CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The civil service system in Nigeria owes its existence and evolution to series of constitutional and administrative necessities. The year 1954 is very significant in Nigeria administrative history because it signals the formal establishment of a civil service structure with a truly Nigerian framework. Before this period, the civil service in Nigeria was strictly a colonial affair. The colonial administrative machinery was narrowly focused to handle the state function which was basically the maintenance of law and order. The strategy for carrying out that function was essentially through an arrangement which not only excluded the colonized personnel but also facilitated the exploitation of the colonies. Thus, from 1934 to 1954, seven commissions and committees became the precursor to what would become the Nigerian civil service: Hunt Committee (1934), the Bridges Committee (1942), the Tudor-Davies Commission (1945), the Harragin Commission (1946), the Smaller Commission (1946), the Foot Commission (1948), and the Phillipson-Adebo Commission (1953).

The evolution of the Nigerian civil service reached its culmination in the post-1954 period with series of reforms that constituted the beginning of the institution of the civil service system in Nigeria. Thus, from 1954,

the civil service became the centre of furious and progressive reforms meant to ensure that the evolution of the system would transform it into an adequate institution around which the nascent post-independence state would become true to its stated ideals of providing basic amenities to the Nigerian masses who endured the horrors of colonial administration and its exploitative logic. The Gorsuch Commission (1955), for instance, became significant for confronting from the beginning the hierarchical structure of the colonial arrangement, especially as it differentiates between the 'generalists' and the 'professionals'. In a sense, the professionalization angle to the reform of the Nigerian civil service took its root from Gorsuch. The Nigerian civil service was born in tentative hope that it would eventually acquire the capacities and competencies to drive the engine of socioeconomic growth in Nigeria as long as the state endures. No state in the world has any other hope of deliverance. According to Henry Hampton (2014) 'What drives people to the public service is a sense of possibility.' The possibility is that of making impacts. Herein is the mandate of the Nigerian Government: the belief in the possibility of building an impactful civil service that would endure, and the political will to lay its foundation. The first condition of such a mandate is however to rethink the historical dynamics that has constricted and determined the evolution of the institution.

When the Nigerianisation Policy was launched, its intention was to put the nascent civil service in Nigeria on a trajectory that would facilitate a smooth and efficient transformation of government policies into noticeable infrastructural and socioeconomic goods that the citizens can identify with. According to (Oloapo, 2014) The language of the people is the language of good governance and the machinery that enables that language is the civil service system in any state. Thus, the Nigerianisation Policy was intended to redefine the colonial administrative system in such a manner that its language would be clear and meaningful to Nigerians.

The first snag to this worthy governance intention was the unintended clash between the administrative principles of representativeness and efficiency with regard to the placement of Nigerians who will replace the expatriates. The eventual subordination of merit to representation diminished the capacity the civil service required to facilitate socioeconomic growth and development. This was further complicated when the leadership of the civil service were seconded to the various regions. The secondment became, in the long run, a paradox. On the one hand, it further depleted the capacity quotient of the federal civil service to oversee and direct the administrative trajectory of Nigeria along the path demanded by post-independence expectations. On the other hand, it enabled the regions to achieve outstanding administrative success which,

quite tragically, is what Nigeria is still attempting to recreate in terms of the multiplicity of genuine reforms.

The essence of the success of the regional civil service, especially as demonstrated in the Southwest, is the one-to-one rapport between the political and the administrative leadership. This prescribed relationship constitutes the dynamic framework that activates the efficiency required to utilise manpower and implement policies. This relationship would be moderated by a strict code of political accountability within which ministers would be accountable to the government and civil servants are expected to be apolitical and impartial while serving as confidential advisers to the ministers. This arrangement consolidates a politics-administration nexus that defines public administration today. Thus, between Chief Simeon Adebo and Chief Obafemi Awolowo, there developed a very strong and professional synergy that transformed the socioeconomic landscape of the Southwest. This outstanding success was achieved in varying degrees in the Eastern and Northern regions. The visible infrastructural effects are still with us today. The Awolowo-Adebo model of administrative partnership demonstrates poignantly the truth of complexity and trust going together. The Southwest administrative experiment, which is the most celebrated, teaches a simple lesson: to

achieve governance requires unparalleled cooperative effort and political will that would turn policies into wonders of effective execution.

If the essence of the lesson had been imbibed, it would have been enough to change the contour of our centenary as a nation. The story would have been qualitatively different today. We have been attempting to relearn the simple lesson of the Awolowo-Adebo experiment since independence. progress has been excruciatingly slow as genuine reform initiatives have been punctured by political misadventures, global hiccups and national reversals. For instance, the hope of ever getting the Nigerian civil service on course was dashed with the advent of military intervention in politics in 1966. It is quite unfortunate that some of the most genuine and promising reforms were initiated during the long period of military rule.

It is apt to consider first the attempt by Adebo and Udoji to domesticate the essence of the Fulton Report within the Nigerian administrative context. The 1968 Report was an urgent attempt to bring the civil service into the twentieth century within the strategic demand for professionalism and managerial competence in public administration. The Nigerian civil service had been operating within the originating framework of the Northcote-Trevelyan administrative dynamics rooted in Max Weber classic bureaucratic model. Yet post-independence and its governance imperative demands more in term of skills and capacities. In 1971, the

Adebo Commission was the first to confront the deep managerial issues in the organisation and structure of the civil service (outside of its mandate of wages and salary). At this juncture, the military had already initiated a 'new federalism' that placed the government solely at the 'commanding height' of the Nigerian political administration, and characterised by increased centralisation of political authority, ascendancy of federating forces, greater structural differentiation of the constituent states, and expansion of the policy-making and execution functions of the Federal level.

The Udoji Commission of 1974, recommended by Adebo, clarified the deep intent and imperative of the Fulton Report as well as the fundamental challenge of the Nigerian civil service. It considered to be inability to respond to and internalise global best practices that can be appropriately deployed within the complexity of modern administration for development purposes. Specifically therefore, the Commission recommended wide ranging institutional reappraisal. Central to this reappraisal is a new style public service infused with 'new blood' working under a result-oriented management system rooted in project management praxis operated by professionals and specialists in particular fields. It also recommended the standardization of conditions of service, increase in

public sector wages, a unified and integrated administrative structure, the elimination of inefficient departments.

Unfortunately, the deeper implications of the Udoji Commission Report were jettisoned for the implementation of its wages component. And the Nigerian civil service lost its second transformatory moment. What followed was the acute breakdown of democratic governance tradition under the debilitating command structure of the military as well as several reform attempts to arrest the gradual but steady degeneration of administrative structures. When the 1975 purge of the civil service happened, it represented the climax of the erosion of the essential capacity of the civil service system in Nigeria. The structural adjustment programme of the early 80s then became the last act in an administrative drama that ensured that a very strong colonial legacy turned into a shadow of itself, without capacity or competence. From the 90s onward, there followed serious reform agenda saddled with the task of making sense of the challenges of the Nigerian civil service and how the rot can be arrested.

For Richard Hooker, the English theologian, 'Change is not made without inconvenience, even from worse to better.'(CMC, 2015) Transforming the Nigerian civil service is the only foreseeable mandate worth considering if the next centenary would constitute a huge dossier of administrative achievements within the overall dynamics of nation building

and national development in Nigeria. A functional and professional civil service system in Nigeria is still possible. As already highlighted, that possibility had been amply demonstrated in the regional governance framework that brought administrators and politicians together in a synergy never before witnessed in the history of Nigeria. Herbert Aptheker stated that the future cannot be abandoned; rather, the civil service in Nigeria need to step into its true history: 'the coming into being, the bringing forth of the new,' (Premium times, 2014).

It is equally important to retrieve the two transformatory moments that could have launched the Nigerian civil service on the path of institutional consolidation after its colonial evolution. The first moment was defined around the inability of the federal civil service to tap into the wealth of administrative competence and experience represented by Adebo, Udoji, Akilu and others who were the beneficiaries of a civil service system dedicated to professionalism and service. The Federal Government's loss was the regional government's gain. The second transformatory moment was defined by the Adebo's and Udoji's recommendations that would have reconstituted the operational dynamics of the civil service along the managerial and performance-oriented framework that ensure continuous organisational learning that keeps the

civil service abreast of current global best practices adapted to local exigencies.

Since the return to democratic governance in 1999, there has been serious and genuine attempts to come to term finally with our administrative dilemma and jumpstart real reforms strong and committed enough to redirect the trajectory of service delivery on behalf of the Nigerian citizens. The three programmes of civil service institutional renewal since 1999 - the Obasanjo Civil Service Renewal Programme, the Yar'Adua public sector reform and the Jonathan Transformation Agenda - all have the objective of transforming the civil service into 'a world class institution for the efficient and effective execution of government policies and programmes with professionalism, excellence and passion'. This objective is captured in the irreducible reform blueprint titled National Strategy on Public Service Reform (NSPSR). The NSPSR is fundamental because it represents the first time in a century that the objective of civil service renewal would be captured in figures, charts, projections and genuineness. It can be said that with the NSPSR reform blueprint, Nigeria has already made a very solid institutional commitment.

Nigeria civil Service has over the years been facing myriads of problems that have also made it difficult for the system to function effectively as agent of development. Indeed, Lawal and Oluwatoyin (2011)

has opined that the Civil service is presently a battered institution, which has virtually lost its attributes of anonymity, neutrality and security in tenure. An institution in which moral has reached its nadir, excessive caution, undue bureaucratic practice and in terminable delays have become the hallmarks. The challenges posed for the civil service by its increased size, complexity, responsibilities in Nigeria's economic boom and depression, made it a subject of public inquiry and target of mass purges by successive governments, all in an attempt to tailor it towards the accomplishment of societal goals.

The federal and state civil services were organized around government departments, or ministries, and extra-ministerial departments headed by ministers (federal) and commissioners (state), who were appointed by the president and governors, respectively. These political heads were responsible for policy matters. The administrative heads of the ministry were the directors general, formerly called permanent secretaries. The "chief" director general was the secretary to the government and until the Second Republic also doubled as head of the civil service. As chief adviser to the government, the secretary conducted liaison between the government and the civil service.

Until the 1988 reforms, the civil service was organized strictly according to British traditions: It was apolitical, civil servants were

expected to serve every government in a nonpartisan way. The norms of impersonality and hierarchical authority were well entrenched. As the needs of the society became more complex, the public sector expanded rapidly, leading to a corresponding need to reform the civil service. The Adebo Commission (1970) and the Udoji Commission (1972) reviewed the structure and orientations of the civil service to make it more efficient. Although these commissions recommended ways of rationalizing the civil service, the greatest problems of the service remained inefficiency and red tape. Again in 1985, a study group headed by Dotun Phillips looked into the problems. It was believed that the 1988 reforms, the most current measures aimed at dealing with the problems of the service as of 1990, were based on this report.

Compared with the 1960s and 1970s, the civil service by 1990 had changed dramatically. It had been politicized to the extent that most top officials openly supported the government of the day. The introduction of the quota system of recruitment and promotion, adherence to the federal-character principle, and the constant interference of the government in the day-to-day operation of the civil service--especially through frequent changes in top officials and massive purges-meant that political factors rather than merit alone played a major role in the civil service.

The 1988 reforms formally recognized the politicization of the upper echelons of the civil service and brought about major changes in other areas. The main stated objective of the reforms was "to ensure a virile, dynamic and result-oriented civil service". As a result, ministers or commissioners vested with full executive powers were fully accountable for their ministries or commissions. The director general had become a political appointee whose length of tenure was dependent on that of the government of the day; in practice, this meant that directors general need not be career civil servants; thereby reducing the latter's career prospects. Each ministry had been professionalized so that every official, whether specialist or generalist, made his career entirely in one ministry. Whereas previously an official could move among ministries, a new department - the Presidency - comprising top government officials was created at the federal level to coordinate the formulation of policies and monitor their execution, thus making it a clearinghouse between the president and all federal ministries and departments.

A core component of these reforms has been a streamlined training and development programmes that are expected to change the perceptions and orientation of the civil servants towards increased commitment and service delivery. Clearly, civil service reforms are introduced with the intention to improve the efficiency, effectiveness, professionalism,

representation and democratic character of a civil service. The service aimed at promoting better delivery of goods and services, and increased accountability. Human resource management reform comprising of different components, including training and development was one of the sub programmes under the overall civil service reform program. Indeed, the ultimate goal in staff training and development in the Nigerian civil service reforms is to raise the quality of services delivered to the population, support economic and social development, and enhance the capacity to carryout core government functions; revenue generation, financial management, personnel management and policy formulation (Anazodo et al 2012). The present study will attempt to find out if the training and development efforts that are embarked upon in the Federal Civil Service in the wake of the various reforms in Nigeria have impacted on staff performance.

1.2 Statement of the Problem

The delivery of effective and efficient public service is a necessity in every modern society. Every government strives to improve the quantity and quality of public service to its citizens. Thus, governments are responsible for delivering basic goods and services to the citizenry in faster, easier and more efficient manner. The government has introduced several initiatives and has developed partnership with different actors to

improve the better service delivery. Indeed, most of the government sectors are evaluated on performance of the civil service, based on such aspects as public service delivery, transparency in decision making process and well managed offices.

The civil service in Nigeria has not performed satisfactorily on service delivery and other indices of performance. According to Igbuzor (2015)   the decline in quality of public service in Nigeria is traced to lack of political will, poor management, faulty diagnosis, poor recruitment policies, lack of human resource capacity building, political patronage, quota system and lack of democratic practices in the management of the public service. Human resource capacity building is believed to be a potent strategy that could impact positively on the performance of the civil service. Cole (2002) stressed that training enhances worker performance and productivity in organizations. It is for this reason that organizations including the Federal Civil Service engage in training and development of staff and have departments and units in charge of training and development. To Okotoni and Erero (2005) staff development in the Federal Civil Service are meant to be systematic, progressional and aimed primarily at developing skills, knowledge and attitude necessary for performing specific schedule of duties. This then explains the recognition of manpower development as an important component of civil service

reforms. But in spite of these efforts, there are insinuations that programmes of staff training and development in the Nigeria public service are more of ruse and waste (Okotoni and Erero 2005). Okotoni and Erero (2005) insist that staff training and development programmes in the civil service are haphazard, unplanned and unsystematic, and several of employees, especially the junior ones are often left out. There are also insinuations, as was inferred during a pre-study visit to the Federal Civil Service Commission (FCSC), that budgetary allocations have never matched up to the expected positive changes in staff attitude and behavior. It is also not clear if the various programmes are focused on specific competence requirements in skills, knowledge and attitude for enhanced staff performance as exemplified in the ease at attending to customers and visitors, commitment to duty and engagement. Unfortunately, extant literature has not provided sufficient evidence to address these concerns. Indeed, no study on the relationship between staff training and development and performance of public institutions like the Federal civil service in Nigeria exists presently.

1.3 Objective of the Study

The broad objective of the study is to determine the impact of staff training and development on employee performance in the Nigeria's Federal Civil Service, 2006 and 2015.

The specific objectives are:

1. To determine whether expenditure on staff training and development enhanced staff performance, 2006 to 2015 at the Federal Civil Service Commission.

2. To ascertain whether there exists a relationship between staff knowledge and staff engagement.

3. To establish if there exists a relationship between staff skill and commitment to duty.

4. To determine whether there is a relationship between staff job attitude and commitment to duty.

1.4 Research Questions

Accordingly, the key research questions to be investigated are:

1. Did budgetary allocations for staff training and development enhance staff performance at the Federal Civil Service Commission?

