

**IN-SERVICE TRAINING AND EMPLOYEE RETENTION
IN THE EDO STATE CIVIL SERVICE**

BY

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CERTIFICATION

We, the undersigned, hereby certify that this research project was carried out by **OYEDEJI, AYODEJI** and confirmed to be adequate in scope and value for the award of Bachelor of Science (B.Sc.) degree in Public Administration of the University of Benin, Benin City, Edo State, Nigeria.

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DEDICATION

This research work is dedicated to God Almighty for His abundant grace bestowed on me.

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ABSTRACT

This study assessed in-service training and employee retention in the Edo state civil service, using three selected ministries as case study. The objectives of the study were to examine the extent to which in-service training has enhanced employee retention in the Edo state civil service; investigate the effect of in-service training on employee salaries in the Edo state civil service; to analyze how training has impacted on career progression of civil servants in Edo state civil service. The study adopted the social exchange theory as its theoretical framework of analysis. The survey research design was adopted for the methodology and a five-point likert scale structured questionnaire was the instrument for data collection. Descriptive frequency and percentages was used to present the responses of respondents while the Chi-Square (X^2) and the Pearson's Contingency Coefficient statistical tool were utilized in the analysis of data. The study revealed that the retention of employees in the Edo state civil service is affected by in-service training. It also revealed that in-service training contributes to improved work culture in the Edo state civil service. Based on these findings, it was recommended that the personnel management of the Edo state civil service should conduct regular needs assessment to identify training gaps and employee development priorities within the organization. Management should provide a variety of training options, including workshops, seminars, online courses, and on-the-job training, to cater to different learning styles and preference.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Human capital development remains a very strong force in the stability of any business or organization. To stay competitive, boost productivity and prevent employee turnover, there is the need to have skilled set of employees. According to Arthur (2011), employee training and retention is very critical to the achievement of organizational competitiveness and productivity. A training programme is a carefully thought-out learning process that provides employees with the knowledge and skills they need to do their jobs correctly and advance in their careers. Investing in training not only makes the employees experts at their jobs, but also helps the employer retain them. This is because they become better informed and more motivated to progress in their careers, thereby improving employee retention.

A high turnover of talented employee will result in a loss to the organization as it is very costly to replace the intellectual capital through recruitment and training of new employee (Chen, 2014). Effective training provides one of the pivotal ways to keep talented employees to stay longer in an organization. Training if utilized effectively leads to job satisfaction, organizational commitment and employee retention in the organization. Training is a highly effective way to instill a

positive work culture and cut costs within the organization. It promotes teamwork, increases productivity, and enhances employee retention. A positive work culture prioritizes employee wellbeing and encourages empathy, trust, support, and respect among employees.

Training is valuable both to the individual employees and the organization. Investments in human capital especially through in-service training are considered increasingly important for the success of the organization as training increases employee productivity, decreases wastage, incidents of accidents and absenteeism. Employee training is also an incentive to enhance employee retention. The chances of an individual staying in their current place of work are considerably increased by the development possibilities an organization offers.

As human capital is of great importance in the achievement of organizational goals, it is of greater importance to keep the talented and skilled employees in the organization in order to achieve greater performance and productivity in the organization. Employee retention is a very critical aspect in today's organization as it helps in preserving the knowledge within an organization (Chen, 2014). If the employee leaves the organization, then a knowledge gap is generated. In order to preserve the human capital, it is necessary for the organization to analyze the reasons why employees leave the organization and come up with employee retention solutions. Valuable workforce or functional workforce retention can

play a significant role for the survival of an organization. It is important for organization to maintain corporate strategic advantage by retaining the hardworking and talented employees.

1.2 Statement of the Problem

In today's knowledge economy, human capital is one of the most significant determinants of the success of organizations as it is an inevitable resource that can be equipped with knowledge and skills to create valuable virtue (Chen, 2014). According to Ogunbodede, (2016), in-service training aims at providing knowledge, skills and attitudes to public servants, which could help them to be more successful, more productive and happier on their jobs. Training is capable of producing increased confidence, motivation and commitment of staff; provide recognition, enhanced responsibilities and the possibility of increased pay and promotion. It also gives a feeling of personal satisfaction and achievement, broadens opportunities for career progression and helps to improve the availability and quality of staff among others (Mullins, 1999) as cited in (Ogunbodede, 2016).

Employee retention on the other hand is a process through which employees are influenced to stay with their organization for a longer period of time. Career development opportunities, benefits, rewards and psychological factors are deemed vital for employee retention. According to Chowdhury & Md (2017),

there is a variety of causes and influential factors that result in employee's turnover in an organization. These include; instability in the management of the organization, poor and unfriendly work environment, poor supervisory system, weak grievance procedure, lack of motivation among others. Good remuneration has also played a significant role in retaining and rewarding high quality human resource.

High turnover would bring about devastating consequences to the civil service in the form of costs in expenses on recruitment, selection, orientation, and training for fresh employees among others. One very critical factor of employee turnover is low salary and insufficient financial rewards (Ogunbodede, 2016). Fringe benefits are also critical to attract, retain and motivate the employee who may continue to work for organizational success. Studies have shown that employees would leave their jobs for a pay rise elsewhere. This will include basic salaries and benefits, including pension, healthcare insurance among others. It is important to track the employee's progress through performance management programme to ensure they are rewarded with relevant pay raises and bonuses (Ahmed, 2013).

Turnover results from job dissatisfaction for individual employee in the workplace. When employees possess skills that are in demand, they are likely to be tempted by a higher salary, more benefits or better potential for career

development. The need to satisfy economic need such as increased salaries, better work conditions and better career prospects are advanced as some of the factors responsible for human capital flight (Arthur, 2011).

The massive loss of human capital bedeviling Nigeria has become a source of worry and a cog in the wheel of development in the country (Onwunyi, Odikpo & Mba, 2022). Human capital flight is one of the great challenges facing the country at present and this no doubt has financial, institutional and societal cost to the country as a whole and to the civil service in particular. Most of the financial resources expended in training these migrated professionals constitute large financial losses to the service as their services are no longer channeled to the progress of the civil service. Addressing the issue of in-service training and exploring other factors that could affect the retention of employees in the Edo state civil service is the imperative basis for undertaking this study.

1.3 Research Questions

The following research questions are raised as a result of the above statement of the problem:

- i. To what extent does in-service training enhance employee retention in the Edo state civil service?
- ii. What is the effect of in-service training on employee salaries in the Edo state civil service?

- iii. To what extent does training impact on career progression of civil servants in the Edo state civil service?
- iv. To what extent has in-service training brought about improved work culture in the Edo state civil service?
- v. How has training of employees impacted on human capital flight in the Edo state civil service?

1.4 Objectives of the Study

The main objective of the study is to examine the effect of in-service training on employee retention in the Edo state civil service. The specific objectives are as follows:

- i. To examine the extent to which in-service training has enhanced employee retention in the Edo state civil service.
- ii. To investigate the effect of in-service training on employee salaries in the Edo state civil service.
- iii. To analyze how training has impacted on career progression of civil servants in Edo state civil service.
- iv. Investigate the extent to which in-service training has brought about improved work culture in the Edo state civil service.
- v. To examine how training of employees has impacted on human capital flight in the Edo state civil service.

1.5 Research Hypotheses

The following hypotheses are formulated to guide this study:

- i. There is no significant relationship between in-service training and employee retention in the Edo state civil service.
- ii. There is no significant relationship between in-service training and employee salaries in the Edo state civil service.
- iii. There is no significant relationship between training and career progression of civil servants in Edo state civil service.
- iv. There is no significant relationship between in-service training and improved work culture in the Edo state civil service.
- v. There is no significant relationship between training of employees and increased human capital flight in the Edo state civil service.

1.6 Significance of the Study

Empirical research is done not only to add to the body of knowledge but also to solve the different issues that humanity is faced with in the environment or society—in this case, the civil service of Edo state. The study is significant from both a theoretical and practical standpoint, particularly when it comes to human resource management. Although the study's primary focus is on the influence of in-service training on employee retention, it also offers a deeper understanding of the relationship between the effectiveness of HR policies and staff retention in the Edo State civil service. The purpose of this effort is to educate managers in the

public sector about the value of offering suitable in-service training methods and employee retention incentives that can inspire and retain skilled workers for improved performance. This study will give readers a better understanding of employee retention and act as a guide for many organizations. From a theoretical perspective, the study adds to the body of knowledge and encourages more research into the connection between employee training and retention.

1.7 Scope of the Study

This study focuses on in-service training and employee retention in the Edo State civil service with particular reference to three selected ministries in the state (Ministry of Social Development and Gender Issues, Ministry of Youth and Humanitarian Affairs, Ministry of Environment and Sustainability). The periodic scope of the study is between 2010 and 2022.

1.8 Limitations of the Study

Some of the challenges encountered by the researcher were in the area of the distribution of the research instrument. Some respondents delayed to complete them and some did not return them at all. Researcher made multiple visits to respondents and when possible waited patiently for respondents to fill and return questionnaires.

1.9 Conceptual Clarification

Training: Training is the process of helping workers to acquire new abilities, habits, knowledge, and skills in order to prepare them for positions in the future and to make them more productive in their current roles.

In-Service Training: In service training is a set of planned activities on the part of an organization to increase the job knowledge and skills or to modify the attitude and social behaviour of its members in ways consistent with the goals of the organization and the requirements of the jobs.

Employee Retention: Employee retention is a phenomenon where employees choose to stay on with their current company and don't actively seek other job prospects. The opposite of retention is turnover, where employees leave the company for a variety of reasons requirement of the jobs.

Employee Turnover: Employee turnover is the total number of employees who depart from an organization in a certain length of time.

Career Progression: Career progression refers to the advancement and development of an individual's career over time. It involves acquiring new skills, taking on more responsibilities, and moving up the hierarchy within a particular profession or organization.

Work Culture: Work culture encompasses the shared values, beliefs, attitudes, and behaviours that characterize an organization. It defines the way employees

interest with each other, approach their work, and align with the company's mission and goals.

Human Capital Flight: Human capital flight, also known as 'brain drain' refers to the emigration of highly skilled and educated individuals from one country or region to another. This migration often occurs when individuals seek better opportunities, higher salaries, improved living conditions, or more favourable working environment elsewhere.

1.10 Organization of the work

This research project is made up of five chapters. Chapter one consist of the background to the study, statement of the problem, the research questions, the objectives of the study, the research hypotheses, significance of the study, scope of the study, limitations of the study, definition of terms and the organisation of the work. Chapter two comprises the review of relevant literature, conceptual and theoretical framework, empirical review and the organizational context of the study. Chapter three is the methodology while chapter four is the data presentation, analysis and discussion of major findings. Chapter five is the summary, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Literature Review

2.1.1 In-Service Training

Globally, employee retention is considered to be very important. Majority of firms assess their employees primarily on the frequency of their departures. An organization's performance is affected by its turnover rate. A low employee turnover ensures that the business is retaining its knowledgeable staff by providing them with a top-notch work environment which increases productivity for each employee (Waleed, Amir, Rida, Rider and Sidra, 2013). Training is a vital component in retaining employees within the organization. In-service training, according to Abbas (2014), is a crucial component of an organization's development because it has been noted that certain employees are not proficient in the required knowledge, skills, and competencies and are unable to complete tasks on time

Iftikhar and Sirajud (2009) assert that employee performance can be enhanced by in-service training and development. The organization's mission, effectiveness, and strategic goals cannot be met without the training of employees.

Moreover, Laing (2009) contended that in-service training is characterized as a signpost to improve employee's superior knowledge, abilities, perspectives, and skills all of which contribute to their productive performance. He added that

training increases an organization's output. In-service training is an investment in worker's skill sets that pays off over time. Workers can be better equipped to handle the effects of future competitive pressures by investing in training. The entire cost of employee training is borne by the company, which eventually serves as an investor and anticipates a return in the form of employee dedication and retention (Alexander G. and John, 2007, as cited in Umar, 2013). Employee commitment and retention rates are assessed through training when they view it as an investment and are obligated to provide a return to the company (Danlami, Sani, Abdul and Kadir, 2002, as cited in Umar, 2013).

