Employee Training and Organizational Sustainability: A Study of Bayelsa State Broadcasting Corporation

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Abstract: *This study examined employee training and organizational sustainability in Bayelsa State Broadcasting Corporation. The study comprised of two phases: interview for background information involving six Directors/Heads of Department and several Unit Heads in the Corporation and a survey of 173 employees of the Corporation. Pearson's Product Moment Correlation technique was used for data analysis. The research identified the different types of employee training including orientation, skills and refresher training which radio broadcast skills training fall into. Thus, the study specifically investigated the extent of relationship between radio broadcast skills training provided and organizational sustainability. The findings of the study revealed a positive relationship between radio broadcast skills training provided and organizational sustainability but statistically not significant. The study recommended adequate annual budgetary provisions and actual releases, and a holistic training calendar that will guide effective implementation of training programme by the Corporation and other electronic media houses to impact on their job performance that will translate into a sustainable broadcast organization.*

Keywords: *Broadcasting skills, organisational sustainability, corporation, orientation, refresher training, budgetary provisions*

I. Introduction

Proficient employees constitute a veritable resource for the actualization of the objectives and goals of any organization. This cannot be achieved in isolation but first by having a mix of qualified persons with proven interest and passion that are trainable for the job, particularly, in an establishment like the Bayelsa State Broadcasting Corporation (Radio Bayelsa or Glory FM 97.1). New hires require intensive orientation before they are placed under experienced staff while existing employees in the face of competition and rapid changes in technology of contemporary times deserve training and retraining to achieve organizational sustainability.

The concept of sustainability has its root from the principles of sustainable development. The Bruntland report (1987) defined organizational sustainability as "development which meets the needs of the present without compromising the ability of future generation to meet their own needs" (World Commission for Environment and Development, 1987 in McIntosh and Arora (2001). Sigma defined organizational sustainability as the capacity for continuance into the long term future, which might otherwise be described as survivability (McIntosh and Arora, 2001).

Opuku and Fortune (2011), McIntosh and Arora (2001) and Achkar (2005) cited in Fiol and Lavenderos (2010) proposed the dimensions of sustainability to include: environmental, social, economic and political sustainability. Fiol and Lavenderos posited that the four aspects (environmental, social, economic and political) interact among themselves.Sadly, organizations seem to have concentrated more of their efforts in achieving the economic dimension of sustainability and operate within the ambits of the political sphere while the environmental and social components are relegated to the background.

Instead of developing and implementing a comprehensive annual training programme based on a budget and calendar, training staff on requisite radio broadcasting skills is considered to be haphazardly done. For Radio Bayelsa, less than an aggregate of less than 10% of the workforce is reported to be hand-picked each year from inception and trained in FRCN Lagos, in very difficult circumstances. The lack or inadequacies in providing radio broadcasting skills via training is a likely bane on the sustainability of Glory FM and vice versa.

Organizational sustainability is the essence of the existence of any organization whether for profit motive or for social concern. Training and retraining of the workforce in requisite skills is, thus, central to achieving sustainability goal. However, training in radio broadcasting skills seem not to be given the much deserved attention, even as human resources are the drivers of any system.There are very few studies related to the influence of skills training on organizational sustainability carried out in Europe, Asia and Australia but none found to be carried out in Nigeria. To this end, this study is interested in examining the extent of

relationship between employee skills training provided and organizational sustainability in Nigerian public broadcasting organization.

It is not certain if the technical crew of Radio Bayelsa has a full grip of the intricacies from the Power generating plant, Digital transmitter, the Links down to the Recording and Live studios to produce the best of sound quality. Effective maintenance of broadcast equipment that would avoid frequent "off-air syndrome" for minutes, hours and days experience this condition attributable to lack of technical expertise. Though Radio Bayelsa ishas a website (that is on real-time broadcasting), the effectiveness and/or accessibility is doubtful. The dexterity of the studio managers in the studios is not perfect as listeners experience poorly recorded programmes on air and hollow microphone sounds during some live presentations. Production and presentation of balanced, catchy, non-commercial current scintillating news is also not appreciable. Glory FM reporters are not often seen on the streets gathering and reporting non-commercial stories that make news; capturing dissenting opinions on events, not to talk of to be the first station to break a news. It is also observed that the daily broadcast of programmes is tilted to discussion programmes with minimal musicals and entertaining features making it boring for listeners. Again, some on-air personnel are noticed of wrongly pronouncing foreign and vernacular names, show linguistic defects in their intonation and in pronouncing words starting or ending in "sh, tch,ch, sure, tion, sion,tian, zure", etc.The myriad of the aforementioned weaknesses in Radio Bayelsa resulting from absence of planning and funding radio broadcasting skills training will negatively influence organizational sustainability.

