

Effects of Training and Development on Drivers' Performance in Maritime Academy of Nigeria, Oron, Akwa Ibom State, Nigeria

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Abstract: The study examined the effects of training and development on drivers' performance in Maritime Academy of Nigeria, Oron, Akwa Ibom State, Nigeria. Thirty eight copies of structured questionnaire were administered on the drivers to elicit information on the impact of training and development on their performance using purposive sampling technique. Descriptive statistics in terms of frequency and percentage were used for the data analysis. Findings revealed that majority (26.32%) of the drivers was Senior Motor Driver Mechanic, Grade II (CONTEDISS 05). Results showed that 47% of the drivers were between the age of 41 and 44 years while majority (68%) had secondary education. Findings revealed that 81% of the respondents attended driving school of the pre licensing training while 71.05% passed their examination and majority (58%) did not attend the post licensing training and development of drivers. Among the training attended included as perceived by majority were 97.37% attended orientation on the vehicle and organisation (97.37%), 71.05% attended safety and health while 73.68% attended road signs, markings, rule and regulations programme. Majority (92%) of respondents agreed that drivers required more post licensing/employment training. However, 97% of the respondents agreed that lack of training and development has caused poor development among the drivers while inadequate funding and lack of management interest were the dominating factors that have affected training and development of drivers in the study area. The study recommended among others that that none of the sectors of road transport should be treated with levity; the Federal Government could promulgate laws that enable elementary training to start through a child formal education from the secondary school level so as to expose significant of road safety.

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1. Introduction

Driving can be defined as the act of controlling the operation and movement of a motorised vehicle with wheels such as car, motorcycle, truck or bus either human or computer control. Driving is the activity of driving a car or any other vehicle such as motorcycles, car, truck, bus etc. (Longman, 2009). Being a safe driver involves having a good knowledge and understanding of the driving laws, rules and regulations so as to be able to execute at all times good driving behaviour on the road with other roads users (Emenike, 2017). The art of driving involves acquiring basic car control skills and exercising good judgement behind the wheel. It incorporates a good knowledge of the highway codes, general traffic rules including traffic signals, stopping procedures, lighting requirements, control of vehicles, speed limits, stopping distances, lines & lane markings, etc. or generally knowing the mandatory information signs, warning signs, Mandatory regulatory signs, prohibitory signs, Signals and road signs, basic fire fighting skills, basic vehicle operation and maintenance skills (Emenike & Eke, 2017). Driving is

a complex and demanding task that involves the use of all the human senses of thinking, sensing, smelling, feeling and sighting. A good driver is well trained, developed and develops practicing the basic skills of driving, has mature attitude towards the activity of driving and can display good judgment in meeting the different situations he/she will faced on the road and in the vehicle he drives. On the other hand, a poor driver will shows weakness on almost all the aforesaid roles/qualities of the good driver: he/she is ignorant of the law and regulations guiding vehicle operations, vehicle maintenance and operations, the road signs and marking, the advances in road transportation, slow in understanding other road users and has poor driving ability, safe maintenance of vehicle as well as quality of judgement. Ibe (2011) reported that there is acceptable opinion by experts of clear differences between good drivers and poor drivers which lies in four areas namely knowledge, skills (operational and technical), attitude and judgment.

The good qualities of a driver to control himself and the vehicle and relate cordially with others in driving activities is only achieved through training and

development over time. Emenike & Eke (2017) reported the conditions to drive in Nigerian roads which include age which should be 18 years and above; holder of a valid driver's Licence issued by the Federal Road Safety Commission, (FRSC); have a vehicle that is road worthy with valid vehicle papers and have sane body. But, the nitty-gritty of the issue is that anybody can walk into FRSC office and pay for driver's Licence and is issued. It is not the issue of qualification or acquisition of basic "pre-licence training skills" and certification as pre-requisite but the ability to pay.

In Nigeria and especially in public service organization such as Maritime Academy of Nigeria, Oron, where this research is centered; open driver's deviant driving attitude characterized by unruly driving behaviour and rude gestures, driving against traffic road rules, confrontational driving, unsafe lane changes, overspeeding, impulsive driving, tailgating, wrong over taking, obscene gestures, unnecessary blowing of horns, flashing headlights, exhibiting anger, anxiety and aggression, assaulting one another, intentionally causing collision between vehicles, sudden braking and acceleration, exhibiting disruptive behaviour on the road, swaying in and out of traffic is a minute by minute and day to day occurrence and characteristics of most drivers.

Traveling through Nigerian roads can reveal that the level of anger and aggression is so high that drivers specially those driving government vehicles, are prone to anxieties of different kinds. Road users stop, turn or park at unauthorized sections of the road encouraging congestion and causing accidents. It could further be noted without prejudice that commercial drivers especially are known to be rough, reckless impatience and rudely disobedient to traffic rules with passengers, loading and unloading disorderly and worst than the uniformed or non-uniform government drivers. The attitude of motorists is so poor that they violate traffic laws (rules and regulations) which are meant to guide road users with reckless abandonment, not blinking to know the impact of their behaviour to other road users. They not only park at non designated stops but also open the car doors at will. It is not uncommon to see any driver attempting to edge out to the middle of the road, or competing driver stop in the middle of the road to pick passengers or buy items along the road. Worst culprits are security personnel or uniformed government drivers and other corporate drivers who go wild driving against traffic, exhibiting complete disrespect to traffic rules, regulation and traffic signs through the instruction or pressures from their principals. The Drivers are central for the movement, manoeuvring, manipulation, maintenance etc. of the vehicle carrying the people, goods, services and the information

concerning organisational transactions aimed at customers satisfactions. The safe movement of the passengers, goods, services and attendant information from the points of origin to the destinations is the function of the driver. Reports from National Bureau of Statistics, FRSC and other traffic agencies have shown that the road safety awareness polls in Nigeria have consistently indicated that a lot of traffic maladies have been recorded from careless and reckless driving; and a lot of men, women and vulnerable children have been murdered or injured as a result of disobedience of traffic laws and poor positioning.