2. Is there any positive relationship between staff job knowledge and staff engagement?

3. Is there any positive relationship between staff job skill and commitment to duty?

4. Is there any positive relationship between staff job attitude and commitment to duty?

1.5 Hypotheses

Based on the research problem outlined and the related questions posed, the following null hypotheses were formulated to guide the study:

1. Budgetary allocations for staff training and development do not significantly enhance staff performance.

2. There is no positive relationship between staff job knowledge and engagement.

3. There is no positive relationship between staff skill and commitment to duty.

4. There is no positive relationship between staff job attitude and commitment to duty.

1.6 Significance of the Study

The study has both theoretical and practical significance. Theoretically, this study will contribute to the growing body of knowledge on benefits of staff training and development, particularly as it relates to employee performance. It will serve as a source of secondary data for feature researchers on the subject.

Practically, the study will be of invaluable assistance to the government, policy makers, administrative leaders and human resources personnel The study in that direction will guide the fashioning of various reforms as need arises. Again to the politicians and their ideology, it would inform them the necessary steps to take in order to achieve optimal service delivery.

It is expected that the study would inform the heads of organizations that, to increase workers' performance there is the need to have and retain well trained and motivated employees. It is also to help develop and maintain a quality work life, which will provide an opportunity for employees' job satisfaction and self- actualization.

Finally, the study will aid management to introduce modern schemes for training and development; to be able to meet the challenges of change in the future.

1.7 Scope of the Study

The study is on the influence of staff training and development on employees' performance in the Federal Civil Service from, 2006 to 2015. Its focus therefore is delimited to the 26 Ministries and the Federal Civil Service Commission (FCSC) that make up the core Federal Civil Service in Abuja, the Federal Capital of Nigeria.

1.9. Limitations of the Study

Fundamentally, all human endeavours must have one form of limitation or the other. This research work therefore cannot be an exception. The difficulty in obtaining secondary data on staff training and development expenditure, number of staff sent on training and types of training by the various ministries because of high mobility of staff; and staff performance evaluation scores, 2006 to 2015. After repeated visits to the ministries, FCSC and the Office of Head of Service of the Federation, the researcher was only able to obtain training expenditure and performance evaluation scores from the FCSC. Obtaining primary data had its own challenges, with respondents often attempting to portray issues in such manners to favour their ministries.

The above limitations notwithstanding the researcher through persistence and constant cross checking at the Office of Head of Service, was able to overcome these, thereby ensuring a credible outcome of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND THEORETICAL

FRAMEWORK

This chapter examined related literature on the variables that constitute the subject of the study. The aim was to provide the researcher with an in-depth of the subject matter, a better definition of the research scope and evaluative guide on the subject of study. In addition, this chapter critically examined previous studies done and the identified contributions made on the subject of study and also identify gap(s) in the existing literature.

2.1 Conceptual Framework

2.1.1 The Concept of Staff Training and Development

Some authors use the terms "training" and "development" as synonyms. However, some view the two concepts as being different. Jones, George and Hill (2000), believe that training primarily focuses on teaching members of an organisation how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers. Development on the other hand focuses on building the knowledge and skills of members of an organisation, so that they will be prepared to take on new responsibilities and challenges. In the view of

Adamolekun (1983), staff development involves the training, education and career development of staff members. The purpose of training and development has been identified to include: creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization; enhancing the company's ability to adopt and use advances in technology because of a sufficiently knowledgeable staff; building a more efficient, effective and highly motivated team, which enhances the company's competitive position and improves employee morale; and ensuring adequate human resources for expansion into new programmes. As a way of summary, the purpose of training is to improve knowledge and skills and to change attitude (Mullins, 1999). Mullins (1999) argues further that training is capable of producing the following benefits:

- Increase the confidence, motivation and commitment of staff;
- Provide recognition, enhanced responsibility, and the possibility of increased pay and promotion;
- Give feeling of personal satisfaction and achievement, and broaden opportunities for career progression; and
- Help to improve the availability and quality of staff.

Until recently there has been a general resistance to investment in training in the Federal Civil Service because of the belief that, "employees

hired under a merit system must be presumed to be qualified, that they were already trained for their jobs, and that if this was not so it was evidence that initial selection of personnel was faulty," (Stahl, 1976). This assumption has been jettisoned as the need for training became obvious both in the private and the Federal Civil Services. Many Federal civil servants have come to recognize that training offers a way of developing skills, enhancing productivity and quality of work, and building worker loyalty to the firm.

The importance of staff training and development has become more obvious given the growing complexity of the work environment, the rapid change in organizations and technological advancement which further necessitates the need for training and development of personnel to meet the challenges. Training and development helps to ensure that organisational members possess the knowledge and skills they need to perform their jobs effectively, take on new responsibilities, and adapt to changing conditions. (Jones, George and Hill, 2000). It is further argued that training helps improve quality, productivity, morale, management succession. Elaborating further on the importance of Human Resources Development (HRD), the International Labour Office (2000) affirmed that development and training improves their trainees' "prospects of finding and retaining a job; improves their productivity at work, their income earning capacity and

their living standards; and widens their career choices and opportunities."
Management experts also argue that a major function of an officer is to develop people and to direct, encourage and train subordinates for optimum utilisation.

According to Cole (2002), training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. An organization may have employees with the ability and determination, with the appropriate equipment and managerial support yet productivity falls below expected standards (Adeniji, 2010). Looking at the indispensability of training and development to an industrial set up, Ladipo-Ajayi (1994) observed that both are very demanding ventures in any organisation, because people commit huge resources to them.

Development focuses on building the knowledge and skills of organisational members so that they will be prepared to take on new responsibilities and challenges. In the view of Adamolekun (1983), staff development involves the training, education and career development of staff members. The purpose of training and development has been identified to include: creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization; enhancing the company's ability to adopt and use advances in technology

because of a sufficiently knowledgeable staff; building a more efficient, effective and highly motivated team, which enhances the company's competitive position and improves employee morale; and ensuring adequate human resources for expansion into new programmes. Manpower development broadly refers to job enrichment that has an intrinsic mechanism to motivate an employee to accept and play challenging organizational tasks. Specifically, Caroline and Charles (1997) argue that manpower development involves activities that enable an employee to comfortably and conveniently perform organizational tasks. Workers performance, on the other hand, is more than a narrow economic measure (Cohen et al., 1995) as it connotes how well a group performs its required tasks to satisfy its customers inside and outside the organization, which suggests effectiveness and efficiency of the employees.

2.1.2 Understanding Knowledge, Skills and Attitudes

Learning objectives must be established and adhered to when developing a training programme – otherwise, training activities may bear few results. Townsell (2013) insists that regardless of the training subject matter, training objectives should always address each component of the acronym KSA, which stands for *knowledge*, *skills* and *attitudes*. Each KSA element is an important part of learning and development. Training (regardless of the subject) should result in improved knowledge, improved

skills and an improved attitude toward the subject matter and training process. Utilizing these elements as the framework of objective development will result in tangible, measurable outcomes.

2.1.3 Knowledge

Hunt (2003) defined knowledge as a belief that is true and justified. This definition has led to its measurement by methods that rely solely on the correctness of answers. A correct or incorrect answer is interpreted to mean simply that a person knows or does not know something. Such methods of measurement have serious deficiencies that can be alleviated by expanding the definition of knowledge to include the test-taker's certainty. The person's certainty about the answers on a test captures important, but now neglected, dimensions of knowledge. Historical roots of certainty as an essential component of knowledge, and some practical benefits of including it, are discussed. An epistemetric method is described which allows people to indicate "How sure are you?" about the correctness of each of their answers. A computer analysis of the person's answers and self-assessment certainty responses provides multidimensional scores about a person's knowledge that remedy some deficiencies of knowledge assessment and achievement tests now employed.

Knowledge is sometimes viewed as if it was a concrete manifestation of abstract intelligence, but it is actually the result of an interaction between intelligence (capacity to learn) and situation (opportunity to learn), so is more socially-constructed than intelligence. Knowledge includes theory and concepts and tacit knowledge gained as a result of the experience of performing certain tasks. Understanding refers to more holistic knowledge of processes and contexts and may be distinguished as know-why, as opposed know-that. A distinction is often made between general knowledge, which is essential irrespective of any occupational context or so fundamental as to be considered basic life knowledge, and knowledge that is specific to a sector or particular group of occupations and only likely to be encountered in such context. Weinert (1999), for example, distinguishes between general world knowledge (generally measured by vocabulary tests that are part of many intelligence measurements, and overlapping considerably with what is defined as crystallised intelligence), and more arbitrary specialised knowledge.

This specialised knowledge is necessary for meeting content specific demands and solving content-specific tasks. In contrast to general intellectual abilities, one can consider arbitrary knowledge as a demand specific competence.

Collin (1997) cites Gardner's association of know-how with tacit knowledge and know-that with propositional knowledge. Another way of expressing this distinction is between declarative knowledge (knowing what), and procedural knowledge (knowing how). From this perspective, it is often argued that acquiring declarative knowledge (explicit factual knowledge) must precede developing procedural knowledge, which relates to utilising knowledge in context. Gagne's (1962) model of hierarchical knowledge fits with this approach, identifying the knowledge set necessary for understanding, learning and performing well on a criterion task. This is then traced back to each subordinate set of psychological knowledge, providing a description of knowledge that is increasingly elementary and general. Each knowledge and learning hierarchy therefore rests on primary mental abilities, with the implicit assumption of a general learning transfer capacity and logic of knowledge acquisition. In all domains there is some logic that acquiring and comprehending new knowledge demands facilitating cognitive prerequisites and specific knowledge and skills. Given this interaction between knowledge and skills, their separation in a typology is not easy. Indeed, for Klieme et al. (2004, p. 70), higher competency levels are characterised by the increasing proceduralisation of knowledge, so 'at higher levels, knowledge is converted to skills'.

2.1.4 Skill

A skill is learning to carry out a task with pre-determined results often within a given amount of time, energy, or both. Skills can often be divided into domain general and domain-specific skills. For example, in the domain of work, some general skills would include time management, teamwork and leadership, self-motivation and others, whereas domain-specific skills would be useful only for a certain job. Skill usually requires certain environmental stimuli and situations to assess the level of skill being shown and used.

Skill is characterized by Pear (in CEDEFOP, 2006) as being concerned with the quantity and quality of motor output: 'skill is the integration of well-adjusted muscular performances'. While Pear lays emphasis on manual, motor skills, his contemporary Hans Renold in 1928 defined skill as 'any combination, useful to industry, of mental and physical qualities which require considerable training to acquire' (CEDEFOP, 2006). Thus, Renold introduces a cognitive dimension alongside the manual, but his emphasis on training ignores the fact that skills may equally be acquired through practice, without training.

Usually the term skill is used to refer to a level of performance, in the sense of accuracy and speed in performing particular tasks (skilled performance). Skilled performance has long been a subject of

psychological enquiry and is of obvious interest to employers. Bryan and Harter (1899), who undertook one of the earliest systematic studies of (practical) skills acquired in the work environment (by telegraph operators at Western Union), demonstrated that skill acquisition involves a series of stages associated with reaching plateaux of performance and that improvements continue well beyond achieving an adequate level

Proctor and Dutta (1995) in what is arguably the most authoritative text on skill acquisition and performance, define skill as 'goal-directed, well-organized behavior that is acquired through practice and performed with economy of effort'. Each element of the definition is important: first, skill develops over time, with practice; second, it is goal-directed in response to some demand in the external environment; third, it is acquired when components of behavior are structured into coherent patterns; and finally, cognitive demands are reduced as skill develops. Inevitably, to measure skill, most researchers use speed and/ or accuracy of performance, two variables between which there is inevitably a degree of trade-off. In further articulating their conception of skill, Proctor and Dutta (1995) distinguish perceptual skills, response selection skills, motor skills and problem-solving skills. Perceptual skills are concerned with the ability to make distinctions and judgements; more complex situations require attentional control for processing but many tasks that initially require

attention become automatized. Skill in selecting the appropriate response can be developed with practice; reaction time is affected by the number of alternatives and can be accelerated by providing advance information, thereby reducing the alternatives. Motor skills are the manual aspects of performance such as speed and accuracy of physical movements or dexterity. Problem-solving skills, while dependent upon intellect and mental models, can be acquired and developed through practice.

Arguably, people need a broad range of skills in order to contribute to a modern economy. A joint ASTD and U.S. Department of Labor study shows that through technology, the workplace is changing, and identified 16 basic skills that employees must have to be able to change with it (Wikipedia, 2016).

Careers & Employability Service (CES, 2016) note that employers look for a range of skills in job applicants, many of which are common to a number of different career areas. Those most frequently mentioned are communication, team working, leadership, initiative, problem-solving, flexibility and enthusiasm (see also table 2). Indeed, many skills overlap with one another. Leadership, for example, encompasses a number of other skills including cooperating with others, planning & organizing, making decisions and verbal communication. Verbal communication itself involves various means of communication, some of which you may find easier than

others - talking over the phone, making a presentation to a group or explaining something to a person with a more limited understanding of the topic. By improving one skill, you may also improve in a number of others.

2.1.5 Job Attitude

The third desired outcome of learning encompasses one's beliefs and/or opinions, which are manifested in behavior. These factors will determine a person's motivation to learn and will subsequently affect one's ability to gain both knowledge and skills.

Attitudes are affected by feelings towards the subject matter and the overall learning process. Most people who have led a training class or seminar experienced the effects of a participant's negative attitude toward the training. This is often the result of a bad experience related to a prior training or the subject matter. It should be the goal of every training program to improve attitudes and behaviors toward both the training process and the subject matter. This must be considered and addressed in the development phase. Failure to do this will result it low retention levels and a failed training program.

The old saying, "fail to plan, plan to fail," holds very true when establishing objectives, as programmes that lack tangible and planned learning objectives often fail. Ensure learning objectives are your primary

focus as you plan and develop a safety training program. Without a solid foundation of learning objectives, your training program has no more than a chance at success; with learning objectives, you're on your way to successful program development (Townsell 2013).

Each person has a different level of attitude about their job and that attitude can be rated, if you will, by how involved the individual is in his or her job. In this lesson, we will look at job attitudes as they relate to job satisfaction, commitment, engagement, and more.

2.1.6 Major Job Attitudes

Take a second to imagine a farmer, a doctor, an insurance salesmen and a cab driver. While these job types are extremely different, each person that holds one of these positions (or both, like a cab-driving doctor) has an attitude about the job as a whole. There can be aspects they like, aspects they hate and some that they do not have an opinion on one way or the other. However, no matter what the job is, we all have attitudes about our job.

Primarily those attitudes are focused on the function of the job (having to plow a field at 4 AM or having to go door-to-door to sell insurance) but can also be focused on the people we work with and the culture of the company. Attitudes, as they relate to our jobs, encompass the entire work

environment, culture and job functions. They will impact not only how we view our jobs but how well or how poorly we do them.

2.1.6.1   Three Types of General Attitudes

We can discuss three basic types of general attitudes as they relate to work and the work environment. Those three are:

i. Job-Lovers: We have people out there who love their jobs, and that is the basic definition of a job-lover. In many ways, this attitude is as much a result of the person as it is the organization. Some people just fit in an organisation or do not let things bother them or get to them. This helps a great deal in developing a 'love' attitude with your job.

ii. Job-Haters: On the other side of the coin, we have job-haters. No matter what, these individuals simply do not like their jobs and probably never will. Oddly enough, there are more reasons for people to not like their jobs than to like them. For instance, we can look at the organisation overall, your boss or your co-workers as areas of discontent. For job-haters, they can have issues with doing a job they feel is beneath them or not being recognized enough, in their opinion, for the work they do. Thus, the scope of why people hate their jobs is usually much deeper and wider than those who like their jobs.

iii. Job-Doers: These are the people in the middle. They show up, do their job and are somewhat neutral about their feelings toward it. There is nothing good or bad about these individuals - they simply believe a job is a part of life and they just, well, do their job.

