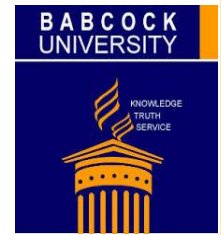


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THE INFLUENCE OF STAFF TRAINING ON SERVICE DELIVERY IN BENUE AND KWARA STATES OF NIGERIA

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Abstract

Training is a bold step aimed at improving the quantity and quality of workers' output. Training is a development programme that is of importance in both the private and public sector organizations. Training inevitably affects service delivery in Benue and Kwara States. The study examined the influence of training on service delivery in Benue and Kwara States. The study also examined the institutional mechanism that existed for training in Benue and Kwara in Nigeria. The study further explored how training impact positively on service delivery in Benue and Kwara States. The

population of the study was one thousand four hundred and thirty-nine (1,439). The sample size was three thousand and thirteen (313) and this was determined through the use of Solvin's formula as adopted by Taro Yamane. The respondents were selected from the various departments in Benue and Kwara States Ministries of Health and Education with the aid of stratified random sampling technique. Structured questionnaire was used to collect the primary data. The study found that various quality training establishments existed to train civil servants in Benue and Kwara States. The study found that staff training had significant effect on service delivery, $F(1,0804) = 29,187$ ($p < 0.05$). The study concludes that staff training impacts significantly on the civil service in both Benue and Kwara States of Nigeria. Based on its findings, the study recommends that adequate training and capacity building should be provided for civil servants in Benue and Kwara States. The study also recommends that enough funds should be budgeted for training by the governments of Benue and Kwara states on yearly basis.

Keywords: Civil service, efficiency, service delivery, skill, training.

1.0 Introduction

Globally, training is a development programme that has been found useful and relevant in both private and public sector organizations, with regard to effective service delivery. The practice of training commenced in the Middle Ages with formal apprenticeship training for craftsmen (Sharma, Sadana and Kewi, 2013). The need for training in the private sector became more intense with the industrial revolution as machine grew more and more complicated demanding greater skill in their operations (Sharma, Sadana and Kewi, 2013).

As observed by SIGMA-OECD (n.d), right from the 1960s, a lot of the OECD countries have set up some kind of training programmes for their public/civil servants. The objectives of such trainings as SIGMA-OECD (n.d) further asserted are to adapt skills and workers qualification to technological and other changes in the service; to increase efficiency in implementing tasks, while at the same time reduce costs and support staff development on the job and also enhance staff motivation. In a similar vein, as posited by Obisi (2015), the objectives of training are to attain high performance on the job; to impart knowledge and skill in the employees; to foster team spirit and high morale in the establishment and also to encourage employees to strive for the best on the job.

As Nigeria attained independence in 1960, there was the wave of Nigerianisation in the civil service and by this, the need for Nigerians in the senior service to take over from the

expatriates became a topical issue (Umaru, 2020). There was also the need for Nigerians to occupy middle level positions in the service. As Olaopa (2008) posited, the issue of staff development became a dominant one, thus, leading to the establishment of the Institute of Administration in the Ahmadu Bello University, Zaria in 1950 and the University of Ife (now Obafemi Awolowo University) in 1963. A Federal Training Centre was also established in Lagos; to provide training for stenographers and typists as middle level officers. Suffice it to say that Benue and Kwara States upon their creation came up later with their own Staff Development Centres under the Office of the Head of Civil Service of the States concerned. Since training is an important part of organizations' growth, especially the civil service, the Civil Service Reform of 1988 also perceived career development as a right of every civil servants that the government is obliged to carry out (Onah, 2012).

The general objective of this study is to examine the influence of training on service delivery in Benue and Kwara States of Nigeria. The specific objectives are to: examine the concepts of training and service delivery; elucidate on the mechanism for training in Nigeria; and examine how training impacts on service delivery in Benue and Kwara States. This is a departure from previous studies on work environment and service delivery as the study dwells on Benue and Kwara States civil services.

1.1 Statement of the Problem

Training is an important aspect of employee development on the job. As Lowry, Simon and Kimberley (2002) in Zayumet *et al* (2018) observed, training enhances employee's commitment and maximizes the potential that enhances his level of productivity in organisation. In addition, training boosts the morale of employees and their confidence and motivation, while at the same time gives them a sense of security (Walter and Rotriguez, 2018).