In major Nigerian cities there is over burdened with the much various problems of gross over position, high vehicle ownership rates, narrow roads, rapid industrialization and urbanization, proliferation of educational centres, landusers demines with different trip generating abilities and centralization. This therefore required standardized general training and development programs for Nigerian drivers. The importance of human resources training and development and utilization for the required performance and gain of every organization in which private and public sector organizations are are parts cannot be overstressed. All organizations whether private or public comprised of people or human resources who work together to attain the organisational objectives. In the words of Ihudan, (2005), these objectives cannot be achieved without proper development and utilization of human resources through guided adequate policies and practices.

Among the missing factors in many cases in the view of Nwachukwu (1988), is lack of proper skills and knowledge to be acquired through training and development, which must also be adequately utilized. This will be impossible if adequate policies and practices with respect to training and development is not accorded due attention. Training and development of human resources is the process, which leads to formation of values and attitudes, the development of skills and knowledge of a people, therefore contributing to the enhancement or improvement in the quality of actions of the personnel of which a nation ultimately depends (DeoJomah, 1982). Confirmatively, it is obvious that trained drivers can be retained and even increase their higher standard of knowledge like other trained employees in the Public Service. However, there are factors which hinder or facilitate the acquisition of knowledge through training and development. Training is crucial for organizational performance; development and success. It is beneficial to both employers and employees of an organization. An employee like the drivers will become more efficient and productive if he/she is trained well and even retrained. Training and development of

drivers take place after orientation took place. Training is the process of enhancing the skills, capabilities and knowledge of employees for doing a particular job, such as driving. It moulds the thinking of employees and leads to his/her quality performance. It is continuous and never ending in nature. Training implies efforts aimed at increasing employee/driver's skills on present jobs, while development means efforts oriented towards improvements relevant to future jobs. Otong, (2012), citing Nwachukwu (1999), defines development as activities undertaken to expose an employee to perform additional duties and assume position of importance in organizational hierarchy. Performance in the other hand, means ability of employee to accomplish his or her mission based on the expectations of an organization. Campel et al (1993), observed that it is what the organization hires one to do, and do well.

Several workers have done studies on training and development in several spheres of human activities. According to Easterby-Smith (1999), the emergence of the concept of organizational learning is central on the hitherto idea that prior advocacies of learning are tended to its commercial significance and are lacking of empirical information on learning processes. Strategically, organizational learning, which makes use of training and development as one of the several responses, deals with the acquisition of understanding, know-how, techniques and practices. These intellectual intangibles can be translated into an organizational resources through the people that acquire, infer and utilize such towards the achievement of the organization-wide training and development (Armstrong, 2006). Sims, (2002) emphasized that training focuses on present jobs while development prepares employees for possible future jobs. Daniel et al (2003) affirmed that the training and development results in improved driving performance, that a measure of processing speed and spatial attention of drivers can be improved with training, that trained group improved on their driving performance measures of turning into correct lane and proper signal use. William et al (2009), indicated that drivers declined in their rating of willingness to engage in distracting activities along with corresponding increase in perceived risk, and that they were more likely to perform in-vehicle tasks while their vehicle were parked, besides safety benefits and further alerted that such training in general skills and detail with potentials distracting in-vehicle task may help offset some of the negative outcome associated with their use. Lisa and David, (2005) reported that trained drivers, particularly the police trained drivers adapted more central lane position, less likely to cross central division of the road at unsafe locations during their overtaking task and reduce their speed on approach to

pedestrian at the road side at a greater extent. Similarly, Jelena, (2017) reported that training and development take time, money, energy and information, to constantly gain knowledge, so that the organization and employees can become reliable and sustain competitive advantage that development will trigger. Gunu et al (2013) reported that training and development have significant impact on organizational performance, employee need to be motivated during training programs and opined that employer should introduce reward system for outstanding performance so as to motivate employees to always put their best during training and development programmes. This finding is of interest because most employers see training and development as gain or favour to only employee and not both, this reward system other than the Accident Free Bonus for drivers, who do not involve in Road traffic crashes within a year will trigger interest for training and development. None of these studies considered training and development in an institutional society in which the present study is examining. The afore-mentioned deficiencies or noticeable decline in driving performance and the attendant negative effect on the image of the Maritime Academy of Nigeria, Oron and neglect of the driver's training and development therefore, pushed for this study. Therefore the study examined the effects of training and development on drivers' performance in maritime academy of Nigeria, Oron, Akwa Ibom State, Nigeria.