In-service training has the power to change workers' attitudes around turnover and has a big impact on how they decide to make a change. There is less employee turnover among people who are highly committed to the organization. Training essentially creates a connection between commitment and retention (Eva Kyandt, 2009, as cited in Umar, 2013).

Training a social bond between the company and its staff. This social connection fosters a commitment element that ties workers to a company for a longer period of time. Because of the training provided, there is a social interchange between employers and employees (Dysvik and Bard, 2008, as cited in Umar, 2013). Intangible benefits including increased employee commitment, retention,

and happiness are the product of in-service training and development (Mohamed A. and AL Damoe, 2012, as cited in Umar, 2013).

Mullins (1999) asserts that in-service training can result in a sense of personal satisfaction and accomplishment; a feeling of increased confidence, motivation, and commitment from employees; recognition, increased responsibilities, and the potential for increased pay and promotion; and a wider range of career advancement opportunities.

Chew (2004) asserts that in-service training rectifies performance inadequacies in workers or equips them with specialized skills. Employees get skills that the company will need down the road from this as well. According to Samuel and Chipunza (2008), staff members will be encouraged to stick around and forge a career path in an organization that provides in-service training because they view it as essential to their overall professional development and goal achievement.

According to Villegas (2006), there is a clear correlation between in-service training and employee retention. Organizations can reduce employee turnover and boost employee retention through training. According to him, staff members who are undergoing in-service training believe that their employer values them and wants them to advance in their professions. He believes that because the company thinks highly of them.

Human Resource management procedures like performance reviews and in-service training impact employee's motivation and desire to remain. In-service training is a significant factor in determining employee engagement and retention as low staff turnover is essential for businesses to flourish as well as become excellent employers. (Samganakkan, 2010).

2.1.2 Employee Retention.

Employers are becoming more and more conscious of the need of retaining competent staff members since human capital is crucial to the success of their businesses. For all kinds of businesses, employee retention is a severe and crucial issue. (McKeown, 2002). According to Sandhya and Kumar (2011), employee retention is the practice of providing complete comfort to an employee so they would remain with the company for an extended amount of time. Therefore, it is assumed that a firm that offers related incentives to its employees (such as training, career progression, rewards, and a flexible work environment) will be able to keep them. Akindele (2007) sees employee retention as the process of persuading staff members to remain with the organization for a set amount of time or until a project is finished.

Browell (2003), it is the process of retaining the designated number of employees who, for unclear reasons, should be retained by the company. As a result, important personnel are positioned in crucial roles that are necessary for

achieving the aims and objectives of the company. Other organizations view these roles as a potential source of competition. Browell (2000)'s perspective on employee retention is further expanded by Mckeown (2002), who points out that top performers should be the only ones targeted for retention because they have a beneficial impact on an organization's performance.

According to Jain (2011), employee retention is the methodical process through which companies encourage their current workforce to remain with the company by developing policies and procedures that cater to their various demands. Encouraging employees to stay with the company for as long as possible requires adopting steps (a course of action that includes satisfying demands, such as training and development, suitable rewards, job security, etc.).

Onwuemene and Oni (2017) asserts that while hiring and training staff members costs a lot of money, keeping them on board has proven to be especially important for businesses. The majority of Nigerian organizations currently use strategies like skill recognition, career development opportunities, supervisor support, a social atmosphere, etc. to keep their staff members. The quality of an organization's people is always an essential ingredient of successful strategy execution. Knowledgeable and engaged employees are a company's best source of creative ideas for the nuts-and-bolts operating improvement that lead to operating excellence (Mobely, 1982).

Smith (2004) asserts that a shrewd employer knows how to draw in and retain quality workers and that while pay and benefits get workers in the front door, subpar working conditions and incompetent management force them out. Smith asserts that there is a direct correlation between management performance and staff retention inside the company. According to Sue (2001), employee retention refers to retaining current employees and preventing their departure from the company for any cause, particularly to rival businesses. Stated otherwise, an organization must possess the appropriate personnel in the appropriate numbers, with the appropriate skills and competencies, at the appropriate locations and times.

From the above definition, employee retention can be viewed as getting the right people into the organization first and proceeding to meeting the needs of these individuals, therefore minimizing their chances of wanting to quit. This requires managers to exert a lot of effort in ensuring that employee's turnovers are always low by increasing awareness of how critical employees are to the success of an organization (Meaghan and Bonits, 2002). Since the values of the employees to the organization are not easily replicated, the loss of a talented employees can be detrimental to the productivity and profitability of the businesses, that is why retaining top talent has become a primary concern for many organizations today (Sigler, 1999; Samuel and Chipunza, 2009). Furthermore, lots of money is spent on hiring and training the employees, the need to retain them has turned out to be

particularly essential organizations. Some of the conventional employee strategies currently being employed by most organizations in Nigeria include; attractive remuneration package or financial rewards, skill recognition, opportunities for career development, training, supervisory support etc.

2.1.3 Impact of Salaries on Employee Retention

Pay is something given in exchange for services rendered in an organization. It has been demonstrated by Trevor, Gerhart, and Boudreau (1997) that a wage increase has a detrimental effect on turnover. According to Davies, Taylor, and Savery (2001), all organizations provide workers with compensation, but relatively few of them employ it strategically. According to them, "the organization is not strategically using salary and benefits policies to improve morale, reduce turnover, and achieve targets within an establishment. It has been observed by Trevor, Gerhart, and Boudreau (1997) that a wage increase has a detrimental effect on turnover. According to Davies, Taylor, and Savery (2001), all organizations provide workers with compensation, but relatively few of them employ it strategically. According to them, "the organization is not strategically using salary and benefits policies to improve morale, reduce turnover, and achieve targets within an establishment". According to study by Moncraz, Zhao, and Kay (2009), pay can play a crucial role in lowering managerial turnover and raising commitment even though it is not one of the main factors affecting non-

management turnover. Therefore, in order to better retain people, firms need to make improvements to wages, benefits, and compensation in addition to improving things like decent working conditions, flexible work schedules, cooperative teams, good managers, and the organization's culture and values (Devi, 2009).

For any given firm, the wage factor contributes around 31.8% to employee retention (Shuja, 2017). The pay practice, which deals with regular pay, wages, salaries, benefits, etc., is one of the HRM practices. It plays a significant part in strategies for implementation. Superior compensation and benefits packages, relative to competitors in the industry, draw and keep top talent. However, this could negatively affect the labour costs for the business as a whole (Shuja, 2017). Pay practice is very important factor for companies to hire and retain high quality employees from the level of applying for the job. While on the other hand employees also have to work hard to maintain their high level of performance otherwise they will lose their work. It also has some correlation with job satisfaction.

The connection between retention and remuneration has been the subject of numerous researches. While some researches indicate that remuneration has a favorable effect on retention, others do not. According to research by Tremblay, O'Brien-Pallas, Viens, Brabant, and Gelinas (2006), work-related activity plays a

significant role in the decision to resign. Paying employees well is crucial to retaining them (Milkovich and Newman, 2004). Pay is defined as "something given in exchange for services rendered in an organization" by Shaw, Delery, Jenkins, and Gupta (1998). It has been extremely important in keeping and rewarding top-notch human resources. A reduced compensation is one of the main causes of employee turnover. Employees often leave a business when they obtain a reduced pay and insufficient financial benefits (Lavob, 1997).

2.1.4 Impact of Career Progression on Employee Retention.

Merchant (2012), advancing in one's career means being the best version of oneself and locating a position inside a company where one can thrive and further the objectives of the company. The author goes on to say that career advancement includes both "horizontal" movement (lateral job transfers) and "vertical" concerns like promotions and upward mobility within the company. Career progression covers various policies and practices established by organization to improve career effectiveness of their employee as a sequence of related work experiences and activities during one lifetime. Merchant further contends that individuals who experience personal and professional growth tend to stay longer in an organization.

Promotional opportunities are what boost employee performance and alter performance outcomes, and retention is crucial for both professional and personal

development (Horwitz, Heng, and Quazi, 2003). Development opportunities can increase employee engagement to keep workers in firms, according to Kroon (2013).

In a study, Adewoye, Abioro, and Adele (2017) came to the conclusion that enhancing career advancement for employees within the company has a big impact on performance. As a result, management should make investments in staff development to encourage employee turnover and boost output. Furthermore, studies by Nagarathanam, Venkitasamy and Attiah (2018) demonstrate that enhanced services and employment prospects within a business will also result in long-term workers who support organizational growth.

Job satisfaction is closely related to career growth when it helps them feel appreciated by their employers and managers while they work toward and accomplish their goals. They receive accolades since they are fulfilling organizational objectives in addition to their own. In this case, workers grow increasingly content with their positions and would never want to quit the company. Even though companies want to hang onto its best workers in order to accomplish its short and long term corporate goals. For this reason, in order to ensure the success of both the firm and its personnel, organizations must provide continuous professional development programs for their workforce (Shujaat, San, & Aftab, 2013). Research from the past has shown that people stay longer in

places where they can advance both personally and professionally (Chhabra & Mishra, 2008).

The theory of compensation strategy, which is defined as the "deliberate utilization of the pay systems as an essential integrating mechanism through which the efforts of various subunits or individuals are directed towards the achievement of an organization's strategic objectives," is broadly demonstrated by reward programs (Labov, 1997).

Pay, promotions, bonuses, and other forms of rewards along with various forms of recognition would be the most effective strategy for advancing and inspiring staff members to meet corporate goals (Ting, 1997). This is because regular work duties and a lack of promotion can significantly contribute to the intention of turnover (House et al., 1996). Employees who feel their jobs are unfair and whose performance reviews are inadequate may think about quitting the company (Weiss and Cropanzano, 1996). Organizations should retain workers and offer opportunities for improved career development by putting "job enrichment" programs into place (Magner et al., 1996).

2.1.5 Sound Strategies to Minimize Employee Turnover

Recruiting suitable employees: Staffing, according to Hulin, Roznowski, and Hachiya (1985), is intended to offer a pool of latent human resources from which commercial enterprises can choose qualified workers based on job requirements.

As a result, in order to reduce employee turnover, businesses must make sure that qualified candidates have been screened out and chosen for open positions. According to Steel and Ovalle (1984), recruitment is the process of luring possible applicants who might be able to make a contribution to the company. It becomes apparent that effective techniques are required to highlight the personnel and encourage them to remain with the company. Nonetheless, companies must be able to recognize the appropriate, skilled, and knowledgeable workers; doing so will help them accomplish their objectives. This indicates that without hiring qualified personnel, organizations would have setbacks or slow growth (Schervish, 1983).

Effective leadership: The likelihood is high that workers will leave their positions as a result of managers' lack of support (Mobley, 1977). According to several experts, one of the main causes of employee turnover is inadequate supervision; as a result, it is critical for a company to train its managers to help them become better leaders and organizers (Porter and Steers, 1973). It seems that while having a positive relationship with their particular supervisor is important, employees do not necessarily need to be best friends with their boss. Nonetheless, management experts contend that the supervisor must give guidance and criticism, meet one-on-one, and collaborate with the subordinates.

Training and development: The management should take the lead in establishing a setting where important information is shared openly. Workers have the chance to become knowledgeable and perceptive for future professional growth, and an organization will logically prioritize offering a range of training programs. Consequently, this will lead to staff retention and improve corporate productivity (Singh, 2008).

Job satisfaction: The two main job-related motivating variables that raise employee job satisfaction are job content and autonomy. Employees may become more driven and want to give the company their all once they understand they are allowed to participate in decision-making. Shahzad et al. (2008) argue that while specific supervisory actions that bind employees to the organization have been identified, the main finding of turnover studies is that job retention is positively impacted by supervisor satisfaction. According to Sherman and Snell (1998), experts have identified a number of elements that are likely to contribute to employee satisfaction at work, including competitive pay, a welcoming workplace, helpful coworkers, career guidance, and chances for professional growth. Additionally, according to Dailey and Kirk (1992), "employees desire managers who realize and treat them fairly." It's likely that managers won't be content with their positions if they aren't reasonable, compassionate, and fair to their staff.

