of training is not only to improve performance of employees on their job, but also to enhance their chances of being assigned with or greater responsibilities and thus maximize their potentials.

5   The training period of the company is Okay. The duration of training depends on the type of training undertaken In-house training, programmes usually last for between one month and six months, while institutional training lasts for between one year and five years.

6   The organization makes provision for the training of all categories of employees as can be seen from table 4.4, where it was agreed by 220 or 81.48% of the respondents, and table 4.11 where 230 or 85.19°k agreed

that it was relevant to their job, which means they have benefited from the training programme.

7   The organization uses on-the-job and off-the-job methods of training executing their training programmes, but on-the job, is much more used than off-the job.

8   The organization evaluates its training programme through conducting examination for trainees at the end of the training programme, as table 4.12, where 180 or 66.67% of the respondents indicated

9   Application of favoritism sometimes influences the selections of candidates for training, especially where it has to do with institutional and overseas training

10 The training school is welt equipped in terms of facilities and instructors.

11 Majority of the employees, have no training relevant to the job at the time of entry into the organization. All they had was their entry qualifications (certificates and degrees).

12 Most of the employees, exhibit non-challant attitude towards the training programme of the organization, since it does not always lead to increase in salary and promotion.

13 The major constraints militating against training in Warri Refinery and Petrochemical Company is lack of adequate finance to run an effective and regular training programme, due to the poor state of the Nigerian economy.

Other benefits from a developed training programme to an organization are:

a. Increased productivity

b. Reduced supervision

c. Reduced rate of accidents

d. Increased organizational stability and flexibility

e. Heightened morale for job performance

With respect to disciplinary procedures of the organization, the study reveals that:

1   There has not been adequate machinery for dealing with cases of misbehaviour or misconduct in the in the company as table 4.15, where 170 or 62.96% of the respondents agreed that the machinery for dealing with cases of misbehaviour in the company is inadequate.

2   From the findings also, it was revealed that majority of the respondents in table 4 16, where 138 or 51 11% are of the opinion that committee should handle discipline, for the purpose of ensuring justice, fairness and balanced judgment, because God-fatherism and favoritism is witnessed when it is done by superior, which the researcher agreed with.

3   Investigation also revealed that disciplinary measure has contributed grossly, to the overall development of the company as shown in table 4.17, where 261 or 96.67% agreed, are sometimes not done with all sincerity of purpose, as it been affected by certain factors-like, Godfatherism and favoritism.

4   Inadequate disciplinary measure has led to inefficiency and ineffectiveness in the organization.

5   The study also revealed that the disciplinary machinery in the organization is not straightforward, it is slow and ineffective.

6   Acts of indiscipline or misconduct are not dealt with speed.

7   The power to discipline erring workers by Head of Department is limited by confirmation, modification or outright rejection by the management, as being affected by human factors.

8   Disciplinary measure has been in existence, since the establishment of the organization as table 4.18, where 167 or 61.85% of the respondents revealed.

9   The present evaluatory system of the organization is not satisfactory, which have had negative impact on the effectiveness and efficiency of workers Table 4 19 clearly shows this, where 130 or 48.15% of the respondents agreed that it is not satisfactory

10 The performance evaluation system that is widely acknowledged by employees is that of interview system, because it is objectivity done

11 It was also discovered that performance evaluation has affected the organization's goals and objectives as respondents agreed that it led to inefficiency in the organization, because the proper evaluatory system has not been adopted. The confidential system of evaluation is being used, which subordinates viewed as an instrument of oppression, coercion and intimidation It is also viewed as an instrument of favoritism.

12 Under the present system (confidential), performance evaluation reports, are not reliable instruments for measuring the efficiency of employees in the Warri Refinery and Petrochemical Company, as the findings of the researcher indicated.

5.3 CONCLUSION

The study shows that all categories of staff are sent for training, because the efficiency of any organization depends on how well trained its staff are, since every member of the organization contributes to its success. It then follows that every employee deserves to be given training as a motivating factor for greater performance.

The training programmes of the organization are relevant for their present job, because they are trained for existing positions, which they occupy.

Non-objective factors such as õGodfatherism and favoritismö sometimes influence the selection of employees to be sent for training programmes, especially for institutional and overseas programme. This is to say that selection is not based on employeeøs performance and this may be the reason why employees show non-challant attitude towards training programmes.

The training periods or duration are okay and adequate. Facilities as well as instructors are in order, but the attitude of employees towards training is not encouraging, probably because it does not lead to promotion and salary increase. It is not overstatement to suggest that such a training programme is merely on paper.

The point that must be established is that even when employees are not promoted, they ought to be trained on a routine basis to improve their knowledge and skills.

