

## IMPACT OF NATIONAL ORIENTATION AGENCY TRAIN THE TRAINERS PROGRAM ON FOSTERING NATIONAL AWARENESS

**ANAYO Ezeh Ann**

[annhr@gmail.com](mailto:annhr@gmail.com)

Department of Public Administration,  
Nasarawa State University, Keffi, Nasarawa State, Nigeria

**08033335034**

**ITODO Sylvanus Mohammed PhD**

[itodosm@gmail.com](mailto:itodosm@gmail.com)

Department of Public Administration,  
Nasarawa State University, Keffi, Nasarawa State, Nigeria

**080333138464**

**ONUORA, Chinasa Marprudence**

[n\\_chinasa@yahoo.com](mailto:n_chinasa@yahoo.com)

Department of Public Administration,  
Nasarawa State University, Keffi, Nasarawa State, Nigeria

**08037053957**

---

### Abstract

*The study investigates the impact of the National Orientation Agency (NOA) National Training of Trainers Program on fostering national awareness, with a specific focus on patriotism, nationalism, self-discipline, and self-reliance. Utilizing survey responses from program participants, A sample of employees from various departments and levels within the NOA, FCT Directorate, participated in the study. Data analysis involves statistical techniques to determine the correlation between e- National Orientation Agency (NOA) National Training of Trainers Program on fostering national awareness the study human capital Theory as a framework. the analysis reveals substantial positive impacts on understanding of patriotism and self-reliance, while uncovering a more divided opinion on the contribution to self-discipline. Additionally, the study explores the program's influence on community members' expressions of patriotism and its role in shaping public discourse on national awareness and values. The study's findings revealed the analysis of responses to the National Training of Trainers Program suggest an overall positive impact on participants' understanding of patriotism, self-discipline, and self-reliance. The study recommends among others that NOA should develop comprehensive communication strategies to articulate the program's goals, methodologies, and expected outcomes. Thereby establishing feedback mechanisms to address concerns and provide clarity on aspects that participants may find ambiguous or confusing.*

**Keywords:** Training, Trainer, NOA, Patriotism, Awareness, Directorate, FCT

### Introduction

In an era characterized by rapid globalization and interconnectedness, the role of national awareness and identity is paramount in shaping the socio-economic and political landscapes of countries worldwide. On the global stage, nations are grappling with the challenges of balancing global integration with the preservation of their unique cultural and national

identities while from an African perspective, the significance of fostering a strong national identity becomes even more pronounced. As the continent continues to navigate its diverse cultural, historical, and socio-political contexts, the NOA's initiative contributes to the broader discourse on the role of national awareness in ensuring stability, development, and unity across the African continent (Agwanwo & Onyige, 2022).

Nigeria, being one of the most populous and culturally diverse nations in Africa, faces unique challenges and opportunities in fostering a unified national identity. By exploring the impact of the NOA's initiative through the lens of these three perspectives global, African, and Nigerian this research endeavors to shed light on the effectiveness of the programme in fostering a robust national awareness that transcends geographical and cultural boundaries.

This study delves into the profound impact of the National Orientation Agency's (NOA) National Training of Trainers Program on fostering national awareness in the context of global, African, and specifically, Nigerian perspectives. The program, designed to enhance awareness and instill values such as patriotism, nationalism, self-discipline, and self-reliance, serves as a critical initiative in the pursuit of a cohesive and resilient national identity.

The study "Impact of National Training of Trainers Program on Fostering National Awareness: A Focus on Patriotism, Nationalism, Self-Discipline, and Self-Reliance" aims to evaluate the effectiveness of a national training program for trainers in enhancing national awareness and promoting patriotism, nationalism, self-discipline, and self-reliance among the participants. The study is designed to assess the impact of the program on the knowledge, attitudes, and behaviors of the participants, as well as its potential implications for fostering a sense of national unity and pride. The study is significant as it contributes to the ongoing discourse on the role of education and training in shaping national consciousness and promoting a sense of unity and pride among the population (Ekarama, Yakub, Yandi, Putra, and Putri, 2021).