Organizational culture: One of the things that encourages employees to stay with the company is a strong organizational culture. Employee turnover is likely if they are dissatisfied with the organizational structure, work culture, or work environment (Mowday Koberg and McArthur, 1982). It's a common belief that companies with the finest organizational cultures are able to draw in and inspire workers. They might decide to stay employed by the firms as a result.

2.2 Conceptual review.

According to Saunders (2007), ‘’ A conceptual framework indicates how the researcher views the concept involved in a study, especially the relationship among concepts’’. Therefore, the researcher has developed a conceptual framework which focuses on in-service training, its purpose, forms benefits, challenges and the strategies for improving in-service training. The conceptual framework also focuses on the concept of employee retention, the concept of employee turnover, importance of employee retention and other incentives that can promote retention.

2.2.1 Meaning of In-service Training

According to Cole (2002), In-service training is any activity for gaining skills and knowledge needed for a task. Basically, in-service training can be seen as an intentional and organized learning activity undertaken by professionals of experts after initial qualification. It is a continual development of workers with

information for achieving organizational goals (Hogarh, 2012, as cited in Peace, 2020). In-service training according to Dessler, (2013) is the process of teaching new or existing employees, the basic skills they need to carry on their work. Training in general can be seen as an effort to develop the quality of human resources in the world of work. In-service training encompasses workshops, seminars, conferences, and other educational activities designed to update practitioners on the latest trends, technologies, and best practices within their respective domains

In-service training offers numerous benefits, including improved job performance, increased job satisfaction, enhanced organizational effectiveness and employee retention.

2.2.2 Purpose of In-Service Training

i. Skill Development: The purpose of in-service training is to develop the technical knowledge, job-related skills, and competences of employees in order to increase productivity and performance. Gordon (1992) defined training as a kind of systematic, planned action that raises a person's level of ability, knowledge, and competency—all of which are essential for performing well in an organization. In essence, the goal of in-service training is to provide staff members the knowledge, abilities, and attitudes they need to succeed, be more productive, and enjoy their work.

ii. Performance Improvement: By addressing specific performance gaps and providing targeted training interventions, organizations can enhance employee performance and achieve better results. Training is an important means of improving employee's productivity, which ultimately affects the performance of the organization. Singh and Mohanty (2012)

iii. Career Development: Employee retention and job satisfaction may rise when in-service training gives staff member's chances for professional development, personal improvement, and career promotion. Employee motivation and retention are positively correlated with the perception that workers have acquired career-enhancing skills, as stated by Monarak, Wasih, and Mosfiq (2019). Undoubtedly, having a crew that is well-developed and trained will be a great addition to the company. Through the development of their knowledge, attitudes, behaviors, and professional and personal skills, in-service training aids in the advancement of employees' careers. In a study, Adewoye, Abioro, and Adele (2017) came to the conclusion that educating employees to advance their careers has a major positive effect on their performance. As a result, management should support employee development to reduce employee turnover and boost performance.

iv. Adaptation to Change: In order to maintain organizational agility and competitiveness, in-service training assists staff in adjusting to technological

breakthroughs, industry trends, regulatory changes, and organizational innovations.

v. **Employee Motivation and Engagement:** Investing in in-service training for staff members shows a dedication to their professional development and promotes a culture of lifelong learning, which raises employee motivation and engagement levels. Enhancing employee commitment, retention, and satisfaction are just a few of the intangible results that training and development primarily produce.

Furthermore, In-service training encompasses a variety of forms and methods tailored to meet the specific needs of employees and organizations. These forms can vary in duration, delivery mode, content, and objectives. Here are some common forms of in-service training:

i. **On-the-Job Training (OJT):** During on-the-job training, students learn while carrying out activities in a real-world work setting. It is usually led by seasoned co-workers or managers who offer direction, coaching, and practical training to the trainee. OJT is especially useful for imparting best practices, processes, and skills relevant to a given work.

ii. **Off-the-Job Training:** Off-the-job training refers to training activities that take place outside of the employee's regular work environment. Unlike on-the-job training, which occurs while the employee is performing their duties, off-the-job training involves learning activities conducted away from the workplace. This

type of training often focuses on broader concepts, theories, and skills that may not be directly related to the employee's current job responsibilities but are still valuable for their professional development.

iii. **Workshops and Seminars:** Workshops and seminars are interactive sessions conducted in a classroom or conference setting. They often focus on specific topics or skill areas and may involve presentations, group discussions, case studies, and practical exercises. Workshops and seminars provide opportunities for employees to learn from subject matter experts, share experiences, and acquire new knowledge and skills.

iv. **Online Training and E-Learning:** Online training or e-learning involves the use of digital platforms and resources to deliver training content remotely. It offers flexibility, accessibility, and scalability, allowing employees to complete training modules at their own pace and convenience. E-learning can include multimedia presentations, interactive modules, quizzes, and simulations to engage learners and enhance retention.

v. **Mentoring and Coaching:** Mentoring and coaching involve pairing employees with experienced mentors or coaches who provide guidance, support, and feedback. Mentors or coaches offer personalized assistance, share expertise, and help employees develop their skills, knowledge, and confidence. This form of

training is effective for fostering career development, leadership skills, and professional growth.

vi. Job Rotation and Cross-Training: Job rotation and cross-training involve exposing employees to different roles, departments, or functions within the organization. It broadens employees' skill sets, expands their knowledge of the organization, and promotes flexibility and adaptability. Job rotation and cross-training can help prevent job stagnation, increase employee engagement, and facilitate succession planning.

vii. Conferences and External Training Programs: Conferences, seminars, and external training programs organized by industry associations, professional organizations, or training providers offer opportunities for employees to gain insights, network with peers, and access specialized training. These events cover a wide range of topics, trends, and best practices relevant to employees' roles and industries. Attending conferences and external training programs can inspire innovation, promote continuous learning, and enhance professional development.

viii. Simulations and Role-Playing Exercises: Simulations and role-playing exercises recreate real-life scenarios or workplace situations for training purposes. They allow employees to practice decision-making, problem-solving, and interpersonal skills in a safe and controlled environment. Simulations and role-

playing exercises are particularly effective for developing communication skills, conflict resolution, and leadership abilities.

ix. **In-House Training Programs:** In-house training programs are customized training initiatives designed and delivered internally by the organization. They are tailored to address specific skill gaps, organizational needs, and strategic priorities. In-house training programs can include a combination of the aforementioned forms of training, adapted to suit the organization's culture, resources, and objectives. By offering a diverse range of in-service training forms, organizations can create comprehensive and effective learning experiences that empower employees to enhance their skills, performance, and professional growth.

2.2.3 Key Components of In-Service Training:

i. **Needs Assessment:** In order to determine skill gaps, performance inadequacies, and employee training needs, businesses perform needs assessments prior to initiating in-service training programs.

ii. **Training Design:** Programs for in-service training are created to successfully satisfy needs that have been recognized. This entails deciding on the training's goals, subjects, techniques, length, and standards of evaluation.

iii. **Delivery Methods:** In-service training can be delivered through various methods, including workshops, seminars, online courses, simulations, coaching,

mentoring, and job shadowing, depending on the nature of the training and the preferences of the participants.

iv. Implementation: Successful implementation of in-service training programs requires effective coordination, scheduling, resource allocation, and communication to ensure that employees can participate without disrupting daily operations.

v. Evaluation and Feedback: Continuous evaluation and feedback mechanisms are essential to assess the effectiveness of in-service training, measure learning outcomes, and make necessary adjustments for improvement.

2.2.4 Benefits of In-Service Training:

i. Enhanced Employee Performance: According to Bartlett (2001), in-service training is a set of planned activities to increase the job knowledge and skills or modify the job attitudes and social behavior of its members in ways consistent with the goals of the organization and the requirement of the jobs. Basically, a well-designed in-service training programs improve employees' skills, knowledge, and capabilities, leading to higher job performance and productivity.

ii. Increased Employee Satisfaction: Job satisfaction is defined as a pleasurable emotional state resulting from the perception of one's job as fulfilling or allowing the fulfillment of one's important job values (Price, 1997). Providing

opportunities for learning and development through in-service training contributes to higher job satisfaction, morale, and commitment among employees.

iii. Talent Retention: Programmes for in-service training show that a company values the professional development of its staff, which can improve retention by fostering a sense of loyalty and lowering attrition.

iv. Organizational Growth and Innovation: In-service training equips employees with the skills and knowledge needed to adapt to changing business environments, drive innovation, and contribute to organizational growth.

v. Improved Organizational Performance: Effective in-service training programs result in a more skilled, competent, and motivated workforce, ultimately leading to improved organizational performance, profitability, and competitiveness.

2.2.5 Challenges in Implementing In-Service Training:

i. Limitations on resources: Limited budget, time, and availability of qualified trainers can pose challenges to the successful implementation of in-service training programs.

ii. Opposition to Change: Employees may resist participating in in-service training due to perceived disruptions to their work routine, fear of change, or lack of interest in learning new skills.

- iii. Effectiveness Measurement: Evaluating the impact of in-service training on employee performance and organizational outcomes can be challenging, requiring the development of appropriate metrics and evaluation methods.
- iv. Skill Transfer and Application: Ensuring that employees apply the knowledge and skills gained from in-service training to their daily work requires ongoing support, reinforcement, and opportunities for practice.
- v. Alignment with Organizational Goals: In-service training programs must be aligned with organizational goals, strategies, and priorities to maximize their effectiveness and relevance to the organization's needs.

2.2.6 Best Practices in In-Service Training:

- i. Align Training with Business Objectives: In-service training programs should be closely aligned with organizational goals, strategies, and performance metrics to ensure relevance and effectiveness.
- ii. Engage Stakeholders: Involving key stakeholders, including employees, managers, and subject matter experts, in the design, development, and implementation of in-service training programs enhances buy-in and effectiveness.
- ii. Provide Supportive Learning Environment: Creating a supportive learning environment that encourages participation, collaboration, and feedback fosters a positive training experience and enhances learning outcomes.

iv. Offer Blended Learning Approaches: Combining various learning modalities, such as instructor-led training, e-learning modules, and hands-on workshops, provides flexibility and accommodates diverse learning preferences.

vi. Measure and Evaluate Impact: Establishing clear learning objectives, collecting feedback from participants, and measuring training outcomes against predefined performance metrics enable organizations to assess the effectiveness of in-service training programs and make data-driven decisions for improvement.

2.2.7 Employee Retention.

Employee retention refers to an organization's ability to keep its employees engaged, satisfied, and motivated to stay within the company for an extended period. It involves various strategies and practices aimed at reducing turnover rates and retaining talent within the organization. A conceptual analysis of employee retention involves exploring its key components, factors influencing it, and its significance in organizational success.

Key Components of Employee Retention:

i. Work Environment: A positive work culture, conducive environment, and effective leadership play crucial roles in retaining employees.

ii. Compensation and Benefits: Competitive salaries, attractive benefits, and rewards programs contribute to employee satisfaction and retention.

- iii. Career Development: Opportunities for growth, advancement, and skill development encourage employees to stay and progress within the organization.
- iv. Work-life Balance: Providing flexibility, supportive policies, and initiatives for maintaining a healthy work-life balance enhances retention.
- v. Recognition and Feedback: Regular recognition of achievements and constructive feedback fosters a sense of value and engagement among employees.
- vi. Employee Engagement: Involvement in decision-making, meaningful work assignments, and opportunities for collaboration boost employee engagement and retention.

2.2.8 Factors Influencing Employee Retention:

- i. Job Satisfaction: Fulfillment derived from the nature of work, relationships with colleagues, and alignment with organizational values significantly impact retention.
- ii. Leadership Quality: Competent and supportive leadership positively influences employee commitment and retention.
- iii. Opportunities for Advancement: Clear career paths and opportunities for growth motivate employees to stay and contribute to the organization's success.
- iv. Organizational Culture: A positive and inclusive culture that values diversity, innovation, and employee well-being fosters retention.

v. **Work-life Balance:** Flexible work arrangements and supportive policies help employees manage personal and professional responsibilities, reducing turnover.

vi. **Compensation and Benefits:** Fair and competitive compensation packages, along with attractive benefits, contribute to employee satisfaction and retention.

