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Professional Training in The Formal Sector & The Job Market

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Professional Training in The Formal Sector & The Job Market

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Abstract - The paper investigates the effectiveness of organisational training for the job market. It seeks to find how training influences where and when people work :in terms of type, scale, geographical spread of the business; the skills required for the purpose of training significance and dependence; access and analyse how professional training is planned and organised for the benefit and demands of the organisation ; how training relates business aims as influenced by appraisals, career development, recruitment, information dissemination, connection with experts, use and development of resources, and skills. These form the bases for the six research questions. The paper delimits professional training to the training that takes place in the tertiary institutions in Nigeria and the job market includes all sectors of the Nigerian economy that can offer employment. Literature is reviewed based on Bloom's theory and the Kirkpatrick model. Using the descriptive survey design, the study explores how professional training in the formal sector influences the job market. The population is the tertiary institutions in the six geopolitical zones of Nigeria. Stratified random sample is used to purposely draw up respondents for data collection from graduates of agriculture, social sciences, medical sciences, sciences, technology, from the six geopolitical zones. Document analysis, questionnaire form the instruments for data collection. The Cronbach Alpha coefficient is used to test the reliability of instrument. Recommendations are made after the findings as training beyond the classroom influence the job market.

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I. INTRODUCTION

Economic parity makes it necessary that employers of labour, faced with the challenges of maximizing scarce resources, seek to engage the most employable labour(resources) for increased productivity. There is a strong connection between education and the job market. It is through the process of education that the employed workers and prospective workers(students) acquire information and skills crucial in securing comfortable employment Education is universally acknowledged as a veritable tool for socio-economic development, an investment geared at producing manpower beneficial to the labour market It

has been the vision of policy makers in all countries of the world to have a world of educated people in learning and skilled knowledge which can boost the economy of the nation.

The United Nations Development Programme has highlighted five human resource development energizers as education, health and nutrition, the environment, employment, political and economic freedom (Hallack, 1990). Education is basic among the five because it links all together. It creates awareness for the improvement of health and nutrition, for maintaining high hygienic environment, for expanding and improving the labour sector and for sustenance in political and economic matters. It gives rise to profession. A profession arises when any trade or occupation transforms itself through the development of formal qualifications based upon education, apprenticeship, and examinations, the emergence of regulatory bodies with powers to admit and discipline members, and some degree of monopoly rights. (<http://en.wikipedia.org/wiki/Training>). It involves teaching and learning for the general good of the individual and the society and for provision of skills to improve our living. One of the outcomes of teaching and learning is training which (Wikipedia 2011) refers to as:

the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. It forms the core of apprenticeships and provides the backbone of content at institutes of technology (also known as technical colleges or polytechnics). In addition to the basic training required for a trade, occupation or profession, observers of the labour-market recognize as of 2008 the need to continue training beyond initial qualifications: to maintain, upgrade and update skills throughout working life. People within many professions and occupations may refer to this sort of training as professional development. (<http://en.wikipedia.org/wiki/Training>).

II. CONCEPTUAL/THEORETICAL FRAMEWORK

Conceptually, profession and training have a common link of having a person developed with formal qualification and equipped with skill relevant for a specific occupation for the job (labour) market. Training

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is essential for any organisation because it helps to improve quality, customer satisfaction, productivity, morale, management succession, business development and productivity. Professional training in a formal sector is training which takes place in institutions of learning.

The job or labour market is all about the development of human capital. The skills one learns in the formal sector (the school) is put into practice in the labour/job market. Empirical investigation into relationships between education, occupations and earnings from employment since the 1960s have revealed that employers recruit new entrants into occupational structure using level and type of education and formally minimum educational entry requirements are set for each occupation (Hinchliffe in Psacharopoulos, 1987). This is in conformity with the theory of the labour market which Hinchliffe in Psacharopoulos (1987) points out,

'is based on the marginal productivity theory of demand, reflecting the profit-maximizing behaviour of employers, a supply theory based on utility maximization of workers, and the notion of competitive equilibrium. . . . The human capital theory points out that the labour market is capable of continually absorbing workers with ever higher levels of education provided that education-specific earnings are flexible downwards and the labour market is a single continuous one' (p. 142)

Teaching and learning are training processes for equipping the individuals to meet their desired goals in life. Schooling at different levels, primary, secondary, and tertiary, bring this vision to actualisation. The structure of the school system transforms the individual from a formal learning environment, which is the classroom/laboratories, to the job market. The school is mainly to develop the human capital. One keeps learning even in the job market.