The broad objective of this study is to determine the nature of relationship between employee training and organizational sustainability in Bayelsa State Broadcasting Corporation.

The focus of this study is the relationship between radio broadcast skills training and organizational sustainability where radio broadcast skills training is the independent variable and organizational sustainability the dependent variable.

II.   Review Of Related Literature
2.1 Conceptual Review
Employee Training

Training is one of the main human resource activities in order to have qualified, flexible and proactive employees (Bartel, 1994; Ragharam, 1994; Macduffie and Kochan, 1995 in Singh and Mohanty, 2012). This is because even with the most effective selection process and the very important element of selection test that brings employees into an organization, the wave of advancement and application of such technology, complexity of operations, competition, need for growth and sustainability makes employee training critical.

According to Ameeq et al (2013) training is learning process that involves the acquisition of knowledge, sharpening of skills, concepts, and rules or changing of attitudes and behaviours to enhance the performance of employees. Other scholars describe training as a planned programme that results in acquisition of knowledge, skills, attitudes, and social behavior that improves employees' job performance (Gordon as cited in Nassazi, 2013; Rao, 2010 and Goldstein, 1980 and Latham, 1988 cited in Moore et al, 2007).

To sum it up, employee training is a planned activity carried out either within or outside the organization that equip employees (trainees) with relevant competencies that enable employees perform assigned tasks optimally. Employee training exists in the following dimensions: Orientation training, Skills training, Refresher training, Literacy training, Cross-functional training, Team Training, Creativity Training and Diversity Training (Rao, 2010).The first three (Orientation, Skills and Refresher training) are practicable in Broadcast media.

Importantly, all training efforts by employers are aimed at meeting the requirements of the organization (long-term) guided by organizational goals and employee objectives (short-term) via transmission of skills, knowledge, attitudes, etc. which are vehicles through which organizational goals and objectives are achieved. For any enterprise to function effectively, it must have money, materials, supplies, equipment, ideas about the services or product, to offer those who might use its output and finally people, which is the human resource, to run the enterprise (Sultana, Irum, Ammed and Mohmood, 2012). Human resources are the intellectual property of the firm; a good source of gaining competitive advantage (Houger, 2006 in Nassazi, 2013) and training is the only way of developing organizational intellectual property through building employees competencies. To develop a competitive advantage, it is important that organization leverage on the workforce as a competitive weapon (Marimuthu, 2009). Simply hiring and placing employees in jobs does not ensure their success, hence the need for them to be trained (Nwibere, Emecheta, and Chikwe, 2009).

Off-The- Job Training Method

Off-the-job training involves taking employees away from their usual work environment and therefore all concentration is left out to the training. The methods here include: Conference/Discussion Approach, Role Playing, Vestibule training, Lecture Method, Programmed Instruction, Virtual Organizations and E-Learning

and Behaviorally Experienced Training, etc. (Nassazi, 2013; Rao, 2010; Nwibere et al. 2009; Koontz and Weihrich, 2005).

Each of these methods under the umbrella of on-the-job and off-the-job methods of training becomes suitable for a particular organization and/or industry depending on the organizational goals and objectives, the resources, and activities each with its peculiar benefits.

Types of Training

Zalman and Smith as cited in Rao (2010) and Nwibere et al (2009) asserted that although there are many approaches to training, the following types of training are commonly employed in present-day organizations including orientation training, skills training, team training, refresher training, cross functional training, literacy training, diversity training and creativity training. However, the ones highlighted hereunder are particularly most relevant to Radio Broadcast organizations (FRCN Training School, 2014).