However, in spite of the importance of training in an organization like the civil service, there is challenge of adequate training for civil servants at different levels as noticeable in Benue and Kwara States. There is the assertion that apart from induction training which not all civil servants enjoyed when they came on board, a substantial number of civil servants have not been exposed to regular trainings on the job. This poses threat to effective service delivery in the two states civil services. The issue of inadequate funding has been identified by Cascio (2003) in Kum, Cowden and Krodia (2014) as an impediment to training.

2.0 Literature Review

2.1 Conceptual Review

Concept of Training: Training can be seen as an important part of an organization's growth, especially the civil service. It is therefore not surprising that the Civil Service Reform of 1988 perceived career development as a right of every civil servant that the government is obliged to carry out (Onah, 2012). Occasionally, the concept of training is often confused with development, but they are different concepts.

Training has been seen by scholars from different perspectives. Tahir, Yousafayi, Jan and Hashim (2014) see training as the means of acquiring understanding, technical know-how, techniques and practices in order to improve performance. This means training helps in the development of the individual. Onah (2012) asserted that training is the systematic acquisition of skills, new knowledge and attitudes by staff with the aim of enhancing their competences in the course of performing their jobs, tasks and duties. This implies that training changes the individual in an organization. Training can be seen as an activity that leads to skilled behaviour and it is the process of teaching employees the basic skills that they need for the performance of their jobs (iEdunote, 2017). The focus of training thus is to provide employees with specific skills or assisting in correcting deficiencies in their performance. Training can also be seen as an organized or formal process involving the transfer or change of information, skills and actions through a learning process (Seidle, *et al.*, 2016 in Ndindeng, 2019).

Ogunbodede (2016) posited that training can be classified into two main types, which are: on-the-job training and off-the-job training. He further asserted that training exists as a potent instrument that is often used to attract and make civil servants to get used to and stay put on their job. Nayar (2017) opined that there are two types of training, formal and informal. Formal training, according to Nayar (2017), is a training that is carefully conceived, pre-arranged and takes place under expert guidance. Inform, on the other hand, is a type of training that takes place in the day-to-day relationship of employee and superior, in conferences and staff meetings, in employee newspapers and organization publications and also at meetings of professional association and likewise in private meetings undertaken by the employee. Personal contact and good human relationships are sacrosanct to the enhancement of formal training in the work environment. In a similar vein, Ojo and Chukudeh (2018) observed that training programmes for Nigerian civil servants motivates them on the job. Training in essence is a means by which the individual acquire new skills, technical know-how, and improve on his or her performance on the job or secure another job for which he shows preference.

Service Delivery: Service delivery in the civil service, whether in Nigeria or elsewhere, can be viewed as the provision of social services or infrastructures such as education, health and

water, which are considered germane to the existence of people. Consequently, Oyedele (2015); Raheem, Oguntoyinbo, Obanla and Aremu (2017) opined that public service delivery is about providing citizens with services that are of public interest like healthcare, electricity, quality education, water and transportation. These are essential that help to improve the quality of life of the people.

Service delivery refers to the extent to which the services provided by respective sectors meet or exceed the expectation of the beneficiaries, that is, the general public (Shittu, 2020). This implies the extent of satisfaction with the services being rendered. Service delivery within the purview of the civil service sector does not only imply meeting up with people's expressed needs that are not expressed, setting priorities right, resources allocation and also justifying and accounting for what has been done publicly (Gowon *et al*, 2001 in Darma and Ali, 2014). Service delivery thus, is the means by which the individual is able to meet up with the basic necessity of life. Service delivery impacts the living standard of the people. It is something that makes the developed countries attractive to citizens of the less developed countries. Service components in the civil sector do not exist often as political entity, but can be in form of combination of process, materials and the people, skills which must be put together to bring about planned service (Martins and Ledimo, 2015).

Service delivery, within the purview of the civil service sector, is the ability of the government to function efficiently and effectively in rendering services that are considered germane to the welfare of the people in such areas as health, education and good roads. With regular on-the-job or off-the-job training, the individual's ability to provide services is enhanced.

There is the need to realise that efficient and effective service delivery is a major challenge in both Benue and Kwara State civil services. This is because civil servants have demonstrated incompetence in the provision of the needed services that are expected to meet up with the citizens' priorities in both Benue and Kwara State. This, no doubt, impacts negatively on sustainable development and growth in the two states (Benue and Kwara). The objective of the study, therefore, is to explore the influence of training on service delivery in Benue and Kwara States.

