

**STAFF TRAINING AND EMPLOYEES PRODUCTIVITY: A CASE
STUDY OF EDO STATE CIVIL SERVICE**

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**DEPARTMENT OF PUBLIC ADMINISTRATION
FACULTY OF SOCIAL SCIENCES
UNIVERSITY OF BENIN
BENIN CITY**

FEBRUARY, 2025

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**BEING 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 IN PUBLIC ADMINISTRATION**

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CERTIFICATION

We the undersigned, certify that this project work titled: “Staff Training and Employees Productivity: A Case Study of Edo State Civil Service”, was carried out by **Omozee ODUWARE** in the Department of Public Administration, University of Benin, Benin City, in partial fulfillment of the requirements for the Award of Bachelor of Science (B.Sc.) Degree in Public Administration.

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DATE

DATE

DEDICATION

I dedicate this work to God Almighty my creator, my strong pillar, my sources of inspiration, shield, guide, wisdom, knowledge and understanding. He has been my strength throughout this academic journey. Your unwavering presence have enabled me to persevere and complete this study. I acknowledge your sovereignty, which have carried me through challenges and difficulties. May this accomplishment bring glory to your name. Amen!

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ABSTRACT

This study examined the impact of staff training on employee's productivity in Edo State Civil Service. The main objective of the study was to examine the relationship between government training policies and employee's productivity in Edo State civil service. This research study utilized the primary and secondary sources of data collection. The primary source of data collection consists of information specifically gathered through personal observations, interviews, and responses to a well-structured questionnaire. While the secondary source was drawn from existing literatures, both published and unpublished, relevant to the topic, which includes textbooks, journals, newspapers, and international financial publications related to development. The data collected were presented in a tabular form with focus on the major research questions in order to enable the researcher determine the results. The data collected was analyzed using simple percentage analysis. Findings from the study revealed that there was significant relationship between staff training and employee's productivity in Edo State civil service; there was significant relationship between government training policies and employee's productivity in Edo State civil service; and there was significant relationship between career development training and employee's productivity in Edo State civil service. The study recommended that the civil service should conduct regular assessments to identify specific training needs and skill gaps among its employees. This analysis should involve feedback from staff and managers in order to tailor training programs effectively; and that the civil service should develop a range of training programs that cater for different levels of expertise and areas of specialization. These should include orientation for new employees, technical skills enhancement, leadership development, and soft skills training.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Staff training and employees productivity is very vital for the development of any organization. Why some organizations take it very serious others take it very lightly. There is always a positive result on the part of any organization that takes up staff training and employee's productivity very important. Any organization that fails to take staff training very serious tends to encounter difficulties in attaining its objectives and would find it difficult to compete favourably (Singh & Mohanty, 2019).

The success of an organization greatly depends on the quality of the people who work there to achieve such organizational objectives. The level of their skills, knowledge, abilities, capabilities and expertise of the staff, lies on the quality of training received by them. Today, very profound emphasis is placed by organizations on the training of its staff and this has an implicit emphasis on employee's productivity as any organization that fails to lay serious emphasis on training is preparing for obsolescence of its staff, and inflexibility to adapt to the fast-paced changing environment (Nwachukwu, 2017). Thus, survival, growth and productivity of employees would be difficult to come by in the absence of timely and effective staff training.

The importance of effective staff training makes organizations to spend an enormous amount of money and time on training in order to help employee's learning of job-related

competencies (Casio, 2020; Dowling & Welch, 2019), and employees competencies usually lead to effective productivity.

According to Olaniyan and Ojo (2018), the main objective of staff training is to improve the qualities of the trainee, and formulation of objectives for different needs and ways of achieving it. Catcher and Snyder (2021) stated that the objective of staff training includes: capital improvement, morale improvement and ability to adapt to global change. They argue that sometimes employees are reluctant to adapt to changes because of the uncertainty involved. However, a well-structured staff training programme will make employees anticipate change and be willing to accommodate it to improve their productivity in service delivery.

Moreso, employee productivity is closely related to training. Employee productivity relates to outcomes of job related activities undertaken by employees in the course of their duties. It is assessed periodically at regular intervals such as on an annual, semiannual and quarterly basis in order to help employees identify suggested areas for improvement. Kearney and Berman (2018) assert that confronted with rising citizen discontent, and new technological challenges, public organizations are compelled to develop strategies for employee productivity improvement.