- ❖ Orientation Training: Here, new hires get a first-hand view of what the organization stands for, how the work is carried out and how to get along with colleagues.
- ❖ Skills Training: This type of training is most common in organizations. It involves training in basic skills such as reading, writing, computing, technical, speaking, listening, problem solving, presentation, production, studio management, technical, journalism, marketing,managing oneself, accounting, knowing how to learn, working as part of a team, leading others, etc.
- ❖ Refresher Training: This is necessitated by rapid changes in technology. They are often short-term courses that are conducted intermittently by organizations for her employees to be abreast with latest developments and emerging challenges.

Skills Defined

Skills are defined as expertise, practiced ability, facility in doing something, dexterity and tact. Skill encompasses experience and practice, and the gaining of skill leads to unconscious and automatic actions. Skill is more than just the following of rule-based actions. The potential downside of such an attribute is that, in the absence of knowledge and attitudes, such a "skilled" person may have no ability or capacity to react to situations outside the normal condition, that is, skills alone without knowledge and attitudes can be dangerous (Saini, 2010).

Sturgess (2012) also described skill as an ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carry out complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills).Although there are no specific skills that are considered as suitable for all units, departments, organizations both in the public and private sector, they vary from job to job and organization to organization.

Glory FM sends her staff on training to the Federal Radio Corporation of Nigeria (FRCN) (Radio Nigeria) Training School, Lagos (founded in 1957) aside skeletal in-house training services. The School's courses are open to FRCN staff, public, state and commercial broadcast stations as well as private individuals with clear entry requirements at the Basic, Intermediate and Advanced Levels in Information Technology, Digital Studio Management, Engineering, Journalism, Marketing, Presentation and Production Departments within specified durations (8, 7 and 6 weeks held twice, once and once a year respectively).

Radio Bayelsa has not taking full advantage of this Training facility from its inception because the opportunities provided employees have been inadequate. In similar vein, its in-house training for new hires have also not benefited from the structure because of poor set-up and resources. Against this background, it becomes necessary to bring to light specific skills training for employees of Glory FM are exposed to with a view to continually informing, educating and entertaining the public not only in the present but focusing the long-term taken cognizance of the economic, social, environmental and political concerns for the organization, employees, government, and other stakeholders.

Radio Broadcasting Skills

These are skills peculiar to any radio broadcast outfit; public or private which are core to its operations. These could be provided from within, by its experienced staff to less experienced while externally, it is provided by FRCN Training School (FRCN Training School, 2014).

(a). Information Technology (IT) Skills (b.) Digital Studio Management Skills (c.) Engineering (Technical) Skills (d.) Journalism Skills (e.) Marketing Skills (f.) Presentation Skills (g.) Production Skills
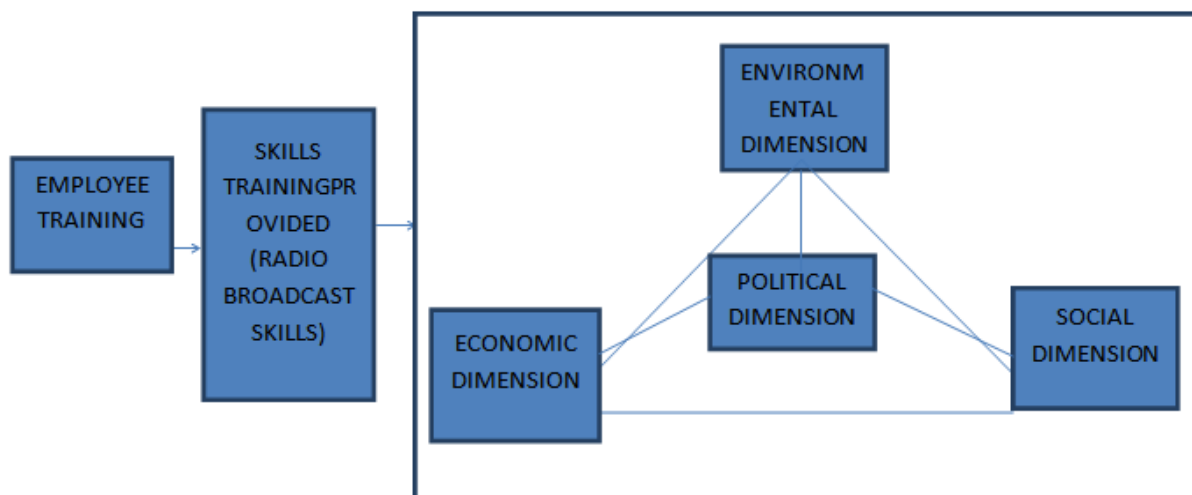
Organizational Sustainability