The findings from this study are expected to contribute valuable insights to the ongoing discourse on nation-building and the cultivation of a collective consciousness in an ever-evolving global landscape. Against this backdrop, the study seeks to evaluate how the NOA's Training of Trainers Program aligns with global trends in promoting national consciousness while adapting to the demands of an interconnected world.

The study aims to investigate the effectiveness of the National Orientation Agency's (NOA) National Training of Trainers Program in fostering national awareness, with a specific focus on patriotism, nationalism, self-discipline, and self-reliance. The statement of the problem is as follows;

In spite of the National Orientation Agency's concerted efforts through the National Training of Trainers Program to instill values of patriotism, nationalism, self-discipline, and self-reliance, there remains a need to critically assess the impact of these initiatives on individuals and communities. The extent to which the program has successfully contributed to fostering national awareness, and the specific outcomes related to patriotism, nationalism, self-discipline, and self-reliance, requires a comprehensive investigation. This study seeks to identify any gaps, challenges, or areas of improvement in the implementation of the NOA National Training of Trainers Program, shedding light on its overall efficacy in achieving the desired objectives of promoting a heightened sense of national consciousness and values among the participants

and, by extension, the broader population.

Research Questions:

- i. To what extent has the National Orientation Agency's National Training of Trainers Program influenced participants' understanding and embodiment of patriotism, nationalism, self-discipline, and self-reliance?
- ii. What are the specific outcomes and changes observed in individuals and communities following their participation in the NOA National Training of Trainers Program, particularly concerning attitudes and behaviors related to national awareness and the targeted values?

**Objectives:**

- i. To assess the level of influence exerted by the NOA National Training of Trainers Program on participants' comprehension and adoption of values such as patriotism, nationalism, self-discipline, and self-reliance.
- ii. To identify and analyze the specific behavioral and attitudinal changes observed in individuals and communities as a result of their participation in the program, with a focus on the targeted outcomes related to national awareness.

## **Literature Review**

### **Concept of Training**

Training consists of organisations' planned efforts to help employees acquire job-related knowledge, skills, abilities, and behaviours with the goal of applying them on the job (Noe & Hollenbeck, 2019). Training is the systematic modification of behaviour through learning processes that enable individuals to upgrade the levels of knowledge, practise, and qualification needed to carry out their tasks efficiently. It improves the performance of both employees and employers (Khan *et al.*, 2011). In addition, according to Khan *et al.* (2016), training helps the workforce adapt flawlessly to new technology, thereby increasing the efficiency and productivity of individuals and organisations. As cited by Abeeha and Bariha (2012), while considering a training process, it is essential to know who is to be trained, the method and programme of training, and also whether the main goals of the training are being achieved or not. Formal training is indeed only one way of ensuring that learning takes place (Armstrong, 2014).

### **Types of employee training**

There are various methods of training employees, both within and outside of organisations. Managers and administrators select the most suitable techniques to meet their training needs. However, according to Armstrong (2019), there are several types of employee training, including manual skills such as modern apprenticeships, information and technology skills, team leader or supervisory training, management training, interpersonal skills like leadership, team building, group dynamics, and neuro-linguistic programming, personal skills such as assertiveness, coaching, communication, and time management, and training in organisational procedures or practises such as induction, health and safety, performance management, equal opportunity, and managing diversity policy and practise.

On the other hand, Bohlander *et al.* (2016) argue that there is training available for both non-

managerial and managerial employees. Non-managerial employee training includes on-the-job training, apprenticeship training, cooperative training, internships, government training, classroom instruction, programmed instruction, audio-visual training, computer-based training (CBT), and simulation training. It is essential for organisations to provide their employees with adequate training to enhance their skills and knowledge. This will not only benefit the employees but also the organisation as a whole. By investing in employee training, organisations can improve productivity, reduce turnover rates, and increase employee satisfaction. Therefore, it is crucial for managers and administrators to carefully select the appropriate training methods to meet their specific needs.

