

**THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE
DEVELOPMENT IN A PUBLIC SECTOR ORGANIZATION**

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BENIN CITY**

OCTOBER, 2025

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF PUBLIC
ADMINISTRATION, FACULTY OF SOCIAL SCIENCES, UNIVERSITY OF
BENIN, BENIN CITY. IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE
(B.Sc.) DEGREE PUBLIC ADMINISTRATION**

OCTOBER, 2025

CERTIFICATION

We, the undersigned, certified that this research was conducted by **Francis-Odilo Clare Ashioma** with matriculation number **SSC2105807** in partial fulfilment of the requirements for the award of Bachelor of Science degree in Public Administration, University of Benin, Benin City.

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DEDICATION

This project is dedicated to the Almighty God for His immense blessing, protection, provision and guidance all through the course of my study in UNIBEN.

ACKNOWLEDGEMENT

My profound appreciation goes to God Almighty for the grace and wisdom He gave me in completing this research work.

My sincere gratitude goes to my project supervisor, Prof. Stan Aibieyi J.P, for his love, support, and constructive criticisms during the programmed and while carrying out this research work. Also, I want to thank all the lecturers Prof. Tonwe, Dr. Okomah, Dr. A.I. Mustapha, Mr. Ihaza Kayode, Dr. E.N. Ogbuagu and Prof. Stanley Aibieyi in the department of public administration for their diligent knowledge, impaction all through my academic pursuit.

Special appreciation goes to my parents Engr Francis-Odilo Emezike and Mrs. Francis-Odilo Oluchiwho have shown me love and supported me financially towards the completion and success of this programmed and to all my siblings Ivy, Francis and Immaculate.

I would also like to appreciate my friends Gift Iyinbor ,Ehimare Aiwanose and my roommatesfor their care they have showed me all these years

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ABSTRACT

This study examines the impact of training and development on employee development in a public sector organization. The primary objective was to determine how structured training and continuous development initiatives influence employee performance, job satisfaction, and career growth. The study adopted a descriptive survey research design, utilizing both primary and secondary data sources. Questionnaires were distributed among employees across various departments to collect relevant data, while secondary information was gathered from organizational records and literature. The findings revealed that training and development significantly contribute to enhancing employees' skills, productivity, and overall job efficiency. It also showed that employees who regularly participate in training programs tend to exhibit improved work attitudes, higher motivation levels, and greater commitment to organizational goals. However, the study also identified challenges such as inadequate funding, poor training needs assessment, and limited follow-up evaluation, which hinder the effectiveness of training programs. The study concludes that investment in training and development is a crucial strategy for achieving sustainable employee growth and institutional efficiency in the public sector. It recommends that public organizations should institutionalize continuous learning programs, ensure proper training needs assessment, and evaluate training outcomes to maximize employee and organizational performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Training and development are critical components of human resource management that enhance employees' knowledge, skills, and competencies, thereby improving organizational performance. Globally, organizations both private and public have recognized that investing in continuous learning and skill development is essential to remain competitive in an increasingly dynamic and knowledge-driven economy (Noe et al., 2021). In the public sector, the significance of training and development is even more profound, as governments and state-owned institutions must continually adapt to changing policies, technological innovations, and citizens' expectations (Sultana et al., 2012).

Employee development through structured training initiatives not only improves job performance but also fosters innovation, accountability, and commitment among the workforce (Jehanzeb & Bashir, 2023). Furthermore, globalization has expanded the scope of training needs, requiring public sector organizations to align their workforce with international standards of service delivery, governance, and technological proficiency (Aguinis & Kraiger, 2019). For instance, digital transformation, e-governance, and the adoption of artificial intelligence in public administration have made continuous training indispensable in ensuring effective service delivery (UNDP, 2020).

Research also highlights that training and development contribute to employee motivation, career progression, and organizational loyalty (Elnaga & Imran, 2023). In the global context, public sector organizations often face challenges such as limited resources, bureaucratic structures, and

resistance to change; however, effective training and development programs can mitigate these challenges by empowering employees with problem-solving and adaptive skills (Armstrong & Taylor, 2020).

Training and development have become crucial pillars for enhancing employee productivity, competence, and organizational growth, particularly within the public sector in Africa. Across the continent, public organizations often grapple with challenges such as inadequate resources, bureaucratic inefficiencies, and limited human capacity (Adebayo & Amos, 2021). These constraints have made investment in employee training and development essential for bridging skills gaps and equipping workers to meet evolving organizational and societal needs. In the African context, effective training programs are linked to better service delivery, improved accountability, and enhanced employee motivation (Osei & Ackah, 2020).

In Nigeria, the role of training and development in public institutions is even more pronounced. The Nigerian public sector has historically been criticized for inefficiency, low productivity, and corruption, which are partly traceable to inadequate human capital development (Ekundayo, 2018). With a rapidly growing population and increasing demand for effective public service delivery, employee training is recognized as a vital mechanism for enhancing administrative capacity, improving professionalism, and ensuring sustainable socio-economic development (Obisi, 2020). In fact, the Federal Government of Nigeria has consistently emphasized human capacity building through civil service reforms and policy frameworks such as the Public Service Rule (PSR) and the National Training Policy (Oladipo & Abdulkadir, 2022).

At the sub-national level, states like Edo face peculiar developmental challenges that require a skilled and adaptable workforce. Edo State, located in the South-South geopolitical zone of

Nigeria, relies heavily on its public sector workforce to implement policies and programs that address governance, education, healthcare, and infrastructural development. However, like many states in Nigeria, Edo has struggled with issues of staff underperformance, inadequate training opportunities, and lack of career growth pathways (Eromosele, 2021). Investment in training and development within Edo's public service is therefore critical for building competencies, enhancing service delivery, and promoting institutional effectiveness.

Therefore, this study seeks to examine the impact of training and development on employee development in a public sector organization in Edo State, Nigeria. By exploring this relationship, the study aims to provide insights into how structured training programs can improve employee skills, motivation, and career growth, thereby contributing to the overall effectiveness of public institutions in the state and Nigeria at large.

1.2 Statement of the problem

Training and development are widely recognized as essential tools for improving employee performance and organizational effectiveness. In public sector organizations, where efficiency and service delivery are critical, the role of training in enhancing employee skills, knowledge, and overall development cannot be underestimated. However, despite the acknowledged importance, many public institutions in Edo State face challenges in implementing effective training and development programs.