This has the tremendous advantage of making them more effective and efficient in the performance of their duties. The lack of appreciation of the

importance of training in a bureaucratic organization (WRPC), in an under developed nation like Nigeria has attracted the comment of many writers. They are of the opinion that training is little understood in the third world countries. They contended that some people see training as waste of time, money and manpower. But on the overall, training is one of the several important means of developing a sound and effective attitudes and skills and to acquire knowledge thatøs will assist him to do his job better (Reilly, 1979).

It is also the contention of the researcher to conclude that, there has not been adequate machinery for dealing with cases of misconduct in the organization, as it has equally been affected by favoritism and Godfatherism, which ought not to be in the objective viewpoint. This no doubt has affected productivity and led to inefficiency in the organization. Even though disciplinary measure has been in existence since the inception of the organization, it could be summarily noted that the disciplinary measure of the organization is slow, not straightforward, and ineffective.

In assessing the performance evaluation system of the organization, it was discovered that it was not satisfactory which has negative impact on the organization and as such there will be need for an improvement.

The confidential performance evaluation system currently undertaken by the organization is not objectively done, hence there appreciation of the importance of training in a bureaucratic organization (WRPC), in an under developed nation like Nigeria has attracted the comment of many writers. They are of the opinion that training is little understood in the third world countries. They contended that some people see training as waste of time, money and

manpower. But on the overall, training is one of the several important means of developing a sound and effective attitudes and skills and to acquire knowledge thatøs will assist him to do his job better (Reilly, 1979).

5.4 RECOMMENDATION

In planning training programmes, the organizers should be guided by the objectives of the organization involved. The organization should make a forecast or projection of the future training needs since training is equal to improving present performance and preparing for the future, which helps the organization to provide succession of competent work force.

The training programmes of the organization should be organized on a more regular basis, so as to keep employees in touch with reality and other means of motivation such as financial incentives to discourage their not being interested in training programmes.

Application of non-objective factors in the selection of candidates to be trained should be discouraged if their best are to be achieved from training.

The organization should map out adequate and effective machinery for dealing with cases of misconduct by employees. That is to say that, those concerned should handle misbehaviour objectively.

The disciplinary measure of the organization should be handled by a committee to ensure fairness, justice and balanced judgment and at the same time discourage favoritism as being witnessed in the organization, this will also enhance efficiency.

There should be fast, straightforward and effective disciplinary procedure in dealing with cases of misconduct in the organization. The power to deal with

any act of misbehaviour should not be limited or influenced by anybody or group of persons in the organization, if goals and objectives of the organization are to be achieved.

The performance evaluation of employees should be based on merits or objectively done, to enhance efficiency and productivity. That is, favouritism should be totally eradicated from the system, if much is to be achieved by the organization.

The interview system of performance evaluation should be adopted En place of the confidential system, which has been unproductive. This will no doubt give employees the confidence on the assessment of their performance, as they believed that it is objectively done or evaluated.

The findings and recommendation will have useful implication for the efficiency and effectiveness of the Warri Refinery and Petrochemical Company.

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COVER LETTER

QUESTIONNAIRE

<div align="right">

Department of Business Mgt
Faculty of Mgt & social science
Ebonyl State University
Abakaliki,
24th June, 2008.

</div>

Warri Refinery and Petrochemical Company,

(WRPC) Warri.

Sir/Madam,

This questionnaire is purely an aid to academic research being undertaken by the researcher, a student of the above-mentioned university in partial fulfilment of the requirements for the award of a Post Graduate Diploma Certificate in Business Management.

I assure you that any information provided or given will be strictly applied to the purpose of the study only and kept confidential.

Yours faithfully,

NWOGBAGA EMMANUEL IBO

GUIDE TO ANSWERING THE QUESTIONS

Tick the appropriate box, for open-ended questions; list your answers in the space provided.

APPENDIX I

SECTION A

1. Sex: Male [ ] Female [   ]

2. Your entry qualification into the organization:

   a. First School Leaving Certificate [ ]

   b. WASC, GCE/SSCE [ ]

   c. OND [   ]

   d. B.Sc/BA [   ]

   e. Postgraduate [   ]

   f. Others, Please Specify: _____

3. Present Qualification: _____

4. Years of experience in the organization:

   a. Under 2 years   [   ]

   b. 2-5 years   [   ]

   c. 6-10 years   [   ]

   d. 10 years and above   [   ]

SECTION B

1. In which of these departments are you?

   (a) Administration   [ ] (b) Personnel   [ ] (c) Audit   [ ]

   (d) Engineering   [ ] (e) Public Relations [ ] (f) Production   [ ]