Staff training is a program that helps employees learn specific knowledge or skills to improve productivity in their current roles (Raymond, 2020). Staff training is also seen as a professional training or staff development programs that aid full time employees in

developing new skills and knowledge which help to improve employee productivity at work. Staff training can also be said to be an intended effort with proper planning to smooth the progress of employee's training of competence that is related to their work (Raymond, 2020). Staff training can be said to be a planned intervention that aimed at enhancing the elements of individual job productivity (Chiaburu & Tekleab, 2015).

Amin and Amen (2017) posits that staff training could be given through different methods such as coaching and mentoring, peer's cooperation and participation by the subordinates and these team work enable employees to actively participate on the job and produces better performance, hence improving effective organizational productivity. There are two expansive kinds of training and development approaches accessible to individuals in public service: on-the-job and off-the-job training methods, (Kyule, 2021).

On-the-job training is a system that is linked in the work place, while the staff is in fact working to get particular skills like in the case of full time workers, the approach of on-the-job training is required to develop the staff that had lacking scholastic ability for his / her employment implementation (Saakshi, 2020). On-the-job training strategies are used by organization in training staff, and this training is usually categorized into three phases, i.e.: orientation, coaching and job rotation (Saakshi, 2020). Therefore, it is important for organizations or institutions to plan for staff training program to enhance their employee's abilities and competencies that are needed at the workplace (Jie & Roger, 2019).

According to Heathfield (2018), the right staff training at the right time, provides big payoffs for organizations in increasing their employee's productivity, knowledge, loyalty and contribution to overall organizational growth. Hence, the Nigeria public sector, most especially the civil service, depend on the knowledge, skills, and competence of a good workforce to enhance effective services delivery (Annand & Barnighausen 2021). However, to improve employee's productivity, they need to be well trained and well equipped in order to deliver good services to the society as effective training of employees is very crucial in any country's public sector which could yield an increased performance in various departments in the public sector (Annand & Barnighausen, 2021).

1.2 Statement of the Research Problem

Developing employee's skills is critical for their performance. Supervisors need to know their workers' competences and abilities and be able to provide them with the modifications needed for their constant growth and development (Carlson, 2019). Nowadays, changes are more rapid, unusual and fundamental than ever before. Jafari and Zoure, (2017) further asserts that technological contacts along with competitive and cultural pressures have led to a whirlpool which can drown any organization. To survive and live in such situations, an organization needs to transform its processes through improvement in work procedures and processes.

Globally, government agencies are at every level under relentless pressure to ensure that they have a knowledgeable and efficient workforce. If a government is to keep pace with

changes in the face of a globalized world with rapid growth and changing technology, training and educating their workforce is a critical mission (Ballot & Taymaz, 2016). Staff training has now surfaced as a strategy for sustaining and improving the productivity, effectiveness and efficiency of today's public sector employees. Therefore, changing the systems and procedures of performing the work is an obvious mission which has been stressed frequently and requires more serious efforts.

However, Alvani, (2021) notes that the lack of government's attention to staff training is because of their lack of knowledge about the brilliant results of staff training. Malaolu (2018) confirms that in Nigeria, in order to enhance employee's productivity, organizations have been embarking on training and capacity building for their employees. This is due to the recognition of the important role of training and manpower development in attainment of organizational goals. To enhance performance and become more productive, organizations need to train their employees to be skilled, creative, innovative, and inventive. Staff training is therefore an important aspect of human resource practice that is closely linked to employee's productivity.

Many studies have been conducted on staff training and its effects on employee's productivity. These studies were conducted in hospitals (Audu & Gunjul, 2018), manufacturing companies (Onuka & Ajayi, 2016), banks (Neelam, Israr, Shahid & Mohammad, 2020; Ezeani, 2016) and insurance companies (Raja, Naheem, Farazat,

Jwaria & Waqar, 2020). It is against the backdrop that this study sought to investigate the influence of staff training on employee productivity with focus on Edo State civil service.

1.3 Research Questions

In line with the above statements, the following questions were raised:

1. How does staff training impact employee's productivity in Edo State civil service?
2. Is there any relationship between government training policies and employee productivity in Edo State civil service?
3. Does career development training impact employee productivity in Edo State civil service?

1.4 Objectives of the Study

The main objective of the study is to examine the impact of staff training on employee's productivity in Edo State civil service. The specific objective of the study are to:

1. investigate the impact of staff training on employee's productivity in Edo State civil service.
2. examine the relationship between government training policies and employee's productivity in Edo State civil service.
3. ascertain the impact of career development training on employee's productivity in Edo State civil service.

1.5 Significance of Study

The outcome of this study will have significant benefits to employees in the public sector. The study will sensitize them on the importance of undertaking in-service training for skills improvement, job retention and overall productivity. The study will assist the civil service commission to focus on staff training to fulfill the constitutional mandate of service delivery, achieve greater efficiency and employee's productivity and guarantee satisfaction. The civil service commission may realize the need to offer career development training to its employees. The study will therefore be an eye opener to the policy makers to allocate more funds for training in the civil service commission.