2. Material and Methods

The study was carried out in the campus of Maritime Academy of Nigeria, Oron, Akwa Ibom State. The study area lies on the latitude of 8.00 and 8.15 of the Greenwich meridian and is located in the south south region of Nigeria. Oron is situated in the sub equatorial region and has a tropical climate characteristics. the vegetation of the community is covered with mostly thick mangrove swamp and sand banks the original thick mangrove swamp is giving away in some places to scanty bush due to oil pollution (Etukudo, 1983). The Qua Iboe River and the Atlantic Ocean constitute natural waterways and the most important traffic route in the area, the entire area of Oron is mostly covered with several rivers, streams and creeks making the people mostly fishermen and farmers the various drainage get their major supply from the Atlantic ocean being the main reason at which oil spill passes into the swamp forests. This study adopted the survey research design which according to Onuha (1987) is a method that will attempt to document current condition or attitude that describe what exist at the moment. Forty drivers from different departments or units within the institution were used for the study using purposive sampling

technique (Table 1). Structured questionnaire were administered on the drivers to elicit information on the impact of training and development on their performance. Only thirty eight (38) copies of questionnaire were retrieved and used for further analysis. Descriptive statistics were used for the

analysis taking cognizance of the answers given to each question and matched them with interview responses and observations where applicable to confirmed for reliability and consistency. Inferential statistics such as analysis of variance was used to test the hypothesis formulated for this study at $p < 0.05$.

Table 1. Number of Drivers

School/Department	Number of drivers deployed
Rectorate	5
Registrar's Office	3
Regimental Unit (Cadets Welfare)	3
Directorate of Consultancy Service	3
Medical Centre	3
Nautical Studies-(Mandatory Course Centre)	4
Abuja Liaison Office	2
Lagos Liaison Office	2
Council	3
Pool	6
Academic Registry	2
Works and Services	4
Total	40

Source: Authors' Fieldwork, 2017

3. Results and Discussions

Socio-economic Characteristics of Drivers

From the Table. 2, 7.5 % out of 40 expected respondents, were Motor drivers on income level of CONTEDEISS 03, Heavy-Lorry Drivers and Motor Driver Mechanics are at the same salary/income Levels, CONTEDEISS 04, there are 16 (40%) of (8) or 20% each. Senior Motor Driver Mechanics Grade II were 10 on income/salary level, of CONTEDEISS 05,

making up 25%, Senior Motor Driver Mechanic Grade I are on income/salary level, CONTEDEISS 06 constituting 15% (ie 6 out of 40), while Chief Drivers and head Driver are on same Salary grade of CONTEDEISS 07 and constitute 10% and 2.5% respectively. This shows that income levels of the drivers are different according to their Salary grades and cadre. This table further shows that there are seven (7) categories/Cadre of drivers in the Academy.

Table 2. Cadre of Drivers

Cadre of Drivers	Grade/Income Level	Frequency	Percentage (%)
Motor Driver	CONTEDEISS 03	3	7.89
Heavy-Lorry Driver	CONTEDEISS 04	4	10.53
Motor Driver Mechanic	CONTEDEISS 04	8	21.05
Senior Motor Driver Mechanic, Grade II	CONTEDEISS 05	10	26.32
Senior Motor Driver Mechanic, Grade I	CONTEDEISS 06	8	21.05
Chief Motor Driver Mechanic	CONTEDEISS 07	4	10.53
Head Driver	CONTEDEISS 07	1	2.63
Total		38	100

From Figure 1, Motor Driver on grade level 3, constitute 8% of the respondents, Heavy Lorry Drivers are 4 and represents 11% of the respondents and Motor Driver Mechanics are 8 drivers, which make up 21% of the respondents. Senior Driver Mechanic Grade II which are on Salary/grade Contediss 05 are 10 in number and represents 26.32% of the respondents, Senior Driver Mechanic Grade I are 8 representing 21% of the total respondents, while Chief Driver Mechanics are only 4 representing 11% of the

respondents, and the Head Driver, who is on the same Salary/income Scale/Grade level with all the Chief Drivers, and is only 1, representing 3% of the respondents. In all, 38 respondents, which were all male, returned their copies of the questionnaire which were easy to obtain as they all resided in the same location. The response indicates 95% response rate, which the researcher considered good enough for the study as only 5% could not return their questionnaire as they were on official assignment outside the

Academy. From Figure 1, there are seven (7), Cadre of drivers, which are supervised by the Head driver, with different job schedules.