2.2 Theoretical Review

The theory that would be adopted for this study is Fred Riggs model of administration. Fred Riggs is the proponent of the ecological approach or ecological model of administration. Riggs developed the ecological theory in 1957 in the form of agrarian-tranitia-industrial typology (Fatile, Majekodunmi, Oni and Adejuwon, 2013). As observed by Jajoo (2016), in the book that he wrote in 1962, "The Ecology of Public Administration",

Riggs enunciated on the relationship between administration and its surrounding. It is in view of this that prismatic model asserted that public administration functions in different environments and it is being influenced by the environment where it functions while public administration also influence the environment.

Fred Riggs came up with three assumptions as a leading theory builder. These are (i) normative-to empirical – which denotes drawing inferences as basis for carrying out research instead of rework to normative descriptions, (ii) ideographic to normative – this involves a simple agency or country to an approach that seeks to make generalizations, use laws and hypotheses and (iii) lastly, non-ecological to ecological – which involves relating administrative behaviour with the environment (Sapru, 2008). Riggs’ adoption of the general system and ecological approaches to his studies, stemmed from his believe that administration does not function in isolation, from its environment (Sapru, 2008).

Riggs’ theory has been criticized by Sapru (2008), Peng (2008), Amaechi, Ayeni and Madu (2019), on the basis that he borrowed heavily from the writings in the field of political science or public administration as noted in his use of words which can cause confusions as a result of the peculiarities of the disciplines in the social sciences. It has also been posited by Peng (2008) and Sambit (2020) that Riggs has placed underemphasized on negative character of the prismatic society rather than the positive aspect. However, in spite of the above weaknesses, Riggs theory of prismatic society is a valuable theory of public administration because of its tremendous influence on contemporary administration. Training is an important aspect of contemporary administration. Riggs theory had perceived public administration as an important part of the environment, just like David Easton’s general system theory, and Almond’s view of public administration (Sambit, 2020).

Riggs scholarly work is relevant to this study in the sense that it relates administration to the environment. That is to say the type of administration that is adopted is a product of the environment. The internal environment of workers is made up of factors like training that influences their delivery of services.

2.3 Empirical Review

This section is on the review of findings of some previous studies that are considered relevant to this study. Counihen, Humble, Gittins and Dixon (2021) examined the effect of different teacher literacy programmes on students’ word reading abilities in government primary schools in Northern Nigeria to reveal the influence of training on service delivery. The researchers made use of the quasi-experimental research design and it involved 5449 primary one and two children. The children were enrolled in 536 schools in 42 of the 44 local government districts in rural, semi-rural and urban areas of Kano State. The children were

tested on their word reading ability in English. This study on reading by pupils in Kano State was to access pupils' ability to read forty distinct words. It was discovered that differences between teacher training programmes significantly affected pupils' reading abilities as observed in the reading test scores. This shows that training has positive effect on performance.

Similarly, Olokundun, Falola and Borishade (2018) in a study on staff training and development at Covenant University with 535 academic staff, 226 academic staff were selected to take part in the study. Inferential statistics was used to analyze the data which involved regression analysis. It was realized that many students do not have access to the necessary information and support they needed in order to persevere and graduate without their institution earning reputation of being unsympathetic to their needs. This was as a result of lack of training of academic staff of this university. The study realized that there was a need to improve the training and development of the academic staff in ways that were suited for institutional culture.

In a study on manpower development and employee service delivery in Enugu State Local Government Service Commission carried out by Ohaeri, Umuagwo and Chukwu (2016), the sample size from the population of 530 was 207 based on Taro Yemane's formula. The researchers also made use of simple random sampling technique to select the elements into the sample. Simple percentage and tables were used for data presentation. The study found that training did not extend to all levels within Awka Local Government Area. Some levels were thus exempted from training. Management did not have specific training for the department based on need of the existing department; training also revealed significant increase in service delivery and performance of the organization. This implies that training influences service delivery in the public sector in Nigeria.

2.4 Organization Mechanism for Training in Nigeria

As a result of the importance of training to civil servants, the federal government came up with some training institutions. In some cases, states also have their own training centres. Some of the federal training institutions are as follows:

- (1) **Public Service Institute of Nigeria (PSIN) Abuja:** This is the central learning institution for the developing public service, and it is formed with aim of developing human resources for the service, regarded as a first class public service (Public Service Institute, 2019). The idea behind its formation is to build strategic capacity in the Nigerian public service and as a result, focusing on core areas in leadership, public administration and management and public governance. The institute is to help position the public/civil service for effective service delivery.