2.1.6.2 Aspects of Job Attitude

While it can be said that some people can be classified by overall attitude ('John is always upbeat' or 'man, Mary is always in a bad mood'), there are aspects of jobs that can impact the attitude a person has about their position and company.

i. Job Satisfaction: How much satisfaction a person gets from doing their job can directly relate to their attitude about it. Job satisfaction is a very personal aspect of work as satisfaction, in many ways, reflects how the person views not only how they do their job but also how the company views how they do their job and who they are as a person. There are several components that are associated with job satisfaction, and they are: recognition, equitable compensation, ability to grow in the position and responsibility commensurate with compensation.

ii. Job Involvement: This aspect of attitudes relates to how engaged a person is with doing their job and the level of enthusiasm they have

for doing it. We have all experienced individuals who did not seem to care about their jobs (like a waiter bringing you your meal, it is cold, and they don't really care) and people that seemed to go above and beyond the call of duty. These are direct reflections of the level of job involvement a person has, and it reflects in their attitude towards doing their job.

2.2   Performance Appraisal

A performance appraisal is a systematic and periodic process that assesses an individual employee's job performance and productivity in relation to certain pre-established criteria and organizational objectives (Broady-Preston & Steel, 2002; Cederblom, 1982). Other aspects of individual employees are considered as well, such as organizational citizenship behavior, accomplishments, potential for future improvement, strengths and weaknesses, etc.

Nassazi (2013) defines performance appraisal as a process that is carried out to enable both the individual and the organization to analyse, examine and evaluate the performance of specified objectives over a period of time. The purposes of performance appraisal have been classified into two groups that is the developmental and administrative purposes. The developmental purposes of performance appraisal include providing

performance feedback, identifying individual strengths/weaknesses, recognizing individual performance, assisting in goal identification, evaluating goal achievement identifying individual training needs, determining organizational training needs, improving communication and allowing employees to discuss concerns. On the other hand, administrative under the developmental purposes are purposes of performance appraisal include but are not limited to documenting personal decisions, determining promotion candidates, determining transfers and assignments, identifying poor performance, deciding layoffs, validating selection criteria, meeting legal requirements to mention a few. Performance appraisal can be conducted once, twice or even several times a year. The frequency will be determined by the organizations depending on the resource capability and what is to be evaluated with regard to organization's objectives and 18 strategies.

North (2015) stresses that one of the most significant benefits of performance appraisal is that, in the rush and bustle of daily working life, it offers a rare chance for a supervisor and subordinate to have "time out" for a one-on-one discussion of important work issues that might not otherwise be addressed. He argues that in organisations where appraisal is conducted properly, both supervisors and subordinates have reported the experience as beneficial and positive. Appraisal offers a valuable opportunity to focus

on work activities and goals, to identify and correct existing problems, and to encourage better future performance. Thus the performance of the whole organization is enhanced.

For many employees, an "official" appraisal interview may be the only time they get to have exclusive, uninterrupted access to their supervisor. Said one employee of a large organization after his first formal performance appraisal, "In twenty years of work, that's the first time anyone has ever bothered to sit down and tell me how I'm doing." The value of this intense and purposeful interaction between a supervisors and subordinate should not be underestimated, North (2015) concludes. The various benefits associated with appraisal include the following (North 2015).

2.2.1 Motivation and Satisfaction

Performance appraisal can have a profound effect on levels of employee motivation and satisfaction - for better as well as for worse. Performance appraisal provides employees with recognition for their work efforts. The power of social recognition as an incentive has been long noted. In fact, there is evidence that human beings will even prefer negative recognition in preference to no recognition at all. If nothing else, the existence of an appraisal program indicates to an employee that the

organization is genuinely interested in their individual performance and development. This alone can have a positive influence on the individual's sense of worth, commitment and belonging.

The strength and prevalence of this natural human desire for individual recognition should not be overlooked. Absenteeism and turnover rates in some organizations might be greatly reduced if more attention were paid to it. Regular performance appraisal, at least, is a good start.

2.2.2 Training and Development

Performance appraisal offers an excellent opportunity - perhaps the best that will ever occur - for a supervisor and subordinate to recognize and agree upon individual training and development needs. During the discussion of an employee's work performance, the presence or absence of work skills can become very obvious - even to those who habitually reject the idea of training for them. Thus, performance appraisal can make the need for training more pressing and relevant by linking it clearly to performance outcomes and future career aspirations.

From the point of view of the organization as a whole, consolidated appraisal data can form a picture of the overall demand for training. Thus, data could be analysed by variables such as sex, department, etc. In this

respect, performance appraisal can provide a regular and efficient training needs audit for the entire organization.

2.2.3 Recruitment and Induction

Appraisal data can be used to monitor the success of the organization's recruitment and induction practices. For example, how well are the employees performing who were hired in the past two years?

Appraisal data can also be used to monitor the effectiveness of changes in recruitment strategies. By following the yearly data related to new hires (and given sufficient numbers on which to base the analysis) it is possible to assess whether the general quality of the workforce is improving, staying steady, or declining.

2.2.4 Employee Evaluation

Though often understated or even denied, evaluation is a legitimate and major objective of performance appraisal. But the need to evaluate (i.e., to judge) is also an ongoing source of tension, since evaluative and developmental priorities appear to frequently clash. Yet at its most basic level, performance appraisal is the process of examining and evaluating the performance of an individual.

Though organisations have a clear right - some would say a duty - to conduct such evaluations of performance, many still recoil from the idea.

To them, the explicit process of judgement can be dehumanizing and demoralizing and a source of anxiety and distress to employees. It is said by some that performance appraisal cannot serve the needs of evaluation and development at the same time; it must be one or the other. But there may be an acceptable middle ground, where the need to evaluate employees objectively, and the need to encourage and develop them, can be balanced.

2.2.5 Employee Engagement and Commitment

An "engaged employee" is one who is fully absorbed by and enthusiastic about their work and so takes positive action to further the organization's reputation and interests. Vance (2006) acknowledging that different organizations define engagement differently point out some common themes than run through all of them. These themes include employees' satisfaction with their work and pride in their employer, the extent to which people enjoy and believe in what they do for work and the perception that their employer values what they bring to the table. The greater an employee's engagement, the more likely he or she is to "go the extra mile" and deliver excellent on-the-job performance. In addition, engaged employees may be more likely to commit to staying with their current organization.

Clearly, engagement and commitment can potentially translate into valuable business results for an organization. To help you reap the benefits of an engaged, committed workforce at your organization, this report provides guidelines for understanding and measuring employee engagement, and for designing and implementing effective engagement initiatives. As you will see, everyday human resource practices such as recruitment, training, performance management and workforce surveys can provide powerful levers for enhancing engagement.

Kahn (1995) draws on concepts of work roles and organizational socialization to investigate the degrees to which people "occupy" job roles. He used the terms "personal engagement" and "personal disengagement" to represent two ends of a continuum. At the "personal engagement" end, individuals fully occupy themselves - physically, intellectually and emotionally in their work role. At the "personal disengagement" end, they uncouple themselves and withdraw from the role.

2.2.6 Employee Commitment to the Work

Some experts define commitment as both a willingness to persist in a course of action and reluctance to change plans, often owing to a sense of obligation to stay the course (Kahn, 1995). People are simultaneously committed to multiple entities, such as economic, educational, familial,

political and religious institutions. They also commit themselves to specific individuals, including their spouses, children, parents and siblings, as well as to their employers, co-workers, supervisors and customers.

Commitment manifests itself in distinct behaviour. For example, people devote time and energy to fulfil their on-the-job responsibilities as well as their family, personal, community and spiritual obligations. Commitment also has an emotional component: People usually experience and express positive feelings toward an entity or individual to whom they have made a commitment (Meyer & Allen, 1991). Vance (2006) also notes that commitment has a rational element: Most people consciously decide to make commitments, then they thoughtfully plan and carry out the actions required to fulfil them.

Because commitments require an investment of time as well as mental and emotional energy, most people make them with the expectation of reciprocation. That is, people assume that in exchange for their commitment, they will get something of value in return - such as favours, affection, gifts, attention, goods, money and property. In the world of work, employees and employers have traditionally made a tacit agreement: In exchange for workers' commitment, organizations would provide forms of value for employees, such as secure jobs and fair compensation. Reciprocity affects the intensity of a commitment. When an entity or

individual to whom someone has made a commitment fails to come through with the expected exchange, the commitment erodes.

Dramatic changes in the global economy over the past 25 years have had significant implications for commitment and reciprocity between employers and employees and thus for employee engagement. For example, increasing global competition, scarce and costly resources, high labour costs, consumer demands for ever-higher quality and investor pressures for greater returns on equity have prompted organizations to restructure themselves. At some companies, restructuring has meant reductions in staff and in layers of management.

In view of the importance of employee engagement and commitment towards achieving organizational objectives, Kirke (2012) advices that availing employees the right training and development can greatly enhance their engagement by nurturing talent and helping people to learn new things and improve their performance. He notes that few people like to remain static in a work environment and prefer to have variety in their work and see development potential in their role. Training and development provide a way to address all of these human needs and greatly improves employee engagement.

2.3 Relating Employee Performance to Staff Training and Development

Existing literature presents evidence of an existence of obvious effects of training and development on employee performance. Some studies have proceeded by looking at performance in terms of employee performance in particular (Purcell, Kinnie & Hutchinson 2003; Harrison 2000) while others have extended to a general outlook of organizational performance (Guest 1997; Swart et al. 2005). In one way or another, the two are related in the sense that employee performance is a function of organizational performance since employee performance influences general organizational performance.

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behaviour (Armstrong 2000). Kenney et al. (1992) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja 1992) as 28 briefly explained hereafter. Profitability is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Wood & Stangster 2002). Efficiency and

effectiveness - efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner 1996). Productivity is expressed as a ratio of output to that of input (Stoner, Freeman and Gilbert Jr 1995). It is a measure of how the individual, organization and industry converts input resources into goods and services. The measure of how much output is produced per unit of resources employed (Lipsey 1989). Quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong 2002). It is increasingly achieving better products and services at a progressively more competitive price (Stoner 1996). As noted by Daft (1988), it is the responsibility of the company managers to ensure that the organizations strive to and thus achieve high performance levels. This therefore implies that managers have to set the desired levels of performance for any periods in question. This they can do by for example setting goals and standards against which individual performance can be measured. Companies ensure that their employees are contributing to producing high quality products and/or services through the process of employee performance management. This management process encourages employees to get involved in planning for the company, and therefore participates by having a role in the entire process thus creating motivation for high performance levels. It is important to note that performance

management includes activities that ensure that organizational goals are being consistently met in an effective and efficient manner. Performance management can focus on performance of the employees, a department, processes to build a product or service, etc. Earlier research on productivity of workers has showed that employees who are satisfied with their job will have higher job performance, and thus supreme job retention, than those who are not happy with their jobs (Landy 1985). Further still, Kinicki & Kreitner (2007) document that employee performance is higher in happy and satisfied workers and the management find it easy to motivate high performers to attain firm targets.

In relation to the above, Wright & Geroy (2001) note that employee competencies change through effective training programmes. It therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Earlier research on training and employee performance has discovered interesting findings regarding this relationship. Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and

behaviour (Appiah 2010; Harrison 2000; Guest 1997). Moreover, other studies for example one by Swart et al. (2005) elaborate on training as a means of dealing 30 with skill deficits and performance gaps as a way of improving employee performance. According to Swart et al. (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance. They further elaborated the concept by stating that training facilitate organization to recognize that its workers are not performing well and a thus their knowledge, skills and attitudes needs to be moulded according to the firm's needs. It is always so that employees possess a certain amount of knowledge related to different jobs. However, it is important to note that this is not enough and employees need to constantly adapt to new requirements of job performance. In other words, organizations need to have continuous policies of training and retaining of employees and thus not to wait for occurrences of skill and performance gaps.

According to Wright and Geroy (2001), employee competencies change through effective training programmes. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational

performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner. Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities (Pigors and Myers 1989). Evans, (1981), described training as the imparting of specific-employee which will be relevant to the employee present or immediate job. In any organization, certain evidence may reveal the need for training employees. If production records indicate for example, that workers are not achieving production standards additional training may be required similarly an excessive number of rejects or waste of material may be caused by inadequate training. An increase in the number of accident is also an indication that employees need refresher training in the use of safety devices and in safety working procedure. He went further to posit that, training is a productive investment. What makes it look unproductive sometime is improper administration. For a training programme to be productive, the most important thing to do is to identify the needs towards which the training should be directed, and then programmes are designed to carry out training process.

Oribabor (2000) submitted that training and development aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth, also Isyaku (2000) postulated that the process of training and development is a continuous one. Man is dynamic in nature, the need to be current and relevant in all spheres of human endeavours' make staff development a necessity, to keep track with current event and methods. Adeniyi (1995) and Arikewuyo (1999) have drawn the attention of the entire sundry to the inestimable value of training and development. It is an avenue to acquire more and new knowledge and develop further the skills and techniques to function effectively. Scholars, experts, social scientist and school administrators now recognize the fact that training is obviously indispensable not only in the development of the individuals but also facilitate the productive capacity of the workers. Training is not coaxing or persuading people to do what is wanted but rather a process of creating organizational conditions that will cause personnel to strive for better performance.

Obikoya (1996) emphasizes a total of eight reasons why organisations embark on training sessions for their employees:

1. Orient New Employees: New employees often require additional training to learn skills specific to other jobs. Improve Performance:

Training is needed to make workers do their present jobs properly, to assume greater responsibilities in the future and to develop the entire organization.

2. Prepare for New Jobs: The use of skill, inventories, management what skills they have and where training may be useful to provide adequate back-up in managerial talents.

3. Bring About Increase in Knowledge and Skill: Effective training can bring about increase in knowledge required on the job and eventually lead to higher productivity.

4. Respond to Changing Environment: It can help employee to response rapidly to changing technology, increasing competition etc.

5. Bring About Increase in Morale: Effective training could help increase employee morale because their recognized and valued by management.

6. Provide investment in human capital: It serves as a corporate investment in human resources which embraces all levels in the organization structure.

7. Helps to meet standard: Teaching of specific job skills would enable the employees to carry out the task to the desired standard.

8. Project Company's Good Image to the Outside World: This can be extremely important, not only from the point of view of influencing customers, but also attracting the right kind of employees to the organization.

Abdul and Aamer (2011) noting that the success or failure of any organization depends largely on employee performance, advise, organizations should invest huge amount of money on employee development. Other notable researchers who also advocate for organisations to embrace training and development given their role in organisational performance include Akintayo (1996), Oguntimehin (2001) and Graig (1976). They identified the functions of training as follow: increase productivity, improves the quality of work; improves skills, knowledge, understanding and attitude; enhance the use of tools and machine; reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs, eliminates obsolesce in skills, technologies, methods, products, capital management etc. It brings incumbents to that level of performance which needs the performance for the job; enhance the implementation of new policies and regulations; prepares people for achievement, improves man-power development and ensures the survival and growth of the enterprise. Pitfield (1982) is of the opinion that the objectives of training are to: provide the skills, knowledge and aptitudes necessary to undertake required job efficiently develop the workers so that if he has the potentials, he may progress, increase efficiency by reducing spoilt work, misuse of machines and lessening physical risks. Also Akinpeju (1999) postulated that the process of training and development is a continuous one. The need to perform one's job efficiently and the need to

know how to lead others are sufficient reasons for training and development and the desire to meet organizations objectives of higher productivity, makes it absolutely compulsory. John F. Kennedy, as reported by Gary (2001), once said, "Manpower is the basic resource, the indispensable means of correcting other resources to mankind's use and benefit. How well we train, develop, and employ the human skill is fundamental in deciding how we will accomplish as organizations. The manner in which we do this will profoundly depend on the kind of nation we have." According to Thaker (2008), "training is an organized procedure by which people learn knowledge and skills for a definite purpose". Tim and Brinkerhoff (2008) insist that human capital development represents the planned opportunity that is provided for training, education directed and planned experiences, and guided growth. Zigon (2002) saw training as the overall process where by an individual's behaviour is modified to conform to a pre-defined and specific pattern. Training is also a process or procedure through which skills, talents, and knowledge of employees are enhanced (Industrial Training Fund, 2006). Robbinson and Robbinson (1995) reiterate that the most significant direct benefits of training and manpower development are clarity in job duties and responsibility as well as increases in employee's competence among others.