2.2.9 Significance of Employee Retention

i. **Cost Savings:** High turnover rates incur significant recruitment, training, and productivity costs for organizations. Retaining employees reduces these expenses.

ii. **Continuity and Stability:** Retaining experienced employees ensures continuity in operations, knowledge retention, and stability within teams.

iii. **Organizational Performance:** Engaged and committed employees contribute to higher productivity, innovation, and overall organizational performance.

iv. **Employer Branding:** A reputation for employee-friendly practices and high retention rates attracts top talent and enhances employer branding.

v. **Customer Satisfaction:** Sustained employee retention leads to better customer relationships and satisfaction, as experienced staff deliver consistent service quality.

2.2.10 Strategies for Enhancing Employee Retention:

- i. Employee Engagement Programs: Implementing programs to enhance employee engagement through feedback mechanisms, recognition programs, and regular communication channels.
- ii. Career Development Initiatives: Offering training, mentorship programs, and opportunities for skill development to foster employee growth and advancement.
- iii. Flexible Work Arrangements: Providing flexible work schedules, telecommuting options, and parental leave policies to support work-life balance.
- iv. Competitive Compensation Packages: Regularly reviewing and benchmarking compensation and benefits to remain competitive in the market.
- v. Cultivating a Positive Work Culture: Encouraging teamwork, collaboration, and a supportive work environment where employees feel valued and respected.
- vi. Leadership Development: Investing in leadership training and development programs to equip managers with the skills to effectively lead and motivate teams.

vii. Exit Interviews and Feedback Mechanisms: Conducting exit interviews to understand the reasons for employee turnover and implementing changes based on feedback to address underlying issues.

2.2.11 Employee Retention Measurement and Evaluation:

By monitoring turnover rates over time, it is possible to calculate employee retention rates. Surveys of employee satisfaction and feedback systems shed light on the variables affecting retention. Additionally, conducting stay interviews and evaluating exit interviews can aid in pinpointing areas that require improvement.

2.3 Theoretical Framework

This study adopts the social exchange theory as the theoretical framework for explaining and discussing this work. Organizational scientists Edger Schein and Chris Argyris first proposed the idea of the psychological contract in the 1960s. Their work established the groundwork for subsequent elaboration and comprehension of the notions from a variety of theoretical approaches, including the social exchange perspective, even if they did not explicitly frame them within that framework.

The social exchange approach, which aids in comprehending the psychology dynamics in work interactions, is partially reflected in the psychological contract theory. A foundation for comprehending work connections is the social exchange theory, which holds that when one party provides benefits to another, it creates

obligations for that other party in society, which are then frequently fulfilled by the other party in return. From the standpoint of social exchange, the implicit responsibility and expectation that exists between people and organizations is known as the psychological contract.

A psychological contract, according to Rousseau (1995), is a person's perception of the mutual duties that employers and employees have to one another. It is predicated on the notion that people believe they have an unwritten agreement with their company, under which they trade contributions—like hard work, abilities, and loyalty—for benefits—like training, job stability, career progress, and recognition. This viewpoint highlights the reciprocity and mutual trust that form the basis of the working relationship between employers and employees. According to Robinson (1996), the psychological contract describes how workers view their obligations to and entitlements from their employers.

The psychological contract theory operates on several key assumptions which include; implicit agreement, reciprocity, dynamic nature, impact on behavior and organizational context. It assumes that there is an implicit agreement between individuals and organizations, which consists of mutual expectations, obligations, and promises. This agreement may not be explicitly discussed or documented but is inferred through interaction and experience. The theory assumes that the relationship between individuals and the organization is characterized by

reciprocity, meaning that both parties are expected to fulfill their obligation and receive rewards or benefits in return. The theory assumes that the psychological contract is dynamic and can change over time in response to various factors such as organizational changes, personal experience, and external influences. It assumes that the psychological contract influences individual's attitudes and behaviors in the workplace. Fulfillment of the contract is associated with positive outcome such as job satisfaction, commitment, and performance, while violation of breach of the contract can lead to negative outcomes such as reduced motivation, trust, and engagement. The theory assumes that the nature and content of the psychological contract are influenced by the organizational context, including organizational culture, policies, practices, and leadership behavior.

The psychological contract theory affects employee retention as well as in-service training. One way to look at training opportunities is as a component of the implicit contract that exists between workers and their employer. Workers may consider access to programmes for training and development to be an investment in their professional growth and skill sets. Employee commitment and loyalty are more likely to persist when they believe that their employer values and supports them. On the other hand, psychological contract violations including broken promises, inadequate in-service training and assistance, or unjust treatment perceptions can cause discontent and motivate employees to leave. By effectively managing the psychological contract through training initiatives, the Edo state

civil service can improve retention rates and create a positive work environment conducive to long-term employee commitment and loyalty.

2.4 Empirical Review

A number of studies have been conducted in respect to training and employee retention. According to Waleed, Amir, Rida, Sidra and Rida, (2013) in their study "the effect of training on employee retention", they focused on the concept of employee retention which is heavily dependent on job training. The major variables of their study was training, types of training and duration of training. Other intervening variables were rewards and supervisory support to the employees. Their research was conducted on a sample scale of 100 respondents from Telenor, Telecommunication sector from March 2013 to April 2013. 100 survey questionnaires were distributed among employees at Telenor through predesigned questionnaire. This questionnaire had four sections. First section was related to job training, second section contained questions regarding duration of job training , third section contained questions regarding rewards and the forth sections contained questions about supervisory support's role in relevance to employee's job training. The research revealed that female and male employees have their interest in participating in training. Reward and supervisory support was found to be the demand of employees irrespective of their gender.

Daniel (2012) studied the recruitment and retention of employees in the Nigerian Federal Civil Service (NFCS), to establish their impact on the effectiveness of the

service. The study was based on a sample size of 120 respondent. The study adopted the systematic random sample technique. The sampling frame of the study was drawn from the staff list of 254 civil servants at the office of the Head of Service of the NFCS. In addition, data for the study was also obtained through structured interview carried out by 50 senior civil servants at the federal civil service commission (FCSC) (Abuja) with a view of obtaining information on strategies for employee recruitment, retention and performance of the NFCS. The study revealed that employee recruitment into the civil service was based on the federal character principle (i.e. equal representation of people from the geo-political zones of the country), merit and political consideration. In terms of employee retention, the study found that the service lagged behind in providing adequate incentives to retain its workforce for performance compared to what is obtainable in the private sector. Thus, the study recommends that, while the federal character principle is necessary (given the country's multi ethnic, religious and cultural diversity), its application should also pay attention to the merit of prospective employees. It also recommended that the services raises its rewards to a level where they are competitive enough to attract and retain competent employees and enhance their performance.

A study by Awolaja (2023) attempted to examine the relationship between retention strategies and organizational performance for academic staff in selected private universities in Osun State, Nigeria. The strategies for retaining highly

qualified staff in the universities in relation to performance were reviewed. The study used a survey research design. Questionnaires were administered to three hundred and eighty-seven (387) respondents while only three hundred and fifteen (315) were completed and returned. For data classification, descriptive statistics of tables and percentages were used as well as inferential statistics of ordinary least square (OLS) in hypothesis testing. The result revealed that opportunities for advancement, competitive compensation plan and good work-life balance positively affect the performance of academic staff in the selected private universities. The study recommends that the management of private universities should invest heavily in the area of opportunities for advancement, competitive compensation plan and good work live-balance for their employees in order to reduce labour turnover.

Umer (2013), in his study examined the impact of training practices on employee intention to remain or leave an organization. The research identified how great the effect of training practice on employee retention is. Research data was collected from 100 employees of public/private organizations using convenience sampling technique. Descriptive statistics, correlation and regression analysis techniques were used to analyse data. The study revealed that positive relationship exist between training and employee retention and employees decision to stay longer period of time can be influenced by training practice.

2.5 Organizational Context of the Study.

The Ministry of Social Development and Gender Issues.

History of the Edo State Ministry of Social Development and Gender Issues

The Edo State Ministry of Social Development and Gender Issues (MSDGI) was established in August 1977 during the regime of General Sani Abacha. It was initially known as the Ministry of Women Affairs and Social Development. In August 2021, the name was changed to the Ministry of Social Development and Gender Issues by Governor Godwin Obaseki. The ministry's primary mandate is to ensure coordinated efforts in providing social welfare and rehabilitation services to vulnerable groups in the state, including; Children, Women, Less privileged persons and Victims of natural disasters. The MSDGI aims to empower these groups and help them regain family stability, improve their overall human capacity, and contribute to the social development of Edo State (The Ministry of Social Development and Gender Issues, 2024).

Structure of the Edo State Ministry of Social Development and Gender Issues

The Ministry of Social Development and Gender Issues is headed by a Commissioner, who is supported by a Permanent Secretary. The ministry is divided into several departments, each with its specific responsibilities:

1. Department of Gender Affairs: This department is responsible for promoting gender equality and women's empowerment in the state. It implements policies and programs aimed at addressing gender-based discrimination and violence.
2. Department of Social Welfare: This department provides social welfare services to vulnerable groups, such as children, the elderly, and people with disabilities. It also manages rehabilitation centers and shelters for victims of abuse and neglect.
3. Department of Community Development: This department works with communities to identify and address their social development needs. It also facilitates the participation of communities in development planning and implementation.
4. Department of Child Development: This department is responsible for the protection and development of children in the state. It implements policies and programs aimed at preventing child abuse, neglect, and exploitation.
5. Department of Planning, Research, and Statistics: This department collects and analyzes data on social development issues in the state. It also provides research and technical support to other departments within the ministry.

Ministry of Youth and Humanitarian Affairs.

History of the Edo State Ministry of Youth and Humanitarian Affairs

The Ministry of Youth and Humanitarian Affairs has a relatively recent history, undergoing several name changes and restructurings since its inception:

2001: Established as the Ministry of Youth and Sports, carved out from the Ministry of Information, Social Development, Youth, Sports and Culture.

2003: Renamed to the Ministry of Youth, Sports and Social Mobilization.

2017: Renamed to the Ministry of Youth and Special Duties.

2020: Merged with the Ministry of Women Affairs and Social Development to form the Ministry of Youth and Humanitarian Affairs.

This latest merger aimed to consolidate government resources and efforts towards addressing the needs of both youth and vulnerable groups in the state (Ministry of Youth and Humanitarian Affairs, 2024).

Structure of the Edo State Ministry of Youth and Humanitarian Affairs

The Ministry of Youth and Humanitarian Affairs is led by a Commissioner and supported by a Permanent Secretary. It's comprised of several departments handling specific areas:

1. Department of Youth Development: Responsible for policy development, capacity building, and empowerment programs for young people in the state.

2. Department of Humanitarian Affairs: Provides assistance to vulnerable groups, including refugees, internally displaced persons, and victims of disasters.
3. Department of Skills Acquisition and Entrepreneurship: Equips youths with vocational skills and entrepreneurial knowledge to facilitate employment and self-reliance.
4. Department of Research and Statistics: Gathers and analyzes data on youth and humanitarian issues to inform policy decisions.
5. Department of Planning, Monitoring, and Evaluation: Oversees the planning, implementation, and evaluation of ministry programs and projects.

Ministry of Environmental Sustainability.

The history of the Edo State Ministry of Environment and Sustainability would likely trace back to the establishment of Edo State itself, which was created on August 27, 1991, during the administration of General Ibrahim Babangida. Since then, the ministry has evolved in response to the changing environmental challenges faced by the state (Ministry of Environmental Sustainability, 2024).

1. The Ministry of Environment and Sustainability typically have several departments or units responsible for various aspects of environmental management and conservation they are:

2. Policy and Planning Department: This department is responsible for formulating environmental policies, strategies, and plans for the state. It conducts research, collects data, and analyzes trends to inform decision-making.
3. Environmental Protection and Regulation Department: This department oversees regulatory compliance, enforcement of environmental laws, and monitoring of environmental quality. It may include units dedicated to air quality, water quality, waste management, and pollution control.
4. Natural Resources Management Department: This department focuses on the conservation and sustainable management of natural resources such as forests, wildlife, land, and water bodies. It may be involved in activities like afforestation, biodiversity conservation, and ecosystem restoration.
5. Environmental Education and Public Awareness Unit: This unit is responsible for raising awareness about environmental issues, conducting educational programs, and engaging with the public, schools, and community groups to promote environmental stewardship.
6. Environmental Impact Assessment (EIA) Unit: This unit assesses the potential environmental impacts of proposed development projects and provides recommendations to mitigate adverse effects. It ensures that new developments comply with environmental regulations and standards.