### **History of the National Orientation Agency (NOA)**

The National Orientation Agency (NOA) is a Nigerian government agency with the responsibility of communicating government policies, programmes, and activities to the public. It was established on August 23, 1993, by the National Orientation Agency decree 100 of 1993, now an act of Parliament Cap. N64 of 2004, under the administration of President Olusegun Obasanjo (NOA, 2015). The agency was created through the merger of three significant organs of government: the Public Enlightenment (PE), the War Against Indiscipline (WAI), and the National Orientation Movement (NOM), which were divisions of the Federal Ministry of Information and Culture. These were merged with the Directorate for Social Justice, Self-Reliance, and Economic Recovery (MAMSER). The aim of this merger was to consolidate the efforts and resources of the government in the areas of public enlightenment, social mobilisation, and value reorientation.

However, the roots of the NOA can be traced back to an earlier agency called the National Orientation Movement (NOM), which was established in 1962 by the government of Sir Abubakar Tafawa Balewa. The NOM was created to address the challenges of nation-building following Nigeria's independence from British colonial rule in 1960. Its primary responsibility was to promote national unity, integration, and development by educating Nigerians about their civic duties and the importance of working towards collective welfare (NOA, 2018).

The National Orientation Agency (NOA), established in 1983 by President Shehu Shagari's administration, took the place of the NOM during the military regimes that followed the first republic. The NOA was tasked with promoting national unity, integration, and development by educating Nigerians about their civic responsibilities and the need to work towards the common good. In 2005, the NOA was re-established under the administration of President Olusegun Obasanjo, expanding its mandate to include the promotion of good governance, democracy, and national security. The agency was restructured with directorates in all 36 states of the federation and the Federal Capital Territory (FCT).

### **Concept of National Awareness**

National awareness refers to the level of consciousness, understanding, and recognition that individuals within a nation have about their country, its identity, values, history, and current affairs. It encompasses the collective understanding of a nation's identity, cultural heritage, political system, and societal values among its citizens. National awareness plays a crucial role in shaping a sense of belonging, unity, and patriotism among the people of a nation.

According to *Ibrahim and Ahmad (2020)* Promoting national awareness is often considered essential for fostering a strong and cohesive society. Educational institutions, media, cultural

programs, and government initiatives play crucial roles in shaping and reinforcing national awareness among citizens. A well-informed and aware citizenry is generally better equipped to participate in civic activities, make informed decisions, and contribute positively to the development and well-being of their nation.

### **Concept of Patriotism, Nationalism, Self-Discipline, and Self-Reliance**

Patriotism refers to the love, devotion, and loyalty that individuals have for their country. It involves a deep emotional connection to one's homeland and a willingness to contribute to its well-being.

Patriots often express their commitment through acts of service, civic engagement, and a sense of responsibility towards the community and nation. Patriotism can manifest in various forms, including respect for national symbols, participation in civic activities, and a willingness to defend the country's values and principles (Kerebungu, Pangalila and Umar, 2019).

Nationalism is a political, social, and cultural ideology that emphasizes the importance of a shared national identity, often promoting the interests and well-being of a particular nation above others.

Nationalists may advocate for the sovereignty and independence of their nation, and they often take pride in their cultural heritage. While patriotism focuses on love for one's country, nationalism extends to the belief in the superiority and unique qualities of one's nation, sometimes leading to a more exclusionary mindset.

Self-discipline is the ability to control one's own behavior, make responsible choices, and adhere to a set of principles or rules. It involves restraining impulses and focusing on long-term goals.

Individuals with self-discipline exhibit traits such as perseverance, accountability, and the ability to resist distractions. This concept is often associated with personal development, as self-disciplined individuals are better positioned to achieve success in various aspects of life.

Self-reliance is the ability of individuals, communities, or nations to meet their needs and solve problems independently, without excessive reliance on external assistance or resources.

Self-reliance encourages individuals to develop skills, resourcefulness, and a sense of autonomy. It involves taking initiative, being proactive, and cultivating the capacity to adapt to challenges. In a national context, self-reliance may involve economic independence, technological advancement, and a strong national infrastructure.