   (g) Accounts   [ ] h) Marketing   [ ] (i) Transport   [ ]

   (j) Industrial Relations [   ] (k) Security   [ ] (l) Others:_____

2. Does your organization make provision for the training of her employees? (a)Yes [   ] (b)No[   ]

3. What levels or category of employees are covered by the training programme?

   (a) Junior Staff [   ] (b) Middle Management [   ] (c) All Categories [   ]

   (d) Everybody but middle and top Mgt [   ] (e) Top Mgt. [   ]

4. Have you had any training? (a) Yes [   ] (b) No [   ]

5. If yes, how long did you work in the Company before going for the training? Months [   ] Years [   ].

6. How long did the training last? (a) Less than 1 month. [   ]

   (b) 1-3 months [   ] (c) 4-6 months [   ] (d) 7-12 months [   ]

   (e) Above 12 months [   ]

7. How do you rate the training programme of this company?

   (a) Very useful [   ] (b) Satisfactory [   ] (C) Unless [   ] (d) No opinion [   ]

8. Did your training lead to an increase in salary or promotion?

   (a) Yes [   ] (b) No [   ]

9. What type of training methods were you exposed to during your training? (a) On the job [   ] (b) Off-the job [   ]

   (c) All of the above [   ] (d) others specify: _____

10. Is the company's sponsored training programme relevant to your job?

    (a) Yes [   ] (b) No [   ] (c) No opinion [   ]

11. What method or technique does the organization use in evaluating training programmes? (a) Passing questionnaires [   ] (b) Through conducting examinations [   ] (c) Any other procedure, please specify

    _____

12. How is an individual's training needs identified by this company?

(a) By performance evaluation [   ] (b) By random sampling [   ]

(c) By years of service [   ] (d) By analysis of personal report [   ]

(e) At the will of managerial staff [   ] (f) If any other ways, please specify: _____

13. Do you think your entry qualification and experience for the job were?

(a) Adequate [   ] (b) Inadequate [   ] (c) just alright [   ] (d) Below standard [   ]

14. What is your impression of the present machinery for dealing with cases of misbehaviour in the company? (a) Adequate [   ] (b) Inadequate [   ]

(c) Donøt know [   ] (d) No opinion [   ]

15. Who do you think should handle discipline? (a) Superior [   ] (b) Subordinate [   ] (c) Committee [   ]

16. Has disciplinary measure contributed to any organizational development in your company? (a) Yes [   ] (b) No [   ]

17. When was disciplinary measures introduced in your company?

(a) When the company was formed [   ] (b) Later [   ] (c) Not known [   ]

(d) No opinion [   ]

18. How do you view the present evaluation system? (a) Satisfactory [   ]

(b) Not satisfactory [   ] (c) Average [   ] (d) No comment [   ]

19. Which performance evaluation system do you prefer? (a) Confidential system [   ] (b) Open system [   ] (c) interview system [   ] (d) Any other method [   ]

20. How does performance evaluation affect the organizationøs goals and objectives? (a) Enhance productivity [   ] (b) Determines effectiveness [ ]

(c) inefficiency [   ] (d) Leads to promotion [   ]

21. Is performance evaluation relevant in your organization? (a) Yes [   ]

    (b) Not relevant [   ]

22. Can you suggest ways of improving training, discipline and performance evaluation programmes in your company?

23. Any other comment or contribution you think that might be relevant to the study?

APPENDIX II

INTERVIEW GUIDE

1. How do you identify your training needs?

2. Who nominates trainees for training programmes?

3. What are the yardsticks for nomination?

4. What methods of training does the organization use in training employees?

5. Which of the training methods is most regularly used?

6. How do you assess the effectiveness of your training?

7. Is increase in salary and promotion based on successful completion of training sometimes?

8. How do you access your trainees?

9. Are the trainees made aware of the objectives of the training programme and how?

10. What is the attitude of your management towards training?

11. What are you training policies?

12. How adequate are the training facilities in this company?

13. What problems do you encounter in the course of the execution of your training programmes?

14. How do you identify needs for discipline?

15. What type of disciplinary measure does your company apply?

16. How do your assess the disciplinary standard of the organization?

17. How does discipline affect your company's effectiveness?

18. What is your view about the disciplinary measure adopted by your company?

19. Who evaluates the performance of employees?

20. What do you think are the benefits of performance evaluation with respect to the company's employees and the company at large?

21. What is the attitude of the management towards performance evaluation?

22. At what stage do you evaluate the employees?

23. Which of the evaluatory methods is used by the company?

24. Does performance evaluation actually enhance promotion?

25. What are the limitations to performance evaluation?