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EFFECT OF TRAINING ON TRANSGENERATIONAL SURVIVAL OF FAMILY-OWNED PRIVATE SCHOOLS IN FCT-ABUJA

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Abstract

This study investigated the effect of training on the transgenerational survival of family-owned private schools in FCT-Abuja. A dataset of 210 private school proprietors was used to measure the effect of training need assessment, training design, and continuous improvement of training on transgenerational survival. Primary data source was used and questionnaire was used for data collection. The study confirmed the reliability and validity of the instrument. Multiple regression was used to analyse the data. The results of the regression analysis revealed that training need assessment, training design, and continuous improvement of training all had a significant effect on transgenerational survival of family-owned private schools. It was concluded that training is an essential factor in ensuring the transgenerational survival of family-owned private schools. The study recommends that family-owned private schools should prioritize training and development programme for their staff to enhance their skills and knowledge.

Introduction

Since the inception of humanity's existence, education and learning have served as the core instruments for the evolution and progression of humanity. True, these shrieking identical factors are essential to the growth and progress of any society (Brew *et al.*, 2021; Musa *et al.*, 2022). Consequently, governments, regardless of all over the world invest significantly in education to increase knowledge and enhance the welfare of the society. However, given this responsibility is enormous, there have been advise that this should not be the sole responsibility of government, which is what has given rise to the growing number of private schools in the country and world over (Brew *et al.*, 2021).

Family firms, which are businesses operated and managed by families are permitted to establish and operate private schools in part to compensate for potential loopholes (Bewayo, 2019). However, family-owned private schools face numerous challenges in terms of sustainability and survival due to various factors, including lack of management skills, inadequate financial resources, and limited access to training and development programme, which have affected their transgenerational survival (Ibrahim *et al.,* 2018; Ijaz *et al.*, 2020).

Transgenerational survival of a firm refers to the ability of a business to endure and succeed across multiple generations of family ownership or management (Zellweger *et al.,* 2012). This means that the company has established a sustainable business model that can withstand changing market conditions, technological advancements, and management transitions. It also requires the transfer of knowledge, skills, and values from one generation to the next, and a commitment to long-term planning and investment. Achieving transgenerational survival is a significant accomplishment for any business, as it requires a combination of sound strategic planning, effective leadership, and adaptability to changing circumstances (Diaz-Moriana *et al.*, 2020).

The transgenerational survival of family-owned private schools is important because these schools play a vital role in the provision of quality education in the FCT-Abuja. They contribute significantly to the growth of the educational sector and serve as an alternative to public schools, especially in areas where public schools are inadequate or non-existent. However, the long-term survival of these schools is threatened by various factors, including the lack of formal management structures, inadequate financial resources, and inadequate training and development opportunities for the owners and their successors (Ehigiamusoe *et al.*, 2012; Okoh *et al.*, 2021). The need for training programmes for family-owned private schools has been emphasized in the literature as an essential strategy for improving their sustainability and performance (Okoh *et al.*, 2021).

Organizational training refers to the process of providing structured learning and development opportunities to employees of an organization to enhance their knowledge, skills, and competencies, in order to improve their job performance and contribute to the overall success of the organization (Krishna, 2022). It can take many forms, such as classroom-style training, on-the-job training, e-learning, mentoring, coaching, workshops, and seminars, among others. Organizational training aims to help employees acquire new skills, update existing ones, and develop a deeper understanding of their roles and responsibilities within the organization (Saleem & Mehwish, 2011). It also helps to increase employee engagement, job satisfaction, and retention.

In measuring training, the variables used were training need assessment, training design and continuous improvement of training (Devi & Shaik, 2013; Kuruppu et al., 2021). The need for training must be identified and this must be done through an assessment of where the training is required (Kuruppu et al., 2021). Also, to ensure that training is effective there is need for a training design that properly articulates the need and the process of the training implementation (Devi & Shaik, 2013) and lastly, the emphasis on continuous development is critical to any organisation that desires a long term survival. However, the extent training programme from its assessments, to the design and finally to the continuous improvement would serves as an effective strategy for improving the sustainability of family-owned private schools has remained elusive in literature, thus justifying the need to undertake this study to explain this unclear relation.