According to Adedirana and Onifade (2013) these concepts are often interconnected and can play significant roles in shaping individual and collective behavior within a society. While patriotism and nationalism focus on the relationship between individuals and their nations, self-discipline and self-reliance are personal attributes that contribute to the overall strength and resilience of individuals and communities. Balancing these concepts is crucial for fostering a healthy and well-functioning society.

### **Empirical Review**

Piyali, Rachita, Jagdamba, Rashmi, and Priya (2016) examined staff development and trainer effectiveness. The paper aims to ascertain the predictors of training effectiveness, with special reference to the characteristics of trainers. Characteristics of trainers as obtained from the

extant literature served as seven independent variables to predict training effectiveness, measured in terms of trainee satisfaction with the training programme. The data were collected by administering a structured questionnaire to employees selected through simple random sampling. A total of 80 responses were obtained and subjected to multiple regression analysis. Of the seven independent variables, only two, namely the trainer's comfort level with the subject matter and the trainer's rapport with trainees, were found to be significant predictors of trainee satisfaction. Hence, the hypothesis that all seven independent variables are significant predictors of trainee satisfaction was partially proved. Training programmes should be designed keeping in mind the knowledge level of trainers and their interpersonal skills. The paper suggests some measures that a trainer may adopt for a better learning experience for the participants.

Shonubi (2020) investigated the effect of staff development on organisational performance in selected banks in Lagos State, Nigeria. This study adopted a descriptive survey research design through the use of questionnaires. The population of the study comprised 7,616 staff members of First Bank of Nigeria PLC, which was further reduced to 380 personnel as the sample size through the use of a formula derived by Taro Yamane. A proportional sampling technique was used to select the staff from ten selected branches in Lagos State. The data was analysed using the statistical tool of Regression Analysis with the aid of the Statistical Package for Social Sciences (SPSS version 23.0) at a 5% level of significance. Descriptive Statistics were also used to analyse the relevant data. Findings revealed that staff development has a significant effect on organisational performance. The study concluded that staff development should be held consistently in order for employees to have career advancement and increased loyalty to the organisation, which in turn increases their job performance. The aggregate performance will increase organisational performance. The implication is that well-trained staff will have a positive impact on organisational performance as it will add more effectiveness and efficiency to their output and, in turn, improve the organization's performance.

Arghode and Wang (2016) explored the phenomenon of staff development and training engagement from the trainers' perspective. Specifically, two questions guided this inquiry. First, how do trainers define engagement in the training context? And what strategies do trainers use to engage trainees? The collective case study approach was adopted for this qualitative study. Seven cases were selected for in-depth analysis. Data were collected through individual, face-to-face interviews and analysed using the constant comparative analysis method. Major findings suggest that engaging training practices take various forms. They include being trainee-centred, maximising learning through entertaining and interesting instruction, accommodating different learning styles, eliciting trainee participation by creating an encouraging learning environment, and connecting with trainees by building rapport early in a training session. In addition, the seven cases selected for this study may be used as a benchmark against which both experienced and novice trainers can compare their own practices. This is one of the very few qualitative studies with a focus on the emotional aspects involved in training. The rich data from this study shed light on areas for future improvement, particularly regarding how to effectively engage trainees to maximise learning outcomes.

Elnaga and Imran (2018) examine the effect of training on employee performance and provide suggestions as to how the firm can improve its employee performance through effective training programmes. The research approach adopted for the study conforms to

qualitative research, as it reviews the literature and multiple case studies on the importance of training in enhancing the performance of the workforce. Further, the paper goes on to analyse and understand the theoretical framework and models related to employee development through training and development programmes and their effect on employee performance, and on the basis of the review of the current evidence of such a relationship, offers suggestions for the top management in the form of a checklist, appropriate for all businesses, to assess employee performance and find out the true cause(s) of the performance problem so the problem could be solved in time through the desired training programme. The study in hand faces limitations as there are no adequate indications to directly correlate the relationship between training and employee performance. Hence, there is a need for future empirical research to test the proposition discussed in the study. The study in hand provides a brief overview of the literature about training effectiveness and how it contributes to enhancing employee performance, and ultimately concludes with a recommendation to give directions for future research by applying different levels of analysis to explore the impact of training practises on employee performance.