Firstly, training in public sector organizations is often irregular, poorly structured, or not aligned with employees' actual job requirements (Armstrong et al., 2020). This misalignment creates a

gap between employees' skills and the demands of their roles, leading to inefficiency and low productivity. Secondly, insufficient funding and lack of managerial commitment often hinder consistent training programs (Eromosele, 2021). As a result, employees may not be adequately motivated to perform optimally or pursue self-development.

Another pressing issue is that in some government organizations, training is conducted merely as a routine exercise rather than as a strategic tool for capacity building (Ismaila & Akinlabi, 2012). Consequently, employees may perceive training as irrelevant, leading to low participation and poor transfer of knowledge to the workplace. Furthermore, inadequate evaluation of training outcomes makes it difficult to determine whether training initiatives translate into improved employee development and organizational growth (Jehanzeb et al., 2023). In the context of Edo State's public sector, these challenges are particularly significant. The inability to provide effective training and development has been linked to low employee morale, poor service delivery, and limited career growth opportunities for staff. If not properly addressed, the gap between the skills employees possess and those required to meet organizational objectives will continue to widen, thereby undermining institutional performance and overall employee development.

This study, therefore, seeks to investigate the impact of training and development on employee development in a public sector organization in Edo State, with the aim of identifying the extent to which training practices influence staff capacity, motivation, and overall productivity.

1.3 Objectives of the Study

The general objective of this study is to examine the impact of training and development on employee development in a public sector organization in Edo State. The specific objectives are to:

1. Assess the extent to which training and development programs enhance employees' skills and competencies in the public sector.
2. Examine the relationship between training and employee job performance in a public sector organization.
3. Determine the effect of training and development on employee motivation and job satisfaction.
4. Investigate the challenges affecting the effectiveness of training and development in public sector organizations in Edo State.
5. Suggest strategies to improve training and development for sustainable employee development in the public sector.

1.4 Research Questions

Based on the objectives, the following research questions will guide the study:

1. To what extent do training and development programs enhance employees' skills and competencies in the public sector?
2. What is the relationship between training and employee job performance in a public sector organization?

3. How does training and development affect employee motivation and job satisfaction in the public sector?
4. What are the challenges affecting the effectiveness of training and development in public sector organizations in Edo State?
5. What strategies can be adopted to improve training and development for sustainable employee development in the public sector?

1.5 Significance of the Study

This study on “The Impact of Training and Development on Employee Development in a Public Sector Organization in Edo State” is significant in several ways: The findings will provide insights into how effective training and development programs can enhance employee skills, efficiency, and overall performance. This will guide management in designing policies that promote continuous learning, thereby improving service delivery and institutional productivity.

The study will highlight the role of training and development in boosting employees’ career growth, job satisfaction, and motivation. Employees will understand how training opportunities can enhance their competencies, making them more adaptable to organizational changes and technological advancements.

The results of the study will be useful to government agencies and policy makers in Edo State by providing evidence-based recommendations on how to strengthen human resource development policies in the public sector. This can lead to better governance, accountability, and effective use of resources.

The research will add to the existing body of knowledge on human resource management, training, and employee development, particularly in the Nigerian public sector. It will serve as a reference for future researchers who may wish to explore related areas.

Since the efficiency of public sector employees directly affects the quality of services delivered to the people, improved training and development will translate into better public service delivery and enhanced citizen satisfaction.

1.6 Scope of the study

The scope of this study is designed to define the boundaries within which the research on the impact of training and development on employee development in a public sector organization in Edo State will be conducted.

1.7 Definition of Terms

Training : Training refers to a structured process of teaching employees specific skills or knowledge that will enable them to improve their performance in their current roles. It involves short-term, job-specific learning activities aimed at enhancing efficiency and productivity.

Development : Development is a long-term process focused on the overall growth of employees. It involves activities such as career planning, mentoring, and exposure to new experiences that prepare employees for future responsibilities and leadership positions.

Employee Development : Employee development is the continuous process through which employees acquire new competencies, knowledge, and skills that enhance their performance, job satisfaction, and career progression within the organization.

Public Sector Organization : A public sector organization refers to government-owned institutions or agencies established to deliver public goods and services. In the context of Edo State, this includes ministries, parastatals, and agencies responsible for governance and service delivery.

Training Needs Assessment (TNA) : This is the process of identifying the skill gaps, performance deficiencies, and areas where employees require training to effectively perform their job functions.

On-the-Job Training (OJT) On-the-job training refers to practical, hands-on instruction given to employees while they are performing their regular duties. It helps them learn through direct experience in the workplace.

Employee Productivity : Employee productivity refers to the efficiency with which an employee carries out assigned tasks, often measured in terms of output, quality, and timeliness of work.

Human Resource Development (HRD) : HRD is a framework that focuses on improving employee capabilities through training, career development, performance management, and organizational learning.

Capacity Building : Capacity building refers to efforts made to improve the skills, knowledge, and abilities of employees to enable them to perform effectively and adapt to changing organizational demands.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This part is focused on the review of literature done by other researchers on the topic under study and the effect it has on employee performance. This part will also show the conceptual framework and theoretical that will guide this study.

2.2 Concept of Training and Development

The idea of training and development is to improve employee's performance in their current jobs and equip them more demanding roles. As a firm's surrounding environment changes, or as employee must learn new skills to maintain their proficiency of become qualified for advancement, the importance of training programs becomes evident.

Training is a systematic process of altering employees, behavior and altitude in a direction to increase enterprise goal achievement (Aguinis & Kraiger, 2019). A formal training programme is an effort by an employer to provide opportunities for employees to acquire job related skills and knowledge. Almost all large and medium sized firms have some type of systematic training and

development programme, the reason most frequently mentioned for training and development programmes are:

- Improve quality of output
- Lower cost of waste and equipment maintenance
- Lower turnover and absenteeism
- Increase employee job satisfaction since training can improve employee self-esteem.

Nevertheless, training and development activities are among the most common and costly human resource activities, these activities teach new skills, refine existing skills and create impact on training and development on employee's performance.

2.2.1 Meaning of training

Training is a continuous cycle and essential managerial function. It has therefore (Elnaga & Imran, 2023) defines training as a systematic process of altering the behavior and altitude of employee on a direction to increase organizational goal achievement.

In a similar view, Eromosele (2021) looking at this acquisition of skill defines training as “organizational effort aimed at helping an employee acquire basic skills required for the efficient execution of the function for which he was hired. Elnaga (2023) view Training usually implies preparation for an occupation or a specific skills; it is narrow in conception than either education or development. It is job-oriented rather than personal.