Therefore, this study aims to investigate the effect of training on the transgenerational survival of family-owned private schools in FCT-Abuja. The findings of this study could provide insights into the design and implementation of effective training and development programs for family-owned private schools in FCT-

Abuja, with implications for improving their sustainability and contribution to the growth of the educational sector.

Statement of Problem

Family-owned private schools in FCT-Abuja face several challenges that threaten their transgenerational survival. These schools often lack formal management structures, face financial constraints, and operate in a highly competitive market. Furthermore, the owners and their successors may lack the necessary management, financial, marketing, and communication skills required to run their schools efficiently and effectively. These challenges lead to low performance, high turnover rates, and, in some cases, closure of the schools. Thus, making one wonder what effect would training need assessment, training design and continuous improvement have in ensuring the transgenerational survival of family owned private schools.

Training and development programs have been identified as an effective strategy for addressing the challenges faced by family-owned private schools. However, little is known about the effect of training on the transgenerational survival of family-owned private schools in FCT-Abuja. Therefore, there is a need to investigate the effect of training on the survival of these schools. The study was therefore guided by the following specific objectives:

(i) To examine the effect of the training need assessment effect of training design on the transgenerational survival of family-owned private schools
(ii) To assess the effect of training design on the transgenerational survival of family-owned private schools
(iii) To analyse the effect of continuous improvement on the transgenerational survival of family-owned private schools?

Literature Review

Training

Organisational training is a critical component of any successful business strategy. Training provides employees with the skills, knowledge, and resources they need to perform their jobs effectively and efficiently (Abu Daqar & Constantinovits, 2021). It can also help organisations to achieve their goals, such as improving productivity, reducing turnover, and increasing customer satisfaction. Organisational training refers to the process of providing employees with the knowledge, skills, and resources they need to perform their jobs effectively (Afroz, 2018). This study define training as a range of activities such as on-the-job training, classroom-based training, online training, mentorship programs, and other forms of professional development.

Effective organisational training programs should be tailored to meet the specific needs of the organisation and its employees. Training should be well-designed, engaging, and relevant to the roles and responsibilities of the employees (Nwali & Adekunle, 2021). Additionally, organisations should regularly evaluate their training programs to ensure they are effective in achieving their desired outcomes. Overall, organisational training is a critical aspect of human resource management and plays an important role in ensuring the success and competitiveness of an organisation in today's rapidly changing business environment (Nwali & Adekunle, 2021).

There are several types of organisational training, including on-the-job training, classroom-based training, online training, and mentorship programs (Afroz, 2018). Each type of training has its own benefits and drawbacks, and organisations must choose the approach that best fits their needs and resources. On-the-job training is perhaps the most common type of organisational training (Afroz, 2018). It involves teaching employees the skills they need to perform their jobs while they are working. This type of training can be effective because it is hands-on and allows employees to learn by doing (Afroz, 2018). However, it can also be time-consuming and may not be suitable for more complex or technical skills.

Classroom-based training is another popular type of organisational training. It involves bringing employees together in a classroom setting to learn new skills or techniques (Nwali & Adekunle, 2021). This type of training can be effective for teaching complex or technical skills and can also provide employees with the opportunity to interact with each other and learn from one another. Online training is becoming increasingly popular, as it allows employees to complete training at their own pace and on their own schedule (Nwali & Adekunle, 2021). This type of training can be cost-effective, as it eliminates the need for travel and accommodation expenses. However, it can also be less effective than other types of training, as it does not provide the same level of interaction and feedback as classroom-based or on-the-job training (Nwali & Adekunle, 2021).

Mentorship programs are another effective way to provide organisational training. These programs involve pairing experienced employees with less experienced ones, providing the latter with the opportunity to learn from the former (Nwali & Adekunle, 2021). Mentorship programs can be effective for teaching soft skills, such as leadership, communication, and teamwork. Organisational training is critical for ensuring that employees have the skills and knowledge they need to perform their jobs effectively (Nwali & Adekunle, 2021). It is important for organisations to choose the right type of training for their needs and resources, and to invest in training programs that will help them achieve their goals.