Bloom's theory, taxonomy of learning domains, which started developing since 1948, in 1956 provided the basis for planning and designing training courses, lesson plans and learning materials which served as template for evaluating teaching, learning, training and development. The taxonomy consists of the cognitive, affective, psychomotor domains which demonstrate that teaching should be focused on mastery of subject and promotion of higher forms of thinking, instead of fact-transfer and information recall which is the lowest level of training. The relevance of the model is summarised as that

Bloom's Taxonomy provides an excellent structure for planning, designing, assessing and evaluating training and learning effectiveness. The model also serves as a sort of checklist by which you can ensure that training is planned to deliver all the necessary

development for students, trainees or learners, and a template by which you can assess the validity and coverage of any existing training, be it a course, curriculum, or an entire training and development programme for a large organisation.

(<http://www.businessballs.com/bloomstaxonomyoflearningdomain.htm>).

The related theory of learning, attitude and skills is the Kirkpatrick's learning and training evaluation theory, first published in 1959. It consists of four levels .

Level 1 is on reaction of students in terms of what they thought and felt about training.

Level 2 is about learning in terms of the resulting increase in knowledge and capability.

Level 3 is on behaviour explaining the extent of behaviour and capability improvement and implementation/application.

Level 4 deals with results in which evaluation is done to find out the effect on the business or environment by the trainee.

(<http://www.businessballs.com/kirkpatricklearningevaluationmodel.htm>).

Most of Bloom's knowledge, attitude, skills' structure of learning methods (1956/64) and Kirkpatrick's learning evaluation methods (1959) have been used in professional training in organisations. They help to transfer learning to practical situations needed when training. On the job training is necessary especially in sectors characterised by rapid adaptation to new technologies, and the employed labour force is required to learn how to operate with the improved sophisticated equipment.

III. TERTIARY EDUCATION IN NIGERIA

In Nigeria most of the professional training is done in tertiary institutions. Tertiary education is the bedrock of national development. The government of Nigeria, after independence from British rule in 1960, was explicit about her objective to produce high-level man-power for modernising the economy (Taiwo, 1980). This led to the establishment of more specialised institutions – universities, colleges of education, colleges of agriculture, polytechnics and innovation enterprises institutes. The development of tertiary education in Nigeria started in 1948 with the founding of the University College, Ibadan, affiliated to the University of London. The College became the University of Ibadan in 1962 awarding her own degree in such programmes as agriculture, arts, education, social sciences and medicine. After this, the flood gate was opened for first generation universities (1960-1974), second generation universities 1975-1991); and third generation higher

institution which are still being established till date. The universities provide the atmosphere that encourages the exercise of the mind, offers the freedom to be creative and stimulates imagination.

The institutions are managed by different bodies under the supervision of the National Universities

Commission (NUC) and the National Board for Technical Education (NBTE). As at 2009, Nigeria had recorded a total of 275 tertiary institutions. The breakdown as documented in the Joint Admissions and Matriculation Board (JAMB) is shown in Table 1.

Table 1 : Tertiary Educational Institutions in Nigeria, 2009.

	In stitution	Sponsoring Agency			
		Federal	State	Private	TOTAL
1.	Universities	27	38	35	100
2.	Colleges of Education	20	41	-	61
3.	Polytechnics	16	29	13	58
4.	Monotechnics	-	-	32	32
5.	Other Degree Awarding Institutions	-	-	6	6
6.	Innovation Enterprise	-	-	18	18
TOTAL		63	108	104	275

Source : JAMB(2010) Unified Tertiary Matriculation Examination Brochure 2010/2011.