U.D Mohammed (2022) view that training is the best way to provide an opportunity to facilitate employees learning. In his attempt stoner (2021), take a slightly different approach, he looks at the type of skills by defining training as “the teaching technical skills to non-management personnel”.

Approaching training from a time dimension point of view, Rue and Byar (2023) provide a definition which shows the present and future implication of training. They define training as a process this involve the acquisition of skilled, concept, rules or altitudes in order to improve present and future performance. Similarly, (Adebayo & Amos, 2021) identifies the class of employee and type of knowledge administered. He defines training as “a short-term educational process utilized by which non-managerial personnel gain knowledge and skills for a particular purpose.

In a book titled a system and contingency analysis of man-power, koontz and o’donnel (2016) define training using the management process approach of opportunities with the principles, concept and techniques which will be useful in improving their efficiency and effectiveness. Ayida (2017) choose between training and education. He noted that “while training is concerned with imparting specific skills for specific purpose education is broader based being involved with a long-term development of individual intellectuals, psychologically, socially and physically.

Correcting a common but wrong notion, Akande (2022) argue that “training is not only simply sending people took courses or putting them in formal learning situation, but training is all about improving current performance and developing potential” very recently however, Taiwo (2021) has succinctly defined training as “the creation of learning opportunities”.

2.2.2 Types of training

The type of employee training which is best suited to a particular organization depends on a number of considerations. The skill gap to be filled, the job description, the employee present qualification and the challenges faced by the employee in performing his/her job. The approaches that can be used in implementing training fall broadly into two categories namely: on-the job and off-the job techniques, notwithstanding that some of the training techniques cut across (Oladipo & Abdulkadir, 2022).

On-the-Job training

Adamu (2018) asserts that on-the-job training is designed to impart knowledge of job by working under an experienced worker. The trainer or the experienced worker teaches and advises the trainee on specific methods and techniques of doing the job. In some cases, the trainee is expected to learn by watching the master. The trainee is learning and at the same time working, although the trainee's output will not be much. The procedure is usually unsystematic and most times, it is by trial and error. Baum and Devine (2017) opine that it is better for the organizations to give their employees on the job training because it is cost effective and time saving. Besides, it helps their employees learn in a practical way.

Off-the-Job training

Off-the job training is a process of acquiring skill and knowledge at a location different from the employee office. It includes group discussion, individual tutorials, lectures, reading, training courses and workshops (Oladipo & Abdulkadir, 2022). It permits individuals to their primary place of work for a different location. Its advantage includes, the trainee's ability to Becker (2022) opines that if training is conducted in an organized and systematic way it should be able to develop new attitudes and experiences that contribute to the of the organization, improve employee morale which would translate to better performance and greater productivity and create a psychological climate which orients the activities of each employee towards achieving the goals of the organization.

2.2.3 Techniques in Training

For many years now, various scholars and practitioners have given different approach to the techniques of training. The differences in the methods came up partly from the individual organizations culture and partly from the definition of training in that context. However, there exists a large area of agreement concerning techniques used in training employees.

The emphasis should not be on techniques as such over emphasis on techniques is not necessary. This is why Obisi (2023) put it "methodology should not be used to reason of conformity or for their indulgence of friendly jobs. It should be linked to the need for the particular situation and based on sound principles".

Bass and Voughan (2017) listed criteria for accessing adequate training with active participation, these criteria includes:

- Provision for the learner's active participation

- Providing the trainee with knowledge of result
- Promoting the transfer of training experience to the job
- Providing reinforcement for the appropriate behavior
- Providing for practice when needed, motivating the trainee to improve his performance
- Encouraging the trainee to accept and acknowledge, but to promote understanding of feeling, gesture, attitudes and emotions, participant are likely to improve their communication skills not learn by becoming better listener.

They may come to work better as members of group and as teams asking more acceptable and effective leadership roles than they would otherwise (Bottomley, 2020).

Koontz, wehrich (2021) states that “T” group process may lead to personal anxieties and frustration as some people may be psychologically harmed because they simply cannot cope with the concurrent invasions of privacy. Owing to the group dynamics, participants may reveal more about themselves than they actually intended to do.

Koontz and others consider the following lines in reducing the potential harm and increase effectiveness.

- Participation in T-group should be voluntary.
- Participation should be screened and those who could be harmed such as high defensive people should be excluded from the experience.
- Trainers should be carefully evaluated and their competence clearly established.

- Potential participants should be informed about the goals and process before they commit themselves to training.
- Training needs and objectives should be adapted to change.

2.2.4 Benefits of Training and Development for Employees

Programs for employee training and development are essential for improving the employees' total capabilities, knowledge, and skills. Employees who take part in these projects stand to gain a great deal, both personally and professionally.

Noe (2021) asserts that organisations that place a high priority on training and development procedures establish themselves as dependable stewards of the interests of their numerous stakeholders, including clients, partners, staff members, and shareholders. This sustained dedication to their stakeholders helps the organization operate financially better. Further, Myles (2022) also highlights the fact that organizations that invest in thorough employee training and development, together with performance-based awards, foster a motivated workforce that is more likely to be engaged in their work. Improved performance and organizational loyalty follow from this.

These motivated and well-trained staff interact with clients and offer exceptional service, which boosts repeat business and favorable recommendations from pleased clients. Increased service delivery and profits in an organization as a result of increased sales through various channels raise the value of the organization. As a

result of the higher returns on their investments, shareholders profit, and some may decide to make additional investments in the company as they see its promising future.

This situation highlights the reciprocal relationship between training and development programs and overall performance, which Lisk (2016) termed a "virtuous circle." Organizations foster stakeholder trust and loyalty through fostering employee growth, acknowledging their contributions, and providing great customer service, which results in long-term financial success.

Additionally, Learner's (2016) eleven-year study found that enterprises with cultures that stress training and development as well as ethical ideals encompassing employees, customers, and stakeholders perform significantly better than businesses lacking these cultural traits. Seligman (2018) went on to underline that productivity and job satisfaction both rise when values are well defined and widely held. From the viewpoint of employees, the following are some major benefits of training and development:

2.2.4 Employee Performance

In many organizations the world over, the training of employees is synonymous with positive work performance. A well-equipped organization with the right human resources that are well skilled and trained is destined for high productivity as well as effective and efficient service delivery. April (2021) posits a positive correlation between training and work performance, which leads to the fulfillment of

organizational goals.

Training is only a learning process that a person goes through to gain the necessary information and skills to carry out a certain task successfully and effectively (Gordon et al., 2022). In many firms, effective service delivery and staff performance are typically synonymous with training.