Dimensions of Organisational Training

(a) Training Needs assessment

Before training can begin, it is important to assess the needs of the organization and the employees who will be participating in the training. This includes identifying skills gaps, determining the desired outcomes of the training, and understanding the organizational context in which the training will take place. A needs assessment involves evaluating the existing skills and knowledge of employees in an organization, identifying any gaps or deficiencies, and determining the most effective ways to address these gaps through training (Devi & Shaik, 2013).

To conduct a needs assessment, an organization must first understand its business goals and objectives, as well as the skills and knowledge required to achieve them (Kuruppu et al., 2021). This information can be gathered through interviews with employees, surveys, performance reviews, or other methods. To conduct a needs assessment, an organization must have a clear understanding of its business goals and objectives. These goals and objectives could be related to increasing revenue, improving customer satisfaction, or reducing costs. Once the organization has a clear understanding of its goals and objectives, it needs to identify the skills and knowledge required to achieve these goals (Kuruppu et al., 2021).

Once an organization has identified the skills and knowledge required to achieve its business goals, it can then assess the current levels of these skills and knowledge among its employees. This assessment will help identify any gaps or deficiencies that need to be addressed through training (Mohammed & Shouvik, 2018). Overall, conducting a needs assessment is a critical step in developing an effective training program that is

aligned with the organization's business goals and objectives. Once the skill gaps have been identified, the desired outcomes of the training program can be determined.

These outcomes should be aligned with the overall business goals and should clearly articulate what employees are expected to learn and be able to do after completing the training. Once an organization has identified the skill gaps in its workforce through a needs assessment, the next step is to determine the desired outcomes of the training program (Garavan *et al.*, 2020). The desired outcomes of the training program should be aligned with the overall business goals of the organization. For instance, if the identified skill gap is related to communication, the desired outcome of the training program could be to improve employees' communication skills to enhance collaboration, improve customer satisfaction, and reduce errors in work output.

Similarly, if the identified skill gap is related to technical skills, the desired outcome of the training program could be to improve employees' ability to use new software or equipment, which may lead to more efficient work processes and increased productivity (Mohammed & Shouvik, 2018). The desired outcomes of the training program should also clearly articulate what employees are expected to learn and be able to do after completing the training. This helps to set clear expectations and objectives for the training program and enables employees to understand how the training will benefit them and the organization.

(b) Training design

The design of the training program should be based on the needs assessment, and should include the content, delivery methods, assessment tools, and resources that will be used (Bhatti *et al.*, 2021). The training design should also take into account the different learning styles and preferences of employees. Once the needs assessment has been completed and the desired outcomes of the training program have been determined, the next step is to design the training program. The content of the training program should be designed to address the specific skill gaps and deficiencies identified in the needs assessment. It should also be designed to align with the desired outcomes of the training program and the overall business objectives of the organization (Bhatti *et al.*, 2021). When a needs assessment is conducted, it aims to identify the skills and knowledge gaps that exist in the organization. The content of the training program should be designed to address these specific gaps and deficiencies, meaning that it should be tailored to the specific needs of the employees (Bhatti *et al.*, 2021).

Additionally, the training program should align with the desired outcomes of the training program and the overall business objectives of the organization. This means that the training program should not only address specific skill gaps but also contribute to the overall goals of the organization (Suhepi & Syah, 2018). For example, if the organization's overall objective is to improve customer satisfaction, the training program should focus on developing skills that can directly affect customer satisfaction, such as customer service skills.

The delivery methods of the training program should also be carefully considered. Different delivery methods, such as classroom training, online training, or on-the-job training, may be more effective depending on the needs and preferences of the employees (Saks & Burke, 2012). It is important to consider the different learning styles and preferences of employees when designing the training program to ensure that the program is engaging and effective. The delivery methods of the training program are crucial to its success. Different delivery methods can be used to deliver training programs, such as classroom training, online training, on-the-job training, or a combination of these methods. The choice of delivery method should be carefully considered based on the specific needs and preferences of the employees.

Moreover, different employees may have different learning styles and preferences. Some employees may prefer visual aids, while others may prefer hands-on activities or discussions. Therefore, it is essential to consider the different learning styles and preferences of employees when designing the training program to ensure that the program is engaging and effective (Velada *et al.*, 2007). For instance, incorporating interactive elements such as group discussions, case studies, or role-playing can be an effective way to engage employees who prefer to learn by doing. The delivery method of the training program should be carefully chosen based on the specific needs and preferences of the employees. Incorporating different delivery methods that cater to different learning styles and preferences can make the training program more engaging and effective.