The bench-mark for each faculty's course requirement is provided by the National Universities Commission or the board responsible for the type of tertiary education one engages in. Training, in the Faculty of education is done through teaching practice taken in schools in the environment for three sessions (six weeks per session). In the Faculty of Science and Allied Sciences, Industrial Training (IT) is compulsory. During this period the students' technical and vocational skills are consolidated. Students have to join firms, companies, commercial ventures for one year to put into practice what they have learnt in the classroom. The also participate in the Students Industrial Work Experience Scheme (SIWES). The students in the Faculty of Humanities, like their counterparts in Education, for some weeks after their year one break off to put into practice what they have learnt. They are found in the media houses, ministries, theatres for performing arts, studies for visual arts exhibitions, etc. The Colleges of Health Sciences have the teaching hospitals of the Universities for their experiments and training. These obtain in the tertiary institutions in the six geopolitical zones of Nigeria.

The students in the different faculties, after graduation (with a Bachelor's Degree) are qualified to be admitted into their respective council of registered professions such as engineering, medicine, nursing, teaching, accounting, law, etc. These are what obtain in the tertiary institutions in the six geopolitical zones of Nigeria each year .

The goals of tertiary education as stipulated in the National Policy on Education (FRN 2004, p.36) include.

- *Contributing to national development through high level relevant manpower training.*
- *Developing and inculcating of proper values for the survival of the individual and society.*
- *Developing the intellectual capability of individuals to understand and appreciate their local and external environments.*
- *Acquiring both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society.*
- *Promoting and encouraging scholarship and community service.*
- *Forging and cementing national unity.*
- *Promoting national and international understanding and interaction.*

The tertiary educational institutions shall pursue these goals through.

- *Teaching.*
- *Research and Development.*
- *Virile staff development programme.*
- *Generation and dissemination of knowledge.*
- *A variety of modes of programmes including full time, part-time, block-release, day-release, sandwich, etc.*
- *Access to training funds such as those provided by the Industrial Training Fund (ITF).*

- *Student Industrial Work Experience Scheme (SIWES).*
- *Maintenance of minimum educational standards through appropriate agencies.*
- *Inter-institutional co-operation.*
- *Dedicated services to the community through extra-mural and extension services.*
(FRN, 2004 p .37).

Education in Nigeria, using the stated goals and approaches, has generated desirable changes over the years. One of such changes is the new consciousness that was not known in Nigeria before (Mkpa, 2010). This consciousness is seen in the efforts made by citizens to acquire knowledge and skills by which literacy level has risen and increasing number of citizens are functionally engaged in the job market as teachers, lawyers, administrators and accountants in departments and commercial organizations, engineers, technicians, health workers, journalists and clerical officers, etc. All these have consequences for the economy and the society. This consciousness has led to the investigation on how professional training in the formal sector affects the job market.

The basic reason why people send their children and wards to school is to make sure they get into jobs to bring income for livelihood after school and thus school is institutionally for the young while the world of work is for the adult (Ebong, 2006). The demands of the job market make it pertinent the products of tertiary education be well equipped for the world of work. University education builds the would-be employees/workers into people who are prepared diplomatically to face the challenges found in the job market. The education received trains workers to ask questions and seek solutions to problems thus sharpening their intellects and bringing out the hidden talents in them.

The final year students look forward to engaging in a gainful employment after graduation. Each year the universities send out approximately 3000 to 4000 graduates with bachelors degrees and diplomas and about 1000-2000 post graduates (Masters and Ph.D) into the job market as shown in convocation brochures of the different institutions. They undergo a one year national service after which they apply for work in their area of specialization. The job market could be the public sector government owned organisations; private sector (oil companies, industrial/commercial/service companies) or self employment.

As reported by Chechi (2008), in their study, Murnane, Willet and Levy (1995) divided the general contribution of education to earnings using information on specific subjects taken during college, finding a substantial increase in the return on mathematics scores. Murnane, Braatz and Duhaldeborde (2001) included among the determinants of wages academic

ability, the speed of problem solving and self-esteem, finding a positive contribution from all three measures. Green and Riddle (2003) in Chechi (2008), proposed a model in which earnings depended on cognitive and non-cognitive skills, which in turn are produced by education, experience and family background.

In Nigeria, earnings depend on where one is employed. There is an approved salary scale for those who work in the government sector which lower than earnings offered in the private sectors. The earning profile in Nigeria follows more of the proposed model of Green and Riddle (2003). Progress at work, promotions, fringe benefits, retirement and other requirements are according to institutional policies.