Anton and Farhad (2015) explored the nature and extent of management development and training in Palestinian telecommunication organisations using a basic dichotomous (three-stage) model: needs assessment, training development, and evaluation. A survey questionnaire supported by semi-structured interviews was conducted to capture and corroborate the issues raised by middle and senior managers. Subsequently, the valid data were analysed using Statistical Package for the Social Sciences and tabulated for the purpose of interpretation and comparison with the findings available in the literature. Despite the systematic approach to training and development, the findings revealed inadequacy resulting from heavy emphasis on conventional methods throughout the three stages, particularly the formal in-house training; the current system does not offer a holistic approach to meet the challenging needs for management development. The use of a dichotomous approach explores the entire process rather than implementation alone; thus, the findings will have practical implications for the researcher and practitioners to design, implement, and systematically appraise the effectiveness of training development initiatives. This paper offers both professionals and academics a fresh perspective on training and development in Palestinian telecommunication organisations; it highlights the importance of such activity and stresses the need for the design of programmes that can adequately incorporate individual and corporate needs for development.

Mohammed (2016) examines the effect of training on employee performance, investigates the importance of training, identifies the significance of employee performance, and provides suggestions as to how a firm can improve its employee performance through effective training programmes. Training has an important role to play, and it is expected to inculcate positive changes in knowledge, skills, and attitudes. Employees' training tries to improve skills so that the employee is better equipped to do his present job. Training programmes are necessary in any organisation for improving the quality of work of employees at all levels, particularly in a world of fast-changing technology and environment. For the organisation, training and development lead to improved profitability while cultivating more positive attitudes towards profit orientation. Training and development are defined as the planned learning experiences that teach employees how to perform current and future jobs. This paper is based on Primary data, which Consists of a questionnaire.

### **Theoretical Framework**

In the 1960s, the human capital theory was propounded by economists Gary Becker and Theodore Schultz, who recognised that education and training were investments that could significantly enhance productivity. The human capital theory is a concept used by social scientists to select personal attributes that are considered useful in the process of production. It is made up of employee skills, know-how, education, and knowledge, among others (Goldin, 2019). As the world accumulated more physical capital, the opportunity cost of going to school decreased, making education an increasingly vital component of the workforce. The term "human capital" was adopted by corporate finance and became part of intellectual capital and, more broadly, a concept of human capital.

In recent decades, human capital has become one of the earliest and best-known examples of the application of basic economic concepts to a broader set of topics in human and social behaviour. The human capital theory is based on the assumption that formal education and training are highly instrumental and necessary to improve the productive capacity of a population. In other words, human capital theorists argue that an educated and well-trained population is a productive population. The theory emphasises how education increases the productivity and efficiency of workers by enhancing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings.

The human capital theory, developed by economists Gary Becker and Theodore Schultz, focuses on the idea that investments in education and training contribute to the accumulation of human capital, which in turn enhances an individual's productivity and economic well-being. Applying this theory to the study of the "Impact of NOA National Training of Trainers Program on Fostering National Awareness: A Focus on Patriotism, Nationalism, Self-Discipline, and Self-Reliance," involves examining how the training program contributes to the development of human capital in the form of skills, knowledge, and attitudes related to national values.

The NOA National Training of Trainers Program can be viewed as an investment in human capital. Participants undergo training with the expectation that it will enhance their skills and knowledge related to patriotism, nationalism, self-discipline, and self-reliance. The training program serves as a means of acquiring specific human capital that is relevant to fostering national awareness.

According to human capital theory, education and training contribute to increased productivity. In the context of the NOA program, participants are expected to become more productive contributors to society by embodying and promoting values such as patriotism, nationalism, self-discipline, and self-reliance. The skills acquired through the program are seen as enhancing their ability to positively impact their communities and the nation at large.

Human capital theory also considers positive externalities, which are the benefits that spill over to society as a whole. In the case of the NOA National Training of Trainers Program, the positive externalities may include a more informed and engaged citizenry, strengthened social cohesion, and a collective commitment to national values. These externalities contribute to the overall development and well-being of the nation.