- (2) **Administrative Staff College of Nigeria (ASCON) Badagry:** The Administrative Staff College of Nigeria was established in 1973 through Decree No 39, which is presently regarded and known as ASCON Act, Cap 6 Vol 1 LFN. 1990. Its functions are to provide higher management training, research consultancy and allied services with a view to improving the various sectors of the economy. Its sphere of activities covers both the private and public sectors of the economy (Administrative Staff College of Nigeria 2010 – 2020). ASCON train senior executives in Nigeria’s public and private sectors of the economy.

As Chioma (2020) asserted, among the seven objectives of college are the provision for publication of journals, research papers and books; the award of grades, scholarships or trained fellowship for research in public administration and also higher management training for senior executives.

- (3) **Federal Training Centres in Nigeria (FTCs):** The Federal Training Centres located across the six geo-political zones of Nigeria were established by the federal government and function under the office of the Head of Civil Service of the federation (Manpower Development Office) in the presidency (Parastatals Office of the Head of Civil Service of the Federation, 2020).

The establishment of Federal Training Centres became imperative with attainment of independence by Nigeria and the need for indigenes to appointed into the Nigeria’s civil service (Parastatals/OHCSF, 2020). With the attainment of independence, a lot of middle level and lower level positions became vacant and there was the urgent need to fill these positions by qualified Nigerians thus necessitating the setting up of the training centres. The main objectives for setting up the FTCs is to meet up with the manpower requirements of the public service generally in the sphere of clinical, secretarial, reportorial, administrative, computer and executive fields (Parastatals/OHCS, 2020).

The certificates awarded by the FTCs are Ordinary National Diplomas and Higher National Diploma in the following courses: Office Technology and Management (OTM), Business Administration and Management, Computer Science and Professional Diploma in Verbatim Reporting (PDVR). Trainees are drawn from both the federal, state civil services and parastatals such as the Federal Inland Revenue Service (FIRS), Directorate of State Security (DSS) and even the military, especially for Office Technology and Management (OTM) training.

3.0 Methodology

The research design that was adopted for the study is the survey research design. The sampling technique that was adopted is the stratified sampling technique because of the diversity of the population of the respondents. Respondents were drawn from different departments of the two ministries. The population of the study was 1,439 and the sample size was 313. The population of the study was drawn from the Benue and Kwara States Ministries of Education and Health respectively. The questionnaire responses were based on a likert scale coded with numerical values for easy analysis. The values assigned to the likert were 1 = undecided, 2 = strongly disagree, 3 = disagree, 4 = agree and 5 = strongly agree. Average means scores of the respondents were interpreted as follows: 4.4 to 5.0 was interpreted as strongly agree (SA); any item with a mean falling between 3.5 to 4.49 was interpreted as Agree (A). in addition, any item with a mean between 2.5 to 3.49 was inferred as disagree (D); while item with a mean from 1.5 to 2.9 was regarded as Strongly Disagree (SD), item with a mean from 0.5 to 1.49 was interpreted as Undecided (UD). A standard deviation of > 1 meant a significant variable showing non-consensus in the responses while a standard deviation of < 1 showed there was no significant variance hence consensus in response.

3.1 Statistical Model

$$Y = f(x)$$

Where:

Y = Service delivery (SD)

X = Staff training (ST)

Hence:

$$SD = \beta_0 + \beta_1 ST_1 + \mu_1 \dots\dots\dots (1)$$

4.0 Data Presentation and Analysis

4.1 Demographic Characteristics of Respondents

This section focused on the respondents' information according to their age, gender, educational qualification and level of employment in the civil service. Given the fact that this study addresses information on the influence of training on service delivery, in Benue and Kwara States, it was necessary to explore and understand the demographic characteristics of respondents.

Table 1.0: Characteristics of the Respondents

| Variables | Categories | Frequency (305) AND Percentage (100%) |
|------------------|-------------------|--|
| Age | 20-29 | 43(14.1) |

| | | |
|---------------------------|----------------------------------|-----------|
| | 30-39 | 81(26.6) |
| | 40-50 | 109(35.7) |
| | 51-60 | 72(23.6) |
| Gender | Male | 153(50.2) |
| | Female | 152(49.8) |
| Educational Qualification | First School Leaving Certificate | - |
| | WASSCE/GCE/SSCE and grade II | 11(3.6) |
| | OND/NCE/A'Level | 43(14.1) |
| | HND/Degree | 145(45.5) |
| | Postgraduate degree | 106(34.8) |
| Level of Employment | Top Management | 106(34.8) |
| | Middle Management | 136(44.3) |
| | Low Level | 64(21.0) |

Source: Field survey, 2022.