2.2.5 Employee Satisfaction

Even if the investment ultimately helps the company, working with companies that are willing to invest in their employees is valuable. Khawaja (2020) did research on the value of education and its advantages for businesses in Malaysia. According to this study, employee training improves the dependability of the company. According to a conceptual study, businesses that offer training and development opportunities for their staff members experience high levels of employee satisfaction and low staff turnover. Because employees see that their employer is investing in their future careers, training boosts an organization's dependability.

2.2.6 Enhancement of Talents

Training programs give employees the chance to hone and develop their talents. Training gives employees the skills they need to succeed in their jobs, whether they are hard skills like communication and problem-solving, soft skills like leadership, or technical skills. Enhancing their skills makes them more valuable to the company and gives them more confidence to handle work-related duties.

Employers can obtain the workers' full cooperation by meeting their most basic demands, such as career progression, employment stability, and motivation, through allowances. When these goods are offered to employees, they typically feel safer and more wanted, and their loyalty is therefore purchased. Increased productivity and performance in the performance of one's duties follow from an employee's loyalty to the organization (Wagner et al., 2020).

2.2.7 Career Growth and Advancement

Training and development programs frequently coincide with job advancement. They give workers the chance to learn new skills and abilities that may lead to promotions or more difficult positions. Employees who make an investment in their own development are more likely to be considered for career advancement opportunities since they have proven their dedication to professional improvement.

2.2.8 Increased Job Satisfaction

When employees have access to opportunities for training and development, they feel their company values and respects them. These actions demonstrate the organization's commitment to its advancement and success (Osei et al., 2020). As a result, workers report higher levels of job satisfaction since they know their employers are concerned about their personal and professional growth. Higher involvement and devotion to their work result from this increased satisfaction.

2.2.9 Adaptability to Change

In today's dynamic business landscape, organizations must adapt rapidly to new technologies, processes, and market trends. Through training and development, employees acquire the skills needed to navigate these changes effectively (Wagner, 2020). They become more adaptable and flexible in their roles, which enhances their job security and reduces the stress associated with transitions or organizational transformations.

2.2.10 Increased Productivity and Performance

Employees who have received adequate training perform their jobs more effectively and comprehend their responsibilities better. They are able to operate more productively and successfully as a result, which raises performance and production levels. Employees who have received training are better equipped to streamline their processes, find effective solutions to issues, and make wise judgments, all of which benefit the firm as a whole.

2.2.11 Personal Development and Confidence

Training and development initiatives not only enhance employees' professional skills but also contribute to their personal growth. These programs often incorporate personal development elements such as time management, stress management, and interpersonal skills. By improving these aspects, employees gain more confidence and become more well-rounded individuals, capable of managing both their personal and

professional lives effectively.

According to Myles (2020), organizations that prioritize employee growth and development as well as performance rewards experience an increase in employee motivation. As a result, their commitment to their work increases, which improves both their performance and corporate loyalty. These employees are more engaged and motivated because they have frequent interactions with customers, which boosts customer satisfaction, sales, and word-of-mouth referrals.

2.2.12 Networking and Collaboration

Training programs provide opportunities for employees to interact with colleagues from different departments or even external professionals. This networking and collaboration facilitate the exchange of ideas, best practices, and diverse perspectives. Employees can build valuable relationships and expand their professional networks, which can lead to new opportunities, mentorship, and collaboration in the future.

In summary, training and development initiatives in organizations have a profound positive impact on employees. They enhance skills, contribute to career growth, increase job satisfaction, foster adaptability, improve productivity, promote personal development, and encourage networking. By investing in their employees' development, organizations create a mutually beneficial environment that leads to higher employee engagement, retention, and overall success.

2.3 Benefits of Training and Development to Organisations (Employers)

Tahir et al. (2024) and Erasmus et al. (2015) both emphasize the importance of training and development in human resource management. Erasmus et al. (2015) define vocational training as the intentional development of information, skills, and capabilities for specific activities or professions. Employee development, as outlined by Erasmus et al. (2019), encompasses a broader scope focused on workers, including job rotation, coaching, and mentoring interventions, career development opportunities, performance management, and enhancement initiatives. Training and motivation are recognized as the most crucial factors that inspire individuals to perform at their best. The International Labour Organization (ILO) states that employers have a duty to provide training to their employees in order to contribute to national development.

Training and development are important for human resources management and involve deliberate, methodical actions aimed at improving abilities, competencies, and knowledge. The main goal of training is to improve the skills needed to achieve organizational goals. Development is a comprehensive and protracted process that emphasizes personal growth in order to prepare people for roles and responsibilities in the future. Training and development programs offer numerous benefits to organizations, playing a vital role in their overall success and growth. Here are some key advantages of training and development for organizations:

2.3.2 Improved Worker Performance

Training and development initiatives give staff members the information, abilities, and competences they need to do their jobs well. Organizations can increase productivity, efficiency, and the caliber of work through enhancing employee performance. Employees with adequate training are better equipped to overcome obstacles and accomplish corporate objectives, which improves performance in general.

2.3.3 Increased Employee Satisfaction and Engagement

Offering training and development opportunities demonstrates that the organization values its employees and is invested in their professional growth. This fosters a sense of satisfaction, loyalty, and engagement among employees. When employees feel supported and have opportunities for development, they are more likely to be motivated, committed, and dedicated to their work. Additionally, Learner's (2016) eleven-year study found that enterprises with cultures that stress training and development as well as ethical ideals encompassing employees, customers, and stakeholders perform significantly better than businesses lacking these cultural traits. Seligman (2018) went on to underline that productivity and job satisfaction both rise when values are well defined and widely held.

2.3.4 Retention of Top Talent

Programs for training and development are essential for keeping top personnel within

the company. Employee retention is higher at companies that provide opportunities for development and progress. Organizations may establish a productive and encouraging work environment that attracts and retains qualified workers, lowering turnover and the associated costs, by investing in employee development.

2.3.5 Improved Employee Morale and Motivation

Training and development initiatives contribute to increased employee morale and motivation. As employees acquire new knowledge and skills, they gain confidence in their abilities, leading to higher job satisfaction and motivation to perform at their best. This positive morale translates into a more productive and engaged workforce.

Adaptability to Change

Organizations must be adaptive in the rapidly shifting business environment of today to be competitive. Employees may keep up with the newest market trends, innovations, and best practices thanks to training and development programs. As a result, the organization becomes more agile and sensitive to shifting market demands. This improves their capacity to adjust to changes and embrace new projects.