According to Graham (1987) and Glueck (1982), the reasons and advantages for embarking on training and manpower development include efficiency in workers' performance. Similarly, Aina (1992) argues that training enables an employee to produce efficiently sooner, prepares him for a higher position (advancement), enhances his self-respect and increases his feeling of security and economic independence among others. Consistently, Woolcut and Rose (1979) had argued that with training and manpower development, the organization would recognize the benefits in efficiency, safety, high quality, enhanced job satisfaction and performance. The duo noted a direct relationship between investment in training and manpower development of staff and their attitude to work. It has been observed that some studies reveal that training and manpower development directly result to job satisfaction and increased performance. The importance of staff training was equally emphasised by Nadler (1984) when he noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives. Training and development are often used to close the gap between current performances and expected future performance. Training and development falls under HRD function

which has been argued to be an important function of HRM (Weil & Woodall 2005).

Nife (2016) notes that in every organization, either public or private the need to train employees for skill development productivity enhancement and improved quality of work is crucial to the attainment of organizational goals and objectives. And such objectives become possible when workers are regularly trained and satisfied with their job. In-service training helps with not only the adaption but also being accustomed to the work for maximum job satisfaction. The new wave of democratic governance in Africa is exerting tremendous pressure on the public service to complement the political leadership in delivering democratic dividends, resulting in some level of dissatisfaction with the service when developmental goals and targets are not achieved. This development is often attributed to the capacity inadequacies of the public service, resulting from years of neglect and inappropriate policies on its training and capacity development.

2.4 Empirical Review

Saba, Fezze and Hina (2015) examined the impact of training and development on employees' performance and productivity in Pakistan. The researchers employed the quantitative approach for research. The population for this research is the employees of Bahria town of Pakistan. Researcher used the improbability and random sampling techniques. For

this research sample size was 33 employees of Bahria town of Pakistan. Researchers collected the data through questionnaire. Researcher used the regression for data analysis. The findings of the study showed that there is a strong relationship among training and development of employees and their performance and productivity. It is evident from the above results that employees who receive training and development programmes are more confident to handle higher responsibilities. Majority of employees found training and development beneficial for their performance and training and development is positively and significantly impacting the job performance and productivity of its employees.

Abeba, Mesele, and Lemessa (2015) conducted a study on the impact of training and development on employee performance and effectiveness: a case study of district five administration offices, Bole Sub-City, Addis Ababa, Ethiopia. The study was a survey type in the form of cross sectional study in which data were collected once across a population through random sampling technique. The sample size was 100, which was allocated to each profession and specialties using probability proportional to size. Sampling procedure: district five administration Office was selected with purposive sampling method. Study participants were selected using simple random sampling techniques. Data were analysed using descriptive statistics and multiple regression analysis. The findings show

that training and development have a positive correlation on the outputs of employee's performance and effectiveness. This relationship was tested for causality using linear regression statistical model and found out employee effectiveness has a direct cause and effect relationship with employee performance, and training and development. Based on their findings and conclusion, Abeba, Mesele, and Lemessa (2015) recommended that employee training and development activity shall be based on a systematically identified knowledge and skill deficit so as it maximize the effort of the both the employee and organization. That there is need for ensuring adequate budget for training and development activities, utilizing the allocated resources in efficient manner shall be maintained for organizational success.

Kiweewa and Asiimwe (2014) examined the implications of training on employee performance in regulatory organizations in Uganda. Using a sample of 80 respondents out of the expected 108 (response rate of 81%), the paper demonstrated a significant relationship between training and employee performance in UCC which formed the case study. This study used a questionnaire to collect the data among key stakeholders. Prior to field research, the questionnaire was tested for reliability using alpha coefficients and it measured above 0.7 which is satisfactory when analyzing data. Similarly, a non-parametric chi-square test (x^2) was used to

test the association of responses within the variables. The fact that significance values were generally below 0.05 showed that results got from most responses were not by chance but rather a reality. In the recent ever-changing business environment, organisations constantly search for ways to remain competitive. This becomes a driver behind the effort to develop individual employees' skills, knowledge, and competence in order to improve individual and organisational performance.

The study by Kum, Cowden and Karodia (2014) focused on the impact of training and development on employee performance at ESCON Pty Ltd. A random sampling method was used to select participants for the study, which adopted a quantitative approach. Accordingly, data was collected using a questionnaire. Findings revealed that working conditions and lack of resources affect the training and development of employees. It is recommended that certain areas be improved, that is, management support, the provision of feedback to employees and the conducting of employee training on a continuous basis. The findings show that training and development would improve employee performance in the organisation.

Tahir, Yousafzai, Jan and Khan (2014) investigated the impact of training and development on employees' performance and productivity. Data for the paper were collected through primary source that are from

questionnaires surveys. The result showed that there was significant relationship between the variables, thus implying that staff training and development has significant impact on employee performance.

Ahmad, Iqbal, Mir, Haider, Hamad (2014) sought to find out the impact of employee training and development on employee's performance. The statistical population of the study was Banking Sector of Northern Punjab which covered 100 employees of 11 banks and data was collected through a questionnaire. Regression model was adopted in the analysis of data. The results show that significant positive relationship exists between employee training and development and the employee performance. Results show positive relationship between on the job training and employee performance.

Neelam, Israr, Shahid, and Muhammad (2014) studied the impact of training and development on employees' performance and productivity: a case study of United Bank Limited Peshawar City, Pakistan. The study used quantitative approach. Questionnaires were used as the survey instrument. The population was spread over the whole region of Peshawar; therefore eight banks were selected for the research study. To achieve the objectives of the research 80 copies of the structured questionnaire of the Likert scale types distributed among the employees of these eight branches of UBL i.e. ten copies of the questionnaire at each of

the banks in region Peshawar. In response 76 questionnaires were returned. Descriptive statistics such as mean, standard deviation and tables were used to present and discuss data. Data analysis and test of analysis were accomplished through the use of multiple regression analysis. Findings of the study indicated that employees working in UBL in region Peshawar considered the training and development as a main factor of employees' performance and Productivity and were in favour of it. Indeed an F ratio of 0.47 was significant at 1% level of significance, indicating that all the variables depicting training and development were important determinants of employee performance. The study therefore recommends that organizations should embrace training and development as a major factor of employees' performance and productivity enhancement.

Chirchir (2013) investigated the influence of training and development of employees on service delivery in the Department of Registration of Persons' offices in Uasin Gishu County. The study adopted a survey and descriptive study research design which that were therefore deemed appropriate for this study. The sample of the study consisted of 115 customers and 62 officers. The respondents were selected through simple random sampling technique. The main data collection instrument was questionnaire which was distributed to the respondents besides document analysis. The researcher conducted a pilot study on the

instruments by distributing twenty (20) questionnaires to the respondents in the Uasin Gishu County, against which data obtained was analysed and interpreted to ascertain questionnaire validity and reliability status. Data was analysed using descriptive statistics both qualitatively and quantitatively. Cross tabulation was used in tabulating frequencies and occurrences of some variables when analysing qualitative data. The analysed data was presented and interpreted using simple frequency tables. The study was meant to achieve four objectives: to establish the level of employee training and development in the registration of persons office in Uasin Gishu County, to investigate the influence of training on service delivery in the registration of persons offices in Uasin Gishu County, to determine the influence of employee on customer satisfaction and to establish registration of persons clients' perception on service delivery. The major findings of the study were that the registration of persons offices were mainly engaged in registration of persons and issuance of Kenya National Identity Cards; that the level of trust in registration of persons office was low; that training was effective in enhancing customer satisfaction; that the most popular method of training employees was on the job training; major challenges facing the registration of persons offices was inadequate training of staff and poor funding. Finally, customer satisfaction was low. It was therefore concluded that the registration of person's offices service delivery to customers was not satisfying.

Furthermore, the quality of training received by employees was poor. The study therefore, recommends that the organization be allocated more funds for training in order to equip employees with the necessary knowledge, skills, and competencies necessary to deliver delightful service to customers. This study is important in that it will assist policy makers in coming up with more effective training and development programmes for employees to enhance customer satisfaction and loyalty.

Nassazi (2013) evaluated the effects of training on employee performance, using the telecommunication industry in Uganda as case study. The study was based on three case studies of the biggest telecommunication companies operating in Uganda. A qualitative research approach of the data collection was adopted using a questionnaire comprising of 18 questions distributed to 120 respondents. Based on this sample the results obtained indicate that training have a clear effect on the performance of employees. The findings can prove useful to Human resource managers, Human resource policy decision makers, as well as government and academic institutions.

Degraft-Otoo (2012) investigated the effect of training and Development on Employee Performance at Accra Polytechnic. Primary data were collected from a sample of fifty (50) senior staff with descriptive statistics. The study findings revealed that there were organizational issues

such as lack of management support for training and development programmes, which constrained training and development. It was also found that training and development had positive impact on employees of the Polytechnic. The study recommended that in order for Accra Polytechnic to be successful as the first choice Polytechnic in Africa, management must empower all departments to engage in the training and development of employees to build potential and strengthen employees' competencies.

Khan, Khan, and Khan (2011) focused on the impact of training and development on organizational performance. The study used secondary data and tested four hypotheses are developed to evaluate to see the Impact of all the independent variables on the overall organizational performance. Results show that training and development, via On the Job Training, Training Design and Delivery style have significant effect on organizational performance.

Okereke and Igboke (2011) examined the perception and relevance of influence of training and manpower development on employee performance among civil servants in Ebonyi State, Nigeria. A pre-coded questionnaire was administered on 300 civil servants stratified into three categories: GL 04-06; GL 07-12 and GL 13+. The purpose was to ensure equitable representation of civil servants in the study area and to elicit their

opinion on the theme of study. Using chi-square (x2) as a significant test, training was perceived to influence job performance at $\propto$ 0.05 and = $\propto$ 0.25. Also manpower development was perceived to influence job performance at $\propto$ 0.05 and = $\propto$ 0.25, but the influence of type of training on job performance was inconclusive. When cross-tabulated, only 49.8% of those that had training and those exposed to manpower development had high job performance as against 21.2% for their counterparts with no training and manpower development. This is suggestive of spurious factors (that may include leadership, organizational climate, management development, salary etc) that may intervene as motivation factors for high job performance. Of significance, is that the primary aim of training and manpower development was rather to meet statutory requirements (60%), as against improvement on the job (31.2%) and has policy implications for training and manpower development relevant to organizational need or goal to be provided to employees. This was a sufficiently promising result to encourage further study, not only to re-visit the theoretical explanation that training and manpower development directly result to improved job performance, but also to verify the circumstance within which training and manpower development enhance job performance.

Egbe, Obo & Amimi (2011) sought to determine the level of training and development of civil servants and how it affects their present and

future productive capacities. Survey design was adopted and civil servants were selected from six ministries constituted the population for the study from which a sample of 90 was randomly drawn, 15 employees from each ministry. Two research questions and a null hypothesis were formulated to guide and direct the study. The t-test statistic and simple percentages were used to analysis hypothesis and questionnaire respectfully. The result revealed that civil employees in cross river state civil service were not exposed to regular training workshops and refresher courses required to cope with job challenges and organizational changes. Hence, they were denied the opportunity of acquiring the relevant skills and knowledge required to perform tasks effectively and these has a direct and immediate impact on productivity. It was recommended that government should expose its employees to regular training workshops and refresher courses as well as award scholarships to intelligent employees to improve their educational levels.

Laing (2009) sought to determine the role and impact of training on employees with emphasis on the lower, middle level staff and the administrators of Ghana Ports and Harbors Authority (GPHA). The study assessed the training and development process of GPHA and whether training has improved employee performance. A questionnaire was designed using structured questions to collect primary data from employees

of GPHA. Personal interviews were held with some management staff of the organization. The results indicated that GPHA's employees were not well informed about training and development programmes in the organization. Most of the employees were of the view that training and development were effective tools for both personal and organizational success. The findings revealed that training practices, methods and activities at GPHA are not in line with the best practices regarding the planned and systematic nature of the training process as is generally known. It was recommended among other things, that the processes involved in training be duly followed, GPHA should help its staff identify their career paths and to guide them in the pursuit of higher education.

2.5 Summary/Gap in the Literature

The literature reviewed above indicates that there are tremendous benefits in staff training and development vis-à-vis performance of employees and achievement of organizational goals. Conceptually, the meanings of staff training and development as given by experts and authors in that area of knowledge were considered as well as an expose of the nexus between staff training and development. The empirical review also showed that organizations can reap the rewards of providing training for their employees because well-trained workers were revealed to have helped increase productivity and profits. Thus, investing in employee training and

development should improve worker retention rates, customer satisfaction and creativity for new product ideas. In spite of these, it was however seen that studies reviewed focussed mainly on commercial and industrial organizations. No study on the relationship between staff training and development and performance of public institutions like the Federal civil service in Nigeria. Furthermore, none of the studies reviewed had attempted to investigate training and development effects in terms of enhancement it brings to bear on job knowledge, skill and employee attitude and their relationship to employee engagement and employee commitment. Such a study is necessary in order to fill the gap in knowledge and to suggest ways of improving deteriorating service delivery in the civil service and restore the glory of the service

2.6 The Theoretical Framework

The present study is anchored on the theory of human capital, which emphasizes the idea that humans are a factor of production in a typical organization. Human capital theory is rooted from the field of macroeconomic development theory (Schultz, 1993). Becker's (1993) classic book, Human Capital: A Theoretical and Empirical Analysis with special reference to education, illustrates this domain. Becker argues that there are different kinds of capitals that include schooling, a computer training course, expenditures on medical care. And in fact, lectures on the virtues of punctuality and honesty are capital too. In the true sense, they improve health, raise earnings, or add to a

person's appreciation of literature over a lifetime. Consequently, it is fully in keeping with the capital concept as traditionally defined to say that expenditures on education, training, and medical care, etc., are investment in capital. These are not simply costs but investment with valuable returns that can be calculated.

From the perspective of Classical Economic Theory, human capital considers labour as a commodity that can be traded in terms of purchase and sale. This classical theory very much focuses on the exploitation of labour by capital. However, unlike the meaning traditionally associated with the term labour, human capital refers to the knowledge, expertise, and skill one accumulates through education and training. Emphasizing the social and economic importance of human capital theory, Becker (1993) notes that the most valuable of all capital is that of investment in human being. Becker distinguishes firm-specific human capitals from general-purpose human capital. Examples of firm-specific human capital include expertise obtained through education and training in management information systems, accounting procedures, or other expertise specific to a particular firm. General-purpose human capital is knowledge gained through education and training in areas of value to a variety of firms such as generic skills in human resource development. Regardless of the application, Becker considers education and training to be the most important investment in human capital (Marimthu, Arokiasamy & Ismail. 2009).