Table 1.0 depicts the demographic data of the civil servants in Benue and Kwara States, Nigeria. The result in Table 1.0 revealed that 14.1%, 26.6%, 35.7% and 23.6% of ages between 20-29, 30-39, 40-50 and 51-60 respectively, responded to the questionnaire. However, 35.7% of the civil servants within the age bracket of 40-50 constituted the majority that responded, while 14.1% of them in the age bracket within 20-29 comprised the minority. Also, the table equally revealed that 50.2% majority of the civil servants responded to the questionnaire, while a minority of 49.8% females responded as well. Furthermore, as regards to the educational qualification of the civil servants who responded to the questionnaire, 3.6%, 14.1%, 45.5% and 34.8% respectively had WASSCE/GCE/SSCE, OND/NCE/A 'Level, HND/Degree and postgraduate degree. Notwithstanding, 45.5% majority of the civil servants responded to the question followed by 34.8% who were postgraduates. However, 3.6% of those with WASSCE/GCE and grade II comprised of the minority. In addition, the table also showed that the levels of employment of the civil servants were 34.8% of top management, 44.3% of middle management and 21.0% of low level management. Among all of them, the majority of the civil servants that responded are the middle level management of the employees with 44.3% out of the total number of the respondents.

Table 1.1: Descriptive Statistics of Staff Training in Benue and Kwara States

| S/N | STATEMENT | SA(5) | A(4) | D(3) | SD(2) | UD(1) | M | SD |
|-----|---------------------------|-------|------|------|-------|-------|------|-------|
| | | F(%) | F(%) | F(%) | F(%) | F(%) | | |
| 1 | I have gone for series of | 44 | 112 | 83 | 36 | 30 | 3.15 | 1.293 |

| | | | | | | | | |
|------------------------------------|--|--------------|---------------|---------------|--------------|--------------|------|-------|
| | training in my organisation which makes me to be effective and efficient on the job. | (14.4) | (36.7) | (27.2) | (11.8) | (9.8) | | |
| 2 | The establishment has routine seminars and workshops for all staff (both junior and senior) every year in order to boost their work performance. | 36 (11.8) | 100 (32.8) | 101 (33.1) | 37 (12.1) | 31 (10.2) | 2.99 | 1.273 |
| 3 | I experience improvement in job performance as a result of exposure to training programmes. | 30 (9.8) | 120 (39.3) | 84 (27.5) | 33 (10.8) | 38 (12.5) | 3.10 | 1.221 |
| 4 | My establishment is committed to the training needs of staff, as I go for training very often in order to boost my efficiency on the job | 39 (12.8) | 103 (33.8) | 89 (29.2) | 39 (12.8) | 35 (11.5) | 3.05 | 1.287 |
| 5 | The continuous payment for my training needs on the job without reimbursement from my establishment is affecting my performance on the job negatively. | 41 (13.4) | 84 (27.5) | 96 (31.5) | 35 (11.5) | 49 (16.1) | 3.00 | 1.262 |
| Staff training (Mean =3.06) | | | | | | | | |

Source: Field survey, 2022

Decision Rule: 0.5-1.49 = Undecided; 1.5-2.49 = strongly disagree; 2.5-3.49 = disagree; 3.5-4.49 = Agree; 4.5-5.0 = Strongly Agree. The cut-off mean is 3.0

Table 1.1 is a descriptive statistical result that showed the opinions of the civil servants concerning the influence of training on their service delivery. The statement that I have gone for series of training in my organization which makes me to be effective and efficient on the job attracted 14.4% and 36.7% of the civil servants who strongly agreed and agreed respectively, but 27.2%, 11.8% and 9.8% of them disagreed, strongly disagreed and undecided respectively. Also, 11.8% and 32.8% minority of the civil servant strongly agreed and agreed respectively that the establishment has routine seminars and workshops for all

staff (both junior and senior) every year in order to boost their work performance while 33.1%, 12.1% and 10% majority responded contrarily.

In addition, while 9.8% and 39% strongly agreed and agreed respectively that they experience improvement in job performance as a result of exposure to training programmes, 27.5%, 10.8% and 12.5% of them contrarily responded. More also, 13.4% and 27.5% of the civil servants strongly agreed and agreed respectively that the continuous payment for their training needs on the job without reimbursement from their establishment is affecting their performance on the job negatively, but 31.5%, 11.5% and 16.1% of them seemed to think otherwise. The summary of the results in Table 1.1 revealed that the civil servants in Benue and Kwara States agreed that the level of training in their establishment moderately influences their service delivery (mean = 3.06).