The study will also arouse new interest among scholars, development practitioners and students of research on improving productivity of the civil service commission employees through training for expeditious delivery of services. It is hoped that this study will contribute to the universal knowledge on the influence of staff training on employee's productivity in the civil service commission. Finally, the findings of this research is expected to make valuable contribution to knowledge in the field of personnel training and development for the civil service commission and other public sectors in the country.

1.6 Scope of the Study

The aim of the study is to examine the effects of staff training on employee's productivity in Nigeria public sector. The target respondents are employees in the Nigeria public

sector. The study is limited to the Edo State Civil Service. The study will cover the activities of staff training in Edo State Civil Service between the period of 2018–2024.

1.7 Definition of Key Terms

Staff Training: This refers to the process of enhancing the skills, knowledge, and competencies of employees within an organization. It aims to improve individual and team performance, ensuring that staff are well-equipped to meet the demands of their roles.

On-the-Job Training: This refers to a practical training method where employees learn skills and gain knowledge while performing their job duties. This type of training typically occurs in the actual work environment rather than in a classroom setting.

Off-the-Job Training: This refers to educational and training activities that occur away from the actual work environment. This type of training allows employees to develop skills and knowledge in a more controlled setting, often enhancing their performance and productivity when they return to their jobs.

Employees Productivity: This refers to the efficiency with which employees complete their tasks and contribute to the overall goals of an organization. It is typically measured by the output produced per unit of input, such as hours worked or resources used. High productivity indicates that employees are effectively utilizing their time and skills to generate value for the company.

Civil Service Commission: The Civil Service Commission is a government agency responsible for overseeing the recruitment, selection, and management of civil servants in a country.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter reviews extant literature on staff training and employee productivity. It cover issues on the review of the concept and dimensions of staff training. It also provide theoretical and empirical studies on staff training and employee's productivity.

2.2 In-Service Training

Staff training is a systematic effort to coordinate the wishes, interests and future needs of the organization, in terms of what people expect (Naderi, Salimmi & Jamshidian, 2018). However, in every word we define staff training, the main essence of all organizations and institutions, is to increase staff efficiency and provide environmental compatibility and consequently providing better services (Naderi, et al., 2018). Although training is not the same for various backgrounds of people, training courses for those with a high school education, those who are newly employed or younger people are significantly more effective than older people with more experience (Naderi et al., 2018).

Eghomwan (2018) defined staff training as the upgrading and updating of the knowledge and skills of employees and the modeling and reorientation of their attitude, so that they can be more productive, effective, and efficient in the performance of their job. This development becomes necessary because no employee has attained the level of perfection

at the time of hiring, as they need to be developed right from the time they take up their appointment to the day they retire (Eghomwan, 2018).

Jagero, (2020) defined staff training in a simpler way; as activities that are intended for the instructional improvement of staff members. Staff training is nothing more than efforts to improve the knowledge and technical skills, professional and career as well as the establishment of the good behaviour of the staff to empower them in effectively carrying out their duties and responsibilities (Poursadegh & Movahedi, 2017).

A good reason why staff training needs to be understood is that, for an organization to succeed, it depends on its workforce, and to get the best from the workforce, they must be continuously trained and developed (Altun & Gok, 2020). Staff training programme involves equipping organizational workforce with all necessary skills needed for their improved satisfactory job performance, which gives room for employees to develop and enhance their skills. Staff training is a wonderful tool employed by organization to achieve the best result from their employees (Altun & Gok, 2020).

Furthermore, staff training can be defined as a learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task (Cole, 2012). The focus of staff training however is on the job or task to be performed. For example, the need to have efficiency and safety in the operation of particular machines is important. De Cenzo and Robbins (2011) added that, “staff training is basically a learning experience, which seeks a relatively permanent change in employee’s

skills, knowledge, attitudes or social behaviour. This means that, there is the need to improving employee's skills and knowledge so that he or she becomes more productive, and efficient to work on both present and future jobs and tasks. Almost all organizations have recognized the importance of staff training to the development of their organizations, because the birth of new technologies has made certain jobs and skills redundant. As a result there is an increasing emphasis on the need for a skilled and highly trained workforce.

2.2.1 Types of Staff Training Programs

The kinds of staff training selected by each organization should depend on the objectives and the level of education and position of employees in the organization. (Cole, 2002). Some of these are job training, orientation training and career development training.