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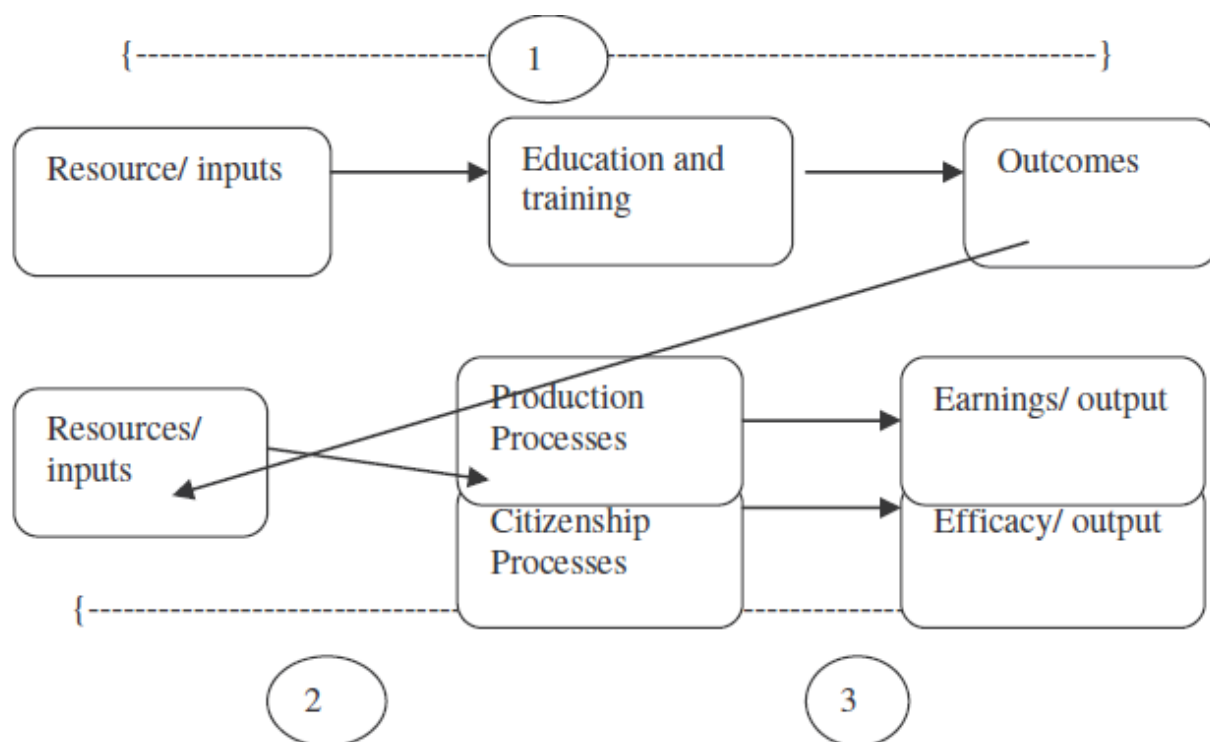
Figure 2.1: Key Relations in Human Capital Theory and Assumptions underlying them (Swanson & Holton, 2001).

Relationship 1 represents the concept of production functions as applied to education and training. The key assumption underlying this relationship is that investment in education and training results in increased learning.

Relationship 2 represents the human capital relationship between learning and increased productivity. The key assumption underlying this relation is that increased learning does, in fact, result in increased productivity.

Relationship 3 represents the human capital relationship between increased productivity and increased wages and business earnings. The key assumption underlying this relationship is that greater productivity does, in fact, result in higher wages for individuals and earnings for businesses. As per conclusion, human capital does contribute to the organizational advantages and profits (Marimthu, Arokiasamy & Ismail. 2009).

Basic Tenets of the Theory

1. Education and training are considered the most important investments in

   human capital.

2. Individuals who invest in education and training will increase their

   skill level and be more productive than those less skilled, and so can

justify higher earnings as a result of their investment in human capital.

3. Human capital is often subdivided into categories such as cultural capital, social capital, economic capital, and symbolic capital. Education, job training, and marketable talents are all ways in which humans increase their ability to acquire knowledge and generate higher wages.

4. Social capital and cultural capital refer to the relationships and influence individuals contribute to society. Although social, cultural, and symbolic capital are very difficult to measure, understanding their existence and value is still vital.

5. Each type of human capital is important and the combination of all types generates total human capital.

6. Human capital may be stored but not fully utilized at all times therefore making it difficult to observe and study consistently.

2.7 Relevance of the theory to the Study.

Human capital theory is relatively consistent across different disciplines; the different types of human capital are more relevant depending on the primary subject matter. Measuring economic human capital and its return on investment is a vital aspect of the theory. Human capital theory has practical implication for determining the value of

training and education. It allows individuals to evaluate and calculate the expected future returns of an investment in education. In addition, human capital theory's utility allows individuals to quantify the value of their intangible assets such as education and social status.

The desire to have a functional and purpose driven civil service depends on the quality of available manpower. The various challenges that have bedevilled the Nigerian civil service and prevented it from being focused on its service delivery mandate might have remained due to inadequacy of training and education needs of the workers. An application of the human capital theory to the study will enhance an understanding and appreciation of the nexus between staff training and development and employee performance in the Nigeria's Federal Civil Service.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

The study is a cross sectional survey, a non-experimental, descriptive research method. Cross-sectional surveys are used to gather information on a population at a single point in time. Here, research instruments, notably the questionnaire was produced and administered on staff of the 26 Federal Ministries and the Federal Civil Service Commission (FCSC) in Abuja, to elicit responses on staff training and development and other appropriate information relating to performance.

3.2 Area of Study

The study is focused on the various Federal Ministries that are based in Abuja, the Federal Capital and the Federal Civil Service Commission (FCSC). Federal Ministries of Nigeria are Civil Service departments that are responsible for delivering various types of government service. Each ministry is headed by a Permanent Secretary who reports to a Minister in the Federal Executive Council (FEC). Some government functions are provided by Commissions or parastatals (government-owned corporations) that are under the ministry. The FCSC is an executive body in Nigeria that has the authority to make appointments, promotions and transfers, and to

exercise disciplinary control over all Federal Civil Servants. No officer can be appointed into the Civil Service without authorization from the Federal Civil Service Commission if they have been convicted of a crime, or had previously been employed in the Government Service and had been dismissed or asked to resign or retire. FCSC maintains the record.

The various 26 Federal Ministries that form the focus of the study include Federal Ministry of Education, Federal Ministry of Health, Federal Ministry of Sports and Youth Development, Federal Ministry of Labour and Productivity, Federal Ministry of Works, Federal Ministry of Justice, Federal Ministry of Lands, Housing and Urban Development, Federal Ministry of Power & Steel, Federal Ministry of Science and Technology, Federal Ministry of Agriculture and Natural Resources, Federal Ministry of Aviation, Federal Ministry of Commerce and Tourism, Federal Ministry of Information and Communication, Federal Ministry of Defence, Federal Ministry of Environment, Federal Ministry of Foreign Affairs, Federal Ministry of Internal Affairs, Federal Ministry of Special Duties, Federal Ministry of Transport, Federal Ministry of Women Affairs and Social Development, Federal Ministry of Water Resources and Rural Development, Federal Ministry of Solid Minerals Development, Federal Ministry of Petroleum Resources, constituted the target population and FCSC.

3.3 Sources of Data

The data for this research were obtained essentially from primary and secondary sources. Primary data were sourced through structured questionnaire forms which were administered on the civil servants in the various 26 federal ministries and the FCSC in Abuja.

The secondary data were obtained from documents at the Federal Civil Service Commission, Abuja and included such documents as the Federal Civil Service rule, strategic plan, Human Resource Management policy, Federal Civil Service magazines, bulletins, in-house newsletters, annual reports on training, books and journals on Human Resource Management, training and development.

3.4 Instrument for Primary Data Collection

To obtain data for the study, questionnaire forms were designed and administered on the staff of the 26 Federal ministries and the Federal Civil Service Commission. The questionnaire was structured into two sections: section A and section B. Section A seeks information on demographic background of the respondents while section B was designed using 5 points Likert scale to elicit information that borders on the objectives of the study. The 5 points ratings scale used are:

Strongly Agree (SA)   = 5 points

Agree (A)   = 4points

Indifferent (ID)   = 3points

Disagree (D)   = 2points

Strongly disagree (SD)   = 1 point.

3.5 Population

All the employees of the 26 Federal Ministries and the FCSC that make up the Federal Civil Service constitute the population of the study. Sources at the Head of Service of the Federation put the total number of employees in the Federal Civil Service at 48,222 in 26 ministries and the FCSC. The 48,222 employees constituted the population of the study.

3.6 Sample Size Determination

The Taro Yamani formula for determining the sample size was employed to determine the sample size.

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

Where n = sample size

e = error unit

N = total population

e = 0.05, N = 48,222, e^2 = 0.025

$$n \quad = \quad \frac{48,222}{1 + (48,222 \times 0.0025)}$$

$$n \quad = \quad \frac{48,222}{1 + 121.55}$$

$$n \quad = \quad \frac{48,222}{122.56}$$

$$n \quad = \quad 396.69$$

3.7 Sampling Techniques

In the selection of the 397 sample from the ministries, a combination of multi-stage sampling and random sampling techniques was used. Firstly, the sample was divided into 27 equal parts, which translates to about 15 persons per ministry plus the FCSC. In the second stage, the 15 persons were randomly picked from the list of staff in each ministry and FCSC, thus giving us a total sample of 405. Copies of the questionnaire were sent out to this number, out of which 396 were returned, properly filled and thus were used in the analysis. The questionnaire form return ratio was 97.78%.

3.8 Validity of the Instrument

To ensure validity of instrument, copies of the structured questionnaire were sent to research specialists at the Faculty of Management Sciences, Nnamdi Azikiwe University, Awka for their opinions, to ensure that study objectives were adequately captured. Their

opinions and suggestions were duly considered before the final draft of the questionnaire was produced.

3.9 Reliability of the Instrument

In order to ensure reliability of the instrument, the test-retest method was adopted. Twenty copies of the questionnaire were administered twice on a small portion of the sample size at an interval of two weeks. The correlation of the two sets of scores was determined using the Pearson Product Moment Correlation. A correlation of 0.921 was obtained (table 3.1), thereby indicating good consistency of the questionnaire and hence its reliability.

Table 3.1: Reliability Test Using Pearson Correlation Analysis

		Response Mean A	Response Mean B
Response Mean A	Pearson Correlation	1	.921**
	Sig. (2-tailed)		.000
	N	40	20
Response Mean B	Pearson Correlation	.921**	1
	Sig. (2-tailed)	.000	
	N	20	40

**. Correlation is significant at the 0.01 level (2-tailed)

3.10 Method of Data Analysis

Descriptive statistics such as frequency distribution, means, percentages and tables were used to present data obtained in order to achieve the study objectives.

Data from the FCSC on budgetary allocations and staff appraisal reports, 2006 to 2015 were used to address research question one and to test hypothesis one; while mean ratings obtained from the Likert Scale responses were be used to analyse research questions two to four and test of hypotheses two to four.

Hypothesis one which sought to measure the influence of training efforts (as proxied by annual expenditure on training) on performance was addressed through application of simple regression analysis of the ordinary least square type. The implicit specification of the regression model was:

$$APE = f(ETD) \tag{1}$$

Where, APE is the average performance evaluation score of staff of FCSC, and ETD is the expenditure on training and development by FCSC.

Model (1) further was explicitly specified to yield model (2):

$$ETD = \alpha + \beta APE + \varepsilon \tag{2}$$

The α and β are the parameters to be estimated and the ε is the error terms designed to capture the effect of unspecified variables in the models.

The R^2 Adjusted R^2 and the t- test were performed to test the significance of the aggregate of explanatory variable at the alpha levels of 5%.

Hypotheses two to four were tested using Pearson Correlation Analysis. The Pearson product-moment correlation coefficient (*r*) assesses the degree that quantitative variables are linearly related in a sample. Each individual or case must have scores on two quantitative variables (i.e., continuous variables measured on the interval or ratio scales). The significance test for *r* evaluates whether there is a linear relationship between the two variables in the population.

All calculations and test were done through the application of version 22 of the SPSS.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS OF FINDINGS

The data presentation, analysis and discussion of results in this study are based on the 396 copies of questionnaire that were returned.

4.1 Demographic Data of Respondents

The demographic features of the respondents were presented according to their age, gender, educational qualification and cadre.

Table 4.1: Age Distribution of Respondents

Age	Frequency	Percentage (%)
18 – 30	47	13.05
31 – 40	174	48.33
41 – 50	126	35.00
51 and above	13	3.62
Total	**396**	**100.00**

Source: Field Survey 2016

The age distribution table shows that 13.05% of the respondents were between 18-30 years. While 48.33 of them were between 31 -40 years and 35% of them were between 41-50 years, whereas 3.62 % of the respondents were above 50 years.

The implication of this distribution is that at least 61% (18 -30 and 31 - 40 years) of the respondents were still within working and productive age. Therefore, these groups of respondents are among the civil servants who engage in the daily implementation of public policies. Hence, their responses can be seen to be critical in the conduct of this study.
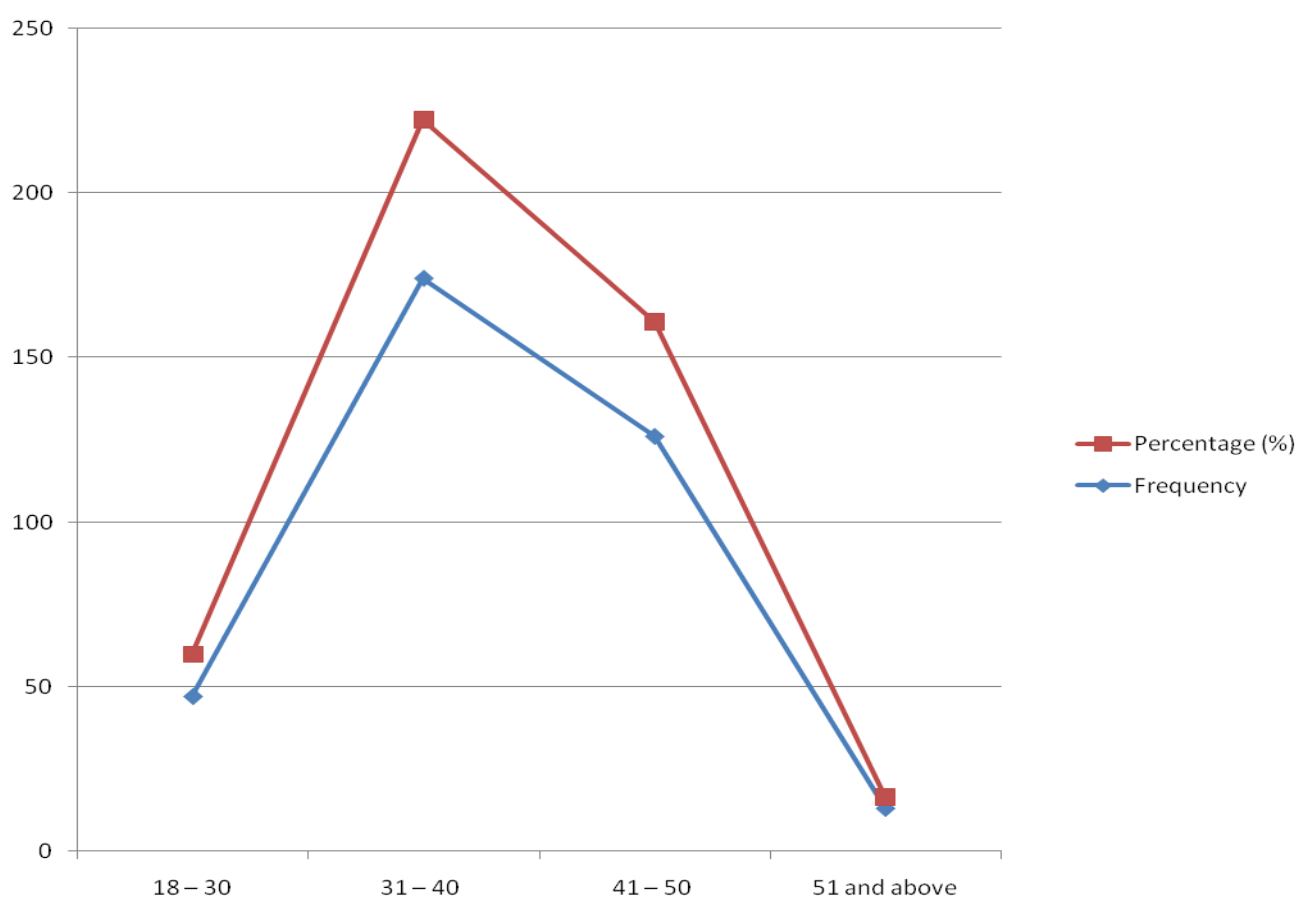
Figure 4.1: Age Distribution of Respondent of Respondents

Table 4.2: Gender Distribution of Respondents

Gender	Frequency	Percentage (%)
Male	224	56.57
Female	172	43.43
Total	**396**	**100.00**

Source: Field Survey 2016

The gender distribution table as shown above shows that 56.57% of the respondents were males, while 43.43% of them were females.