Assessment tools should also be included in the training program design to measure the effectiveness of the training program and to evaluate employee learning. These assessment tools could include quizzes, tests, or practical exercises (Abdullahi *et al.*, 2018). Assessment tools are essential components of a training program design, as they enable the organization to measure the effectiveness of the program and evaluate the employee's learning. By using various assessment tools, trainers can determine whether the employees have grasped the concepts and skills taught during the training.

(c) Continuous improvement

Based on the evaluation results, the training program should be continually improved to ensure that it meets the evolving needs of the organization and employees (Abomeh & Peace, 2015). This entails revising the content, delivery methods, or assessment tools used in the training program. Evaluating the effectiveness of a training program is crucial to ensure that it meets the evolving needs of the organization and employees. Based on the evaluation results, the training program should be continually improved to address any identified shortcomings and make the program more effective (Gambo, 2015).

One way to improve the training program is to revise the content (Hafeez & Akbar, 2015). This may involve updating the information presented in the training or adding new topics to cover the latest developments in the field. For example, if the evaluation results indicate that employees struggled with a particular topic, the training program may need to provide more examples, case studies, or other materials to help employees understand the concept better. Another way to improve the training program is to revise the delivery methods (Gambo, 2015). This could include adjusting the length of the training, changing the format of the training (such as moving from in-person to online), or incorporating new technologies to make the training more engaging and interactive.

Assessment tools used in the training program can also be revised based on the evaluation results (Hafeez & Akbar, 2015). If the results indicate that the current assessment tools did not adequately measure employee learning, the trainer may need to develop new assessment tools or adjust the existing ones to be more effective. Continuously improving the training program is essential to ensure that employees receive the necessary knowledge and skills to perform their job duties effectively (Kashif & Tahir, 2020). By addressing the identified shortcomings of the training program, the organization can achieve better outcomes, such as improved employee performance, increased productivity, and reduced employee turnover.

Based on the evaluation results, the training program should be continually improved to ensure that it meets the evolving needs of the organization and employees. This may involve revising the content, delivery methods, or assessment tools used in the training program to address any identified shortcomings and make the program more effective (Kashif & Tahir, 2020).

2.1.3 Transgenerational Survival

Transgenerational survival of businesses refers to the ability of a company to pass on its operations, assets, and values to the next generation of owners and leaders (Habbershon *et al.*, 2010). This type of business succession planning is becoming increasingly important as more and more family-owned businesses struggle to survive beyond the first or second generation. One of the biggest challenges faced by family-owned businesses is the lack of a clear succession plan (Ijaz *et al.*, 2020). Many business owners assume that their children will take over the business, but they fail to prepare their children adequately for the role. As a result, the children may not be equipped with the skills, knowledge, or experience needed to run the business successfully.

Also, transgenerational survival of businesses is the ability of a company to maintain its operations, assets, and values over multiple generations of ownership and leadership (Sieger & Zellweger 2013). This is an important consideration for family-owned businesses, as they often face unique challenges that can threaten their longevity. One of the main reasons why transgenerational survival of businesses is so important is that family-owned businesses are particularly susceptible to failure in the long term (Sieger & Zellweger 2013). Many businesses fail to make it beyond the first or second generation of ownership due to a lack of effective planning and preparation for the future.

To ensure the survival of their business across generations, family business owners must plan for succession carefully. This involves identifying and grooming potential successors, creating a clear leadership transition plan, and developing strategies to preserve the company's culture and values over time (Sieger & Zellweger 2013; Olu & Chima, 2020). Effective succession planning can also help to ensure that a family-owned business remains financially stable and viable over the long term. This can involve strategies such as building up cash reserves, diversifying the company's revenue streams, and investing in long-term growth opportunities.