Organizational sustainability is the ability for a group of persons to endure the internal and external pressures of a culture, through change and innovation, as they endeavour to deliver specific products (Leskar, 2009). Dyllick and Hockerts (2002) as cited Munck, Dias and Borim-de-Souza (2012) defined organizational

sustainability as the capacity of companies for leveraging theireconomic, social and environmental capital for contributing towards sustainable development withinthe political domain. Organizational sustainability is also described as a search for equilibrium between what is sociallydesirable, economically viable and ecologically sustainable (Silva and Quilhas, 2006 in Munck etal 2012). In the views of McIntosh & Arora (2001); Opuku & Fortune (2011) and Achkar (2005)cited in Fiol & Lavenderos (2010) for organizations to advance sustainability agenda there is needto pay attention to the Economic, Social and Environmental spheres.

i.   Economic – include concerns for profit (revenue), cost savings, economic growth and research and development.
ii.   Social – consider issues of standard of living, education, community and equal opportunity.
iii. Environmental – consider resource use, environmental management and pollution prevention(air, water, land).
iv.   Political - respond to legislations, regulations, participation in decision making, public goods management structure and democracy contents.

Organizational sustainability is, therefore, the disposition of any organization in maintaining safe and healthy environmental practices, in its efforts to meet its economic motives and social concerns within the confines of the law and regulations to the benefit of all stakeholdersnot just in the short-term but in the foreseeable future.

Framework for Employee Training and Organizational Sustainability
Source: Adapted from Fiol and Lavanderos, 2010.

Relationship between Skills Training and Organizational SustainabilitySkills are abilities to do things effectively, that is, apply knowledge and personal aptitudesand attitudes in work situations. Skills, then, can be developed during trainingprograms and improved little by little as the participants repeatedly apply a new style of behavior (International Service for National Agricultural Research (2001). Collier *et al* (2003) in Tamkin (2005) have found that increasing investment in training reduces the chance of firm closure. Businesses must resist the temptation to slash training to cut costs.

Why? Because businesses that do not invest in talent are two and a half times more likely to fail, whereas those that carry on training will recover more quickly (Denham, 2008). Employers areare-assured that they will benefit from increased skills investment through increases in workforce productivity and in the organization's ability to innovate and to manage the challenge of globalization and technological change. (Leitch, 2002 in Collier et al, 2000). Collier *et al* (2005) in Collier et al (2000) found that increased training is, in most cases, associated with agreater chance of workplace survival.

In service industries, the main source of an organization income is its staff expertise and skills. Training is also a key requirement for new recruits; proper training helps them to understand the job, its requirements and responsibilities. Training also increases understanding of the organizational culture.

Implementing sustainability in an organization necessitates organizational learning (training).

It is the key element of an effort to effectively implement sustainable development in organizations (Siebenhuner and Anold, 2007 in Opuku and Fortune, 2011). The terminology used to describe sustainable business varies by industry, and the relative priority of economic, environmental, social and political factors is influenced by sector-specific issues (Stratton, 2012).

Sustainability activities need to be designed with the consideration of costs to the environment and consumer and worker health and safety in mind from the beginning (McDonough andBraungant (1998) in Ashford (2012). A cleaner, safer and less resource intensive environment isonly one of several constituents of a sustainable society. Secure and meaningful employment,providing workers with adequate purchasing power, is an essential ingredient of a sustainable and socially cohesive economy (Ashford 2012).

With limited budget and resource, technology-based training programs provide organizations aneffective way to offer sustained skills training. However, pre-training and post-training programs are essential instruments to pursue extended and influential success (Pochanajun, 2011). An organization's staff is its bread and butter. If the staff is competent and well respected in thefield, then the organization is more likely to be sustainable (Hauser and Huberman, 2008).