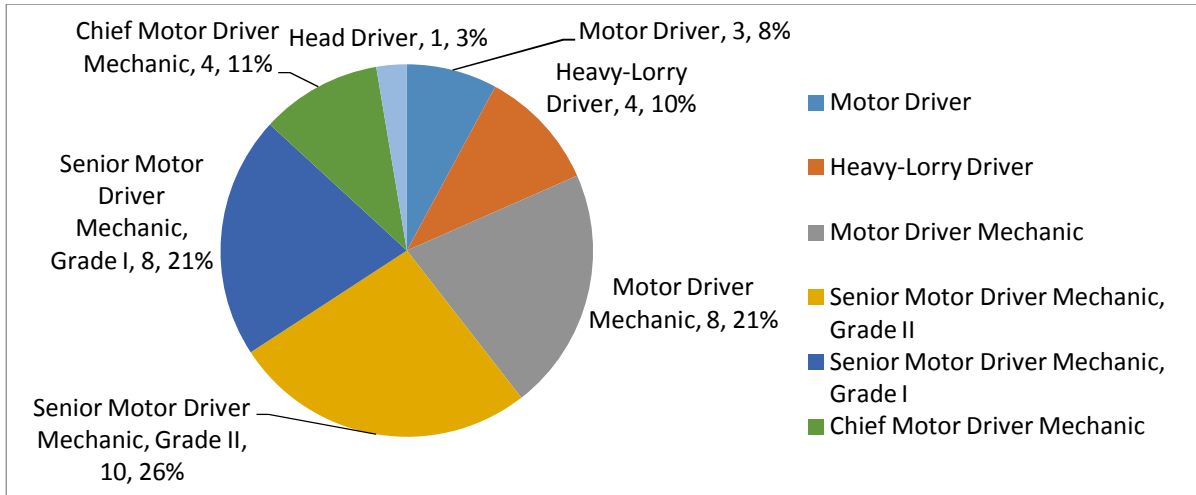


Figure 1. Cadre of Drivers and Responses

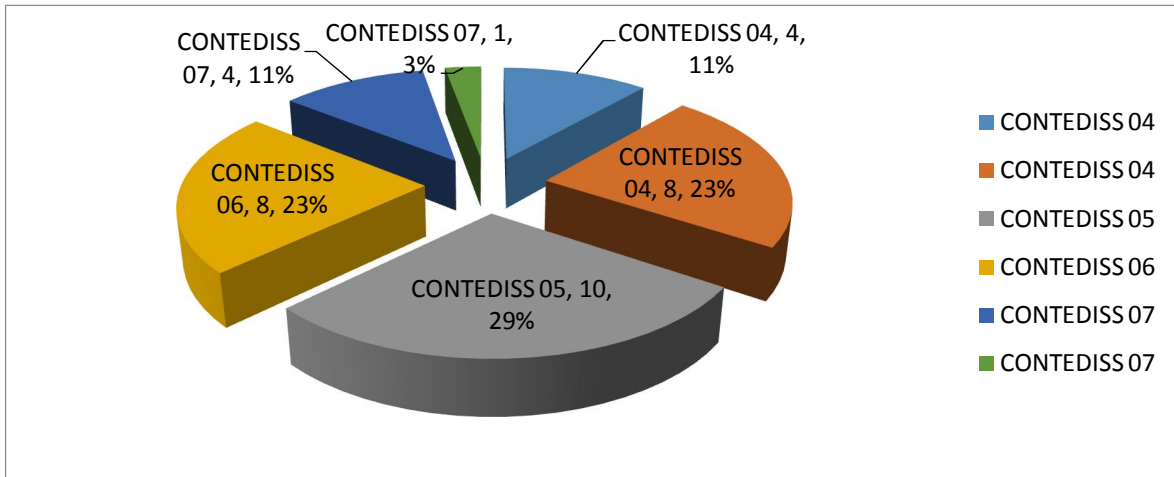


Figure 2. Response rate according to Salary Scale of drivers

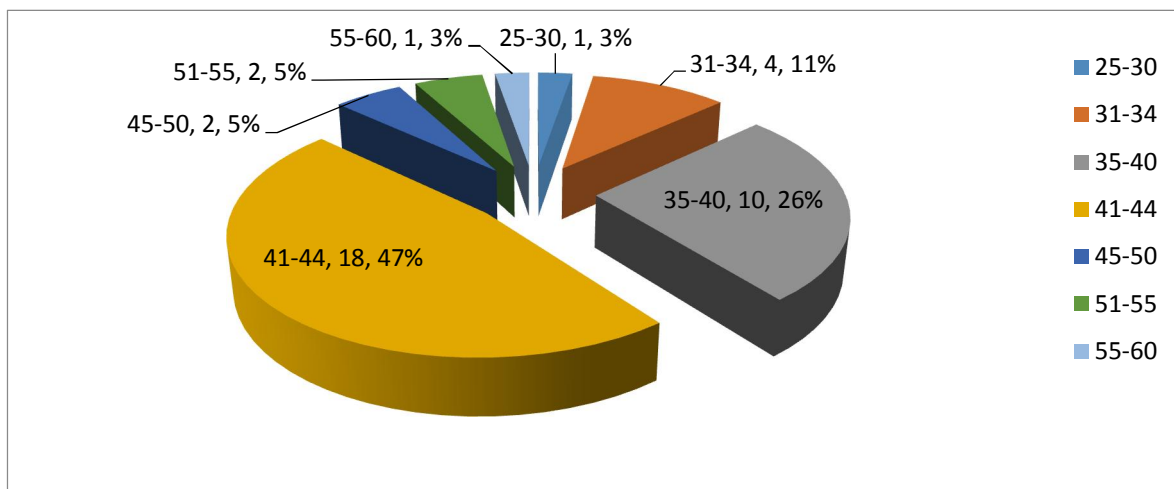


Figure 3. Age Range of the Respondents

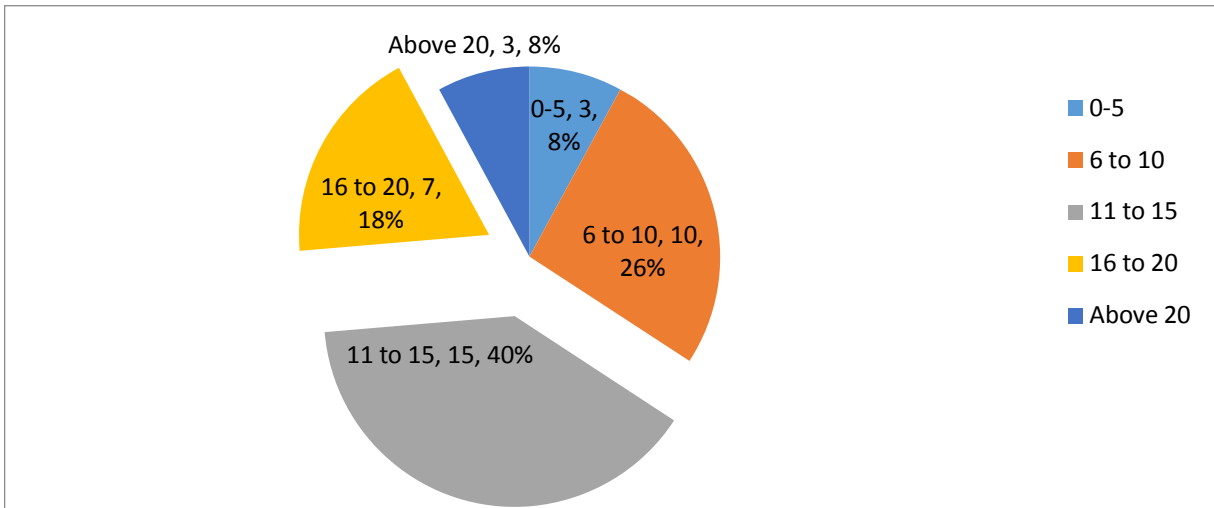


Figure 4. Year of service in MAN, Oron

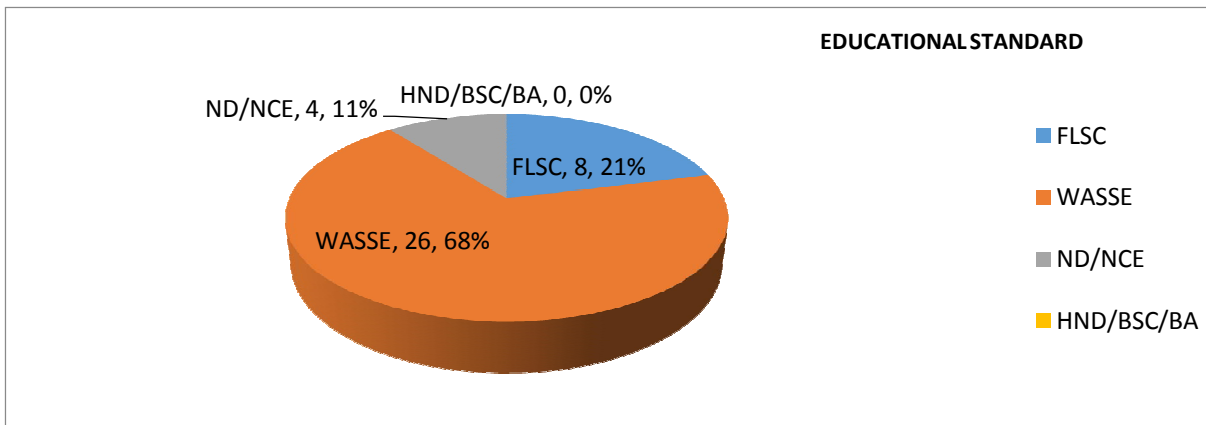


Figure 5. Educational Standard of the Response

From Figure 3, 18 (47%) of the 38 drivers are between the age of 41 and 44, this constitute 47% of the respondents, which are on grade level 05, and are Senior Motor Driver Mechanics. 10 of them are between the age of 35 and 40, and this comprises 26 % of the respondents. 4 (11%) of the drivers in MAN, Oron are between the age range of 31 and 34 whereas two each are between the age of 45 and 50; and 51 and 55 respectively constituting 5% each of the total respondents, while 1 each is between 25 and 30; and 55 and 60 and this range made up for only 3% each. This implies that the drivers in MAN, Oron are old enough to understand the contents of this research and have capacities to respond appropriately to the research questions and that they all have enough experiences to be involved in the research thus making their responses reliable and valid.

From the data presented Figure 4, 3 (8%) of the drivers in the Academy who responded to the questionnaire have spent between one and five years in the Service, 10 (26%) have worked in the Academy

for between 11 and 15 years while 15 (40%) have spent between 16 and 20 years in the Service. Whereas only three (3) of the 38 respondents, representing 8% have worked in the Academy for a period of above 20 years. This shows that the composition of the respondents has the needed experiences, knowledge and exposure to respond to the questionnaire.