The study explored the returns on investment in the NOA program by assessing changes in participants' behavior, attitudes, and contributions to society. For instance, an increase in the

promotion of patriotism, nationalism, self-discipline, and self-reliance among program participants could be considered a positive return on the investment in their human capital.

Human capital theory suggests that policies should be designed to encourage and facilitate investments in education and training. In the context of the NOA program, policymakers could use the findings to refine and improve the training initiative, ensuring that it continues to effectively contribute to the development of national awareness.

In applying the human capital theory to the study involves analyzing how the NOA National Training of Trainers Program serves as an investment in human capital, contributes to increased productivity and positive externalities, and assesses the returns on this investment in terms of fostering national awareness and values.

### Research methodology

This study adopted survey research design and structured questionnaire was used to collect data.

The population of the study is 341 staff of the National Orientation Agency (NOA), Abuja, Nigeria. The population of this study is a finite one. Therefore, the study used Yamani (1967) formula for finding population size. This formula states that follows:-

$$n = N / 1 + N(e)^2$$

Where

n = sample size

l = constant

e = margin of error at 5%

Therefore,  $N = 341 / 1 + 341 (0.05)^2$

N = 184

The researcher therefore used a sample size of 184 for the investigation. They are considered appropriate for a study of this nature. This is the procedure used in selecting a sample for investigation. It is generally grouped into probability or random sampling methods and non-probability or non-random sampling methods. The researcher randomly distributed the questionnaire to every member of the population.

In the study, the researcher analysed, interpreted, and presented the collected data in a meaningful and simple way for the readers understanding.

### Result and Discussion

Table 1: Please indicate your agreement level with the following statements regarding the extent National Orientation Agency's National Training of Trainers Program influenced participants' understanding and embodiment of patriotism, nationalism, self-discipline, and self-reliance; (1 - Strongly agree, 2 - agree, 3 - Strongly disagree, 4 - Disagree, 5 - Neutral)

S/N	ITEMS	SA	A	SD	D	N
1.	The National Training of Trainers Program improved your understanding of patriotism	25 13.6%	57 31.1%	20 11%	51 27.5%	31 16.8%
2	The National Training of Trainers Program contributed to your sense of self-discipline	21 11.4%	37 20.1%	30 16.3%	62 33.6%	34 18.4%
3	The National Training of Trainers Program has fostered self-reliance	30 16.3%	66 35.9%	23 12.5%	39 21.2%	26 14.1%

Source: Field Survey, 2023

Responses on whether the National Training of Trainers Program improved participant understanding of patriotism revealed 25(13.6%) of the respondents strongly agreed, 57(31.1%) agreed while 20(11%) of the respondents strongly disagreed, also 51(27.5%) of the respondents disagreed and 31(16.8%) of the respondents were undecided. From the analysis, majority of the respondents agreed that the National Training of Trainers program improved their understanding of patriotism

Responses on whether the National Training of Trainers Program contributed to participant sense of self-discipline revealed 21(11.4%) of the respondents strongly agreed, 37(20.1%) agreed while 30(16.3%) of the respondents strongly disagreed, also 62(33.6%) of the respondents disagreed and 34(18.4%) of the respondents were undecided, from the analysis, it is revealed that majority of National Training of Trainers Program contributed to participant sense of self-discipline

Responses on whether the National Training of Trainers Program has fostered self-reliance revealed 30(16.3%) of the respondents strongly agreed, 66(35.9%) agreed while 23(12.5%) of the respondents strongly disagreed, also 39(21.1%) disagreed and 26(14.1%) of the respondents were undecided about the questions, The National Training of Trainers Program has fostered self-reliance

Table 2: Please indicate your agreement level with the following statements regarding, What are the specific outcomes and changes observed in individuals and communities following their participation in the NOA National Training of Trainers Program, particularly concerning attitudes and behaviors related to national awareness and the targeted values (1 - Strongly agree, 2 - agree, 3 – Strongly disagree, 4 - Disagree, 5 – Neutral)