The implication of the representation is that both genders were fairly represented in the sample size. Thus, the data distribution is not chauvinistic but comprehensive, and therefore the views of the respondents should be gender balanced.
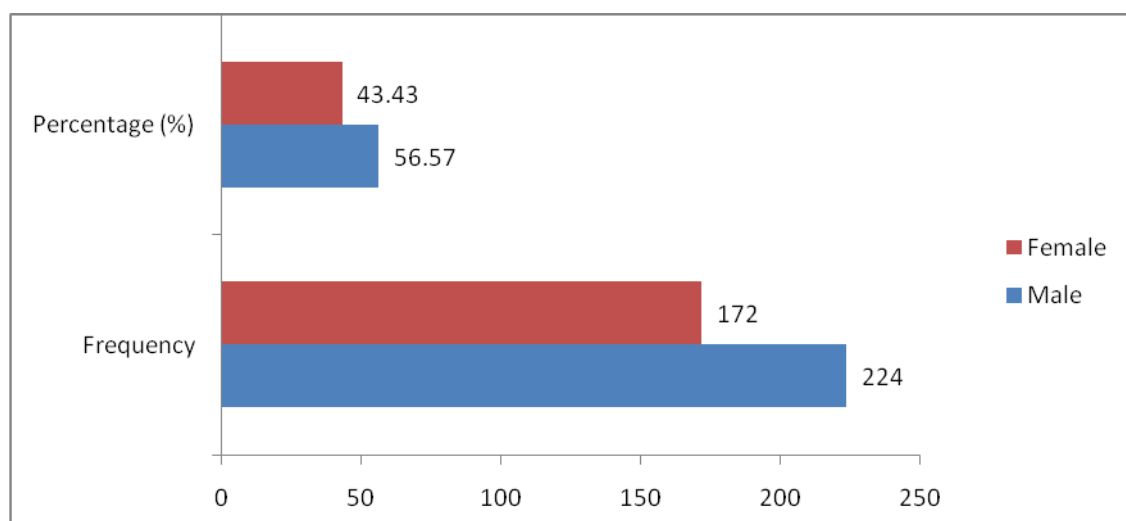
Figure 4.2: Gender Distribution of Respondents

Table 4.3: Educational Qualification Distribution of Respondents

Qualification	Frequency	Percentage (%)
SSCE/NECO	50	12.63
OND/NCE	86	21.72
HND/B.A/BSc	140	35.35
M.A/MSc and above	120	30.30
Total	**396**	**100.00**

Source: Field Survey 2016

The education distribution represented above shows that 12.63% of them had either SSCE or NECO certificates; 21/.72% of them had either NCE or OND; while 35.35% of the respondents possessed either BSc or HND. Furthermore 30.30% of them had MSc degree and above.

The representation shows that majority of the respondents were educated enough to understand the process and benefits of training and development in organization, including the civil service. Thus, their views or responses can be relied upon in this study.
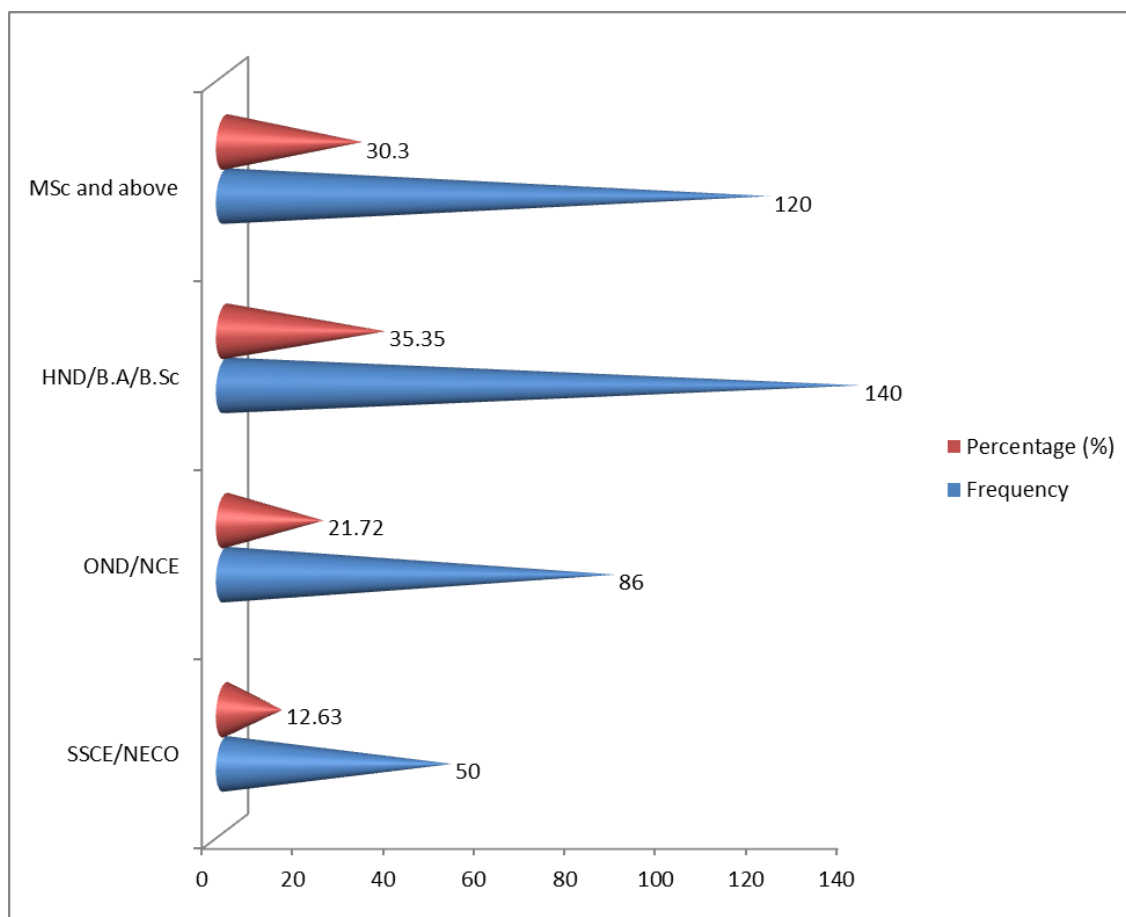
Fig 4.3: Educational Qualification Distribution of Respondents

Table 4.4: Cadre Distribution of Respondents

Cadre	Frequency	Percentage (%)
Management staff	140	35.35
Other senior staff	198	50.00
Junior staff	58	14.65
Total	**396**	**100.00**

Source: Field Survey 2016

The cadre distribution of respondents shows that 35.35% of the respondents were management staff; 50% of them in other senior staff cadre and 14.65% of them were in the junior category.

The implication of the distribution is that the majority of the respondents (78%), representing management and senior staff cadre of the sample size were people involved in decisions regarding training and development programmes in the ministries and the FCSC. Therefore, their responses are deemed credible and important in the present study.
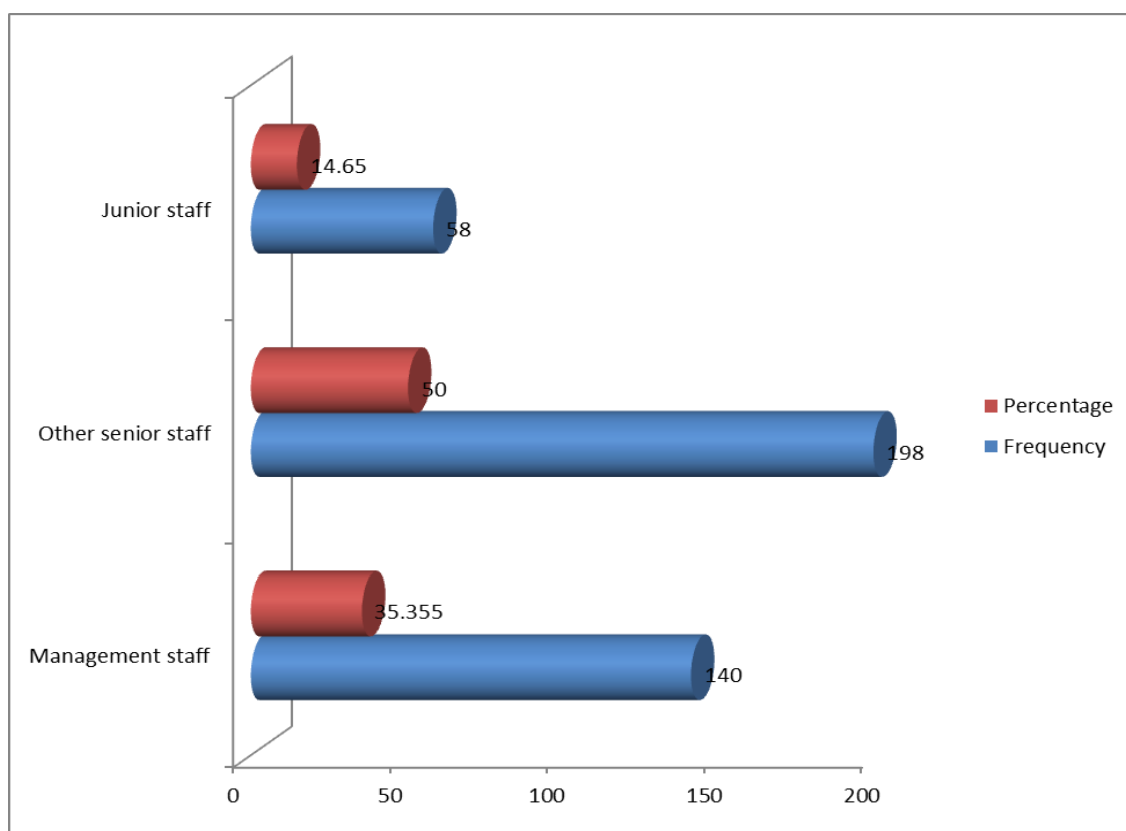
Figure 4.4: Cadre Distribution of Respondents

4.2 Presentation of Data Relating to Issues of Investigation

Presentation of Secondary Data

Table 4.5: Budgetary Allocations for Training & Development in FCSC, 2006 to 2015

Year	International Training	Local Training	Total	Change
2006	20,778,657.00	10,075,622.00	30,854,279.00	-
2007	12,757,868.00	16,786,543.00	29,544,411.00	(1,309,868.00)
2008	10,465,821.00	18,124,400.00	28,590,221.00	(954,190.00)
2009	10,130,889.00	18,345,643.00	28,476,532.00	(113,689.00)
2010	18,108,905.00	7,641,401.00	25,750,306.00	(1,726,226.00)
2011	10,765,779.00	16,875,622.00	27,641,401.00	1,891,095.00
2012	6,120,678.00	26,786,543.00	32,907,221.00	5,265,820.00
2013	8,625,997.00	17,124,309.00	25,750,306.00	(7,156,915.00)
2014	11,407,147.00	18,345,643.00	29,752,790.00	4,002,484.00
2015	4,889,199.00	19,876,121.00	24,765,320.00	(4,987,470.00)

Source: Records, FCSC Abuja 2016

Table 4.5 presents the annual budgets of expenditure for staff training and development within the country and abroad by FCSC for five years, 2006 to 2015. It is seen that the allocations fluctuated from year to year. During the period the total amounts allocated fell from ₦30,854,279 in 2006 to ₦24,765,320 in 2015, representing about 19.7% decrease in allocated funds for training and development. Examining further the allocations in each of the years, it is seen that 2012 had the largest allocation of ₦32,907,221. The least allocation for staff training and development was in 2015 with a figure of ₦24,765,320.

Table 4.6: Average Appraisals of FCSC Staff, 2006 to 2015

Year	APER Scores	Performance at Interview	Additional Qualification	Seniority	Total
2006	40.00	18.07	13.88	4.00	75.95
2007	40.00	20.22	14.89	5.00	80.11
2008	40.00	22.30	14.01	4.00	80.31
2009	25.00	26.77	14.23	4.00	70.00
2010	35.00	23.00	13.76	4.00	75.76
2011	35.00	18.07	13.88	4.00	70.95
2012	40.00	20.22	14.89	5.00	80.11
2013	45.00	22.30	14.01	5.00	85.31
2014	25.00	26.77	14.23	4.00	70.00
2015	35.00	23.00	13.76	4.00	75.76

Source: Records, FCSC Abuja, 2016

The appraisal report of the staff of FCSC, 2006 to 2015 were used as the yardstick to assess their annual performance in spite of the efforts

expended on their training and development within the period of investigation. As can be seen in table 4.6, the average performance appraisal indices dropped from 75.95 points in 2006 to 75.76 points in 2015. The performance indicator is based on a 100 point scale which included such components as APER (annual performance evaluation report), performance at appraisal interview, additional qualifications obtained and seniority bases. The best performance by the staff was in 2013, with an average annual appraisal of 85.31. It is interesting to note that 2013 also has the highest average APER score of 45, as against 40 for 2012, 35 for 2006 and 2015 and 25 for 2014. The average scores for additional qualifications dropped slightly from 13.88 in 2006 to 13.76 in 2015. Performance at interview rose from 18.07 in 2006 to 26.77 in 2014, but dropped to 23 in 2015. The average seniority scores though was 4 in 2006, 2008, 2009, 2010, 2011, 2014 and 2015, had its peak of 5 in 2007, 2012 and 2013.

Presentation of Primary Data

Tables 4.7 to 4.11 are based on the primary data collected from the respondents in which they responded to issues relating to training and development (acquired job knowledge, job skill, job attitude) and workers performance (job engagement and job commitment). Thus, it is more of presenting data on self-appraisals by the staff of the Federal Civil Service.

Self-appraisals are often encouraged in a study of this nature because it encourages employees to become mindful of areas where they need to improve and it can also reveal attitudes and biases a manager might never guess from observation (Johnston, et al, 2016).

Table 4.7: Job Knowledge of Respondents

S/N	Items	Mean	Std Dev.	Decision
1	My knowledge of job duties has increased	3.8914	.65280	Agree
2	Does not need additional knowledge to fulfil job requirements.	3.3687	.69386	Agree
3	Properly applies knowledge of techniques, procedures, products and materials to perform job duties	3.4293	.93730	Agree
4	Job knowledge is above average	3.5581	.95422	Agree
5	Understands all phases of job	3.5934	.93259	Agree
6	Has job knowledge ability to manage most circumstances.	3.8384	.73201	Agree
7	Understands requirements of job	2.8687	.62677	Disagree
8	Is familiar with appropriate duties	2.6566	.69953	Disagree
9	Familiar with policies and procedures	3.3838	.76250	Agree
10	Familiar with current work practices	3.2475	.77907	Agree
	Grand mean	3.3836	.28615	Agree

Source: Survey Data, 2016

The responses as presented in table 6 reveals that six out of the 10 listed items depicting job knowledge of the respondents were affirmed (based on the theoretical acceptance mean rating of 3.0. Indeed, the respondents affirmed among others, increases in their knowledge of job duties; job knowledge ability to manage most circumstances; and that their Job knowledge is above average. The grand mean of the responses of 3.38 equally attests to the fact that the respondents were fully aware and knowledgeable about the demands of their duties in the civil service.