Young (1999) reporting the study carried out using the graduates of North West University, Manchester on graduates' experiences and perceptions of the labour market found out that graduates felt prepared for work when they had had experience of work prior to graduation, achieved through employment before entering Higher Education, part-time employment during studies or work experience placements. Also graduates from all disciplines expressed the view that the provision of work experience and opportunities to bridge the between theory and practice within the curriculum were the key to students' enterprise skill development.

IV. OBJECTIVES OF THE STUDY

The purpose of the study was to find out the extent.

1. Skills acquired in training determine where workers take up employment and when they enter the job market.
2. Skill requirement for a job determines training decision and dependence.
3. The benefits and demands of an organisation determine access and planning professional training.
4. Training programmes determine recruitment and information dissemination.
5. Training programmes determine career development and appraisal system.
6. Trainees' exposures to experts' skills determine development of resources and skills.

V. RESEARCH QUESTIONS

1. To what extent does training determines where and when people work?
2. To what extent do skill requirements for a job determine training decision and dependence?
3. To what extent do the benefits and demands of an organisation determine access and planning professional training?
4. To what extent do training programmes determine recruitment and information dissemination?

5. To what extent do training programmes determine career development and appraisal system adopted?
6. To what extent do trainees' exposures to experts' skills determine development of resources and skills?

VI. METHODOLOGY

The study used the descriptive survey design relating professional training in tertiary institutions (the formal sector) with the job market. Six research questions were raised to find out how training determines where and when people work; skill requirements for a job determine training decision and dependence; the benefits and demands of an organisation determine access and planning professional training; training programmes determine recruitment and information dissemination; training programmes determine career development and appraisal system adopted; trainees' exposures to experts' skills determine development of resources and skills. The paper delimits professional training to the training which takes place in the tertiary institutions in Nigeria and the job market includes all sectors of the Nigerian economy that can offer employment.

The population was the tertiary institution in Nigeria spreading through the six geopolitical zones – North-East, North-West, North-Central, South-West, South-East, South-South. There are presently 275 documented tertiary institutions (See table 1). This study used purposive sampling in the strata of area of specialisation, since graduates from the tertiary institutions are free to work in all parts of the federation. They are mainly concentrated in metropolitan areas and big cities. The South-South Zone of Nigeria made up of Akwa Ibom, Bayelsa, Cross River and Rivers States was taken as the area of study. The sample size of 2,500 workers drawn from the ministries, hospitals, oil/service companies and commercial institutions and private establishments were drawn from the state capitals of these States. They responded to a 35-item in a moderated 4-point Likert Scale questionnaire. Cronbach Alpha Coefficient estimate was used to determine the reliability of the instrument. The alpha coefficient index of 0.70 obtained was considered adequate to rely on. Simple statistics of percentage, mean and ranking were used for analysis.

VII. RESULTS

Table 1b : Summary of Retrieved Copies of Questionnaire

Area of Training	Number
Agriculture	82
Business/Admin Studies	78
Dentistry	59
Engineering	110
History/Diplomatic Studies	42
Languages	167
Mass Communication	154
Math/Statistics/Computer Science	145
Ophthalmology	35
Psychology	153
Sociology	148
Theatre Arts	119
Accounting	151
Creative arts	42
Education	201
Geography&Environmental Studies	143
Health	45
Law	136
Management	127
Medicine	66
Pharmacy	46
Political science	96
Surgery	55
TOTAL	2,400

Response on items given to the sampled groups to gather data on the influence of professional training in the formal sector and the job market are shown in the moderated 4-Point Likert Scale options of

Very High Extent (VHE), High Extent(HE), Moderate Extent(ME). Low(Extent). 2400 copies of questionnaire were returned out of 2500. The percentage loss was too small to affect the overall results. They are as follows:

Table 2 : Training and Choice of Time of Entry into Job Market and Work Place.