Organizations that do not see survival as a primary objective or goal should have re-think (Gross, 1968 as cited in Adewale, Abolaji and Kolade , 2011). Organizations should attemptto maintainthe existing state of affairs, but essentially the larger part of their efforts is tiltedtoward survival (Mindy, 1998s cited in Adewale et al, 2011).

2.2 Theoretical Review
Human capital theory

The Human capital theory by Schultz (1961) and Resource-based theory of competitive advantage by Barney (1991) are both related to the study. However, the former deals withthe specific aspect of employee training and education (human resource) while the latterembrace machines, materials, money, methods and men (all organizational resources). Tothis extent the former is better suited in relation to this study.

The Human capital theory posited that human capital consists of health and of skills andknowledge, which have economic value. The acquisition of human capital through education and training is an investment in the sense that the individual and/or organization foregoes current income for increased earnings potential in the future(McNabb, 1994). The theory of human capital is used to analyze the effects of human capital on productivity and income at the microeconomic and macroeconomic level. At the microeconomic level, human capital theory maintains that good health, knowledge and skills raise labor productivity, which in turn, influences economic activity and societal well-being. The relevance of this theory is to the effect that employee training gives birth to skills training which leads to the acquisition of relevant skills (human capital) that enhance performance that ultimately translates into overall sustainability of theorganization.

2.3 Empirical Review

Over time, there are a few studies on the relationship between employee skills training and organizational sustainability except studies on the relationship between employee training and other organizational-level variables like performance, satisfaction, productivity, profitability, competitive advantage, turnover, commitment, etc.

Marhatta and Adhikari (2006) studied "Green Human Resources Management (HRM) and Sustainability". The study was on the Green initiatives conducted by HR people in different manufacturing industries across Pimpri- Chinchwad area implementing changes to the different functions of HR like, training and development amongst others. Green HRM and Sustainability involved two aspects: use of eco-friendly HR Practices and preservation of knowledge capital. The survey was conducted through electronic media while questionnaire was also distributed to 20 HR professionals and 60 employees in different manufacturing industries across pimpri- chinchwad area in Pune, India, Asia. The sample was randomly selected. Green practices by HR reveal that Training program for employees on green practices had 83%. The findings indicate that HR is involved in engaging the employees for implementing the Green programmes.

Kramar and Hariadi (2010) investigated "human resource management, performance and organizational sustainability: a new paradigm" which focused on the relationship between sustainability, organizational performance and human resource management, including the contribution of human resource management (skills training- developing capabilities and providing career opportunities) to sustainability in Ankara, Turkey. It adopted a qualitative approach which involves an examination of the literature published in journals and books.

Similarly, Afzal and Lim (2013) investigated the "attitudes of Australian construction organizations towards sustainability management". The specific objectives included among others: to establish a link between sustainability and competitive advantage of top 25 Australian construction organizations listed in Australian Securities Exchange (ASX) out of around 320,000 enterprises. This research adopted a survey research design. This result indicated that only a few exceptionally large construction organizations (ranging from as little as one percent to seven percent) within Australia prioritized sustainability through employee training and education (78 percent) and community service (72 percent). Material waste is identified the least adopted initiative.

Padmanaban and Shakeel-Ul-Rehman (2013) and Patil and Chettarjee(2014) studied "comparative analysis of employee training practices for sustainability in telecom industry" whose objectives included the impact of training in enhancing the overall sustainability of telecom companies in Tamilnadu region in India and "Employee training practices for sustainability in Telecom Industry" in Mumbai and Maharashtra also in India, respectively. The objectives among others included: the impact of training on the employees' productivity in Telecom sector and to suggest strategies for effective employee training to sustain competition in the three (3) leading telecom companies. Both studies used the same research objectives, hypothesis, design, population, sample size, analytical tool, and arrived at the same findings and conclusion. Survey method was used to obtain the required data through the use of structured questionnaires from 110 employees using Stratified Random sampling. The data collected was run on SPSS software and statistical tools such as Mean, Standard Deviation were calculated even as percentages, minimum and maximum scores were highlighted. For testing of hypothesis, Chi–Square test was applied. Results showed that quality and impact of training for sustainability in one (1) was of low quality and impact of training whereas two had high quality and impact of training on sustainability.