Table 4.8: Level of Job Skills of Respondents

S/N	Items	Mean	Std Dev.	Decision
1	Verbal Communication	3.9369	.71763	Agree
2	Service delivery Awareness	3.6692	.88542	Agree
3	Analysing & Investigating	3.7096	.83227	Agree
4	Teamwork	3.6313	.82089	Agree
5	Drive	3.8182	.79382	Agree
6	Written Communication	4.0354	.63146	Agree
7	Planning & Organising	3.5606	.79483	Agree
8	Flexibility	2.9848	1.65040	Disagree
9	Initiative/Self-Motivation	3.6136	.86549	Agree
10	Time Management	3.1591	.98979	Agree
	Grand mean	3.6119	.31436	Agree

Source: Survey Data, 2016

With nine out of ten items in table 8, (i.e. based on the size of the mean ratings of 3.0 and above) the respondents indicated that they have acquired the various competences that are indicative of skills acquisition. These competences include written communication; verbal communication; drive; analysing and investigating; service delivery awareness; initiative/self-motivation; planning and organising; teamwork; and time management.

The overall grand mean rating of 3.6 is a confirmation that the respondents has over years acquired the necessary job skills which are ostensibly as a result of training and development efforts of the government.

Table 4.9: Job Attitude (n=396).

S/N	Items	Mean	Std Dev.	Decision
1	I recommend the ministry to my friends	2.6111	.79891	Agree
2	I have come to appreciate what the ministry does for me and other workers.	3.3384	.77730	Agree
3	I am satisfied with my current job	3.0328	.70185	Agree
4	I see my colleagues and supervisors as my confidants and partners	3.0985	.74146	Agree
5	I always appreciate the efforts of my colleagues in our daily activities	3.2879	.74150	Agree
6	I always persevere even when I perceive some discomfort in my work place	3.5177	.78414	Agree
7	As a place to work, things around the location seem to be getting better	3.0429	.63698	Agree
8	My approach to work has been very positive	2.0429	.99654	Agree
9	I defend the ministry when I hear someone criticizing it	3.1035	.75767	Agree
10	I always strive to do my best in my work place	2.5960	.67759	Disagree
	Grand mean	3.0672	.31468	Agree

Source: Survey Data 2016

Of the 10 variables assumed to be indicative of acquired job attitude, only seven had mean ratings of at least 3.0. However, the grand mean of the responses was also above 3.0. Thus, suggesting that most of respondents agree that they have acquired positive job attitude. The respondents were emphatic on their acquisition of positive job attitude in responses such as: I always persevere even when I perceive some discomfort in my work place; I have come to appreciate what the ministry does for me and other colleagues; I defend the ministry when I hear someone criticizing it; as a place to work, things around the ministry seem to be getting better; I always appreciate the efforts of my colleagues in our daily activities; I see my colleagues and supervisors as my confidants and partners; and I am satisfied with my current work.

Table 4.10: Employee Engagement (n=396)

S/N	Items	Mean	Std Dev.	Decision
1	I know what is expected of me at work	3.9369	.71763	Agree
2	At work, my opinions seem to count	3.6667	.88303	Agree
3	I have the materials and equipment I need to do my work right	3.7096	.83227	Agree
4	The mission or purpose of my company makes me feel my job is important	3.6313	.82089	Agree
5	At work, I have the opportunity to do what I do best every day.	3.8207	.79280	Agree
6	My associates or fellow employees are committed to doing quality work	4.0354	.63146	Agree
7	I am satisfied with my work environment and reward system	3.5631	.79464	Agree
8	In the last seven days, I have received recognition or praise for doing good work.	2.9924	1.64815	Agree
9	My supervisor, or someone at work, seems to care about me as a person.	3.6162	.86516	Agree
10	In the last six months, someone at work has talked to me about my progress	3.1616	.99066	Agree
	Grand mean	3.6134	.31478	Agree

Source: Survey Data 2016

Table 4.10 above shows a commonality of opinions in nine of the ten items depicting employee engagement. The nine items and the grand mean had ratings of at least 3.0. The respondents agreements to responses such as: my associates or fellow employees are committed to doing quality work; I know what is expected of me at work; at work, I have the opportunity to do what I do best every day; I have the materials and equipment; I need to do my work right; at work, my opinions seem to count; the mission or purpose of my company makes me feel my job is important; my supervisor, or someone at work, seems to care about me as a person; I am satisfied with my work environment and reward system; and In the last six months, someone at work has talked to me about my progress, appear to suggest that the respondents are well engaged in their work place.

Table 4.11: Employee Commitment (n=396)

S/N	Items	Mean	Std Dev.	Decision
1	I am committed to doing my best in our service offerings	3.9975	.60587	Agree
2	Being regular and on time to work gives me great opportunity to serve	3.5707	.82527	Agree
3	I am willing to put in a great deal of extra effort to help my ministry to be successful.	3.4268	.93440	Agree
4	I really care about the fate of this ministry	3.5859	.95212	Agree
5	I am encouraged to be creative and innovative in services to customers/visitors	3.9343	.71916	Agree
6	My ministry/unit has one of the best reputations in the civil service	3.6591	.87869	Agree
7	Rules and procedures enable me to meet do my best to customers/visitors	3.7071	.83290	Agree
8	I am proud of the quality of services offered by our ministry/unit	3.6288	.82129	Agree
9	I enjoy providing the best service to customers/visitors	3.8232	.79177	Agree
10	I feel I have the necessary skills to provide good service	4.0354	.63146	Agree
	Grand mean	3.7369	.21689	Agree

Source: Survey Data, 2016

On the commitment of the workers to duty, the mean responses of the 10 items in table 4.11 above shows that all the respondents agree to the suggestion of their commitment to duty. Specifically, affirmations to such items like: I feel I have the necessary skills to provide good service; I am committed to doing my best in our service offerings; I am encouraged to be creative and innovative in services to customers/visitors; I enjoy providing the best service to customers/visitors; Rules and procedures enable me to meet do my best to customers/visitors; I am proud of the quality of services offered by our ministry/unit; my ministry/unit has one of the best reputations in the civil service; and I really care about the fate of this ministry, suggest that the workers in the Federal Civil Service are committed to their duties.

The Nexus between Staff Training and Development and Workers Performance: Tests of Hypotheses

Test of hypothesis one

H_0: Budgetary allocations for staff training and development did not significantly enhance staff performance.

H_1: Budgetary allocations for staff training and development have significantly enhanced staff performance.

Table 4.12: Regression Estimates (Effect of Expenditure on Training and Development on Performance Evaluation of Staff)

Model	Coefficient Estimates	T-Value	Significance
(CONSTANT)	36.226	2.348	0.047
Expenditure on Training and Development	0.001	2.484	0.038
R^2	0.436		
$Adj\ R^2$	0.365		
F	6.172 (Sig. @ 0.038)		

Dependent Variable: Average Performance Evaluation of Staff.

From the result of the simple regressions analysis in table 4.12 above, the R^2 value of 0.436 suggests that ETD accounted for more than 40% of the annual variations in APE of staff. Again the F ratio and the t-statistic of 6.172 and 2.484 respectively were significant at the conventional 5% level. It is equally observed that the ETD variable has a positive sign, thereby indicating a direct relationship with APE. These then implies that staff training and development programmes contributed substantially to the performance of employees in the FCSC. We therefore reject the null hypothesis and conclude that budgetary allocations for staff training and development have significantly enhanced staff performance.

Hypothesis Two

H_0: There is no significant positive relationship between staff job knowledge and engagement.

H_1: There is significant positive relationship between staff job knowledge and engagement.

Table 4.13: Correlation Analysis for Testing Hypothesis Two

		Grand mean: Knowledge	Grand mean: Engagement
Grand mean: Knowledge	Pearson Correlation	1	0.201[**]
	Sig. (2-tailed)		0.000
	N	396	396
Grand mean: Engagement	Pearson Correlation	0.201[**]	1
	Sig. (2-tailed)	0.000	
	N	396	396

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient 0.20 as given in table 4.13 above portrays a weak relationship between job knowledge and employee engagement. However, the coefficient is positive and significant at 0.01 level. Based on this, the null hypothesis is rejected and the alternate is accepted. We, therefore conclude that there is significant positive relationship between staff job knowledge and engagement.

Test of hypothesis three

H_0: There is no significant positive relationship between staff skill and commitment to duty.

H_1: There is significant positive relationship between staff skill and commitment to duty.

Table 4.14: Correlation Analysis for Testing Hypothesis Three

		Grand mean: Skill	Grand mean: Commitment
Grand mean: Skill	Pearson Correlation	1	0.255**
	Sig. (2-tailed)		0.000
	N	396	396
Grand mean: Commitment	Pearson Correlation	0.255**	1
	Sig. (2-tailed)	0.000	
	N	396	396

**. Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation analysis was also used to test this hypothesis. It was found from table 4.14 above that the grand mean, though positive, was significant at 0.01 level. Based on this, the null hypothesis three is rejected and the alternative is accepted. We conclude here that there is significant positive relationship between staff skill and commitment to duty.

Test of Hypothesis Four

H$_o$: There is no significant positive relationship between staff job attitude
and commitment to duty

H$_1$: There is significant positive relationship between staff job attitude and
commitment to duty

Table 4.15: Correlation Analysis for Testing Hypothesis Four

		Grand mean: Attitude	Grand mean: Commitment
Grand mean: Attitude	Pearson Correlation	1	0.225**
	Sig. (2-tailed)		.000
	N	396	396
Grand mean: Commitment	Pearson Correlation	0.225**	1
	Sig. (2-tailed)	.000	
	N	396	396

**. Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation analysis result as presented in table 4.15
show that the coefficient of 0.225 was significant at 1% level. Thus, there
is a positive relationship between positive relationship between staff job
attitude and commitment to duty. On this basis, we therefore reject the null
hypothesis and accept the alternative hypothesis which states that there is a
significant positive relationship between staff job attitude and commitment
to duty.

Discussion of Findings

The purpose of the present study was to investigate the influence of budgetary allocations for staff training and development on staff appraisal reports; the relationship between staff job knowledge and engagement; relationship between staff skill and commitment to duty; and relationship between staff job attitude and commitment to duty.

The study has shown modest expenditure on the part of FCSC on staff training and development. During the period under investigation (2006 to 2015) the total amounts allocated fell from ₦27,841,401 to ₦24,765,320, representing about 10.4% decrease in allocated funds for training and development. Conversely, the average annual performance evaluation report rose from 70.95 points in 2006 to 75.76 points in 2015. This then appears to suggest that in spite of declining efforts at training and development at the FCSC, employee performance actually improved.

Analysis on issues relating to training and development (acquired job knowledge, job skill, job attitude) and workers performance (job engagement and job commitment). Show among others, that there has been increases in their knowledge of job duties; job knowledge ability to manage most circumstances; and that their Job knowledge is above average. The respondents also affirmed that they have acquired the various competences that are indicative of skills acquisition. These competences

include written communication; verbal communication; drive; analysing and investigating; service delivery awareness; initiative/self-motivation; planning and organising; teamwork; and time management. The respondents also indicated that they have acquired have acquired positive job attitude due to training and development activities of their ministries. The respondents were emphatic on their acquisition of positive job attitude in responses such as: I always persevere even when I perceive some discomfort in my work place; I have come to appreciate what the ministry does for me and other colleagues; I defend the ministry when I hear someone criticizing it; as a place to work, things around the ministry seem to be getting better, etc. The study also found that indicators which suggest positive worker performance on the part of the respondents. Indeed, investigations revealed that the respondents were very engaged in their work places. Such responses as: my associates or fellow employees are committed to doing quality work; I know what is expected of me at work; at work, I have the opportunity to do what I do best every day; I have the materials and equipment; I need to do my work right; at work, my opinions seem to count; the mission or purpose of my company makes me feel my job is important; my supervisor, or someone at work, seems to care about me as a person; I always appreciate the efforts of my colleagues in our daily activities; I see my colleagues and supervisors as my confidants and partners; and I am satisfied with my current work, are all indicative of a

satisfied worker who is very engaged in his work place. Similarly, the commitment of the respondents were not in doubt when they affirmed: I feel I have the necessary skills to provide good service; I am committed to doing my best in our service offerings; I am encouraged to be creative and innovative in services to customers/visitors; I enjoy providing the best service to customers/visitors; Rules and procedures enable me to meet do my best to customers/visitors; I am proud of the quality of services offered by our ministry/unit; my ministry/unit has one of the best reputations in the civil service; I really care about the fate of this ministry.

On the nexus between training and development and workers performance hypotheses one to four revealed the following:

Hypothesis one indicated a direct relationship between the dependent and the independent variable, and budgetary allocations for staff training and development was found to have significantly enhanced staff performance. This was found to be so, given that both the regression coefficient for ETD and the F ratio were significant at the conventional 5% levels. This then implies that annual increases in budgetary allocations for staff training and development will impact positively on employee performance in the Federal Civil Service.

In the test of hypothesis two, the coefficient was positive and significant at 0.01 level leading to a conclusion that there is significant

positive strong correlation between staff job knowledge and employee engagement. Hypothesis three also revealed a significant positive relationship between staff skill and commitment to duty. Finally in hypothesis four, we also found a significant positive relationship between staff job attitude and commitment.

Reflecting on the above indices of training and development and workers' performance is appears reasonable obvious that training and development has influence on workers job performance positively. Indeed, the findings appears to corroborate those of earlier researchers, such as Abeba, Mesele, and Lemessa (2015), Kiweewa and Asiimwe (2014), Dang Kum, Cowden and Karodia (2014), Tahir, Yousafzai, Jan and Khan (2014), Ahmad, Iqbal, Mir, Haider, Hamad (2014), Neelam, Israr, Shahid, and Muhammad (2014), Chirchir (2013), Nassazi (2013), Degraft-Otoo (2012), Khan, Khan, and Khan (2011), Okereke and Igboke (2011), Egbe, Obo & Amimi (2011), and Baing (2009) who see employee training and development programme is a motivational factor which enhances the knowledge of the employee towards the job by which employees become proficient in their jobs and they become able to give better results. The study equally agrees with the contention of Cole (2002) who maintains that with training and development, employees are able to learn new work

concepts and job knowledge, refresh their skills, improve their work attitude and boost productivity.

The study outcome is also supportive of the Human Capital theory in the sense that responses to issues relating to impact of staff training and education are captured in employee performance indicators as seen in employee engagement and commitment to duty. There is no doubt that training and development has enabled workers in the federal civil service to raise their skills, knowledge, attitudes, and/or behaviour thereby positioning them to be well engaged and more committed to their duties. The primary role of training is to improve the employees' skill for current and future du-ties and responsibilities.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND

RECOMMENDATIONS

5.1 Summary of Findings

In line with the objectives of the study and the data generated through secondary sources and field study, the research findings were as follows:

1. Hypothesis one revealed a direct relationship between the dependent and the independent variable, and budgetary allocations for staff training and development were found to have significantly enhanced staff performance at the conventional 5% levels: $F = 6.172$, $p = 0.038$.

2. In the test of hypothesis two, a positive and direct relationship between job knowledge and employee engagement was observed, leading to the conclusion that job knowledge and employee engagement were strongly correlated: $r(394) = 0.201$, $p < .01$.