Figure 5 revealed out of 38 respondents, 8(21%) are holders of First School Leaving Certificate, (FSLC), 26 (68%), are holders of West African School Certificate of Education or NECO while 4 (11%) are holders of National Diploma or National Certificate of Education. None of the respondents has Higher National Diploma or Bachelor Degree. This purports that the respondents are well lettered and comprehended the research instrument and their responses is therefore valid and reliable based on their levels of education, training experiences and exposures.

Different Types of Training and Development for Drivers

Findings showed that 7 respondents, representing 19% of them did not attend any driving school but learned driving by road side and obtain driving licenses unhindered from FRSC while 81% of the respondents attended driving school (Figure 6). The results showed that majority of the drivers in MAN, Oron had acquired basic pre-licensing training prior to their obtaining driving licenses and subsequent employment, therefore, are able to drive with care and caution and perform other on the job schedules as a driver (Figure 6). In Table 3, 27 of the drivers representing 71.05% of the respondents participated in the end of training examination and pass end of training test prior to the issuance of Motor Vehicle Driving Licenses and subsequent employment in the Academy while 28.95% of the 38 drivers which is 11 did not have an end of training examination but had

drivers licenses. This shows that majority of the drivers were trained well on basic driving skills before their employment in the MAN, Oron. The percentage of those who were not tested at the end of the training is 28.95%, this rate is however, not negligible. Results from Figure 7 shows that 42% (16) of the respondents in MAN, Oron attended one training and development or other program after their employment while 58% disproved this option and alleged on interview that they only attend orientation programme at the start of their service in the Academy. This responses shows that there is inadequate training and development specifically set out for drivers in MAN, Oron, as with other personnel of the same organization, this accounts for why a Chief could not go beyond the Cadre which is contrary to the leverage provided in the Scheme Service, (2000) for advancement beyond the Cadre.