S/N	Items	Option					Rank
		VHE	HE	ME	LE	\bar{X}	
1.	People are employed in area of training	518 (21.6%)	1290 (53.8%)	400 (16.7%)	192 (8.0%)	2.89	7 th
2.	People prefer their place of work is close to where they live.	515 (21.5%)	1863 (77.6%)	25 (1.0%)	0 (0.0%)	3.21	4 th
3.	Personal choice of residence affects work choice.	1264 (52.7%)	600 (25.0%)	410 (17.1%)	120 (5.0%)	3.25	3rd
4.	Postings by my employer determines work place	2124 (88.5%)	276 (12%)	0 (0.0%)	0 (0.0%)	3.89	1st
5.	Sometimes work is not related to area of training	2108 (87.8%)	292 (12.2%)	0 (0.0%)	0 (0.0%)	3.88	2nd
6.	It is best to start/enter the job market with a first degree	262 (10.9%)	1184 (49.3%)	836 (34.8%)	118 (4.9%)	2.89	8 th
7.	An additional diploma puts one at an advantage	2,400 (100%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3.21	4th
8.	A Masters degree is better for a starter in the job market.	437 (18.2%)	1963 (81.8%)	0 (0.0%)	0 (0.0%)	3.25	3rd
9.	A Ph.D. is needed for employment	0 (0.0%)	0 (0.0%)	437 (18.2%)	1963 (81.8%)	1.18	9th

Table 2 revealed that posting by their employers, to a very high extent (88.5%), determined where they work people are likely to be employed into jobs related to their area of specialization. This ranked 1st with mean score of 3.89. Respondents also agreed, to a high extent (52.7%) that personal choice of residence affects work choice (mean score of 3.25 ranking 3rd). So also was the fact that the Masters' degree was better for a starter in the job market with 81.8% agreeing to a high extent. Many people agree sometimes the work they do is not related to their area of training. Definitely people prefer the comfort of having their place of work close to where they live (mean score of 3.21). Additional degree of diploma is better qualification into the job market also has the same strength in agreement. However, the terminal degree of

a Ph. D is not necessary for entry into the job market as indicated by it ranking last as and having the lowest mean score (1.18 ranking 9th) and low extent of 81.8%.

Table 3 : Skill Requirements for Job as Determinant of Training Decisions and Dependence.

S/N	Items	Option				\bar{X}	Rank
		VHE	HE	ME	LE		
10.	A professional certificate is important for job market.	1879 (78.3%)	521 (21.7%)	0 (0.0%)	0 (0.0%)	3.78	4th
11.	Participation in Industrial Training is necessary for employment.	402 (16.8%)	1725 (71.9%)	203 (8.5%)	70 (2.9%)	3.02	5th
12.	Skill acquisition gives more confidence at work.	2212 (92.2%)	188 (7.8%)	0 (0.0%)	0 (0.0%)-	3.92	3rd
13.	Skill acquired makes you work unsupervised.	1978 (82.4%)	422 (17.6%)	0 (0.0%)	0 (0.0%)	3.82	2nd
14.	Training should be on going after employment.	2400 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	4.00	1 st

The response to the point that professional certificate is important for the job market to a very high extent (78.3%), ranked 4th with mean of 3.78 on the response scale. Also skill acquisition gives more confidence at work came 2nd with mean of 3.92 and

very high extent (82.4%). Training should be on going after employment ranked 1st with mean of 4.00 and very high extent of 100%. The item, participation in industrial training is necessary for employment had ranked 5th, with mean score 3.02 and high extent of 71.9%.

Table 4 : The Benefits and Demands of an Organisation as Determinants of Access and Planning of Professional Training.

S/N	Items	Option				\bar{X}	Rank
		VHE	HE	ME	LE		
15.	Hard work attracts incentives in an organisation.	218 (9.1%)	453 (18.9%)	1509 (62.9%)	220 (9.2%)	2.28	5 th
16.	Promotion should be done after residential requirements are met in the organisation.	232 (9.7%)	200 (8.3%)	1843 (76.8%)	125 (5.2%)	2.22	4 th
17.	Training is necessary for the progress of the organisation.	2002 (83.4%)	398 (0.0%)	0 (0.0%)	0 (0.0%)	3.83	1st
18.	The job market requires ICT knowledge to be up to date to cope with changing technologies of the world.	2000 (83.3%)	240 (10.0%)	80 (3.3%)	80 (3.3%)	3.73	2nd
19.	Training should be given to confirmed staff only.	515 (21.5%)	25 (1.0%)	963 (40.1%)	897 (37.4%)	2.07	6th
20.	Training should be given in all sections of the organisation.	2000 (83.3%)	120 (5.0%)	200 (8.3%)	80 (3.3%)	3.68	3 rd

Table 4 revealed that the possession of ICT knowledge to cope with changing technologies of the world and that training was necessary for the progress of the organization ranked highest (1st with mean score of 3.83 and very high extent of 83.4%) as determinants of access and planning of professional training. Hard

work was not regarded as a likely determinant of access and planning of professional training as this item ranked 5th with mean score of 2.28 and extent of 62.9%. Training should be given to confirmed staff only had the least rating of 2.07 mean score.