7. Climate Change and Sustainable Development Unit: Given the global focus on climate change and sustainability, many ministries of environment now have units dedicated to addressing these issues. This unit may work on climate change adaptation and mitigation strategies, renewable energy initiatives, and sustainable development projects.

8. Leadership: The ministry is typically headed by a Commissioner or Minister of Environment appointed by the Governor or relevant authority. Below the commissioner, there may be Permanent Secretaries, Directors, and other administrative staff overseeing different departments and units.

9. Collaboration: Ministries of Environment often collaborate with other government agencies, non-governmental organizations (NGOs), international organizations, and academic institutions to address environmental challenges comprehensively.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter describes in detail the method and procedures that was used for this study. It deals with the research design, the population of the study, the sample size and sampling techniques, sources of data collection, instrument for data collection and the techniques adopted for the analysis of the data collected. The study falls within the scope of evaluation research in the sense that it has the objectives of assessing the impact of in-service training on employee retention in the Edo state civil service with particular reference to three selected ministries in the state (Ministry of Social Development and Gender Issues, Ministry of Youth and Humanitarian Affairs, Ministry of Environment and Sustainability).

3.1 Research Design

The research design for this study is the survey method, which is widely used in social science research. The survey research involves the use of questionnaire which were personally administered to the respondents by the researcher.

3.2 Population of the study

The target population for this study are employees in the Edo state civil service with particular reference to three selected ministries in the state. The Ministry of Social Development and Gender Issues made up of 84 employees while the Ministry of Youth and Humanitarian Affairs made up of 66 employees and the

Ministry of Environment and Sustainability made up of 194 employees. Hence, the population of the study is 344 employees of the Edo state civil service.

3.3 Sample size

The 344 employees of the selected ministries served as the sample for the field study. This was due to the low number of respondents and so, the researcher has decided to use all of them for the research.

3.4 Method of Data collection

In this research, data was collected from both primary and secondary sources. The primary data was obtained from survey research through the use of questionnaire while the secondary data was obtained from relevant literatures such as text books, journals, unpublished works such as seminar papers and Ph. D dissertation, among others. The survey method was used to elicit information from the following respondents:

- a. Employees from the Ministry of Social Development and Gender Issues.
- b. Employees from the Ministry of Youth and Humanitarian Affairs.
- c. Employees from the Ministry of Environment and Sustainability.

The researcher distributed the questionnaire to the various respondents in the selected ministries personally.

3.5 Research instruments

The main instrument that will be used in the collection of data is the questionnaire.

The questionnaire was used to elicit information from the individual respondents.

The respondents are expected to personally fill it. A time frame of five days was given to them and the researcher went round to retrieve the questionnaire. The questionnaire has two sections. Section A consists of demographic variables such as age, sex, marital status and educational attainment, etc. While section B relates to the objective and hypotheses of the study. The questionnaire was constructed in such a way to elicit responses as much as possible to the questions bearing in mind the need to avoid measurement error, surrogate information error and make for high response rate. The Likert scale will be used in scaling the responses of the various respondents. It is made up of 5 points with corresponding weight of 5, 4, 3, 2, 1. (5) is assigned to strongly agree, (4) for agree, (3) for disagree, (2) for strongly disagree and (1) for undecided.

3.6 Validity of Research Instrument

In order to ensure that the research instrument designed for the study is reliable; the questionnaire was presented to the supervisor of the project for evaluation of its validity. This is because he is a scholar with high experience and understanding of the subject matter in the field. This is to ensure that a valid measurement is achieved with the research instrument of the study.

3.7 Reliability of Research Instrument.

The researcher applied the Test-retest reliability method (which involves repeating the exact same testing process one or multiple times with the same sample group). Thus the researcher presented another set of questionnaire to the

respondents who first participated in the survey. Also, in order to be sure that the information contained in this study is valid and reliable, the researcher through the review of related literature developed questionnaire applicable to this study and was scrutinized by the supervisor to verify the appropriateness of the content to the study.

3.8 Methods of Data Analysis.

The data gathered from this study was subjected to descriptive statistical tools. Descriptive statistics used in presenting this data are frequency and percentages through tabular presentation. Data collected was presented using simple percentage where the responses and comments were based on the respondent's opinion with the highest percentage. In testing the stated hypotheses in chapter one of this study, the chi square statistical technique which is usually calculated was applied.

$$X^2 = \sum \frac{(f_o - f_e)^2}{2a}$$

Where,

F_o = Observed Frequency,

F_e = Expected Frequency

X² = Measure of the departure of observed frequency from the frequency expected by chance. The chi-square is the measure of the discrepancy existing between observed and expected frequencies.

The expected frequency is obtained by multiplying the row total by the column total and dividing by ground total i.e.:

$$E = \frac{\text{Row total} \times \text{Column total}}{\text{Ground total}}$$

The sum of chi-square is obtained by applying the formula above and comparing it with the critical value from the table. The critical value is read by matching the level of significance with the degree(s) of freedom, the degree(s) of freedom is obtained thus:

$$Df = (C-1)(R-1)$$

Where C=number of column

R=number of rows

Furthermore, the Pearson's Contingency Coefficient will be applied to measure the strength of association of the variables. The formula for testing association is as follows:

$$C = \sqrt{\frac{x^2}{n+x^2}}$$

Where X^2 is the value of the calculated Chi-square; n = total sample size; Range: 0 to 1 where 0 = no association and 1 = perfect association.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Data Presentation

The data are based on the number of copies of the questionnaire completed and returned by respondents that are employees in the Edo state civil service with particular reference to three selected ministries in the state. The data is presented in tables and analysis is done using simple percentage.

Table 4.1: Rate of Return of Questionnaire

	Frequency	Percentage (%)
Questionnaire Administered	344	
Questionnaire Returned	330	96%
Unreturned Questionnaire	14	4%
Total	344	100%

Source: Survey Data, 2024

4.2 Demographic Characteristics of Respondents

The purpose of the demographic characteristics of the respondents is to show the attributes of respondents that were sampled. These include gender, marital status, age of employee, educational background and length of service.

Table 4.2: Gender distribution of Respondents

Gender	Frequency	Percentage (%)
Male	176	53%
Female	154	47%
Total	330	100%

Source: Field Survey, 2024

Table 4.2 indicates that in the survey questionnaire, 176 of the total respondents representing 53% were male, while 156 respondents were female representing 36%. This shows that majority of the respondents were male.

Table4.3: Distribution of Respondents by Marital status

Marital Status	Frequency	Percentage (%)
Single	120	37%
Married	202	61%
Separated	4	1%
Divorced	4	1%
Widow	0	0%
Total	330	100%

Source: Field Survey, 2024

From table 4.3, 120 respondents who were represented by 37% claimed to be single, 202 respondents representing 61% claimed to be married, 4 respondents representing 1% claimed to be separated, while 4 respondents representing 1% are divorced. We therefore conclude that majority of the respondents that participated in answering the questions are married.

Table 4.4: Educational Background of Respondents

Educational Background	Frequency	Percentage (%)
Primary School Certificate	0	0%
SSCE	16	5%
OND/NCE	24	7%
B.Sc.	214	65%
M.Sc.	60	18%
Any other qualification	16	5%
Total	330	100%

Source: Field Survey, 2024

Table 4.4 shows the educational background of the respondents. The educational qualification vary from primary school certificate, SSCE, OND/NCE, B.Sc., M.Sc. and other qualification. Analysis shows that most have educational qualification of B.Sc. which were 214 respondents (65%) while others have SSCE, OND/NCE, M.Sc. and other qualification which are (16) 5%, (24) 7%, (60) 18%, and (16) 5% respectively. We can therefore conclude that most respondents have educational qualification of B.Sc. and M.Sc.

Table4.4: Distribution of Respondents by Age

Age	Frequency	Percentage (%)
18-25 years	46	14%
26-35 years	122	37%
36-45 years	106	32%
46-55 years	52	16%
56 years and above	4	1%
Total	330	100%

Source: Field Survey, 2024

From table 4.4, 46 respondents who were represented by 14% claimed to be in the age bracket of 18-25 years, 122 respondents representing 37% claimed to be in the age bracket of 26-35 year, 104 respondents representing 32% claimed to be 36-45 years, while 52 respondents representing 16% are 46-54 years. We therefore conclude that majority of the respondents were between 26-35 years of age that participated in answering this research question.

Table 4.5: Respondents Length of Service

Length of Service	Frequency	Percentage (%)
Below 5 years	142	43%
6-15 years	164	50%
16 years and above	24	7%
Total	330	100%

Sources: Field Survey, 2023

Table 4.5 shows the length of service of the respondents. 145 respondents representing 43% have served below 5 years, 164 respondents representing 50%

have served between 6-15 years, while 24 respondents representing 7% have served from 16 years and above. We can therefore conclude that majority of respondents have served from 6-15 years.

SECTION B

The data obtained for this study was presented in a tabular form and analysed by the use of simple percentage to enhance quick and easy understanding.

Table 4.6: Acquisition of new skills has motivated workers to remain in your organization

Response	Frequency	Percentage (%)
Strongly Agree	114	34.5%
Agree	114	34.5%
Undecided	42	13%
Disagree	42	13%
Strongly Disagree	18	5%
Total	330	100%

Source: Field Survey, 2024

Table 4.6 reveals that 114 respondents representing 34.5% of the respondents strongly agreed that acquisition of new skills has motivated workers to remain in the organization, 114 respondents representing 34.5% of the respondents agreed, 13% were undecided while 13% percent disagreed and 5% strongly disagreed. The opinion of the respondents therefore shows that acquisition of new skills has motivated workers to remain in the organization.

Table4.7: Regular in-service training has not prevented people from resigning from their jobs.

Response	Frequency	Percentage (%)
Strongly Agree	66	20%
Agree	150	45%
Undecided	46	14%
Disagree	52	16%
Strongly Disagree	16	5%
Total	330	100%

Source: Field Survey, 2024

Table 4.7 reveals that 66 respondents representing 20% of the respondents strongly agreed that regular in-service training has not prevented people from resigning from their jobs, 150 respondents representing 45% of the respondents agreed, 46 respondents representing 14% were undecided while 52 respondents representing 16% disagreed and 16 respondents representing 5% of the respondents strongly disagreed. The view of the respondents therefore shows that regular in-service training has not prevented people from resigning from their jobs.

Table 4.8: Enactment of knowledge through training has encouraged employees staying on the job.

Response	Frequency	Percentage (%)
Strongly Agree	46	14%
Agree	140	42%
Undecided	84	25%
Disagree	38	12%
Strongly Disagree	22	7%
Total	330	100%

Source: Survey, 2024

Table 4.8 shows that (46) 14% of respondents strongly agreed that enactment of Knowledge through training has encouraged employees staying on the job, (140) 42% agreed, (84) 25% were undecided while (38) 12% disagreed and (22) 7% strongly disagreed. The view of the respondents reveals that enactment of knowledge through training has encouraged employees staying on the job.

Table 4.9: Training of staff in your organization has prevented employees from leaving the organization.

Response	Frequency	Percentage (%)
Strongly Agree	38	12%
Agree	78	24%
Undecided	64	19%
Disagree	122	37%
Strongly Disagree	28	8%
Total	330	100%

Source: Survey, 2024

Table 4.9 reveals that (38) 12% of the respondents strongly agreed that training of staff in their organization has prevented employees from leaving the organization, (78) 24% agreed, (64) 19% were Undecided, while (122) 37% disagreed and (28) 8% strongly disagreed. The opinion of the respondents therefore indicates that training of staffs in the organization has not prevented employees from leaving the organization.

Table 4.10: When workers are trained, they receive increase in salaries.