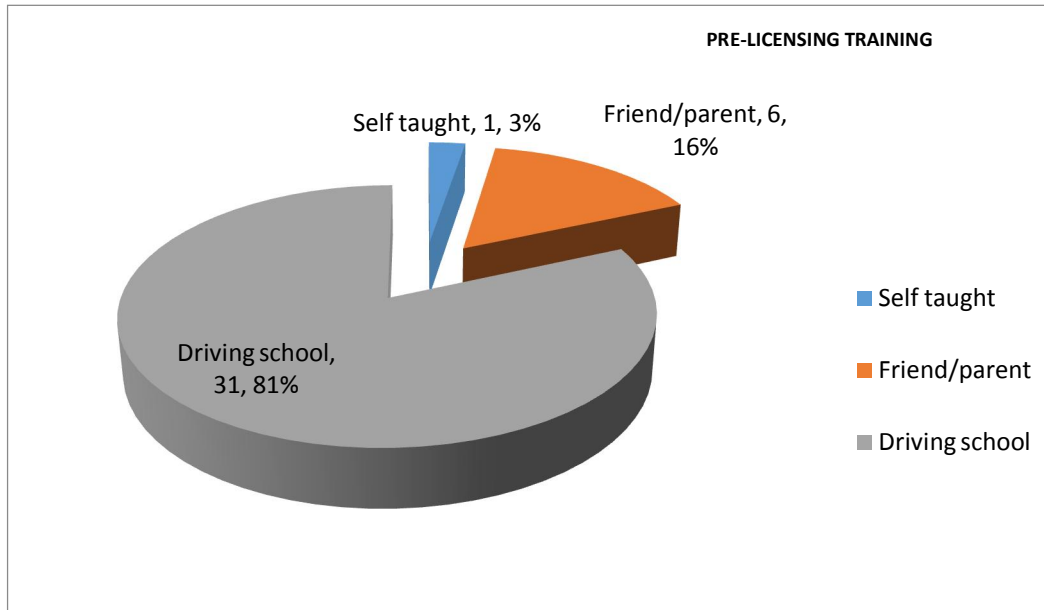


Figure 6: Pre Licensing Training

Table 3. End of Training and Pre-licensing Examination

Responses	No of Respondents	Percentage (%)
Yes, Pass Exam	27	71.05
No, Exam	5	13.15
Attendance Only	6	15.80
Total	38	100

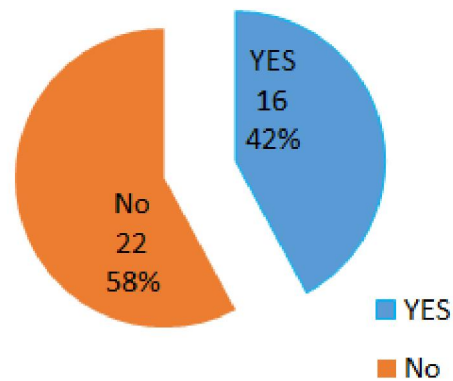


Figure 7: Attendance at Post Licensing Training and Development of Drivers

Table 4 shows the different types of training and development programmes in the study area. It is revealed that 97.37% of the respondents attended orientation on the vehicle and organisation, 71.05% attended safety and health, 73.68% attended road signs, markings, rule and regulations programme, while 63.16% attended firefighting operations. On the other hand, majority did not attend the following

programmes namely vehicle operation and maintenance (60.53%), urban transport environment (100%), operational documentation (94.74%), staff member relation (89.44%), accident response and rescue (63.16%), communications (97.37%) and road transport conflicts and resolutions (92.10%). This indicates decline and inadequacies in training and development programs for drivers in MAN, Oron.

Table 4: Type of Training And Development Attended By Drivers

Types of Training and Development Programmes	Yes	Percentage (%)	No	Percentage (%)	Total
Orientation (on the Vehicle and Organization)	37	97.37	1	2.63	38 100
Safety & health	27	71.05	11	29.95	38 100
Vehicle Operation and maintenance	15	39.47	23	60.53	38 100
Road Signs, Markings, Rules and Regulations	28	73.68	10	26.32	38 100
Urban Transport Environment	0	0.0	38	100	38 100
Operational Documentation	2	5.26	36	94.74	38 100
Staff member Relation	4	10.53	34	89.44	38 100
Accident response and rescue Operation	14	36.84	24	63.16	38 100
Communications	1	2.63	37	97.37	38 100
Inventory	0	0	38	100	38 100
Firefighting Operations	24	63.16	14	36.84	38 100
Road Transport Conflicts & Resolutions	3	7.89	35	92.10	38 100