3. Hypothesis three also revealed a significant positive relationship between staff skill and commitment to duty. Thus, revealing that staff job skill and commitment to duty were strongly correlated: $r(394) = 0.255$, $p < .01$.

4. Finally in hypothesis four, a significant positive relationship between staff job attitude and commitment was observed: r (394) = 0.225, $p <$ .01. Indeed, this showed a strong correlation between the two variables.

5. As unintended findings, the researcher was able to ascertain that the senior and management cadre of officers in the ministries were after painting a good image of their respective ministries. While the junior ones brought out the facts as they were, in their responses.

6. Furthermore, it was established that the influence of training and development as it affects performance were more visible with the female gender in the cause of delivery of services.

5.2 Conclusion

This study has revealed that staff training and development have strong impact on workers performance. Efforts at training and development at the FCSC was found to have influenced workers performance as was revealed by their average annual performance evaluation reports, 2006 to 2015. Also, acquired job skills, job knowledge, and job attitude were also found to have strong relationships with workers engagement and commitment. Clearly, the research outcomes are consistent with the contentions in the literature on the primacy of training and development on employee performance. Indeed, through staff training and development

programmes, employees frequently develop a greater sense of self-worth, dignity and well-being as they become more valuable to the organization. These are also consistent with Human Capital Theory, which insists that human capital especially one's education and training, plays a key role in both employee and firm performance. Thus, the outcome of this study has shown that public organization employees who are provided with adequate staff training and development opportunities perform satisfactorily and add value to the realization of service delivery mandates of the organizations.

5.3 Recommendations

From the findings of this study as well as the conclusions drawn, the researcher recommends that the Federal government can improve on the performance of civil servants by being more committed to training and efforts in the ministries and the FCSC. It can do this by adhering to the following recommendations:

1. Substantial increase in amount of budgetary allocations for training in local and international institutions, including outlays for seminar, workshop and other activities that could impact on staff development. By so doing, the civil servants will not only have been exposed to the rudiments of service delivery in the public service but will also have been exposed to best practices in other climes.

2. It is suggested that the government should tinker the staff training and development curriculums, in such a way that would enhance the competences of the civil servants, through appropriate analysis. Such analysis should aim at identifying specific training needs for an individual or group of employees so that training can be tailored to their needs. This analysis should centres on individuals and their specific needs concerning the skills, knowledge, or attitudes they must develop to perform their assigned tasks. Further improvement in job skills, knowledge and job attitude will definitely lead to better performance on the part of the workers.

3. Management and supervisors in the ministries and units should ensure that the workers are satisfied with what they do on a daily basis. They should ensure that there are clear communication lines that flow freely. The employees should also be enlightened on the career growth and personal development opportunities and also be exposed to promotion opportunities that arise in the civil service.

4. Staff training and development activities should be all inclusive and no worker should be left out. Training sessions should be made more regular to ensure the employees have a clear scope of what is required of them. Every worker must have the opportunity of benefitting in at least one training activity per annum. A feeling of

being remembered and recognized on the part of the worker will definitely influence their performance.

5.4   Implications of Findings

The implication of the above findings is that staff training and development are a necessity if improvement in worker's performance is to be expected. Indeed, staff training and development through its bearing on job knowledge, skill and attitude has impacted positively on workers' performance. Focusing on training and development will also help the government in its effort to restructure the civil service in such a way as to bring about enhanced service delivery.

5.5 Contributions to Knowledge

The study has contributed to knowledge by extending the academic literature on the effect and/or impact of training and development on employee performance. In particular, it has provided evidence of the effects of acquired knowledge, skill and attitude on employee performance. The significance of this lies in the fact that though there has been prior studies that linked acquired effects of knowledge, skill and attitude to workers performance in government agencies and other organizations in Nigeria, there has not been any study that are focused on the Federal Civil Service, 2006 to 2015.

5.6 Areas for Further Research

This study did not cover civil service in the various states of Nigeria. Therefore, the researcher is recommending that further research studies should be carried out to determine the contributions of such acquired effects of training and development on knowledge, skill and attitude to workers performance in each of the 36 states of the federation.

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Appendix I

Research Questionnaire

Department of Public Administration,

Nnamdi Azikiwe University,

Awka.

Sir/Madam,

Research Questionnaire

I am a postgraduate student of the above named university and I am carrying out a research work on "Impact of Staff Training and Development on Employee Performance in Nigeria: A Study of the Federal Civil Service, 2006-2015

."

Kindly complete this questionnaire to the best of your knowledge.

The information sought is only for academic purposes and will be treated

with utmost confidence.

Thank you for your cooperation.

Agabu-Ekwue, Chinyere

QUESTIONNAIRE

SECTION A: Personal Information

Ministry/Department: …………………………………………………

Salary Grade Level: …………………………………………………...

Educational Qualifications: …………………………………………

Age:……………….…………………………………………………….

Cadre: …………………………………………………………………

Gender: …………………………………………………………………..

Please tick the option in the space labeled SA, A, UD, D, SD that indicate the extent to which you think each of the item statements in sections B, C and D below agrees with the description above the table. SA (strongly agree), A (agree), UD (undecided), D (Disagree), (strongly disagree). The period under investigation is 2005 - 2014

Section B: Job Knowledge of Respondents

S/N	Items	SA	A	UD	D	SD
1	My knowledge of job duties has increased					
2	Does not need additional knowledge to fulfil job requirements.					
3	Properly applies knowledge of techniques, procedures, products and materials to perform job duties					
4	Job knowledge is above average					
5	Understands all phases of job					
6	Has job knowledge ability to manage most circumstances.					
7	Understands requirements of job					
8	Is familiar with appropriate duties					
9	Familiar with policies and procedures					
10	Familiar with current work practices					

Section C: Level of Job Skills of Respondents

S/N	Items	SA	A	UD	D	SD
1	Verbal Communication					
2	Service delivery Awareness					
3	Analysing & Investigating					
4	Teamwork					
5	Drive					
6	Written Communication					
7	Planning & Organising					
8	Flexibility					
9	Initiative/Self-Motivation					
10	Time Management					

Section D: Job Attitude

S/N	Items	SA	A	UD	D	SD
1	I recommend the ministry to my friends					
2	I have come to appreciate what the ministry does for me and other workers.					
3	I am satisfied with my current job					
4	I see my colleagues and supervisors as my confidants and partners					
5	I always appreciate the efforts of my colleagues in our daily activities					
6	I always persevere even when I perceive some discomfort in my work place					
7	As a place to work, things around the location seem to be getting better					
8	My approach to work has been very positive					
9	I defend the ministry when I hear someone criticizing it					
10	I always strive to do my best in my work place					

Section E: Employee Engagement

S/N	Items	SA	A	UD	D	SD
1	I know what is expected of me at work					
2	At work, my opinions seem to count					
3	I have the materials and equipment I need to do my work right					
4	The mission or purpose of my company makes me feel my job is important					
5	At work, I have the opportunity to do what I do best every day.					
6	My associates or fellow employees are committed to doing quality work					
7	I am satisfied with my work environment and reward system					
8	In the last seven days, I have received recognition or praise for doing good work.					
9	My supervisor, or someone at work, seems to care about me as a person.					
10	In the last six months, someone at work has talked to me about my progress					

Section F: Employee Commitment

S/N	Items	SA	A	UD	D	SD
1	I know what is expected of me at work					
2	At work, my opinions seem to count					
3	I have the materials and equipment I need to do my work right					
4	The mission or purpose of my company makes me feel my job is important					
5	At work, I have the opportunity to do what I do best every day.					
6	My associates or fellow employees are committed to doing quality work					
7	I am satisfied with my work environment and reward system					
8	In the last seven days, I have received recognition or praise for doing good work.					
9	My supervisor, or someone at work, seems to care about me as a person.					
10	In the last six months, someone at work has talked to me about my progress					

Appendix II
Descriptives Statistics of Variables of Investigation

```
(A) DESCRIPTIVES VARIABLES=Knowledge1 Knowledge2 Knowledge3 Knowledge4
    Knowledge5 Knowledge6 Knowledge7 Knowledge8 Knowledge9 Knowledge10
    GMKnowl
  /STATISTICS=MEAN SUM STDDEV.
```

Descriptives

Notes

Output Created		05-OCT-2016 08:28:17
Comments		
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	Active Dataset	DataSet4
	Filter	<none>
	Weight	<none>
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	N of Rows in Working Data File	396
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	All non-missing data are used.
Syntax		DESCRIPTIVES VARIABLES=Knowledge1 Knowledge2 Knowledge3 Knowledge4 Knowledge5 Knowledge6 Knowledge7 Knowledge8 Knowledge9 Knowledge10 GMKnowl /STATISTICS=MEAN SUM STDDEV.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.03

```
[DataSet4] C:\Users\HP\Documents\Agabu-EkwueFinal.sav
```

Descriptive Statistics

	N	Sum	Mean	Std. Deviation
Knowledge1	396	1541.00	3.8914	.65280
Knowledge2	396	1334.00	3.3687	.69386
Knowledge3	396	1358.00	3.4293	.93730
Knowledge4	396	1409.00	3.5581	.95422
Knowledge5	396	1423.00	3.5934	.93259
Knowledge6	396	1520.00	3.8384	.73201
Knowledge7	396	1136.00	2.8687	.62677
Knowledge8	396	1052.00	2.6566	.69953
Knowledge9	396	1340.00	3.3838	.76250
Knowledge10	396	1286.00	3.2475	.77907
GMKnowl	396	1339.90	3.3836	.28615
Valid N (listwise)	396			

```
(B) DESCRIPTIVES VARIABLES=Skill1 Skill2 Skill3 Skill4 Skill5 Skill6
    Skill7 Skill8 Skill9 Skill10 GMSkill
  /STATISTICS=MEAN SUM STDDEV.
```

Descriptives

Notes

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Comments		
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	N of Rows in Working Data File	396
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	All non-missing data are used.
Syntax		DESCRIPTIVES VARIABLES=Skill1 Skill2 Skill3 Skill4 Skill5 Skill6 Skill7 Skill8 Skill9 Skill10 GMSkill /STATISTICS=MEAN SUM STDDEV.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.01

```
[DataSet4] C:\Users\HP\Documents\Agabu-EkwueFinal.sav
```

Descriptive Statistics

	N	Sum	Mean	Std. Deviation
Skill1	396	1559.00	3.9369	.71763
Skill2	396	1453.00	3.6692	.88542
Skill3	396	1469.00	3.7096	.83227
Skill4	396	1438.00	3.6313	.82089
Skill5	396	1512.00	3.8182	.79382
Skill6	396	1598.00	4.0354	.63146
Skill7	396	1410.00	3.5606	.79483
Skill8	396	1182.00	2.9848	1.65040
Skill9	396	1431.00	3.6136	.86549
Skill10	396	1251.00	3.1591	.98979
GMSkill	396	1430.30	3.6119	.31436
Valid N (listwise)	396			

(C) Descriptives

Notes

Output Created		05-OCT-2016 08:33:08
Comments		
Input	Data	C:\Users\HP\Documents\Agabu-EkwueFinal.sav
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	N of Rows in Working Data File	396
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	All non-missing data are used.
Syntax		DESCRIPTIVES VARIABLES=Attitude1 Attitude2 Attitude3 Attitude4 Attitude5 Attitude6 Attitude7 Attitude8 Attitude9 Attitude10 GMAttitude /STATISTICS=MEAN SUM STDDEV.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.01

[DataSet4] C:\Users\HP\Documents\Agabu-EkwueFinal.sav

Descriptive Statistics

	N	Sum	Mean	Std. Deviation
Attitude1	396	1034.00	2.6111	.79891
Attitude2	396	1322.00	3.3384	.77730
Attitude3	396	1201.00	3.0328	.70185
Attitude4	396	1227.00	3.0985	.74146
Attitude5	396	1302.00	3.2879	.74150
Attitude6	396	1393.00	3.5177	.78414
Attitude7	396	1205.00	3.0429	.63698
Attitude8	396	809.00	2.0429	.99654
Attitude9	396	1229.00	3.1035	.75767
Attitude10	396	1028.00	2.5960	.67759
GMAttitude	396	1175.00	2.9672	.31468
Valid N (listwise)	396			

(D) Descriptives

Notes		
Output Created		05-OCT-2016 08:34:26
Comments		
Input	Data	C:\Users\HP\Documents\Agabu-EkwueFinal.sav
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	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	396
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	All non-missing data are used.
Syntax		DESCRIPTIVES VARIABLES=Engagement1 Engagement2 Engagement3 Engagement4 Engagement5 Engagement6 Engagement7 Engagement8 Engagement9 Engagement10 GMEngage /STATISTICS=MEAN SUM STDDEV.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.01

[DataSet4] C:\Users\HP\Documents\Agabu-EkwueFinal.sav

Descriptive Statistics

	N	Sum	Mean	Std. Deviation
Engagement1	396	1559.00	3.9369	.71763
Engagement2	396	1452.00	3.6667	.88303
Engagement3	396	1469.00	3.7096	.83227
Engagement4	396	1438.00	3.6313	.82089
Engagement5	396	1513.00	3.8207	.79280
Engagement6	396	1598.00	4.0354	.63146
Engagement7	396	1411.00	3.5631	.79464
Engagement8	396	1185.00	2.9924	1.64815
Engagement9	396	1432.00	3.6162	.86516
Engagement10	396	1252.00	3.1616	.99066
GMEngage	396	1430.90	3.6134	.31478
Valid N (listwise)	396			

(E) Descriptives

Notes

Output Created		05-OCT-2016 08:35:39
Comments		
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	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	396
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	All non-missing data are used.
Syntax		DESCRIPTIVES VARIABLES=Commitment1 Commitment2 Commitment3 Commitment4 Commitment5 Commitment6 Commitment7 Commitment8 Commitment9 Commitment10 GMCommit /STATISTICS=MEAN SUM STDDEV.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.01

[DataSet4] C:\Users\HP\Documents\Agabu-EkwueFinal.sav

Descriptive Statistics

	N	Sum	Mean	Std. Deviation
Commitment1	396	1583.00	3.9975	.60587
Commitment2	396	1414.00	3.5707	.82527
Commitment3	396	1357.00	3.4268	.93440
Commitment4	396	1420.00	3.5859	.95212
Commitment5	396	1558.00	3.9343	.71916
Commitment6	396	1449.00	3.6591	.87869
Commitment7	396	1468.00	3.7071	.83290
Commitment8	396	1437.00	3.6288	.82129
Commitment9	396	1514.00	3.8232	.79177
Commitment10	396	1598.00	4.0354	.63146
GMCommit	396	1479.80	3.7369	.21689
Valid N (listwise)	396			

Appendix III

Regression Results of Model I

```
REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT APE
  /METHOD=ENTER ETD.
```

Regression

Notes		
Output Created		22-DEC-2016 06:10:41
Comments		
Input	Data	C:\Users\HP\Documents\SPSS DOC\Agabu-Ekwue1.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	396
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT APE /METHOD=ENTER ETD.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.01
	Memory Required	2396 bytes
	Additional Memory Required for Residual Plots	0 bytes

[DataSet1] C:\Users\HP\Documents\SPSS DOC\Agabu-Ekwue1.sav

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	ETD[b]	.	Enter

a. Dependent Variable: APE

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.660[a]	.436	.365	4.09834

a. Predictors: (Constant), ETD

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	103.671	1	103.671	6.172	.038[b]
	Residual	134.371	8	16.796		
	Total	238.042	9			

a. Dependent Variable: APE

b. Predictors: (Constant), ETD

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	36.226	15.426		2.348	.047
	ETD	1.345E-006	.000	.660	2.484	.038

a. Dependent Variable: APE