Ultimately, transgenerational survival of businesses is about more than just passing down assets and operations from one generation to the next (Zellweger *et al.* 2012). It's about preserving the values and traditions that make a family-owned business unique, while also ensuring that it remains competitive and relevant in an ever-changing business environment. Ultimately, the key to transgenerational survival is to balance the needs of the business with the needs of the family. Business owners must be willing to make tough decisions and put the long-term interests of the company ahead of short-term gains. They must also be willing to seek outside advice and support to help them navigate the complex challenges of family-owned businesses.

2.2 Empirical Review

Training Need Assessment and transgenerational survival

Ogbu (2019) investigated the relationship between employee training and succession planning to deposit money banks in Abia State using a cross-sectional survey. Ten deposit money banks were surveyed using a simple random sampling technique. A total population of one hundred and twenty staff was investigated with a sample size of ninety-two. Spearman's Rank Order Correlation Coefficient (rho) was used to analyze the hypotheses with the aid of statistical package for social sciences (20.0). The study found that employee training has a positive significant relationship with succession planning. It concluded that employee training measured in terms of on-the-job training and mentoring promotes succession planning to deposit money banks. The study recommends that managers, human resource professionals as well as directors of financial institutions should employ on-the-job training and mentoring for effective succession planning in the

workplace. The study was carried out in the south east Nigeria while the present study is carried out in FCT-Abuja, Nigeria.

Tom (2017) sought to assess the effect of succession planning practices on organizational performance with reference to Sony Sugar Company Limited. The target population of the study was 201 employees of Sony Sugar Company Limited which involved both senior and junior employees. Stratified random sampling procedure was used to select a sample size of 60 employees which is 30% of target population. Questionnaire was used as tool in collecting data. Collected data were analyzed by use of weighted average and percentages then presented inform of frequency tables and charts. The study found that, the most frequently used employee development in the company is employees training, however without a training need assessment. It was recommended that talent development opportunities should be availed to all employees and continuous skills improvement of the work force should be ensured. The study was carried out in Ghana whereas the present study is carried out in Nigeria.

Training Design and transgenerational survival

The study of West (2019) was to explore the strategies that family business owners use to implement succession planning required for business continuity. The participants for the study included leaders of 4 family businesses in Lagos, Nigeria, who have successfully implemented a succession planning strategy required for business continuity. The data were collected through semi-structured face-to-face interviews. The process of data analysis included word frequency analysis, coding of related phrases, identification of patterns, and generation of themes around the codes. The results of the data analysis revealed that training design is an important succession planning strategy that is required for business continuity. The study suggested that providing potential successors with valuable skills and training in the short term is valuable for the family business in the long-term. The study was carried out in Lagos state whereas the present study will focus on FCT-Abuja.

Ghee *et al.* (2015) study was on the factors that shape family firm performance by examining succession issues and transition experiences encountered by successors. Data were drawn from self-administered surveys completed by 55 second generation organization and third generation organization. Descriptive, correlation and regression analyses were conducted to interpret our findings. The findings show that successor training and the design of the training significantly influence family business performance levels. The study therefore recommends that managers should develop training programs for successors so as to make them ready to take over leadership roles. The study differs from the present study because it was carried out in Malaysia whereas the present study is carried out in Nigeria.

Continuous Improvement and transgenerational survival

Saan *et al.* (2018) examined perceptions of succession planning by owners/founders of family businesses and its importance in ensuring the continuity and prosperity of businesses in the Wa Municipality, Ghana. An interview schedule was used to collect data from a random sample of 205 enterprises out of 440 family businesses, and these data were analysed by using descriptive and inferential statistics. The findings indicate that continuous improvement of training have significant link with succession planning and the prosperity of business. It was therefore recommended that founders or owners of family owned business should make provision for the education and training of potential successors to facilitate succession for continuity. The study was carried out in Ghana which differs from the present study which is carried out in Nigeria.

Obadan and Ohiorenoya (2013) examined the process of succession planning in small business enterprises in the hotel industry in Benin City, Edo State Two hotels were sampled. Questionnaires were used to elicit

information from the chief executives and employees. The study found that continuous improvement of training is a dimension of succession planning that exerts significant effect on the performance of hotel SMEs. The study also found that most of the small business enterprises have no succession plan in place and the ability and competence of the successors are not considered in succession planning. The study was carried out in Edo State whereas the present study is carried out in FCT-Abuja, Nigeria.