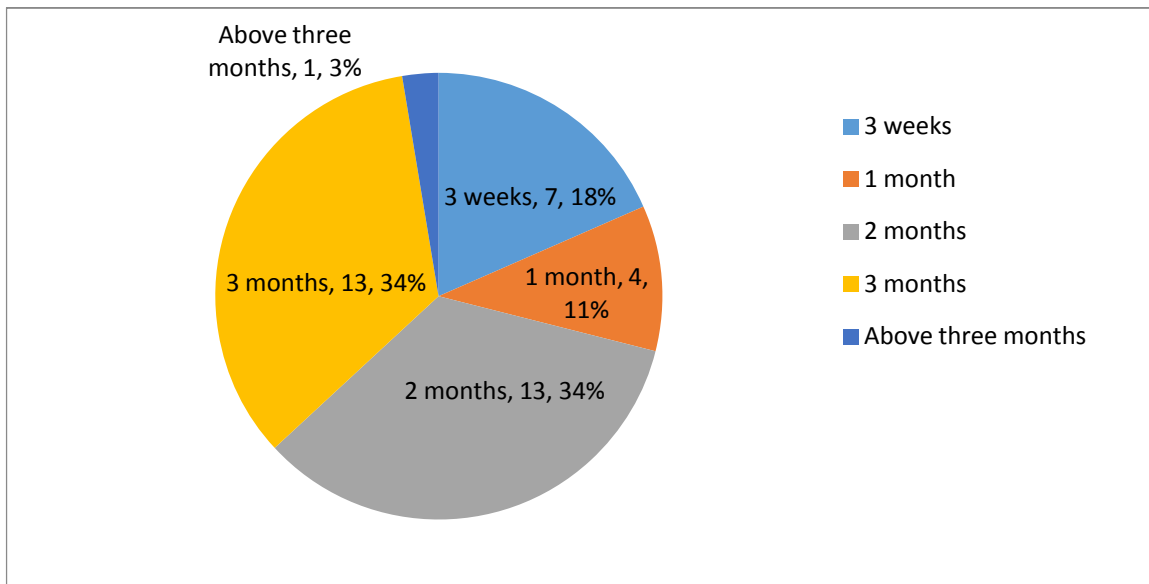


Figure 8: Length of the Pre-Licensing Training of drivers

Duration of Drivers’ Pre-Licensing Training and Development

Figure 8 indicates that 7 drivers out of 38, representing 18%, did not pass through driving school training before they were employed into MAN, Oron, but were trained by unprofessional friends/Parents for only three (3) weeks as recorded in pie chart 4. 6 above. 4 respondents (11%), only attended a month training programme in driving school, 13 of them attended 2 months drivers training

programme in driving school, representing 34% of the respondents and the same number of respondents, (13), 34%, were able to attend 3 months professional drivers training also in driving Schools while only 1 respondent (3%) had training for a period spanning above 3 months in a driving school. This implies that majority of them were well trained or had basic driving skills before being employed into the service of the Academy and accounted for their non-involvement in frequent road traffic accident and

earning of accident free bonus yearly. This analysis shows that 82% of the driver in Academy obtained driving school training. The table also reveals that driving training centres do not have specifically fixed duration for training of drivers. The length of pre-licensing training vary with individual training centre as there is no uniformity in the duration as in other training of employees in other professions. Results also showed that drivers in MAN, Oron, only spent 3-4 days in few post licensing training and development.

Drivers Requiring More Post Licensing Training and Development

From the data presented in Figure 9, 97% of the drivers required more post licensing/ employment training and development in the areas stated in table 4.5. below, while only 3% attended some post licensing Training and development. This has some negative impact on the drivers themselves and the Academy as the employer.

Advantages of Training and Development on Driver’s Understanding of Mandatory Signs

The advantages of training and development on drivers’ understanding of mandatory signs is shown in Table 5. The analysis revealed that 84.21%, 73.68%, 78.95% and 100% of the respondents agreed that it enables personal development of the driver, gives the drivers’ job satisfaction, innovative and creative, and enhances skills of the drivers respectively. More than 80% of respondents agreed that the training increases

the drivers and organisational productivity and general performance, brings about positive attitude of the drivers on the road, has no negative effect on the drivers, enables understanding the highway codes, rules and regulations of driving on the highways, reduces wastages and increases benefits to the organisation employer, enables development of good communication skills and has positive relationship with traffic crashes reduction.

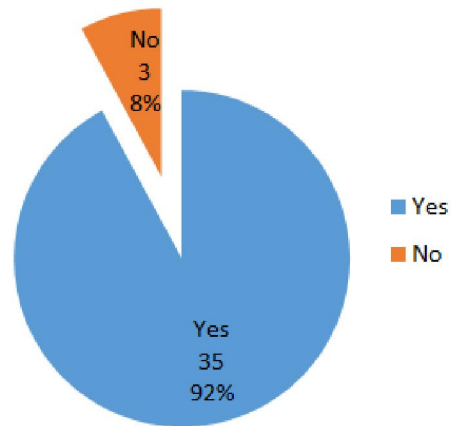


Figure 9: Drivers Requiring more Post Licensing training and development

Table 5. Impact of Training and Development on Drivers Performance

S/N	Reasons for Training and Development	Responses			
		Yes	Percentage (%)	No	Percentage (%)
1	It enables personal development of the driver	32	84.21	6	15.79
2	It gives the drivers job satisfaction	28	73.68	10	26.32
3	It is innovative and creativity	30	78.95	8	21.05
4	It enhances skills of the drivers	38	100	0	0
5	It increases the drivers’ and organizational productivity and general performance	37	97.37	1	2.63
6	It brings about positive attitude of the drivers on the road	34	89.47	4	10.53
7	It boosts their morale	20	52.63	18	47.37
8	It is essential for promotion to higher level	29	76.32	9	23.68
9	It has no negative effect on the drivers	34	89.47	4	10.53
10	It increases knowledge of driving	20	52.63	18	47.37
11	It enables understanding high way codes, rules and regulations of driving on the high ways	36	94.74	2	5.26
12	It acquaints with the latest development in the management and development of road traffics such as Intelligent Transportation systems	29	76.32	9	23.68
13	It increases their competency of the drivers	28	73.68	10	26.32
14	It enables safety on the road and reduces road traffic crashes	26	68.42	12	31.58
15	It reduces wastages and increases benefits to the organization –employer	31	81.58	7	18.42
16	It enables development of good communication skills.	32	84.21	6	15.79
17	It increases drivers, skills, knowledge, improved driving and technique, help reduce road traffic crashes, builds positive attitude in drivers, acquaint them latest development in the management of road transport	28	73.68	10	26.32
18	It helps drivers in public service organization to have understanding of basic driving techniques, have good knowledge of highway codes, traffic rules and regulations and ensure safe driving practices.	30	78.95	8	21.05
19	It enhances reduction in cost of vehicles operation and guarantee good maintenance culture of vehicles by drivers	22	57.89	16	42.11
20	It has positive relationship with traffic crashes reduction	32	84.21	6	15.79