Response	Frequency	Percentage (%)
Strongly Agree	28	8%
Agree	28	8%
Undecided	32	10%
Disagree	128	39%
Strongly Disagree	114	35%
Total	330	100%

Source: Survey, 2024

As seen in table 4.10, (28) 8% of the respondents strongly agreed that when workers are trained, they receive increase in salaries, (28) 8% agreed, (32) were undecided, while (128) 39% disagreed and (114) 35% strongly disagreed. Therefore, we can conclude from the respondent's opinion that when workers are trained, they do not receive increase in salaries. This shows that training is not a sole determinant of increase salaries. There are other factors which will need to be pull together to achieve this.

Table4.11: Increase in salaries does not come even when workers are trained.

Response	Frequency	Percentage (%)
Strongly Agree	112	34%
Agree	118	36%
Undecided	28	8%
Disagree	44	13%
Strongly Disagree	28	8%
Total	330	100%

Source: Survey, 2024

Table 4.11 reveals that (112) 34% of the respondents strongly agreed that increase in salaries does not come even when workers are trained, (118) 36% agreed, (28) 8% were undecided, while (44) 13% disagreed and (28) 8% strongly disagreed. This shows that increase in salaries does not come even when workers are trained. This submission aligns with the earlier result on Table 4.10 which shows that different factors must work together to achieve a raise in salaries.

Table 4.12: Employee’s salaries remain the same even when they have acquired new skills.

Response	Frequency	Percentage (%)
Strongly Agree	114	35%
Agree	112	34%
Undecided	42	13%
Disagree	44	13%
Strongly Disagree	18	5%
Total	330	100%

Source: Survey, 2024

Table 4.12 reveals that (114) 35% of the respondents agreed that employee’s salaries remain the same even when they have acquired new skills, (112) 34% agreed, (42) 13% were undecided, (44) 13% and (18) 5% disagreed and strongly disagreed respectively. This shows that employees’ salaries remain the same even when they have acquired new skills. This submission could be as result of the other requirement which has not been met.

Table 4.13: Employee’s salaries are determined by the number of training they have acquired.

Response	Frequency	Percentage (%)
Strongly Agree	22	7%
Agree	42	13%
Undecided	40	12%
Disagree	92	28%
Strongly Disagree	134	41%
Total	330	100%

Source: Survey, 2024

Table 4.13 above shows that (22) 7% of the respondents strongly agreed that employee’s salaries are determined by the number of training they have acquired, (42) 13% agreed, (40) 12% were undecided, while (92) 28% disagreed and (134) 41% strongly disagreed. The opinion of the respondents therefore shows that employees’ salaries are not determined by the number of training they have acquired.

Table 4.14: The more an employee is trained, the more he/she gets promoted

Response	Frequency	Percentage (%)
Strongly Agree	22	7%
Agree	62	19%
Undecided	52	16%
Disagree	124	38%
Strongly Disagree	70	21%
Total	330	100%

Source: Survey, 2024

Table 4.14 reveals that (22) 7% of the respondents strongly agreed that the more an employee is trained, the more he/she gets promoted, (62) 19% agreed, (52) 16% were undecided, while (124) 38% disagreed, (70) 21% strongly disagreed. The opinion of the respondents therefore implies that employees don’t get promoted regardless of the number of training.

Table 4.14: Career progression does not only depend on in-service training.

Response	Frequency	Percentage (%)
Strongly Agree	92	28%
Agree	182	55%
Undecided	26	8%
Disagree	14	4%
Strongly Disagree	16	5%
Total	330	100%

Source: Survey, 2024

Table 4.14 shows that (92) 28% of the respondents strongly agreed that career progression does not only depend on in-service training, (182) 55% agreed, (26) 8% were undecided, (14) 4% disagreed while (16) 5% strongly disagreed. The opinion of the respondents therefore implies that career progression does not only depend on in-service training.

Table 4.15: Acquisition of new skills encourage the supervisors to recommend for promotion.

Response	Frequency	Percentage (%)
Strongly Agree	46	14%
Agree	130	39%
Undecided	64	19%
Disagree	54	16%
Strongly Disagree	36	11%
Total	330	100%

Source: Survey, 2024

Table 4.15 shows that (46) 14% of the respondents strongly agreed that acquisition of new skills encourage the supervisors to recommend for promotion, (130) 39% agreed, (64) 19% were undecided, (54) 16% disagreed while (36) 11% strongly disagreed. The findings therefore, implies that acquisition of new skills encourage the supervisors to recommend for promotion. Acquisition of new skills is among lists of requirement needed for recommendation.

Table 4.16: In-service training has nothing to do with employee promotion.

Response	Frequency	Percentage (%)
Strongly Agree	72	22%
Agree	118	36%
Undecided	38	12%
Disagree	76	23%
Strongly Disagree	26	7%
Total	330	100%

Source: Survey, 2024

Table 4.16 reveals that (72) 22% of the respondents strongly agreed that In-service training has nothing to do with employee promotion, (118) 36% agreed, (38) 12% were undecided, (76) 23% disagreed while (26) 7% strongly disagreed. This indicate that majority of the respondents agreed that in-service training has nothing to do with employee promotion. However, 76 respondents which forms the 23 % disagree with this conclusion. This could have been those who have

enjoyed some level of promotion having satisfy all the requirement for promotion (with in-service training as one).

Table 4.17: Acquisition of new skills would enhance the employees work culture.

Response	Frequency	Percentage (%)
Strongly Agree	200	61%
Agree	92	28%
Undecided	20	6%
Disagree	14	4%
Strongly Disagree	4	1%
Total	330	100%

Source: Survey, 2024

Table 4.17 reveals that (200) 61% of the respondent strongly agreed that acquisition of new skills would enhance the employees work culture, (92) 28% agreed, (20) 6% were undecided, (14) 4% disagreed while (4) 1% strongly disagreed. The findings therefore imply that acquisition of new skills would enhance the employees work culture. They become skilful on how they discharged their responsibilities due to their exposure to different methodology.

Table 4.18: In-service training would enhance commitment of employees to their jobs.

Response	Frequency	Percentage (%)
Strongly Agree	134	41%
Agree	142	43%
Undecided	40	12%
Disagree	4	1%
Strongly Disagree	10	3%
Total	330	100%

Source: Survey, 2024

Table 4.18 shows that (134) 41% Of the respondents strongly agreed that In-service training would enhance commitment of employees to their jobs, (142) 43% agreed, (40) 12% were undecided, (4) 1% disagreed while (10) 3% strongly disagreed. The opinion of the respondents therefore implies that that in-service training would enhance commitment of employees to their jobs.

Table 4.19: In-service training has nothing to do with workers coming late to work.

Response	Frequency	Percentage (%)
Strongly Agree	98	30%
Agree	106	32%
Undecided	36	11%
Disagree	46	14%
Strongly Disagree	44	13%
Total	330	100%

Source: Survey, 2024

Table 4.19 reveals that (98) 30% Of the respondents strongly agreed that In-service training has nothing to do with workers coming late to work, (106) 32% agreed, (36) 11% were undecided, (46) 14% disagreed while (44) 13% strongly disagreed. The opinion of the respondents therefore reveals that in-service training has nothing to do with workers coming late to work.

Table 4.20: Training of employees in your organization has helped to reduce general tardiness at work.

Response	Frequency	Percentage (%)
Strongly Agree	66	20%
Agree	150	45%
Undecided	56	17%
Disagree	42	13%
Strongly Disagree	16	5%
Total	330	100%

Source: Survey, 2024

Table 4.20 shows that (66) 20% of the respondents strongly agreed that training of employees in the organization has helped to reduce general tardiness at work, (150) 45% agreed, (56) 17% were undecided, (42) 13% disagreed while (16) 5% strongly disagreed. The opinion of the respondents reveals that in service training in the organization has helped to reduce general tardiness at work. They are skilled at getting work done faster and more efficiently.

Table 4.21: In-service training has prevented the general ‘‘Japa syndrome’’ by your organization.

Response	Frequency	Percentage (%)
Strongly Agree	20	6%
Agree	32	10%
Undecided	54	16%
Disagree	102	31%
Strongly Disagree	122	37%
Total	330	100%

Source: Survey, 2024

Table 4.21 reveals that (20) 6% strongly agreed that in-service training has prevented the general ‘‘Japa syndrome’’ by your organization, (32) 10% agreed, (54) 16% were undecided, (102) 31% disagreed, (122) 37% strongly disagreed. The opinion of the respondent reveals that in-service training has not prevented the general ‘‘japa syndrome’’ by the organization. This is so due to the exposure gotten from in-service training which has placed them in a more competitive level with others around the world. So there is a high tendency to submit their ‘‘resume’’ to organization outside the country whom they perceive would pay more their qualifications.

Table 4.22: The nation-wide human capital flight in the country can be reduced by in-service training.

Response	Frequency	Percentage (%)
Strongly Agree	18	5%
Agree	72	22%
Undecided	78	24%
Disagree	86	26%
Strongly Disagree	76	23%
Total	330	100%

Source: Survey, 2024

Table 4.22 reveals that (18) 5% of the respondents strongly agreed that the nation-wide human capital flight in the country can be reduced by in-service training, (72) 22% agreed, (78) 24% were undecided, (86) 26% disagreed while (79) 23% strongly disagreed. This shows that majority of the respondents disagreed that the nation-wide human capital flight in the country can be reduced by in-service training.

Table 4.23: Acquisition of new skills has helped in preventing employees from leaving the organization for another.

Response	Frequency	Percentage (%)
Strongly Agree	26	8%
Agree	90	27%
Undecided	66	20%
Disagree	100	30%
Strongly Disagree	48	15%
Total	330	100%

Source: Survey, 2024

Table 4.23 shows that (26) 8% of the respondents strongly agreed that acquisition of new skills has helped in preventing employees from leaving the organization for another, (90) 27% agreed, (66) 20% were undecided, (100) 30% disagreed while (48) 15% strongly disagreed. The opinion of the respondents' reveals that acquisition of new skills has not helped in preventing employees from leaving the organization for another.

Table 4.24: Brain-drain can be reduced through in-service training.

Response	Frequency	Percentage (%)
Strongly Agree	68	22%
Agree	140	42%
Undecided	54	16%
Disagree	40	12%
Strongly Disagree	28	8%
Total	330	100%

Source: Survey, 2024

Table 4.24 shows that (68) 22% of the respondents strongly agreed that brain-drain can be reduced through in-service training, (140) 42% agreed, (54) 16% were undecided, (40) 12% disagreed while (28) 8% strongly disagreed. The opinion of the respondents therefore indicates that brain-drain can be reduced through in-service training.

4.3 Test of Hypotheses

This study utilizes the chi-square (χ^2) in testing the formulated hypotheses. The chi-square (χ^2) determines the relationship between the dependent variable and independent variables. The hypothesis is accepted where the calculated χ^2 is greater than the value of the critical chi-square (χ^2). The reverse is the case when the calculated χ^2 is less than the critical chi-square (χ^2) from the degree of freedom.

4.3.1 Hypothesis One

Statement of Hypothesis:

H_0 : There is no significant relationship between in-service training and employee retention in the Edo state civil service.

H_1 : There is significant relationship between in-service training and employee retention in the Edo state civil service.

Question 1 was used to test the hypothesis

Table 4.25: Acquisition of new skills has motivated workers to remain in your organization.