2.3 Theoretical Review

Resource based theory

The origin of resources-based theory can be traced back to Penrose (1959), but it gained prominence in the 1980s and 1990s due to the contributions of Wernerfelt (1984), Conner (1991), and Barney (1991). The resource-based perspective asserts that it is much simpler to utilise extant potentials and resources to take advantage of new opportunities, as opposed to acquiring new skills, abilities, or functions for each new opportunity. The proponents of the resources-based theory argued that these assets should be prioritised when formulating organisational strategy. According to resource-based theory, a firm's internal resources are among the factors that contribute to its competitive advantage and its superior long-term performance.

Resource-based theory is a competitive advantage-gaining organisational strategy. Instead of focusing on the competitive business environment, organisations seeking to obtain a competitive advantage over their business threats and rivals should consider the potential and resources they already possess. Human capital focuses on individual characteristics that are essential to the family business because it binds the family and business relationships together to a large extent. During the succession planning process, external, qualified candidates may not be considered if the family is unwilling to share or transfer wealth. (Le Breton-Miller *et al.*, 2004). Family candidates frequently lack the required skill set and knowledge to run the business. Crook et al. (2008) argue that resource-based theory is applicable and valuable to management and leadership research because resources typically have a substantial effect on firm performance. The application of this theory to this study is hinged on the proposition that given training to employees, as part of your human resources would help ensure the long term survival of the school.

Methodology

Descriptive survey design was used for this current study and this was because of the need to describe the phenomenon of training on transgenerational survival of private schools in the FCT. In-depth verification of the registered private schools from the Educational council in the FCT, shows that there are two hundred and seventy-two (272) registered private schools. The unit of analysis of the schools are the proprietors and where it was difficult to get the proprietors, we selected the head principals of the schools. The choice of this study population is because succession issue is top and middle level management. Given the population was not too large for this study, the entire population was used for the study, thus, the study sample was two hundred and seventy-two (272). Census sampling technique was used since the entire population was in consideration for the study. Primary data source was used. Questionnaire that was adapted and used to collect the study data. The choice of this instrument is because of its reported high reliability. Cronbach alpha was used to determine the reliability of the study, as the scales for training need assessment with 5 items reported a coefficient of 0.724, training design with 4 items was 0.815, continuous improvement reported a high coefficient index of 0.895 while transgenerational survival was 0.711 indicating that all the scale used in the study were reliable. To determine the study validity, the study relied on content and face

validity, which was carried out by the three experts in management and human resources. The comment made on the items was effected before the final version of the instrument was distributed. Multiple regression with the aid of SPSSv23 was used to analyse the data. This choice of this technique is because it is suitable for analysing study with multi independent variable and single dependent variable.

Result and Discussion

The instrument distributed were two hundred and seventy-two (272), which is the study sample size. The questionnaires were coded into excel sheet before it was transferred to the SPSS package for analysis. Out of the two hundred and seventy-two (272) distributed questionnaires, only two hundred and ten (210) were retrieved without issues/errors with the questionnaires, which is 77% of the distributed questionnaire. Given a return rate of 77% is high, the study conducted other analysis based on the available questionnaires. The demographic distribution of the respondents shows the male are 84(40%) and the females were 126(60%). Next, the age distribution shows that those between the age bracket of 20-30 years are 35(17%), 31-40 years are 58(28%), 41-50 years are 64(30%) while those that are 51 years and above are 53(25%). Finally, the researcher tested for the fundamental assumption of multiple regression technique. The assumption of normality, heterosacacidity, linearity and autocorrelation were all tested and the result produced a satisfying fulfilment of the criteria, thus, justifying the use of the technique.