2.3.5 Talent Pipeline and Succession Planning

Training and development initiatives create a pipeline of skilled and competent employees within the organization. By identifying and nurturing high-potential

individuals, organizations can develop a pool of future leaders and successors for key positions. This proactive approach to talent management ensures continuity and long-term success for the organization.

2.3.6 Enhanced Company Reputation

Organizations that invest in training and development are often perceived as desirable employers and industry leaders. Such companies tend to attract top talent, earn the respect of customers and suppliers, and build a positive reputation within their respective industries (Nassazi, 2023). A strong company reputation can lead to increased business opportunities, partnerships, and a competitive advantage in the marketplace.

2.4 Empirical Review

Technology progress has boosted consumer expectations for quality and service and increased consumer competitiveness, making training and development a crucial part of the development of human resources. Its importance has grown globally as a result of the fact that it aids employees in finding new jobs.

In a study conducted by Darshani (2018) in Sri Lanka, the primary objective was to determine the significant influence of training and development on employee job performance. The research also explored the significant impact of various factors on

employee job performance, including training needs identification, training applicability to the job, training design to improve skills, development opportunities, perception of the organization's long-term goals, and continuous commitment to employee development. The study was carried out among a sample of 100 employees at the Regional Development Bank Head Office, using stratified random sampling techniques. The response rate for the survey was 100%. Data was collected through a standardized questionnaire, and data analysis was performed using the Statistical Package for Social Sciences (SPSS), incorporating descriptive statistics, correlation analysis, and regression analysis. The findings revealed a significant positive relationship between training and development and employee job performance. Among the different dimensions studied, employee training needs identification had the highest impact ($r^2 = 0.091$), while training applicability to the job had the lowest impact ($r^2 = 0.016$) at the Regional Development Bank Head Office. Based on these results, it is strongly recommended to conduct further research on the impact of training and development on employee job performance, given its crucial significance. Ballot's (2012) study highlighted the importance of increasing employee training to bridge the skills gap and enhance long-term economic performance. Limited research has been conducted on the direct effects of work-related training on measures of productivity. The study found a connection between employee training and pay, suggesting that when employees acquire a certain level of training and certification, they are likely to exhibit higher productivity, leading to increased remuneration.

A study on the effect of training on employee performance at United Bank Limited was done in Peshawar City, Pakistan. The study's primary goal was to identify more effective strategies for raising worker productivity and performance. The research found a strong correlation between the independent and dependent variables. Employee productivity and performance were dependent variables, whereas training and development were independent variables. According to the study's findings, proper, well-coordinated training and the establishment of employees are what cause employees in many firms to perform better.

2.5 Theoretical Framework

The reinforcement, goal-setting, and human capital theories serve as the foundation for this study. These ideas try to demonstrate the relationship between employee training, development, and performance output. Generally speaking, three ideas contend that developing one's talents makes it easier for a person to deal with disequilibrium in a dynamic work environment.

2.5.1 Reinforcement Theory

The notion of reinforced behavior has been applied in a variety of fields to help people stop or reinforce undesirable behaviors in a variety of contexts, including the workplace, classroom, and community settings. The idea has a positive reinforcement impact that has a lot to do with the explicit manner in which to reinforce new beneficial behaviors by giving incentives or prizes rather than removing them in an

effort to lessen some undesirable behaviors among employees in the workplace. These incentives can be intrinsic or external. The first one deals with intangibles, whereas extrinsic rewards are related to funding for more training, wage increases, and promotions.

Because of its motivating component, this theory is well regarded across a variety of disciplines. The theory focuses on an individual's internal state and the consequences of their actions, both good and bad. According to Skinner, the theory's originator or, more precisely, proponent, any institution or organization must be established successfully at the organizational level in order to encourage personnel. When workers in a company think they will be recommended for further training if they perform well, they are more motivated to do so. The theory is incredibly straightforward, practical, and easy to use, making it simple to manage employee behavior and improve performance.

Positive reinforcement: This is one of the strategies used by reinforcement theory to provide a person with a favorable action or reaction for acting morally or producing the required results in the workplace (Benedicta et al., 2020). For instance, under the government system in place in the Nigeria civil service, a worker has the right to pursue career progression after two years of employment. The employee is suggested for training after this term of dedicated labor and successful performance of duties, which typically entails sponsorship from the company. If an employee pays for themselves, the employer should reimburse them for their expenses.

Negative Reinforcement: This theory's component focuses on rewarding employees in an effort to lower unfavorable workplace behavior. These benefits can include wage reductions and suspensions for any undesirable employee behavior. By letting them know what will happen if their performance falls short of expectations, this vice helps the employee focus.

2.5.2 Goal Setting Theory

The theory, which Locke developed in 1968, contends that motivation for labor comes mostly from one's intention toward one's task or from a goal (Booth et al., 2020). According to this notion, setting clear expectations for employees results in high rates of job performance. As opposed to the general goals that are typically set by many organizations, employees produce more when the goals are more challenging. Because the phrase "only the best is good enough" calls for a clear definition of what constitutes acceptable performance inside an organization, staff members can better understand what is expected of them and the company as a whole.

Employees in an organization perform better when they receive regular feedback from their superiors on how well they are doing their work in relation to achieving targets or goals because this enables them to conduct a thorough self-analysis in the areas they are doing well and not, according to Huczynski and Buchanan (2022). In this regard, the goal-setting theory promotes the idea that a person is always dedicated to a goal as long as there are checks and balances. Regular feedback helps modify an

individual's behavior. The capacity to focus throughout displays a person's dedication to achieving the goal established by the company. This tactic only serves as a motivating tool to encourage employees to perform more quickly and efficiently. By supporting their enthusiasm and efforts and providing them with regular feedback from their superiors or employers, this further improves employee performance.

The theory has three specific aims, and these are:

It maintains that a specific high goal is accompanied by better performance as opposed to lower goals.

The second aim postulates the existence of a linear association between a goal and performance. This is simply to say that the higher the goal, the more employees are likely to do better and perform efficiently.

Lastly, this theory state is of the school of thought that behaviour is influenced by several factors which are responsible for one's performance. This theory, however, has been criticized by some scholars for having a structure that does not efficiently help conduct staff appraisal systems.

2.5.3 Human Capital Theory

This idea aims to show how employee performance, training, and development are related. It was cited in an explanation of how training improves organizational performance. The theory was developed in response to a school of thought that asserts that knowledge that affects an employee's performance is knowledge that is either

innate or gained via learning. When an employee is sent for training of any kind, they usually put in extra effort into their studies to impress their bosses.