Hypothesis Testing by Gender

Responses	Male	Female	Total
Strongly agree	76 (a)	38 (b)	114
Agree	52 (c)	62 (d)	114
Undecided	14 (e)	28 (f)	42
Disagree	20 (g)	22 (h)	42
Strongly Disagree	14 (i)	4 (j)	18
Total	176	154	330

Source: *Field Survey, 2024*

Computation of expected frequencies:

$$\text{Cell } a = (114) (176)/330 = 60.8$$

$$b = (38) (154)/330 = 17.6$$

$$c = (52) (176)/330 = 27.2$$

$$d = (62) (154)/330 = 28.8$$

$$e = (14) (176)/330 = 7.4$$

$$f = (28) (154)/330 = 12.8$$

$$g = (20) (176)/330 = 10.7$$

$$h = (22) (154)/330 = 10.1$$

$$i = (14) (176)/330 = 7.4$$

$$j = (4) (154)/330 = 1.8$$

Computation of χ^2

Cell	Observed Frequency (oi)	Expected frequency (ei)	(oi-ei)	(oi-ei) ²	<u>(oi-ei)²</u> E
A	76	60.8	15.2	231.04	3.8
B	38	53.2	-15.2	231.04	4.34
C	52	60.8	-8.8	77.44	1.27
D	62	53.2	8.8	77.44	1.46
E	14	22.4	-8.4	70.56	3.15
F	28	19.6	8.4	70.56	3.6
G	20	22.4	-2.4	5.76	0.26
H	22	19.6	2.4	5.76	0.29
I	14	9.6	4.4	19.36	2.02
J	4	8.4	-4.4	19.36	2.30
				χ^2	22.49

$$\chi^2 = 22.49$$

$$\text{Degree of freedom} = (c-1)(r-1) = (2-1)(5-1) = 4$$

$$\text{Critical } \chi^2 = 9.48$$

$$\alpha = .05$$

Research result

$$\text{Calculated } \chi^2 > \text{critical } \chi^2 @ \alpha = .05$$

Therefore, there is a significant relationship between in-service training and employee retention in the Edo state civil service. We therefore accept H1 and reject H0.

Testing the strength of association of variables with Pearson's Contingency Coefficient (c)

$$C = \sqrt{\frac{x^2}{n+x^2}}$$

Where x^2 is the value of the calculated Chi-square; n = total sample size; Range: 0 to 1 where 0 = no association and 1

$$C = \sqrt{\frac{22.49}{330+22.49}}$$

$C = 0.252$ approximately 0.25

Therefore, there is a low relationship between in-service training and employee retention in the Edo state civil service.

4.3.2 Hypothesis Two

H₀: There is no significant relationship between in-service training and employee salaries in the Edo state civil service.

H₁: There is significant relationship between in-service training and employee salaries in the Edo state civil service

Question 5 was used to test the hypothesis

Table 4.25: When workers are trained, they receive increase in salaries.

Hypothesis Testing by Gender

Responses	Male	Female	Total
Strongly agree	18(a)	10(b)	28
Agree	8(c)	20(d)	28
Undecided	22(e)	10(f)	32
Disagree	62(g)	66(h)	128
Strongly Disagree	66(i)	48(j)	114
Total	176	154	330

Source: Field Survey, 2024

Computation of expected frequency:

$$\text{Cell a} = (28) (176)/330 = 14.93$$

$$\text{b} = (28) (154)/330 = 13.07$$

$$\text{c} = (8) (176)/330 = 4.24$$

$$\text{d} = (8) (154)/330 = 3.73$$

$$\text{e} = (22) (176)/330 = 11.78$$

$$\text{f} = (22) (154)/330 = 10.27$$

$$\text{g} = (62) (176)/330 = 32.87$$

$$\text{h} = (62) (154)/330 = 29.18$$

$$\text{I} = (66) (176)/330 = 35.82$$

$$\text{J} = (66) (154)/330 = 30.82$$

Computation of χ^2

Cell	Observed Frequency (oi)	Expected frequency (ei)	(oi-ei)	(oi-ei) ²	<u>(oi-ei)²</u> E
A	18	14.93	3.07	9.42	0.63
B	10	13.07	-3.07	9.42	0.72
C	8	14.93	-6.93	48.02	3.22
D	20	13.07	6.93	48.02	3.67
E	22	17.07	4.93	24.30	1.42
F	10	14.93	-4.93	24.30	1.62
G	62	68.27	-6.27	39.31	0.58
H	66	59.73	6.27	39.31	0.66
I	66	60.8	5.2	27.04	0.44
J	48	53.2	-5.2	27.04	0.51
				X²	13.47

$$X^2 = 13.47$$

$$\text{Degree of freedom} = (c-1)(r-1) = (2-1)(5-1) = 4$$

$$\text{Critical } X^2 = 9.48$$

$$\alpha = .05$$

Research result

$$\text{Calculated } X^2 > \text{critical } X^2 @ \alpha = .05$$

Therefore, there is a significant relationship between in-service training and employee salaries in the Edo state civil service. We therefore accept H_1 and reject H_0

Testing the strength of association of variables with Pearson's Contingency Coefficient (c)

$$C = \sqrt{\frac{x^2}{n+x^2}}$$

Where x^2 is the value of the calculated Chi-square; n = total sample size; Range: 0 to 1 where 0 = no association and 1

$$C = \sqrt{\frac{13.47}{330+13.47}}$$

$C = 0.198$ approximately 0.20

Therefore, there is low relationship between in-service training and employee salaries in the Edo state civil service.

4.3.3 Hypothesis Three

Ho: There is no significant relationship between training and career progression of civil servants in Edo state civil service.

H1: There is significant relationship between training and career progression of civil servants in the Edo state civil service

Question 9 was used to test the hypothesis

Table 4.26: The more an employee is trained, the more he/she gets promoted

Hypothesis Testing by Gender

Responses	Male	Female	Total
Strongly agree	12(a)	10(b)	22
Agree	30(c)	32(d)	62
Undecided	34(e)	18(f)	52
Disagree	58(g)	66(h)	124
Strongly Disagree	42(i)	28(j)	70
Total	176	154	330

Source: Survey, 2024

Computation of expected frequencies

$$\text{Cell a} = (22) (176)/330 = 11.73$$

$$\text{b} = (22) (154)/330 = 10.27$$

$$\text{c} = (62) (176)/330 = 33.07$$

$$\text{d} = (62) (154)/330 = 28.93$$

$$\text{e} = (52) (176)/330 = 27.73$$

$$\text{f} = (52) (154)/330 = 24.27$$

$$\text{g} = (124) (176)/330 = 66.13$$

$$\text{h} = (124) (154)/330 = 57.87$$

$$\text{I} = (70) (176)/330 = 37.33$$

$$\text{j} = (70) (154)/330 = 32.67$$

Computation of χ^2

Cell	Observed Frequency (oi)	Expected frequency (ei)	(oi-ei)	(oi-ei) ²	<u>(oi-ei)²</u> E
A	12	11.73	0.27	0.07	0.01
B	10	10.27	-0.27	0.07	0.01
C	30	33.07	-3.07	9.42	0.28
D	32	28.93	3.07	9.42	0.33
E	34	27.73	6.27	39.31	1.42
F	18	24.27	-6.27	39.31	1.62
G	58	66.13	-8.13	66.10	1.00
H	66	57.87	8.13	66.10	1.14
I	42	37.33	4.67	21.81	0.58
J	28	32.67	-4.67	21.81	0.67
				χ^2	7.06

$$\chi^2 = 13.47$$

$$\text{Degree of freedom} = (c-1)(r-1) = (2-1)(5-1) = 4$$

$$\text{Critical } \chi^2 = 9.48$$

$$\alpha = .05$$

Research result

$$\text{Calculated } \chi^2 < \text{critical } \chi^2 @ \alpha = .05$$

Therefore, there is no significant relationship between training and career progression of civil servants in Edo state civil service. We therefore accept H₀ and reject H₁

Testing the strength of association of variables with Pearson's Contingency Coefficient (c)

$$C = \sqrt{\frac{x^2}{n+x^2}}$$

Where x² is the value of the calculated Chi-square; n = total sample size; Range: 0 to 1 where 0 = no association and 1

$$C = \sqrt{\frac{7.06}{330+7.06}}$$

C = 0.145 approximately 0.15

Therefore, there is very low relationship between in-service training and career progression in the Edo state civil service.

4.3.4 Hypothesis Four

H₀: There is no significant relationship between in-service training and improved work culture in the Edo state civil service.

H₁: There is significant relationship between in-service training and improved work culture in the Edo state civil service.

Question 13 was used to test the hypothesis

Table 4.27: Acquisition of new skills would enhance the employees work culture.

Hypothesis Testing by Gender

Responses	Male	Female	Total
Strongly agree	104(a)	96(b)	200
Agree	60(c)	32(d)	92
Undecided	6(e)	14(f)	20
Disagree	4(g)	10(h)	14
Strongly Disagree	2(i)	2(j)	4
Total	176	154	330

Source: Survey, 2024

Computation of expected frequencies

$$\text{Cell a} = (200) (176)/330 = 106.67$$

$$\text{b} = (200) (154)/330 = 93.33$$

$$\text{c} = (92) (176)/330 = 49.07$$

$$\text{d} = (92) (154)/330 = 42.93$$

$$\text{e} = (20) (176)/330 = 10.67$$

$$\text{f} = (20) (154)/330 = 9.33$$

$$\text{g} = (14) (176)/330 = 7.47$$

$$\text{h} = (14) (154) /330 = 6.53$$

$$\text{I} = (4) (176)/330 = 2.13$$

$$\text{J} = (4) (154)/330 = 1.87$$

Computation of χ^2

Cell	Observed Frequency (oi)	Expected frequency (ei)	(oi-ei)	(oi-ei) ²	<u>(oi-ei)²</u> E
A	104	106.67	-2.67	7.13	0.07
B	96	93.33	2.67	7.13	0.08
C	60	49.07	10.93	119.46	2.43
D	32	42.93	-10.93	119.46	2.78
E	6	10.67	-4.67	21.81	2.04
F	14	9.33	4.67	21.81	2.34
G	4	7.47	-3.47	12.04	1.61
H	10	6.53	3.47	12.04	1.84
I	2	2.13	-0.13	0.02	0.01
J	2	1.87	0.13	0.02	0.01
				X²	13.21

$$X^2 = 13.21$$

$$\text{Degree of freedom} = (c-1)(r-1) = (2-1)(5-1) = 4$$

$$\text{Critical } X^2 = 9.48$$

$$\alpha = .05$$

Research result

$$\text{Calculated } X^2 > \text{critical } X^2 @ \alpha = .05$$

Therefore, there is a significant relationship between in-service training and improved work culture in the Edo state civil service. We therefore accept H_1 and reject H_0

Testing the strength of association of variables with Pearson's Contingency Coefficient (c)

$$C = \sqrt{\frac{x^2}{n+x^2}}$$

Where x^2 is the value of the calculated Chi-square; n = total sample size; Range: 0 to 1 where 0 = no association and 1

$$C = \sqrt{\frac{13.21}{330+13.21}}$$

$C = 0.196$ approximately 0.20

Therefore, there exist a low relationship between in-service training and improved work culture in the Edo state civil service.

4.3.5 Hypothesis Five

H_0 : There is no significant relationship between training of employees and increased human capital flight in the Edo state civil service.

H_1 : There is a significant relationship between training of employees and increased human capital flight in the Edo state civil service.

Question 17 was used to test the hypothesis

Table 4.28: In-service training has prevented the general ‘‘Japa syndrome’’ in your organization.