Job Training

This helps employees develop the skills, knowledge, the right attitude and experiences needed on the job and it involves teaching the employees how to work on the job hired for.

Orientation Training

This is given to newly hired employees to induct them into the organization and also train them on the job they will hold. The employees are thought the culture, values, mission and processes and activities followed in the organization.

Career Development Training

This is also given to employees at all levels in the organization to prepare them for future changes, new venture creations and responsibilities.

2.2.2 On-the-Job Training and Employees Productivity

On-the-Job Training takes place in a normal working situation, using the actual tools, equipment, documents or materials that trainees can adopt when fully trained (Blasco, Crepon & Kamionka, 2021). On-job training has a general reputation as most effective for vocational work, it involves new or inexperienced employees who learn through observing peers or managers performing the job and trying to imitate their behavior (Blasco, et al., 2021). The training is ad hoc or regularly scheduled and is provided by the superior officer or the subject-matter specialists to the subordinate staff, this training is generally problem-oriented and may include formal presentations, informal discussion, and opportunities to try out new skills and knowledge (Blasco et al., 2021). During the learning period, the trainee is entitled to full remuneration, and some of the commonly used methods are: coaching; mentoring; job rotation and apprenticeship (Blasco et al., 2021).

One of the manifestations of On-the-Job Training is job rotation; in job rotation, the employee is assigned to different positions and possibly different departments for pre-arranged periods of time (Hansson, 2018). The employee is evaluated based on the different work experiences, and the evaluation determines the employee's final job assignment (Hansson, 2018). Another manifestation of On-the-Job Training is coaching; in coaching, the trainee already possesses some level of skills and knowledge at a job, and the trainer acts as a coach to facilitate and guide the learning (Hansson, 2018). Mentoring is another form of On-the-job training that is very similar to coaching in that it calls for a higher level of initial skill and job knowledge, the mentor is generally a supervisor or manager rather than a co-worker (Hansson, 2018).

Rohan and Madhumita (2021), in his study to evaluate the effects of on-the-job training on employee productivity in the telecommunication industry in Uganda attempted to identify the training programs' existing in the industry, the objective of the training offered, and the methods employed and finally the effects of staff training and employee productivity. The study was based on three case studies of the biggest telecommunication companies operating in Uganda. A qualitative research approach of data collection was adopted using a questionnaire comprising of 18 questions distributed to 120 respondents. The results obtained indicate that on-the-job training have clear effects on the productivity of employees with regard to their jobs. The study also showed a significant increase in productivity among the trained employees.

2.2.3 Off-the-Job Training and Employees Productivity

Off-the-job training is conducted at a site away from the work environment (Hansson, 2018). Hansson (2018) says that study materials are supplied and there is full concentration on learning new skills, knowledge and behavior without distractions of ringing phones, instant messages, email notifications or other staff. Off-the-job training can be short term or long term. Short term trainings include workshops, conferences and seminars, while long term staff training includes distance learning, case study, sabbaticals, master degree training and Ph.D programs (Richard, 2019).

Off-the-job training enables employee to transfer knowledge gained during training to actual job, develop problem solving and decision making skills (Hansson, 2018). Off-the-job training is usually conducted by academicians and professionals in a particular field to impart knowledge on the employees, it can be used to train any number of employees and for jobs that involve risks. Hansson (2018) asserts that off-the job training methods include lectures, conferences, workshops, seminars, sensitivity workshops and simulations exercises. Off-the-job training methods are quite expensive as they require a complete different set up away from the real workplace (Holzer, 2017). However, the training method adopted depends on factors such as the purpose of training, training budget, number of trainees, level of trainees, nature of the job for which training has to be imparted and the time available (Holzer, 2017).

Off-the-job training event may conclude with a ceremony or certification award conferred by an industry expert, making the training session a memorable occasion that leads to improved employee morale, satisfaction and loyalty, while the effectiveness of the off-job training involves assessing the participants satisfaction, retention and on the job performance and impact on the organization (Erica, 2020).

Ankita (2020) posits that off-the-job training programmes lead to long term success in organizations. The organization by aligning its programme objectives to strategic goals ensures employees make an impact on the organization. Operational metrics such as customer satisfaction and other key performance indicators should show organizational improvement. Off-the-job training enables employees prove the return on investment showing how employees changed behavior enable organization achieve its strategic goals (Ankita, 2020).

2.2.4 Importance of Staff Training

Staff training is a tool which helps organizations to gain a competitive edge. According to Krietner (2002) in his book 'The Good Manager's Guide', no matter how carefully job applicants are screened, typically a gap remains between what the employee does know and what they should know. There is therefore the need for organizations to train their human resource to be able to learn in order to acquire more skills and knowledge to beat competition. Staff training is a key element for improved organizational performance through the increasing level of employee's productivity. This means that training will

help employees to master knowledge, skills, behaviours, sense of self-worth and confidence upon which they are able to perform efficiently to improve their productivity.