Table 1: Coefficients Linking Training and Transgenerational Survival of Privately Owned Schools

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	.121	.133		.909	.364		
	Training need assessment	.233	.065	.214	3.573	.000	.469	2.132
	Continuous improvement	.397	.057	.407	6.971	.000	.493	2.030
	Training Design	.289	.052	.306	5.593	.000	.561	1.784

a. Dependent Variable: Transgenerational Survival
R = .808; R-squared = .652; F-value = 144.339 - Sig = .000

The above table 1 shows the regression result for the study on training effect on the transgenerational survival of private owned schools in the FCT. The result shows that the there is a strong relationship between training and transgenerational survival of the schools, as such, there is need for the owners of the schools to consider increasing the training of employees and this is evident with the high R-value of .808, which means there is an 80.8% shared relationship between the training and transgenerational survival. The extent changes in training that would effect on the transgenerational survival of the schools was also assessed and the result from the R-squared obtained showed that 65.2% of changes in the transgenerational survival of the schools will be as a result of the training that management of schools can organise for its successors. Model fit was assessed as shown from the f-value result of 144.339, $p < 0.05$, hence given the p-value is less than 0.05, it then implies the model is fit. This implies that the study theoretical argument is confirmed to have been satisfied.

Test of Hypotheses

Hypothesis One

Ho_1: Training need assessment has no significant effect on the transgenerational survival of family-owned private schools.

The result as shown in table 1 above indicates that training need assessment has significant effect on the transgenerational survival of family-owned private schools. Give the ($\beta = .214$, t-value = 3.573; $p<0.05$) p-value is less than 0.05, the researcher accepts the alternate hypothesis and reject the null, thus, hypothesis one is rejected. This implies that training need assessment has significant effect on the transgenerational survival of family-owned private schools.

The finding from this study aligns with the work of Ogbu (2019) that investigated the relationship between employee training and succession planning to deposit money banks in Abia State using a cross-sectional survey. Also, the finding is supported with the work of Kuruppu et al. (2021) that investigated the effect of training on employee performance in a selected apparel sector organization in Sri Lanka. This implies that privately school owners need to consider conducting a need assessment for the training, as medium to determine the nature of training to offer its employees.

Hypothesis Two

Ho_2: Training design has no significant effect on the transgenerational survival of family-owned private schools.

The result as shown in table 1 above indicates that training design has significant effect on the transgenerational survival of family-owned private schools. Give the ($\beta = .306$, t-value = 5.593; $p<0.05$) p-value is less than 0.05, the researcher accepts the alternate hypothesis and reject the null, thus, hypothesis two is rejected. This implies that training design has significant effect on the transgenerational survival of family-owned private schools.

The outcome from this study is supported with the works of Ghee *et al.* (2015) that aimed to revisit various factors that shape family firm performance by examining succession issues and transition experiences encountered by successors. Ghee *et al.* (2015) study confirmed the need for training and designing same towards meeting achieving improved family firm performance. Also, the result agrees with the works of Abdullahi et al. (2018) that conducted a study on the effect of training and development on employee's productivity among academic staff of Kano State Polytechnic, Nigeria.

Hypothesis Three

Ho_3: Continuous improvement of training has no significant effect on the transgenerational survival of family-owned private schools?

Evidence as available in table 1 above indicates that training continuous improvement has significant effect on the transgenerational survival of family-owned private schools. Give the ($\beta = .407$, t-value = 6.971; $p<0.05$) p-value is less than 0.05, the researcher accepts the alternate hypothesis and reject the null, thus, hypothesis two is rejected. The result also confirms that continuous improvement of training makes the strongest unique contribution to explaining greater chances of transgenerational survival. This implies that continuous improvement of training has significant effect on the transgenerational survival of family-owned private schools.

The result agrees with the work of Devi & Shaik, (2013) that conducted an empirical study on the measurement of training and development effectiveness. Also, the result agrees with the study of West (2019) that explored the strategies that family business owners use to implement succession planning required for business continuity.

Conclusions and Recommendations

The findings of this study have important implications for family-owned private schools in FCT-Abuja. The study revealed that training need assessment, training design, and continuous improvement of training are critical factors in ensuring the transgenerational survival of family-owned private schools. These findings suggest that family-owned private schools should prioritize training and development programs for their staff to enhance their skills and knowledge. Additionally, family-owned private schools should regularly assess their training needs, design effective training programs, and continuously improve their training processes to ensure the long-term success of their schools. Based on the findings of this study, the following recommendations are suggested:

1. Family-owned private schools should regularly assess their training needs to ensure they meet the current and future needs of their staff and school.
2. Family-owned private schools should design effective training programs that are tailored to the needs of their staff and school.
3. Family-owned private schools should continuously improve their training processes to ensure the long-term success of their schools.

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