Table 5 : Training Programmes as Determinants of Recruitment and information Dissemination.

S/N	Items	Option				\bar{X}	Rank
		VHE	HE	ME	LE		
21.	People answer to advertisements only in areas of training	1600 (66.7%)	800 (33.3%)	0 (0.0%)	0 (0.0%)	3.67	2nd
22.	Recruitments should be done at end of session.	1988 (82.8%)	412 (17.2%)	0 (0.0%)	0 (0.0%)	3.83	1st
23.	Recruitment can be done at anytime of the year.	655 (27.3%)	1000 (41.7%)	45 (1.9%)	700 (29.2%)	2.67	5th
24.	Information dissemination is better done in the dailies.	38 (1.6%)	300 (12.5%)	1842 (76.8%)	220 (9.2%)	2.07	6th
25.	Applicants react faster to advertisement on the web	1220 (50.8%)	908 (37.8%)	200 (8.3%)	72 (3.0%)	3.37	3rd
26.	The radio/television is a better option for advertisement on recruitment.	1085 (45.2%)	515 (21.5%)	400 (16.7%)	400 (16.7%)	2.95	4 th

Table 5 revealed that people are, to a very high extent (82.8%) of the opinion recruitment should be done at the end of session (3.83 mean score in 1st position), Many people answer to advertisement only in the areas of training ranked 2nd with mean score 3.67 and very high extent of 66.7%. Some agreed, to some extent(41.7%) that recruitment could be done at anytime of the year.(5th with mean score of 2.67). Applicants react faster to advertisement on the web (3rd with a mean score of 3.37) more than on the radio(4th with a mean score of 2.95 and very high extent 45.2%) and the dailies (6th on the ranking with a mean score of 2.07and moderate extent of 76.8%)

Table 6 : Training Programmes as Determinants of Career Development and Appraisal System.

S/N	Items	Option					Rank
		VHE	HE	ME	LE	\bar{X}	
27.	Internal appraisal encourages progress at work.	1178 (49.1%)	611 (25.5%)	300 (12.5%)	311 (13.0%)	3.11	4 th
28.	Internal appraisals are formative and spells out training needs of young staff.	2124 (88.5%)	276 (11.5%)	0 (0.0%)	0 (0.0%)	3.89	1 st
29.	External appraisal is summative and does not encourage career development planning.	1802 (75.1%)	530 (22.1%)	68 (2.8%)	0 (0.0%)	3.72	3rd
30.	Long years of appraisal period impedes training	2000 (83.3%)	313 (11.5%)	87 (0.0%)	0 (0.0%)	3.80	2nd
31.	Training programmes should be according to years of service.	480 (20.0%)	980 (40.8%)	940 (39.2%)	40 (1.7%)	2.83	5 th

Table 6 showed Internal appraisals being formative and spelling out training needs of young staff ranked highest(88.5%) with mean score of 3.89. It was also highly rated that long years of appraisal period impedes training (3.80 mean score and ranking 2nd) to a very high extent of 83.3%. External appraisal was, to a high extent (75.1%), a determinant for career development planning (ranked 3rd with mean score 3.72). Most respondents disagreed that training programmes should be according to years of service with high extent of 40.8%, ranking 5th with mean score 2.83.

Table 7 : Trainees' Exposure to Experts' Skills as Determinants of Development of Resources.