Among the many benefits of staff training, staff training can also eliminate risks in organizations because the trained personnel will be efficient, thus will be able to make better use of the organizations property thereby reducing and avoiding waste. Training will also make the employees feel a sense of security thus labour turnover can be avoided. According to Colombo and Stanca (2018) training can achieve lower cost of production, lower turnover and change management. There exists a gap between desired targets or standards and actual levels of work performance in every organizational setting. This means that there can be both a negative and positive relationship between what should happen and what actually happens in terms of the work performance in any organization. There is therefore the need for every organization to adopt strategies in order to achieve the desired targets or standards set by the company.

Staff training can be one tool that organizations can use to reach their targets or standards. Although many organizations continue to have doubts about the cost of training, the development of skills, knowledge and attitude of employees towards their jobs or tasks will be one of the greatest tools through which organizations can make employees work more efficiently and beat competition to reach the desired targets and standards of the company. Dialoke, Ukah and Ikoru (2016) puts it this way “The economic and technological trends, the pace of innovation, change and development have been growing

faster year-by-year and as a result, these are clear signals that training and development are very important that both organizations and individual stakeholders must consider as very serious”.

Furthermore, the Following benefits can be derives from staff training programme as noted by Nwachukwu (2017).

1. Increased Employee’s Productivity: From the organizations point of view, productivity is at the apex of all training programmes. A well trained employee is capable of producing more than an untrained employee of equal physical ability. The success or failure of an organization depends on employee’s productivity. A well trained salesman for example produces more than his counterparts with lesser training,

2. Lower Turnover Rate: An employee who is not capable of producing is frustrated by failure and is more likely to abandon his work than those who are capable of producing. He hates his work and abandons it at the smallest provocation from any source. As well trained employee would want to stick to his work at all times and give out his best. This of course is a plus not only to the organization but also to the worker himself.

3. Higher Morale: A man who is trained has confidence in his ability to perform. He believes that he has control over his environment and is equipped to tolerate occasional disappointments, frustrations and inconvenience. He learns to rationalize and to accept blame for his own failure instead of blaming the organization. A trained employee derives intrinsic satisfaction from his work which promotes his morale. Organizations

that have regular training programmes give employee the feeling of being wanted and something to look up to. A worker whose morale is high will always save some labour hours which will mean more productivity.

4. Better Coordination: Training helps in the coordination of men and material. During the training programme, employees are taught company expectations and objectives. They are shown the ladder through which they can attain their won objectives. This gives rise to equal congruency and consequently, everyone pulls in the same direction. Coordination becomes easy.

5. Quality Products are Assured: Since employees are trained and taught how to handle their machines and production process. Their outputs are always qualitative. This is one major benefit that the society derives from an organization that trains its employees. This is because consumers are always after products that can satisfy their needs. Evborokhai (2013) added the following:

i. Training Aids in Solving Operational Problem: Well trained employees avoid making unnecessary mistakes and put in their best as well as making all possible effort to dedicate their time to their jobs. Examples of such problem include high labour turnover, absenteeism, accidents, and grievance rates. Other operational problems are low morale, poor customer service, excessive wastes and scrap, loss and poor work methods.

ii. Aid in Filling Employee Need: When totally new skills are required by a company, 1 + 0 often finds it most practical to select from within the organization rather than seek the

skilled personnel in the outside labour market. This is made possible because the organization has trained its personnel against the rainy days.

iii. It gives Benefits to Employees Themselves: As employees acquire new knowledge and job skills, they increase their market value and earning power. This possession of useful skills enhances their value to their employers and also increases their job securities.

2.2.4 Problems Associated with Staff Training

Although, so many problems are associated with staff training programme, its shortcomings can be seen in the following areas as identified by Nmadu (2019);

1. Financial Constraint: Staff training programme is quite expensive as it requires a lot of money to ensure its success. While this may not be a problem to big organizations with large capital base, it is too small and medium scale enterprises with little financial resources.

2. Interference with Employees' Routine Activities in the Organization: This affords him/her little or no time to attend to his daily schedules in the office.

3. Problem of Swapping to Better Jobs: The organization may loose some of its staff after they might have been trained. The employees in many cases swap to other organizations in search for greener pasture.