A few previous related studies were found to have researched on manufacturing, construction and telecoms industries in Europe, Asia and Australia with non in Africa using appreciable representative sample population, adopting descriptive statistics - simple percentage and Chi-square thereby creating a gap in knowledge. Therefore, the study seeks to bridge the gap in knowledge by studying employee skills training and organizational sustainability in Bayelsa State Broadcasting Corporation, Nigeria.

III. Materials And Methods
This work adopted Survey Design.The study focused on Bayelsa State Broadcasting Corporation where three hundred and thirty-five (335) employees from six (6) departments in Glory FM served as the population.

Sample and Sampling Technique
The sample size is seventy-seven (77). It is obtained from the population unit (335) using Yamane's Statistical Distribution Formula:

$$n = \frac{N}{1 + N(e)^2}$$

Where,

n	=	Sample size
N	=	Population size
e	=	Level of significance (0.05)
1	=	a constant

Substituted as:

$$\frac{335}{1 + 335(0.05)(0.05)}$$

$$\frac{335}{4.35}$$

= 182

In this work, purposive sampling method was used in selecting twenty (20) respondents each from four (4) departments excluding Administration and Accounts Departments which are ancillary Departments in BSBC. This method gave the representative population equal chance of being included in the research study. 182 copies of questionnaires were administered, 177 were returned and analyzed. The research methods used in this work are both qualitative and quantitative in nature. Observations and Interview (qualitative) formed the basis of descriptions and comments used to provide the basic research evidence. Quantitative data employed questionnaire enabling the researcher to use statistical tool SPSS version 20 for data analysis.Questionnaire structured into two sections was used to collect data for analysis. Section A- 'Skills Training' has seven (7) items. Section B- on 'Organizational Sustainability' has twelve (12) items. Both sections are on 5–point Scale, weighted 1-5: Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A) and Strongly Agree (SA).

Validity of the Instrument
The questionnaire items were carefully constructed by the researcher along the lines of the component elements of the two variables given their peculiarity (radio broadcast skills training and sustainability in a radio broadcast organization). Moreso, existing reviewed questionnaire items on the subject area were not found.

However, the questionnaire was given to experts in Human Resource Management and a Research Fellow with proficiency in data analysis. Finally, the Supervisor scrutinized the items and approved for distribution.

Reliability of the Instrument

To ascertain the reliability of the questionnaire, Test-retest method was used. Fifteen copies of the questionnaires were administered to a sample of employees in a Sister State Radio Station and after an interval of two weeks another fifteen copies were re-administered to employees of the sister establishment. Pearson's correlation was used to analyze the two sets of scores generated. This yielded a reliability coefficient, coefficient of .746 for skills training and .694 for organizational sustainability. These are within acceptable range of reliability index. Therefore, the questionnaire was judged to be reliable for data collection.

Table 3.6.1: Data Used for Reliability Analysis

Skills Provided (Test)	Skills Provided (Retest)	Organizational Sustainability (Test)	Organizational Sustainability (Retest)
30.00	31.00	40.00	39.00
31.00	29.00	42.00	39.00
31.00	30.00	43.00	41.00
28.00	26.00	42.00	40.00
25.00	26.00	40.00	44.00
31.00	30.00	41.00	43.00
28.00	28.00	40.00	41.00
29.00	30.00	45.00	44.00
31.00	29.00	40.00	39.00
32.00	30.00	47.00	46.00
31.00	28.00	40.00	39.00
33.00	31.00	49.00	46.00
26.00	28.00	39.00	40.00
31.00	30.00	46.00	50.00
28.00	26.00	44.00	39.00

IV.   Results

The scores for Skills Training and Organizational Sustainability were generated by summing up of all the respondents rating of questionnaire items associated with each variable. As such, each respondent had two sets of scores on the two variables. Skills training scores ranged between 7 and 35 while that of organizational sustainability ranged between 12 and 60. To answer the research question and test the hypothesis, the two sets of scores were correlated using Pearson's Product Moment Correlation.