Hypothesis Testing by Gender

Responses	Male	Female	Total
Strongly agree	10 (a)	10(b)	20
Agree	20(c)	12(d)	32
Undecided	20(e)	34(f)	54
Disagree	50(g)	52(h)	102
Strongly Disagree	76 (i)	46(j)	122
Total	176	154	330

Source: Survey, 2024

Computation of expected frequencies

$$\text{Cell a} = (20) (176)/330 = 10.67$$

$$\text{b} = (20) (154)/330 = 9.33$$

$$\text{c} = (32) (176)/330 = 18.67$$

$$\text{d} = (32) (154)/330 = 16.33$$

$$\text{e} = (54) (176)/330 = 28.8$$

$$\text{f} = (54) (154)/330 = 25.2$$

$$\text{g} = (102) (176)/330 = 54.4$$

$$\text{h} = (102) (154)/330 = 47.6$$

$$\text{I} = (122) (176)/330 = 65.07$$

$$\text{J} = (122) (154)/330 = 56.93$$

Computation of X^2

Cell	Observed Frequency (oi)	Expected frequency (ei)	(oi-ei)	(oi-ei) ²	<u>(oi-ei)²</u> E
A	10	10.67	-0.67	0.45	0.04
B	10	9.33	0.67	0.45	0.04
C	20	18.67	1.33	1.77	0.09
D	12	16.33	-4.33	18.75	1.15
E	20	28.8	-8.8	77.44	2.69
F	34	25.2	8.8	77.44	3.07
G	50	54.2	-4.2	17.64	0.33
H	52	47.6	4.4	19.36	0.41
I	76	65.07	10.93	119.46	1.84
J	46	56.93	-10.93	119.46	2.10
					11.76

$$X^2 = 13.21$$

$$\text{Degree of freedom} = (c-1)(r-1) = (2-1)(5-1) = 4$$

$$\text{Critical } X^2 = 11.76$$

$$\alpha = .05$$

Research result

$$\text{Calculated } X^2 > \text{critical } X^2 @ \alpha = .05$$

Therefore, there is a significant relationship between training of employees and increased human capital flight in the Edo state civil service. We therefore accept H_1 and reject H_0

Testing the strength of association of variables with Pearson's Contingency Coefficient (c)

$$C = \sqrt{\frac{x^2}{n+x^2}}$$

Where x^2 is the value of the calculated Chi-square; n = total sample size; Range: 0 to 1 where 0 = no association and 1

$$C = \sqrt{\frac{11.76}{330+11.76}}$$

$C = 0.185$ approximately 0.19

Therefore, there exist a low relationship between in-service training and increased human capital flight in the Edo state civil service.

4.4 Discussion of Findings

Five null hypotheses (H_0) were formulated in this investigation; four of them were rejected and one was accepted. The study found that there is a significant relationship between in-service training and employee retention in the Edo State Civil Service at a calculated X^2 of 22.49, which is greater than the critical X^2 of 9.48 at 0.05. Additionally, the strength of the relationship between the two variables was examined using Pearson's contingency coefficient method for testing the relationship. The calculated value of 0.25, or just 25%, indicated that the relationship between in-service training and employee retention is low. This

could be because there are other factors outside in-service training that can encourage employees to stick with the company. Other elements that have a significant impact on employee retention include competitive pay, job security, recognition and gratitude, a healthy work environment, strong leadership, etc.

This finding for hypothesis one was based on the respondent's response to the relationship between in-service training and employee retention in the Edo State Civil Service. This implies that in-service training is needed to keep their current position. As a result, the initial null hypothesis (H_0) is no longer valid, so we accept the H_1 .

In hypothesis two, it was found in the study that there exist a significant relationship between in-service training and salaries in the Edo State Civil Service at a calculated X^2 of 13.47, which is greater than the critical X^2 of 9.48 @.05. This therefore makes the second null hypothesis (H_0), which states that there is no significant relationship between in-service training and employee salaries in the Edo State Civil Service, invalid. Furthermore, a very weak correlation was found between in-service training and salary in the Edo State Civil Service after the strength of the association between the two variables was examined using Pearson's contingency coefficient method. This extremely low correlation may be explained by the fact that, according to Table 4.10 of the survey, 39% and 35% of respondents, respectively, disagreed and strongly

disagreed with the statement "when workers are trained, they receive an increase in salaries." It may also be supported by the fact that, according to Table 4.11 of the survey, 34% and 36% of respondents, respectively, strongly agreed and agreed with the assertion that "increase in salaries does not come even when workers are trained." This result could be due to other factors which may be a determinant for increase in salaries. In-service training is one of the lists of prerequisite which must be fulfilled when increase in salaries is being discussed.

For hypothesis three, the study found that there is no significant relationship between training and career progression of civil servants in the Edo State Civil Service at a calculated X^2 of 7.06, which is less than the critical X^2 of 9.48 @.05. Therefore, we accept the null hypotheses (H_0). This may be the result of the Edo State Civil Service's current promotion structure, which is dependent more on length of service than training level. This indicates that advancement in the Edo State Civil Service is normally determined by a number of criteria, such as length of service, qualification, affiliation with particular people or groups (which wield considerable influence or power within the government organization), and performance reviews.

For the fourth hypothesis, it was found in the study that there exists a significant relationship between in-service training and improved work culture in the Edo State Civil Service at a calculated X^2 of 13.21, which is greater than the critical X^2

of 9.48 @.05. Thus, we reject the null hypothesis (H_0) stated in Hypothesis 4. This shows that respondents of the Edo state civil service commonly agree that in-service training significantly enhance work culture. Through targeted programs, employees gain new skills, knowledge, and perspective that improve their effectiveness and productivity.

For hypothesis five, in the respondent's response on the relationship between training of employees and increased human capital flight in the Edo state civil service, the study revealed that there is a significant relationship between training of employees and increased human capital flight in the Edo state civil service at a calculated X^2 of 11.76, which is greater than the critical X^2 of 9.48 at.05. Thus, we reject the null hypothesis (H_0) stated in Hypothesis 5. The strength of the association between the two variables was ascertained using Pearson's contingency coefficient, and it was discovered that there is low correlation between increased human capital flight in the Edo State Civil Service and in-service training. The fact that 31% and 37% of respondents in Table 4.21 disagreed and strongly disagreed, respectively, with the claim that in-service training has avoided the widespread "japa syndrome" in their organization may account for this poor relationship. This weak correlation might result from the respondents' ability to export their "resume" outside of Nigeria to nations they

believe would pay more for their expertise thanks to the additional skills that in-service training gives them.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study examined the effect of in-service training on employee retention in the Edo state civil service: A case study of selected ministries in Edo state, Nigeria. In order to achieve its objectives, the study answered the following research question:

- i. To what extent does in-service training enhance employee retention in the Edo state civil service?
- ii. What is the effect of in-service training on employee salaries in the Edo state civil service?
- iii. To what extent does training impact on career progression of civil servants in the Edo state civil service?
- iv. To what extent has in-service training brought about improved work culture in the Edo state civil service?
- v. How has training of employees impacted on human capital flight in the Edo state civil service?

A sufficient literature research was conducted on the concepts of in-service training, employee retention, employee salaries, and career advancement. Employees in the Edo State civil service made up the study's population, which was a descriptive survey research design with specific reference to three state ministries. the Ministries of Youth and Humanitarian Affairs, Environment and Sustainability, and Social Development and Gender Issues.

The study's research instrument was a questionnaire. The direction of respondents' perceptions of the subject under consideration was ascertained using simple percentages, and the dispersion was measured and the conclusions were reinforced using the Pearson's Contingency Coefficient method and Chi-Square (X²). The study found a direct correlation between in-service training and staff retention in the Edo State civil service.

The study also showed that employee pay in the Edo State civil service is significantly correlated with in-service training. The study concluded that there is no meaningful correlation between civil servants' career advancement and their training in the Edo State Civil Service, indicating that other factors such as length of service, performance reviews, organizational loyalty, and others may have an impact. Additionally, the study found a strong correlation between enhanced work culture within the Edo State Civil Service and in-service training. Finally, the study demonstrated by testing its premise that there is a substantial correlation between employee training and a rise in the exodus of human capital from the Edo State civil service.

5.2 Conclusion

This study looked at how in-service training affected the civil service of Edo state, Nigeria, with a case study of a three ministries. Through the course of this effort, it has been clear that the Edo state civil service is the backbone of the state's public institutions and that, because of the functions it plays, it is extremely important to society. The civil service has to take employee training, development, and retention seriously if it hopes to become more effective. The welfare, growth, and training of Edo State Civil Service personnel must be thoughtfully and appropriately planned for.

It is imperative that the civil service take the lead in providing in-service training techniques and personnel retention incentives. Additionally, it has been stated that employee development and motivation through in-service training may likely lead to an increase in the quality of employees' performance and a relative decrease in high labor turnover. Therefore, the management of the civil service must find ways to close the performance gap between employees and their motivation.

5.3 Recommendations

On the basis of the findings of the study, the following recommendations are proffered:

1. The personnel management of the Edo state civil service should conduct regular needs assessment to identify training gaps and employee development priorities within the organization

2. Development of clear and specific training objectives aligned with career progression paths within the Edo state civil service
3. The concerns of employees in the civil service must be considered appropriately by management to foster greater commitment by employee.
4. Management should provide a variety of training options, including workshops, seminars, online courses, and on-the-job training, to cater to different learning styles and preference.
5. Ensure that salaries offered by the Edo state civil service are competitive compared to similar positions in the private sector and other government agencies.
6. The Edo state civil service should link salary increments or bonuses to the successful completion of training programs.
7. Specialized training and avenues for development should be made available to willing employees.

5.4 Contribution to Knowledge

There were some significant research advances achieved by this study. This study makes a significant contribution to our knowledge of how in-service training affects employee retention in the Edo State civil service. Previous research has been done in the literature to examine the importance of factors influencing labour turnover and staff retention in the Edo State civil service. By updating existing research and demonstrating the significance of in-service training for the advancement, productivity, and retention of civil service workers, the study added to our body of knowledge. The survey also found that other factors, such as work culture, employee wages, and career advancement, were crucial for keeping

people in the civil service. It was evident from the results that a few additional variables had a major impact on the dependent variable. On the other hand, personnel retention in the Edo State public service is positively and considerably impacted by in-service training and development.

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APPENDIX

Department of Public Administration,
Faculty of Social Science,
University of Benin,

Edo – State.

Dear Sir/Madam,

LETTER OF INTRODUCTION

I am **OYEDEJI AYODEJI**, an undergraduate student of the above department and institution. The department has approved through my supervisor that I undertake research study titled: **THE IMPACT OF IN-SERVICE TRAINING ON EMPLOYEE RETENTION: A CASE STUDY OF RESPECTED MINISTRIES OF THE EDO STATE CIVIL SERVICES.**

As part of the data gathering requirement your opinion is solicited through the attached questionnaire. Please note that any information supplied would be treated in strict confidentiality and will not be used for any other purpose than the stated above. You are therefore, implored to answer ALL the questions posted honestly.

Thanks for your anticipated cooperation.

Yours sincerely,

OYEDEJI AYODEJI

SSC1909759

QUESTIONNAIRE

SECTION A: BIO DATA

Please tick () in each question that best represent your view in the space provided.

1. Sex a. Male () b. Female ()
2. Marital status a. Single () b. Married () c. Separated () d. divorced ()
e. widow ()
3. Educational background a. post graduate () b. graduate () c. OND/NCE ()
d. school certificate ()
4. Age of Employee a. 18-25 years () b. 26-35 years () c. 36 years and above ()
5. Length of service a. below 5 years () b. 5 – 15years () c. 16 years and above ()

1. Strongly agree (SA)
2. Agree (A)
3. Undecided (U)
4. Disagree (D)
5. Strongly disagree (SD)

SECTION B

S/N	QUESTION	SA	A	U	D	SD
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In-Service Training and enhanced employee retention.						
1.	Acquisition of new skills has motivated workers to remain in your organization.					
2.	Regular in-service training has not prevented people from resigning from their jobs.					
3.	Enactment of knowledge through training has encouraged employees staying on the job.					
4.	Training of staff in your organization has prevented employees from leaving the organization.					
In-service Training and Employee Salaries.						
5.	When workers are trained, they receive increase in salaries.					
6.	Increase in salaries does not come even when workers are trained.					
7.	Employee's salaries remain the same even when they have acquired new skills.					
8.	Employee's salaries are determined by the number of training that they acquired.					
Training and its Impact on Career Progression.						
9.	The more an employee is trained, the more he/she gets promoted.					
10.	Career progression does not only depend on in-service training.					
11.	Acquisition of new skills encourage the supervisors to recommend for promotion.					
12.	In-service training has nothing to do with employee promotion.					
In-service Training and improved Work Culture.						
13.	Acquisition of new skills would enhance the employees work culture.					
14.	In-service training would enhance commitment of employees to their jobs.					
15.	In-service training has nothing to do with workers coming late to work.					

16.	Training of employees in your organization has helped to reduce general tardiness at work.					
Training and its Impact on Human Capital Flight.						
17.	In-service training has prevented the general ‘‘Japa syndrome’’ in your organization.					
18.	The nation-wide human capital flight in the country can be reduced by in-service training.					
19.	. Acquisition of new skills has helped in preventing employees from leaving the organization for another					
20.	. Brain-drain can be reduced through in-service training.					