S/N	Items	Option					Rank
		VHE	HE	ME	LE	\bar{X}	
32.	Short courses for expert's skills training programmes are necessary in the organisation.	2143 (89.3%)	257 (0.0%)	0 (10.7%)	0 (0.0%)	3.89	2nd
33.	Expert's training programme should be for supervisory jobs only.	87 (3.6%)	126 (5.3%)	2000 (83.3%)	87 (3.6%)	2.01	4th
34.	Leadership training in ones profession is necessary for development of resources and skills.	2200 (91.7%)	200 (8.3%)	0 (0.0%)	0 (0.0%)	3.92	1st
35.	Professional training is necessary for recruitment into the job market.	2000 (83.3%)	240 (10.0%)	0 (0.0%)	0 (0.0%)	3.63	3rd

Table 7 revealed that leadership training in ones profession, to a very high extent (91.7%), is necessary for development of resources and skills (mean score 3.92, ranking 1st). Respondents were also positive that short courses for expert's skills training programmes are necessary in the organization (mean score 3.89 ranking 2nd). Professional training, to a very high extent 83.3%, is necessary for recruitment into the job market (3rd with mean score of 3.63).

VIII. DISCUSSION

People are likely to be employed into jobs related to their area of specialization. Definitely, employees prefer the comfort of having their place of work close to where they live. Many also agreed that personal choice of residence affects work choice. Many people agree sometimes the work they do is not related to their area of training. Additional degree of diploma is better qualification into the job market. Ebong (2006) observed that the better educated, that is, those with additional qualification to the first degree, start with higher salaries because of the social convention in employment policies. However the terminal degree of a Ph. D is not necessary for entry into the job market as indicated by it ranking last and having the lowest mean score. These findings are indicators to employers of labour in the job market.

People take up employment in their area of specialisation where they can confidently make use of their cognitive, affective and psychomotor skills which Bloom pointed out in his taxonomy. They apply or take up employment where they can maximize their profit in earning. They pay less for transporting themselves to work and also save time and energy. Some graduates take up jobs not related to their area of specialisation as a last resort to avoid the stress of unemployment. These group of employees have to benefit from on-the-job training programmes of the organisation to improve their skills. A Ph. D holder is not a beginner in the job market. The experience of this category of employee is that of a trainer.

Training should be on going after employment. A professional certificate is important for job market. Also skill acquisition gives more confidence at work. This is in conformity with the Neoclassic labour market theory as Hinchcliffe comments in Psacharopoulos (1987). This is also the reason why the demand for tertiary education in Nigeria keeps increasing.

The possession of ICT knowledge to cope with changing technologies of the world and that training was necessary for the progress of the organization. as determinants of access and planning of professional training. Information and Communication Technology (ICT) is important for dissemination and consumption of information as the world becomes

virtual. Hard work was not regarded as a likely determinant of access and planning of professional training because it is not a direct indicator of need for improvement in the organization.

People are of the opinion recruitment should be done at the end of session, while some agreed it should take place at anytime of the year. Many people answer to advertisement only in the areas of training. Applicants react faster to advertisement on the web more than on the radio and the dailies. Information on the web is taken as being more authentic, easy and quick to assess and respond to. These are advantages over the radio and adverts in the dailies.

Internal appraisals being formative and spelling out training needs of young staff. This exercise can go a long way to make the new entrants into the job market gain confidence as internal appraisals are generally taken to be formative. Training programmes determine career development and appraisal systems adopted. It is an ingredient for productivity. Long years of appraisal period impedes training. Internal appraisal was a likely determinant for career development. This strategy slows down the progress of employees. Some people may be forgotten in the system. There is wastage because some of them may retire without having a chance for any form of training for improvement in their performance. Training programmes should be according to years of service.

Professional training is necessary for recruitment into the job market. Short courses for expert's skills training programmes are necessary in the organization as well as the option that leadership training in ones profession is necessary for development of resources and skills.

IX. CONCLUSION/RECOMMENDATIONS

Learning experiences in the classrooms are divorced from real world experiences and overloaded with abstract contents. The study has shown that professional training, in the opinion of those who have undergone tertiary education, have considerable influence in the job market. Many graduates face high unemployment and difficulties in getting established in the job market because some programmes offered in the institutions do not have direct relevance in the job market. Educational planners and policy makers should include courses with requisite skills needed in today's economic set up. In the formal sector, linking educational policies with industrialization and employment policies through education in entrepreneurship development would foster attitudes and value among students. On-the-job training should be a continuous process by suppliers and organisers of the job market to boost productivity and keep the workers abreast with the changing economic world.

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