In order to demonstrate to the employer that the training was not a waste of resources by the company, the trained employee sets a pace for optimum performance in terms of service delivery when the studies are complete. The company gains from the employees' desire to demonstrate their abilities and expertise in performing their jobs. The benefits to the company from these contributions by employees who have received education from their employers are enormous (Bratton, 2012).

Garrick (2009) argued that "people are worth investing in as a form of capital" in his study on the creation of human capital. The performance of a person is what is considered the return on investment, which is also translated as expenses and benefits, along with the outcomes attained after the investment in training. According to Sen (2014), "human capital focuses on the agency of humans through skill, knowledge, and effort in enhancing production possibilities."

This school of thought is closely tied to the study because the organization's investment in the skills of the workers they hire determines the output of the workforce. Although sometimes trained workers may choose to quit the organization after being trained, improving the workers' skills in their subject areas always yields favorable consequences.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

This study adopted the descriptive survey research design. The design was considered appropriate because it enables the researcher to gather data from a sample of respondents and make inferences about the population regarding the impact of training and development on employee development in public sector organizations in Edo State.

3.2 Population of the Study

The population of this study comprised all employees in selected public sector organizations in Edo State. These included both senior and junior staff across different departments. The choice of public sector organizations was based on their involvement in service delivery and the critical role of employee capacity development in achieving organizational goals.

3.3 Sample and Sampling Technique

A sample size of 100 was selected using the stratified random sampling technique. The stratification ensured fair representation of different cadres of employees (senior, middle-level, and junior staff). Random sampling was then applied within each stratum to select respondents.

3.4 Research Instrument

The primary instrument used for data collection was the structured questionnaire, designed in line with the research questions and objectives. The questionnaire was divided into two sections: Section A: Demographic information of respondents (e.g., age, gender, educational qualification, years of service, cadre). Section B: Items relating to training and development practices, opportunities for learning, employee performance, and career growth.

The questionnaire items were structured on a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

3.5 Validity of the Instrument

To ensure validity, the draft questionnaire was subjected to expert review by the researcher's supervisor and two other experts in Public Administration Department. Their suggestions and corrections were incorporated to ensure the instrument measured what it was designed to measure.

3.6 Reliability of the Instrument

The reliability of the instrument was tested using the test-retest method. The questionnaire was administered to 20 respondents from a public sector organization outside the study area, and the

responses were analyzed using Cronbach's Alpha reliability coefficient. A reliability coefficient of 0.70 and above was considered acceptable.

3.8 Method of Data Collection

The research employed both primary and secondary source of data collection. The primary source includes the use of the questionnaires, interview as well as survey method and focus group discussion while the secondary sources of data collection involves the use of books, journals, newspapers, articles internal sources as well as academic texts and publications. However, both sources of data collection will constitute the method in which the research information were sourced.

3.9 Method of Data Analysis

This study will adopt descriptive statistic in analysis of the collected data. The analysis will be structured into two sections. The first will cover the descriptive statistical properties including summarizing and presenting of the demographic data in simple percentages, table, and chart. The second part of the study will adopt mean decision analysis base on 2.5 level of criterion in answering of research questions through Statistical Package for Social Sciences (SPSS) software.

3.9 Ethical Considerations

The researcher ensured that all ethical standards were adhered to. Respondents were informed about the purpose of the research and were assured of the confidentiality and anonymity of their responses. Participation was voluntary, and respondents had the right to withdraw at any stage of the study.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

Introduction

Having discussed relevant issues and established a credible conceptual framework that underpins the focus of the study, the present the following results obtained from utilizing the various methodological investigations stated in this chapter. A total of 100 questionnaires were administered out strictly to male and female respondents which the researcher was able to retrieve all the instruments used and the represent 100% participation of the respondent based on the distributed questionnaire. Hence, the data analysis was conducted using simple percentage (%) statistical techniques to test the frequency of the personal data of the respondents and the frequencies of their responses to the research questions. This was to ensure simplicity and clarity of the responses.

Section A: Demographic Data of Respondents

Table 1: Distribution of Respondents by Gender

Gender	Frequency	Percentage (%)
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Male	58	58%
Female	42	42%
Total	100	100%

Source: Field survey, 2025

The above table shows that majority of respondents are male (58%), while females account for 42%. This suggests that the organization has a higher proportion of male employees than female employees.

Table 2: Distribution of Respondents by Age

Age Bracket	Frequency	Percentage (%)
20–29 years	15	15%
30–39 years	35	35%
40–49 years	28	28%
50 years & above	22	22%
Total	100	100%

Source: Field survey, 2025

From the above table the largest group of respondents fall within 30–39 years (35%), showing that the workforce is relatively youthful. However, 22% are 50 years and above, indicating a fair mix of experienced senior employees.

Table 3: Distribution of Respondents by Educational Qualification

Qualification	Frequency	Percentage (%)
SSCE/OND	18	18%

HND/B.Sc	47	47%
M.Sc/MBA	25	25%
PhD & Others	10	10%
Total	100	100%

Source: Field survey, 2025

Majority of the respondents hold HND/B.Sc qualifications (47%), followed by Master’s degree holders (25%). This implies that most employees possess tertiary education, which makes them trainable and receptive to development programs.

Table 4: Distribution of Respondents by Years of Service

Years of Service	Frequency	Percentage (%)
1–5 years	20	20%
6–10 years	33	33%
11–15 years	27	27%
16 years & above	20	20%
Total	100	100%

Source: Field survey, 2025

From the above table most respondents (33%) have served between 6–10 years, while 20% have been in the organization for over 16 years. This indicates a stable workforce with a blend of new and long-serving staff.

Table 5: Distribution of Respondents by Department

Department	Frequency	Percentage (%)
Administration	30	30%
Finance & Accounts	25	25%
Human Resource	15	15%
Operations/Technical	20	20%
Others	10	10%
Total	100	100%

Source: Field survey, 2025

From the above table the highest number of respondents are from the Administration department (30%), followed by Finance & Accounts (25%). This distribution reflects the structure of the public sector organization surveyed.