The findings on the correlation between skills training and organizational sustainability gave the following outcomes.

Table 3.8.1: Minimum, Maximum, Mean and Standard Deviation Scores of Skills Training and Organizational Sustainability.

	N	Minimum	Maximum	Mean	Std. Deviation
Skill Training	73	23.00	35.00	29.4110	2.30841
Organizational sustainability	73	34.00	55.00	44.2603	4.21317
Valid N	73				

Source: Field Survey, 2014.

Table 3.8.1 above shows that the minimum and maximum scores on skills training were 23.00 and 35.00 respectively while the mean and standard deviation scores were also 29.4110 and 2.30841. On the other hand, the minimum and maximum scores on organizational sustainability were 34.00 and 55.00 whereas the mean and standard deviation scores were 44.2603 and 4.21317.

Research Question
What is the relationship between skills training and organizational sustainability?

Table 3.8.2: Pearson Correlation between Skills Training and Organizational Sustainability

		Skills Training	Organizational sustainability
Skills Training	Pearson Correlation	1	.127
	N	73	73
Organizational sustainability	Pearson Correlation	.127	1
	N	73	73

Source: Field Survey, 2014.

Table 3.8.2 shows that correlation coefficient obtained using the Pearson's Correlation r=.127. This indicates a positive but low correlation between skills provided and organizational sustainability. This is an indication that if organizations increase skills provided, the more likely organizations will endure and continue to exist as corporate organizations and vice versa.

Hypothesis

There is no significant relationship between skills training provide and organizational sustainability. Table 3.8.3: Pearson's Correlation between skills provided scores and organizational sustainability scores.

		Skills Training	Organizational sustainability
Skill Training	Pearson Correlation	1	.127
	P-value		.283
	N	73	73
Organizational sustainability	P-value	.127	1
	Sig. (2-tailed)	.283	
	N	73	73

Source: Field Survey, 2014.

As shown in Table 3.8.3 there was no significant relationship between skills training scores and organizational sustainability scores. This show that the positive correlation of r =.127 was not statistically significant as the P-value .283 was greater than the 0.05 significance level. This indicates that there is no significant relationship between skills training and organization sustainability. The null hypothesis was therefore not rejected.

V.   Discussion Of Results

This study empirically tested the extent of relationship between provision of skills training and organizational sustainability. The result confirmed that there is a positive relationship between skills provided through training and organizational sustainability in BSBC. The findings of this study also addressed the gap in literature because the study is the first of its kind and has provided empirical evidence in the relationship between variety of skills provided through training and organizational sustainability. The mean levels of skills training provided and organizational sustainability are on the average, therefore needs improvement. Therefore, organizations need to continually train and retrain her workforce on relevant skills that will bring about optimal job performance ultimately for the sustenance of the organization.

VI.   Conclusion And Recommendations

67% of respondents were male while 33% were female. 60% of them were within the age bracket of 18-40 years while the remaining 40% fell between 41-50 years. Educational level of respondents indicated 56% of SSCE holders, 9% Diploma/NCE holders and 35% HND/B.SC/B.ED holders and above. Data on years of service in the Corporation showed that 79% of staff have served between 1-10 years, 15% between 11-20 years and 6% have worked 21-35 years. Findings show that there is a weak positive relationship between skills training and organizational sustainability in BSBC but not significant.

In conclusion, the findings of this study is in line with the findings of Marhatta and Adhikari (2006), Kramar and Hariadi (2010), Afzal and Lim (2013), Padmanaban and Shakeel-Ul-Rehman (2013) and Patil and Chettarjee(2014) they found that many organizations provide employees training or skills training but many are yet to use it as a sustainability strategy. Most importantly, their studies found that employee training (skills training) contributes to organizational sustainability, implying a positive relationship between them.

To this end, employee training programme should be properly planned; comprehensive, all inclusive, timely, adequately funded and effectively and efficiently implemented. This, no doubt, will forestall poor sound quality, epileptic IT service, poorly recorded programmes, poorly packaged production, ineffective journalism, inefficient marketing and faulty presentation and engender competent employees with the right skills to optimally inform, educate and entertain the public.

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