4. Irrelevant Acquisition of Staff Training: This is a problem that emanate from the lack of or inadequate analysis of staff training needs before workers are selected for a

particular training. Each worker needs to be properly analyzed to know his areas of problem and a particular organized way to suit the existing problem. Some operational problems after all, require only motivation to correct the situation.

5. Irrelevant Facilities to Carryout Jobs: In most cases, trainees acquire a great deal of skills and technical know-how on the training ground but back on the job, they do not have similar facilities to work with. This is quite demoralizing and soul destroying.

6. Corruption and Favouritism: This is evident in the area of staff selection for training programmes. In most cases, workers are selected based on friendship, tribalism, favouritism etc. thereby forgetting that not all of them will actually require training.

2.3 Employees Productivity

Organizations invest in human resources in order to meet its objectives. Employees require continual re-assessment, evaluation and capacity building within the work context to sustain their job performance at expected level or surpass organizational expectations. Employee productivity is associated with quantity and quality of output, timeliness of output, attendance on the job, efficiency and effectiveness of the work completed (Peretomode & Chukwuma, 2016). It is the standard to which an employee does a job measured against pre-set standards of accuracy, completeness, cost and speed (Singh & Mohanty, 2016).

High performing organizations rely on employees knowing their roles in different structures and work processes as well as their willingness to learn (Coates, 2018). The initial drive that employees have when recruited to work in an organization tend to diminish with time. Ismail (2018) added that for the employees to maintain the drive, they require to be revitalized through refresher training, expanded exposure to complementary roles and assignment to a different role due to the changing organization and personal effects.

Mineka and Zinbarg (2016), posits that employees must be able to work with new technologies in changing environments. Improving the employee's skills and knowledge contributes to producing quality goods and services leading to organizational success. The knowledge and skills acquired can be transferred to a variety of jobs. This means increasing worker involvement in training, whether on the Job or off the job. Tahir, Yousafzai, Jan and Hashim (2021) also supports the notion that employee involvement in training is positively related to actual and perceptions of organization's success.

However, Mullins (2017) is of the view that it's important to focus on skills utilization. He further views no advantage on having highly competent, de motivated staff and underutilized staff or highly motivated but incompetent workers or workers who are neither competent nor motivated. The determinants of employee productivity are those competencies or factors used to measure the effectiveness and level of employees' job performance. The indicators of productivity are: procedural knowledge, declarative

knowledge, and motivation (Kum, Cowden & Karodia, 2022). The determinants of employee's productivity are the constituents of performance and their product is equal to performing well. It is important to know that motivation refers to the degree of hard work inserted into the job and the level of contribution toward achieving the goals; declarative knowledge is inclusive of the knowledge about different guiding principles, procedures, particulars and the job responsibilities; procedural knowledge is to know the way of doing the job properly and the skills required to perform the job to include technical, functional, and cognitive skills. Any of this determinant such as technical, functional and cognitive skills equal to zero results in zero performance. It is not like that no performance exists in such a case, but actually the contribution of performance in producing results becomes zero. On the other hand, in a study about determinants of public sector, employees' job performance, has declared motivation and awareness about job roles as the determinants of employee's productivity (Dearden, Reed & Reenen, 2022).

According to the view of Dearden et al. (2022), providing training and learning opportunities, innovation, and cost reductions stimulate employee's productivity with learning and training opportunities, the competencies gained during training and development have a dramatic impact on employee's productivity if transferred properly. Staff training can have a great impact on employees' productivity.

2.3.1 Measurement of Employee's Productivity

As depicted by Harrison (2016), learning through training influence the employee's productivity, and is said to be a key factor in the achievement of organizational goals. Implementing training programs as a solution to covering productivity issues such as filling the gap between the standard and the actual performance is an effective way of improving employee's productivity (Swart, Mann, Brown & Price 2015).

Bridging employee's productivity gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing employee's productivity (Swart, Mann, Brown & Price 2015). He further elaborates the concept by stating that training facilitate organization to recognize that its workers are not performing well and a thus their knowledge, skills and attitudes needs to be modeled according to the firm needs. There are quite a number of reasons for poor performance of employees to include lack of motivation of workers to use their competencies, or may be not confident enough on their capabilities, or they may be facing work- life conflict (Swart, Mann, Brown & Price 2015). These aspects of employee behaviours are commonly considered by firms while selecting most appropriate training intervention that helps organization to solve all problems and enhance employee motivational level to participate and meet firm expectations by showing desired performance (Swart, Mann, Brown & Price 2015).