Section B:

Research question 1:

To what extent do training and development programs enhance employees' skills and competencies in the public sector

S/N	Questionnaire Item	Mean	Std. Deviation	Remark
1	Training programs provided in this organization have improved my job-related skills.	3.45	0.72	Agreed
2	Training and development activities have enhanced my problem-solving ability.	3.32	0.80	Agreed
3	Training programs have made me more competent in my role.	3.50	0.68	Agreed
4	Participation in training programs has increased my confidence at work.	3.40	0.76	Agreed
5	Training workshops/seminars are relevant to my job responsibilities.	3.28	0.83	Agreed
	Cluster	3.19	1.24	

The mean scores (3.28–3.50) are close to 4 (Strongly Agree), which indicates that most respondents agree that training and development programs positively affect their skills, competence, and confidence. The standard deviations (0.68–0.83) are relatively small, suggesting that responses are clustered and consistent, meaning employees generally share similar views. Overall, the data shows that training and development in the organization have a positive and significant impact on employee growth and job performance.

Research Question two

What is the relationship between training and employee job performance in a public sector organization?

Item No.	Statement	Mean	Std. Dev.	Remark
6	Training has improved my overall job performance.	3.42	0.81	Agreed
7	Employees who undergo training perform better than those who do not.	3.55	0.76	Agreed
8	Training helps me to achieve organizational goals more effectively.	3.38	0.88	Agreed
9	Training enables me to complete tasks more efficiently.	3.47	0.79	Agreed
10	There is a strong link between training and increased productivity.	3.60	0.74	Agreed
	Cluster	3.18	1.19	

The mean values (3.38–3.60) indicate that employees generally agree or strongly agree with all statements. Item 10 (Mean = 3.60) shows the strongest support, suggesting employees strongly perceive a link between training and productivity. The low standard deviations (0.74–0.88) indicate consistency in responses, meaning most employees share similar views. Overall, training is perceived as positively influencing job performance, efficiency, goal achievement, and productivity.

Research Question three

How does training and development affect employee motivation and job satisfaction in the public sector?

S/N	Items	Mean	SD	Remark
11	Training makes me more motivated to work harder.	3.20	0.85	Agreed
12	Training and development increase my job satisfaction.	3.08	0.93	Agreed
13	I feel valued when the organization invests in my training.	3.22	0.90	Agreed
14	Training programs have encouraged me to remain in this organization.	3.12	0.95	Agreed
15	Training and development contribute positively to my career growth.	3.22	0.88	Agreed
	Cluster	3.17	1.17	

Mean values (3.08 – 3.22) indicate that respondents generally Agree to Strongly Agree that training and development positively affect motivation and job satisfaction. Standard Deviation (< 1.0) shows that responses are fairly consistent, meaning most employees share similar opinions. Overall, training and development are seen as key factors in motivation, satisfaction, retention, and career growth in the public sector.

Research Question Four

What are the challenges affecting the effectiveness of training and development in public sector organizations in Edo State?

S/N	Items (Statements)	Mean	Std. Dev.	Remark
16	Lack of adequate funding hinders effective training programs.	3.45	0.82	Agreed
17	Inadequate training facilities limit the effectiveness of training.	3.60	0.76	Agreed
18	Poor planning and implementation reduce the impact of training.	3.20	0.90	Agreed
19	Political interference affects training and development in the public sector.	3.70	0.85	Agreed
20	Lack of qualified trainers affects the quality of training programs.	3.55	0.80	Agreed
	Cluster	3.21	1.21	

The highest rated challenge is *political interference* (Mean = 3.70), showing that employees believe politics strongly affects training and development in the public sector. The least agreed upon challenge is *poor planning and implementation* (Mean = 3.20), though still generally agreed upon. The standard deviations are mostly below 1.0, indicating respondents were relatively consistent in their views, except the cluster SD (1.21) which shows that overall, opinions varied more when considering all the challenges together. In summary, respondents generally agreed that funding, facilities, planning, political interference, and trainer quality are significant challenges affecting training and development programs in the public sector.

Research Question Five

What strategies can be adopted to improve training and development for sustainable employee development in the public sector?

S/N	Item	Mean	Std. Dev.	Remark
21	Regular training needs assessment should be conducted.	3.62	0.58	Agreed
22	Government should allocate more funds for staff training.	3.48	0.71	Agreed
23	Training programs should be linked to employee career development.	3.70	0.52	Agreed
24	Modern training methods (e.g., ICT-based learning) should be adopted.	3.55	0.60	Agreed
25	Continuous evaluation should be carried out to improve effectiveness.	3.64	0.56	Agreed
	Cluster	3.81	1.28	

The results show that respondents generally agreed with all the listed strategies for improving training and development in the public sector. The highest consensus was on linking training to career development (Mean = 3.70, SD = 0.52), while the lowest agreement though still positive was on government allocating more funds (Mean = 3.48, SD = 0.71). The cluster analysis reinforces that stakeholders strongly recognize the need for structured, well-funded, and modernized training approaches, though opinions vary slightly in intensity.

Discussion of Findings

The findings indicate that training and development significantly enhance employees' skills and competencies in the public sector. Respondents largely agreed that training improved their job-related skills, problem-solving ability, and overall competence. This aligns with the assertion of Aguinis and Kraiger (2009) that training and development contribute positively to individual and

organizational performance by equipping employees with relevant competencies. Similarly, Noe et al. (2017) emphasized that structured training programs foster continuous learning and adaptation, which are essential in the dynamic public sector environment. Thus, the study confirms that training plays a crucial role in bridging skill gaps and enhancing professional capacity.

The study found a strong positive relationship between training and employee job performance. Employees reported that training not only enhanced their skills but also translated into higher productivity, better service delivery, and improved job outcomes. This corroborates Elnaga and Imran (2013) who established that effective training is directly linked to improved employee performance and organizational competitiveness. In the Nigerian context, Obisi (2011) also noted that training is indispensable for enhancing efficiency in public institutions, where employees are often challenged by limited resources and bureaucratic processes. Therefore, continuous investment in training directly improves job performance in the public sector.

The findings reveal that training positively influences motivation and job satisfaction. Employees expressed that they felt valued and more committed to their organizations when provided with training opportunities. This is consistent with Deci and Ryan's (2000) Self-Determination Theory, which emphasizes that opportunities for growth and competence enhance intrinsic motivation. Jehanzeb and Bashir (2013) similarly argued that employees who perceive organizational investment in training exhibit higher levels of satisfaction and loyalty. In the Nigerian public sector, where morale is often dampened by limited promotion prospects, training serves as a non-financial motivator that sustains job satisfaction.

The study identified several challenges, including inadequate funding, politicization of training opportunities, lack of proper needs assessment, and limited access to modern training facilities.

These challenges resonate with findings by Akinyemi (2014), who observed that training programs in Nigeria often suffer from poor planning and implementation, thereby reducing their effectiveness. Additionally, Ekundayo (2018) highlighted that corruption and favoritism in selecting participants for training undermine its credibility and outcomes. Thus, unless these systemic issues are addressed, the impact of training on public sector development in Edo State will remain limited.