The standard deviation of the study is 1.2 and this shows that the level of dispersion is very low.

4.2 Hypothesis

H₁: Staff training has significant influence on service delivery in Benue and Kwara State.

H₀: Staff training has no significant influence on service delivery in Benue and Kwara State.

Linear regression analysis was employed to test the effect of staff training on service delivery. Linear regression analysis was utilized for the study because of its simplicity and easy interpretation of the influence of the independent variable over the dependent variable. The independent variable is staff training while service delivery is the dependent variable. The results are presented in Table 1.2.

Table 1.2: Regression Analysis Result on the Effect of Staff Training on Service Delivery

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | | |
|-------------------------------------|--------------------|----------------|-------------------|----------------------------|--------|-------------------|
| 1 | 0.296 ^a | 0.088 | 0.085 | 3.906 | | |
| a. Predictors: (Constant), Training | | | | | | |
| ANOVA | | | | | | |
| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | 445.320 | 1 | 445.320 | 29.187 | .000 ^b |
| | Residual | 4623.008 | 303 | 15.257 | | |
| | Total | 5068.328 | 304 | | | |

| a. Dependent Variable: Service delivery | | | | | |
|---|-----------------------------|------------|---------------------------|--------|-------|
| b. Predictors: (Constant), Training | | | | | |
| Coefficient | | | | | |
| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
| | B | Std. Error | Beta | | |
| (Constant) | 11.737 | .707 | | 16.600 | 0.000 |
| Training | 0.237 | 0.044 | 0.296 | 5.403 | 0.000 |
| a. Dependent Variable: Service delivery | | | | | |

Table 1.2 revealed the result of the linear regression on the effect of staff training on service delivery in Kwara and Benue States. The table showed that staff training had a significant effect on service delivery $F(1, 304)=29.187$ ($P<0.05$), The regression coefficient is $R^2 = 0.088$ at $p = 0.000$, depicting that percentage of variation in staff training explained by the explanatory variables is 8.8%. Furthermore, the beta coefficient of this model, 0.296, is significant at p-value 0.00. It indicated that a unit increase in staff training will have a 0.296 unit increase in service delivery in Kwara and Benue States.

Based on this result, since the coefficient of the measure of staff training is not equal to zero and the p value is not higher than 0.05, the study rejected the null hypothesis and concluded that staff training had significant effect on service delivery in Kwara and Benue States.

4.3 Discussion of Findings

From table 1.2 of this study, in tandem with the main objective of this study, it could be seen that staff training had significant effect on service delivery in Benue and Kwara States. This implies that if workers are well-trained, they would be made effective on the job and performs well. This has made Zayum, Aule and Akindele (2018) to asset that training aids increase in productivity of organizations. This is because the employee is able to learn about his work better and perform more competently. Lowry, Simon and Kimberly (2002) in Zayum *et al* (2018) opined that training increases employee's commitment and maximize his potential which in turn enhances his level of productivity in an organization. Kum, Cowden and Krodia (2014) had also corroborated this assertion by positing that training leads to increase in quality of goods and services since employees are likely to make fewer mistakes. As Kum, Cowden and Krodia (2014) further opined, effective employee training also make

the organization to adapt to change that may be experienced in both domestic and global market place in the quest for its products and services. Furthermore, employees training and development boost their morale and likewise their confidence and motivation. It also promotes a sense of security on the job and reduces turnover and absenteeism (Waller and Rodrigueze, 2017).

5.0 Conclusion and Recommendation

From the findings of the study, it can be deduced that training impacts significantly on civil service delivery in both Benue and Kwara States. Therefore, this study is of the view that any impediment to the provision of training for the civil servants will affect the delivery of services, negatively.

There should be provision for adequate and capacity building of the civil servants in Benue and Kwara States. The Manpower Development Unit of the Office of the Head of Civil Service of Benue and Kwara States should come up with training plans to be executed to the letters on yearly basis for their respective departments and cadres.

Funds should also be budgeted for on yearly basis by the State Governments so that the civil servants will be able to attend conferences, workshops and meet up with other training needs which may be on-the-job or off-the-job.

6.0 Contribution to Future Research

This study will add to the extant literature on training and employee performance, particularly in Benue and Kwara States. The mechanism for training discussed in the study serves as source of information on training institutions and their activities with a view to evaluating their qualities and possibly need for more institutions.

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