According to Swart, Mann, Brown and Price (2015), this employees' superior productivity occur only because of good quality training program that leads to employee

motivation and their needs fulfillment. Employees competencies changes through effective training programs (Wright & Georgy 2017), It not only improves the overall job performance of the employees to effectively perform the current job but also enhance the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner (Swart, Mann, Brown & Price, 2015). However, employee's productivity is also affected by some environmental factors such as corporate culture, organizational structure, job design, performance appraisal systems, power and politics prevailing in the firm and the group dynamics however, if the above mentioned problems exist in the firm, employee's productivity decreases not due to lack of relevant knowledge, skills and attitude, but because of above mentioned hurdles. To make training effective and to ensure positive effect of training on employee's productivity, these elements should be taken into consideration. Workers feel more committed to the organization, when they feel organizational commitment towards them and thus show higher productivity (Wright & Georgy, 2017).

Bartel (2014), states that there is a positive correlation between effective staff training and employee's productivity, however to make it possible, it is the responsibility of the managers to identify the factors that hinders training program effectiveness and should take necessary measures to neutralize their effect on employee's productivity.

2.3.2 Career Development Training and Employee's Productivity

Career development training is a type of staff training designed to upgrade the knowledge, skills, and ability of employees to help them assume greater responsibility in higher positions. Career development training enables an employee to gain promotion to a job of higher significance and compensation (Tadic, 2019).

Lazeer (2017) asserts that the upward movement of the employee in organization's hierarchy exposes them to enhanced responsibility, rank and compensation package which translates to improved productivity. Tadic (2019) also notes that career development is critical in self-actualization and contributes to the deepest level of working effectiveness, motivation and satisfaction. Career development can occur in early, middle and late stages of a worker.

Career development training boosts the employee's knowledge and skills to perform effectively. Dearden et al. (2022) is of the view that the responsibility for designing career development education however lies with the worker. He further asserts that organizations sometimes may set some criteria and provides opportunities for the staff by offering options for career development training. Therefore career affects actors in career development, an individual and the organization and creates relationships between them.

2.3.3 Government Training Policies and Employee's Productivity

Staff training is a necessity in an organization. Without it, employees don't have a firm grasp on their responsibilities or duties. Staff training refers to programs that provide workers with information, new skills, or professional development opportunities. Staff training in Nigeria could be traced back to 1960 when it was discovered that most of the top government and business positions were occupied by expatriates (Anumudu, 2020). The departure of the whites after independence gave rise to a big vacuum of capable indigenous human capital. This prompted the Federal Government of Nigeria to set up a Manpower Board in 1962 following the Ashby Commission's Recommendations (Olaniyan & Okemakinde, 2018). Consequently, the Federal Government of Nigeria established complimentary institutions like the Centre for Management Development (CMD), Administrative Staff College of Nigeria, Industrial Training Fund (ITF), and Federal Training Centre to train and retrain employees as well as give orientation to fresh graduates of formal academic institutions (Olaniyan & Okemakinde, 2018).

This then addresses the gaps or discrepancies between ideals and optimal stage of development in the Nigerian public sectors. In order to enhance employee's productivity, Elnaga and Imran (2018) refer to three methods for identifying employee's needs: the generic methods, performance analysis, and competency assessment. Where performance analysis focuses on deficiencies or problems, competency assessment focuses on opportunity for improvement. Trainers identify how they believe people should perform and then design a training program to give the workers the skills they need to perform their duties effectively.

Staff training can only be executed when it has been determined which employees should receive training and what their current levels, knowledge and skills are. Consequently, the assessment of the individual will indicate the range of skills and knowledge that is to be attained. Staff training is an important tool for an organization to restore the performance of all the personnel for organizational growth and development. It is useful to both employers and employees of an organization. An employee will turn out to be more efficient and productive if he is trained well. Firms can create and enhance the quality of the present employees by providing widespread training and development. Staff training is important not only to expand productivity but also to motivate and inspire workers by allowing them know how essential their jobs are and providing them all the information they require to carry out those jobs (Krasniqi & Topzhiu, 2016). The general advantage received from staff training are: increased job satisfaction and increased motivation, morale, resulting in financial gain, increased efficiencies in processes, increased capacity to adopt new technologies and methods, increased innovation in strategies and products and reduced employee turnover (Krasniqi & Topzhiu, 2016).

Staff training policies and programs does not only develops employees but also help an organization to make best use of their humane resources in favor of gaining competitive advantage. Therefore, it seems mandatory by the firm to plan for such a training program for its employees to enhance their abilities and competencies that are needed at the workplace (Alkelabi, Jehanzeb & Ahamad, 2017). Staff training do not only develops the

capabilities of the employee but sharpen their thinking ability and creativity in order to take better decision in time and in more productive manner. Moreover it also enables employees to deal with the customer in an effective manner and respond to their complaints in timely manner. Training develops self-efficacy and results in superior performance on job, by replacing the traditional weak practices by efficient and effective work related practices (Eisenberger, Fasolo & Davis-LaMastro, 2016).