Effects of Inadequate Drivers’ Training and Development

Figure 10 shows the effects of inadequate drivers’ training and development in MAN, Oron. The analysis shows that 97% of the respondents agreed that the inadequacy of drivers’ training and development led to poor performance by the drivers on the road. However, 84% of the respondents agreed that the inadequacy in the training of drivers has led to the increase in traffic crashes in the study area. This therefore shows that there is absolute absent of clearly planned training and development programs put in

place for training and development or enhancement of the knowledge and skills of the drivers in the MAN, Oron as done with other employees of the same establishment. Hence, there is gradual decline in the performance of drivers in the organization and this affect the advancement of drivers beyond the cadre of a Chief driver/Head driver which h might have also resulted to demoralization, lack of competence, absent of innovation, lack of safety, absent of personal development, unsatisfaction and unattainment of business objectives.

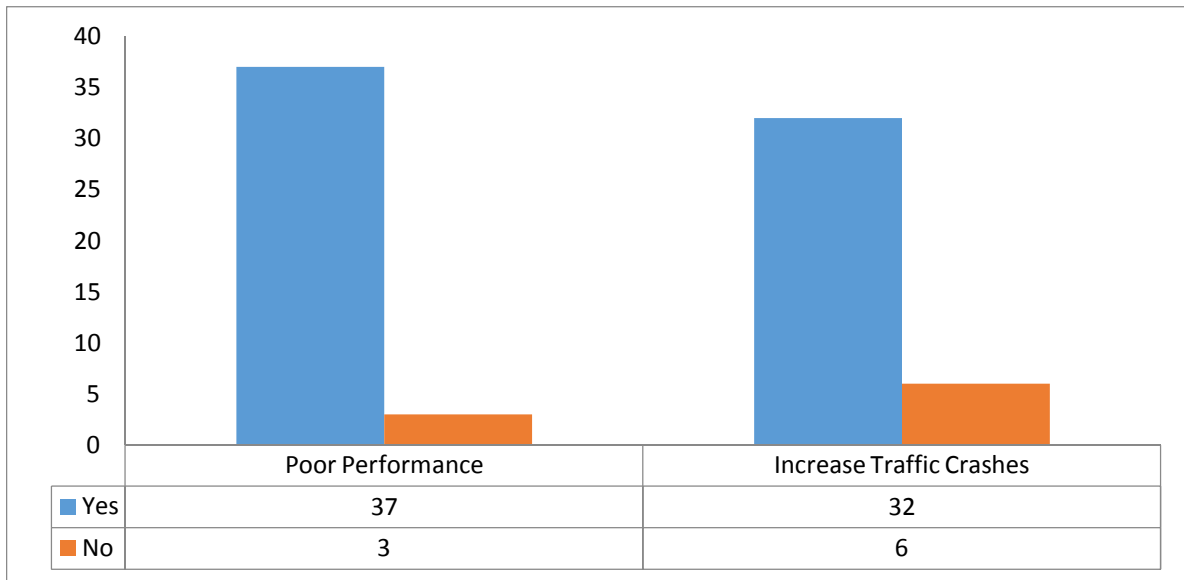


Figure 10: Effects of Inadequacy in the Drivers’ Training and Development

Factors Militating against Training and Development of Drivers

Table 6 the different factors affecting the adequate training and development of drivers in MAN, Oron. Of the total respondents, 39.5% agreed to inadequate funding, 26.3% agreed on lack of management interest, and 18.4% agreed on lack of

proper planning. Furthermore, 7.9%, 5.3% and 2.6% agreed on corruption, sheer negligence and lack of professional as the Head of Transport Department respectively. Out of these factors, inadequate funding, lack of management interest and lack of proper planning were important factors that influenced the drivers’ training and development.

Table 6. Factors affecting Training and Development of Drivers

Factors	Frequency	Percentage
Inadequate Funding	15	39.5
Lack of Management Interest	10	26.3
Corruption	3	7.9
Lack of Proper Planning	7	18.4
Sheer Negligence	2	5.3
Lack of Professional at the Head of Transport Department	1	2.6
Total	38	100.0

4. Conclusion and Recommendations

It can be concluded that the drivers in the MAN, Oron, has enough basic pre-licensing training but experience inadequate post licensing/employment

training and development. Inadequate training and development of the drivers have led to the increase in the poor performance drivers and traffic crashes. Based on the findings, the study recommended that

none of the sectors of road transport should be treated with levity; the Federal Government could promulgate laws that enable elementary training to start through a child formal education from the secondary school level so as to expose significant of road safety and causes and consequences of maladies; at the early stage of their lives; the Maritime Academy of Nigeria, Oron should develop budget and implement judiciously training and development for drivers on periodic bases to enable their advancement beyond the Cadre and harvest of the accruing benefits to all the stakeholders; and training and development of drivers in public service organization should be made compulsory, prioritized and made a condition of promotion to higher level of responsibilities but not only by year of services spent on a certain rank/cadre.

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