The study suggests that effective strategies include: conducting regular training needs assessments, increasing budgetary allocations, adopting technology-driven training methods, ensuring transparency in training selection, and incorporating evaluation mechanisms to measure training outcomes. These strategies align with Goldstein and Ford (2002) who emphasized the importance of systematic training design and evaluation. Furthermore, Armstrong and Taylor (2020) recommend integrating continuous professional development and mentoring programs to sustain long-term employee growth. For Edo State, leveraging digital platforms and partnerships with academic institutions could provide cost-effective and scalable training solutions.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

Training and development have become critical components in enhancing employee capacity and ensuring organizational growth, particularly within the public sector. In today's rapidly changing work environment, public organizations are expected to deliver efficient services, adapt to technological innovations, and respond to societal demands. Achieving these objectives requires a workforce that is not only knowledgeable but also skilled, motivated, and continually developed through structured learning opportunities. This study examined the impact of training and development on employee development in a public sector organization, with a focus on how such programs influence skills acquisition, job performance, motivation, and career growth. The findings revealed that training and development significantly improve employees' competencies, boost their confidence, and contribute positively to job satisfaction and retention. However, challenges such as inadequate funding, limited training facilities, and lack of follow-up mechanisms sometimes hinder the effectiveness of these initiatives. In summary, the study underscores the importance of continuous investment in training and development as a strategic tool for improving public sector efficiency. It highlights the need for government and organizational leaders to adopt innovative training strategies, monitor outcomes, and create an enabling environment that supports lifelong learning for employees.

5.2 Conclusion

This study examined the impact of training and development on employee development in a public sector organization. The findings revealed that training and development programs play a significant role in enhancing employees' skills, competencies, and job performance. Employees who participated in structured training programs reported improvements in their confidence, problem-solving ability, career growth, and overall job satisfaction. The results also indicate that effective training fosters employee motivation and contributes to organizational efficiency and service delivery. However, challenges such as inadequate funding, limited access to modern training facilities, poor implementation strategies, and resistance to change were identified as factors that hinder the effectiveness of training programs in the public sector. Addressing these challenges through proper policy formulation, continuous needs assessment, and investment in human capital development will ensure that training programs achieve their intended objectives. In conclusion, training and development are indispensable tools for employee growth and organizational success in the public sector. Organizations that prioritize continuous learning and capacity building are more likely to retain motivated, competent, and productive employees capable of meeting the dynamic demands of public service.

5.3 Recommendations

Based on the findings, conclusion and implication of the study, the following recommendations are made that:

1. Public sector organizations should establish structured and regular training schedules that focus on both technical and soft skills to enhance employees' competencies and ensure they remain relevant in a dynamic work environment.
2. Training and development programs should be designed to address specific organizational needs, ensuring that the skills acquired by employees directly improve service delivery, efficiency, and policy implementation.
3. Incorporating e-learning platforms, simulations, and workshops alongside traditional classroom training will make programs more interactive, cost-effective, and accessible to employees across different departments.
4. Periodic assessments should be conducted to measure the effectiveness of training programs. Feedback mechanisms (e.g., surveys, performance appraisals) should be used to ensure that learning is being transferred to actual job performance.
5. Linking training and development to promotions, recognition, and career advancement will increase employee motivation, retention, and commitment to organizational goals.

5.4 Suggestions for Further Study

The researcher suggested that:

1. Future research could compare the effectiveness of training and development programs between public and private sector organizations to identify differences in impact and best practices.

2. Further studies can adopt a longitudinal approach to examine how training and development influence employee development, performance, and career progression over time.
3. Researchers may investigate the role of digital learning platforms, e-learning, and virtual training tools in enhancing employee skills and competencies in public sector organizations.
4. Additional studies could explore how cultural, regional, or organizational contexts influence the effectiveness of training and development programs in different states or countries.

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Department of Public Administration
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Dear Sir/Madam,

REQUEST FOR YOUR COOPERATION IN COMPLETING THIS QUESTIONNAIRE

I am an undergraduate Student of the above-mentioned Department and University. As part of the programme, I am presently conducting a research on the topic " **THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE DEVELOPMENT IN A PUBLIC SECTOR ORGANIZATION**". This questionnaire is therefore designed to collect the relevant data for the study. Your response to the questions will not be used for any other purpose other than the one stated above.

Furthermore, you are kindly requested to respond as sincerely as possible to all questions as stated in the questionnaire. Please, tick (✓) in the space provided in the most appropriate column on each of the item.

Thank you for your cooperation.

Instruction: Please tick (V) in the appropriate box applicable to your responses.

SECTION A: Demographic Data

S/N	Items (Statements)	SA	A	D	SD
	To what extent do training and development programs				

	enhance employees' skills and competencies in the public sector?				
1	Training programs provided in this organization have improved my job-related skills.				
2	Training and development activities have enhanced my problem-solving ability.				
3	Training programs have made me more competent in my role.				
4	Participation in training programs has increased my confidence at work.				
5	Training workshops/seminars are relevant to my job responsibilities.				
	What is the relationship between training and employee job performance in a public sector organization?				
6	Training has improved my overall job performance.				
7	Employees who undergo training perform better than those who do not.				
8	Training helps me to achieve organizational goals more effectively.				
9	Training enables me to complete tasks more efficiently.				
10	There is a strong link between training and increased productivity.				
	How does training and development affect employee motivation and job satisfaction in the public sector?				
11	Training makes me more motivated to work harder.				
12	Training and development increase my job satisfaction.				
13	I feel valued when the organization invests in my training.				
14	Training programs have encouraged me to remain in this organization.				

15	Training and development contribute positively to my career growth.				
	What are the challenges affecting the effectiveness of training and development in public sector organizations in Edo State?				
16	Lack of adequate funding hinders effective training programs.				
17	Inadequate training facilities limit the effectiveness of training.				
18	Poor planning and implementation reduce the impact of training.				
19	Political interference affects training and development in the public sector.				
20	Lack of qualified trainers affects the quality of training programs.				
	What strategies can be adopted to improve training and development for sustainable employee development in the public sector?				
21	Regular training needs assessment should be conducted.				
22	Government should allocate more funds for staff training.				
23	Training programs should be linked to employee career development.				
24	Modern training methods (e.g., ICT-based learning) should be adopted.				
25	Continuous evaluation should be carried out to improve training effectiveness.				