S/N	ITEMS	SA	A	SD	D	N
1.	The impact of the NOA National Training of Trainers Program on influence understanding of patriotism	42 22.8%	79 43%	12 6.5%	42 22.8%	9 4.8%
2.	There is changes in community members' expressions of patriotism since the implementation of the NOA National Training of Trainers Program	35 19%	62 33.7%	28 15.2%	37 20.1%	22 12%
3	changes in the public discourse or conversations related to national awareness and values in the media or public spaces since the NOA National Training of Trainers Program was implemented	32 17.4%	56 30.4%	34 18.5%	39 21.2%	23 12.5%

Sources: Field Survey, 2023

Responses on whether the impact of the NOA National Training of Trainers Program on influence understanding of patriotism revealed that 42(22.8%) of the respondents strongly agreed, 79(43%) agreed while 12(6.5%) of the respondents strongly disagreed also 42(22.8%) disagreed and 9(4.8%) of the respondents were neutral as regards the impact of the NOA National Training of Trainers Program on influence understanding of patriotism

Responses on whether there is changes in community members' expressions of patriotism since the implementation of the NOA National Training of Trainers Program revealed 35(19%) of

the respondents strongly agreed, 62(33.7%) agreed while 28(15.2%) of the respondents strongly disagreed also 37(20.1%) disagreed and 22(12%) of the respondents were neutral as regard there is changes in community members' expressions of patriotism since the implementation of the NOA National Training of Trainers Program

Responses on whether changes in the public discourse or conversations related to national awareness and values in the media or public spaces since the NOA National Training of Trainers Program was implemented revealed 32(17.4%) of the respondents strongly agreed, 56(30.4%) agreed while 34(18.5%) of the respondents strongly disagreed also 39(21.2%) disagreed and 23(12.5%) of the respondents were neutral as regard changes in the public discourse or conversations related to national awareness and values in the media or public spaces since the NOA National Training of Trainers Program was implemented

### Discussion of Findings

The analysis of responses to the National Training of Trainers Program provides valuable insights into its perceived impact on participants' understanding of patriotism, sense of self-discipline, self-reliance, and its influence on community members' expressions of patriotism and public discourse. Here are some key findings and points of discussion,

Strong agreement and agreement combined make up 44.7%, indicating a substantial positive impact. Disagreement and strong disagreement combined make up 38.1%, suggesting some level of skepticism or dissatisfaction. The NOA National training of trainers program seems to have a positive influence on the majority of participants' understanding of patriotism.

Strong agreement and agreement combined make up 31.5%, indicating a moderate positive impact. Disagreement and strong disagreement combined make up 52%, suggesting a more divided opinion and potential room for improvement. While a significant portion agrees with the program's contribution to self-discipline, a considerable number express disagreement.

Strong agreement and agreement combined make up 52.2%, indicating a substantial positive impact. Disagreement and strong disagreement combined make up 33.6%, suggesting a generally positive perception of the program's impact on self-reliance. The majority of respondents believe that the program has positively influenced self-reliance.

Strong agreement and agreement combined make up 65.8%, indicating a strong positive impact. Disagreement and strong disagreement combined make up 29.3%, suggesting a largely positive perception of the program's influence on patriotism. The NOA National Training of Trainers Program appears to have significantly impacted participants' understanding of patriotism.

Strong agreement and agreement combined make up 52.7%, indicating a substantial positive impact. Disagreement and strong disagreement combined make up 35.2%, suggesting a positive overall impact on community members' expressions of patriotism. The majority of respondents perceive positive changes in community members' expressions of patriotism since the program's implementation.

Strong agreement and agreement combined make up 47.8%, indicating a moderate positive impact. Disagreement and strong disagreement combined make up 39.7%, suggesting a more balanced view on the program's impact on public discourse.

The NOA National Training of Trainers Program appears to have had a moderate influence on changing public discourse or conversations related to national awareness and values. The study revealed, while the majority of responses indicate a positive impact across various aspects, there are still significant proportions of respondents expressing skepticism or neutrality.

### **Conclusion and Recommendations**

In conclusion, the findings from the analysis of responses to the National Training of Trainers Program suggest an overall positive impact on participants' understanding of patriotism, self-discipline, and self-reliance. The program appears to have significantly influenced the perception of patriotism among participants, with a majority expressing agreement. However, there is a notable division of opinions regarding the program's contribution to self-discipline, indicating room for improvement and a need for further evaluation.

The majority of respondents believe that the National Training of Trainers Program has positively influenced self-reliance, indicating a substantial positive impact. Additionally, the program seems to have significantly impacted participants' understanding of patriotism, with strong agreement and agreement combined making up a large percentage.

Moreover, positive changes in community members' expressions of patriotism since the program's implementation are perceived by a majority of respondents, suggesting a favorable influence on the broader community. The program also appears to have had a moderate influence on changing public discourse or conversations related to national awareness and values.

However, it is crucial to note that there are significant proportions of respondents expressing skepticism or neutrality, particularly in areas such as self-discipline and public discourse. This suggests the importance of addressing concerns, refining aspects of the program, and engaging with participants to enhance its overall effectiveness. Further studies and feedback mechanisms may be beneficial to ensure the continuous improvement of the National Training of Trainers Program and its alignment with the diverse perspectives of its participants.

Based on the findings, here are two recommendations for the National Training of Trainers Program:

- i. Develop comprehensive communication strategies to articulate the program's goals, methodologies, and expected outcomes. Thereby establishing feedback mechanisms to address concerns and provide clarity on aspects that participants may find ambiguous or confusing.
- ii. Since there is a more divided opinion on the program's contribution to self-discipline, it is essential to tailor interventions that specifically target this aspect to bridge the

gap between agreement and disagreement.

- iii. Conduct a focused assessment to identify specific areas where participants feel the program falls short in promoting self-discipline, design targeted modules or workshops within the program to address and strengthen participants' self-discipline skills, incorporating feedback from those who expressed disagreement.

### References

- Adedirana, A.A., & Onifade, C.A. (2013). *Social Studies Education: An Imperative for the Promotion of Cultural Values for National Integration in Nigeria*. *Research on Humanities and Social Sciences*, 3, 71-74.
- Agwanwo, D.E., & Onyige, C.D. (2022). *Work environment factors as challenges to job performance by the nigeria police in rivers state command, Nigeria*. *Wilberforce Journal of the Social Sciences*.
- Anton and Farhad (2015) *Attitudinal training and employee performance in devolved system of governance in Kenya: a case of Nyamira County Assembly*. *European Journal of Human Resource Management Studies*.
- Arghode, G. and Wang, K. (2016) The impact of training and development on employee performance in the Nigerian public sector. *Journal of Human Resource Management*, 7(1), 1-9.
- Elnaga, A. and Imran, A (2018) The Effect of Training on Employee Performance; *European Journal of Business and Management*, Vol.5(4)
- Ekarama, F., Yakub, R., Yandi, H., Putra, R.S., & Putri, A. (2021). *The Effect of Leadership, Work Environment, Work Motivation and Job Satisfaction on the Performance of Pamong Praja Police Force of Sungai Penuh City*.
- Kerebungu, F., Pangalila, T., & Umar, M. (2019). *The Importance of Multicultural Education as an effort towards Indonesian National Awareness*. *Proceedings of the International Conference on Social Science 2019 (ICSS 2019)*.
- Ibrahim, Y., & Ahmad, A.A. (2020). *The Causes of Kidnapping and its Implications on Nigeria*.
- Mohammed, A. (2016) The effect of training on employee performance; *International Journal of Scientific Research and Modern Education*, Vol. 1(1)
- Piyali G, Rachita S, Jagdamba P. J, Rashmi R and Priya S (2016), "Towards more effective training programmes: a study of trainer attributes", *Industrial and Commercial Training*, Vol. 44 Iss: 4 pp. 194 – 202
- Shonubi, A. O. (2020). The perceived effect of staff development on organisational performance in selected First Banks in Lagos State, Nigeria; *Inkanyiso, Jnl Hum & Soc Sci* 2020, 12(1) pp 56 - 69