2.3.4 The Relationship between Staff Training and Employee's Productivity

According to Harrison (2016), learning through training influence the organizational performance by greater employee's productivity, and is said to be a key factor in the achievement of corporate goals. Implementing staff training programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee's productivity (Swart, Mann, Brown & Price 2015).

Bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing employee's productivity (Swart, et al., 2015). They further elaborates the concept by stating that staff training facilitate organization to recognize that its employees are not performing well and a thus their knowledge, skills and attitudes needs to be modeled according to the firm needs. There are quite a number of reasons for poor productivity of employees to include lack of motivation of workers to use their competencies, or may be

not confident enough on their capabilities, or they may be facing work- life conflict (Swart, et al., 2015). These aspects of employee behaviours are commonly considered by firms while selecting most appropriate training intervention that helps organization to solve all problems and enhance employee motivational level to participate and meet firm expectations by showing desired performance. As asserted by (Swart, et al., 2015), this employees' productivity occur only because of good quality training program that leads to employee motivation and their needs fulfillment.

Employees competencies changes through effective training programs (Wright & Georgy 2017), it not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to overall organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner (Swart, et al., 2015).

However, employee's productivity is also affected by some environmental factors such as corporate culture, organizational structure, job design, performance appraisal systems, power and politics prevailing in the firm and the group dynamics however, if the above mentioned problems exist in the firm, employee's productivity decreases not due to lack of relevant knowledge, skills and attitude, but because of above mentioned hurdles (Wright & Georgy, 2017). To make training effective and to ensure positive effect of

training on employee's productivity these elements should be taken into consideration (Wright & Georgy 2017). Workers feel more committed to the firm, when they feel organizational commitment towards them and thus show higher productivity level (Eisenberger, Fasolo & Davis-LasMastro, 2016).

Bartel (2014), reports that there is a positive correlation between effective staff training program and employee's productivity. Swart, et al., (2015) states that it is the responsibility of the managers to identify the factors that hinders training program effectiveness and should take necessary measures to neutralize their effect on employee's productivity.

Armstrong (2011) sets out three particular training needs for the employees, the main goal is to build up the capabilities of employees and enhance their productivity, second target is for individual employees to develop within the organization such that its future requirements for human resource can be met from within the organization, and the third one is to decrease the learning span for workers starting in new jobs on appointment, transfer or promotion, and ensure that they become competent quickly. Staff training is very crucial to any public sector in enhancing the productivity of employees (Kyule, 2021). However, one of most important area of the Human Resource Management function is training and development for the effective employee's productivity (Kyule, 2021). In most cases, training is increasingly viewed as only fostering the capacity of the

individual employee but as an integrated part of organizational development; there should be set targets to be met through training of employees (Barrington & Stimpson, 2019).

2.3.5 Approaches to Staff Training and Employee's Productivity

Staff training delivery advance may be extra effective than others because all training delivery approaches are capable and planned to communicate precise expertise, acquaintance, attitudinal or task information to trainees, so dissimilar training delivery approaches can be preferred in order to deliver different training contents (Hamid, Mohd, Muhammad & Ismail, 2022).

According to Wexley and Latham (2018), the must considers skill and tasks characteristics in shaping the most effective exercise delivery approaches should be noted. Several organizations fail because their employees are not trained adequately in skills that matter in the age of information (Coates, 2018). Nevertheless, public skills are characteristically tough to study; quantify and measure as much as what is needed for on a daily basis in life and work because it has to do with how people speak about each other: conversing, giving feedback, listening, engaging in dialogue lend a hand as team member, solving troubles and resolving difference (Coates, 2018).

The benefits of people skills training according to Menguin (2022); provided that a platform to display technical skills, serving in the fast lane, bring out the headship qualities and serving personal growth. To provide the preferred motivation and responsibility, the researcher believe it is a good idea to evaluate people skills prior to the

training programs by providing work for executives who able to tutor their administrator and subordinates in making sure frequent response, support and reinforcement (Menguin, 2022). Organizations should recognize that their employees have the most up-to-date technical skills training, which are considered and offered by organizations in keeping informed their existing skills and acquiring latest technologies that will best outfit with organizations' technical training desires, purpose and budgets (Menguin, 2022).

Employees need to be taught precise skills for assessing an inclusive new hiring training programmes and able to act upon explicit job tasks (Hamid et al., 2022). The plan of employees training and development helps the employees to be conventional to quick changes in services prerequisites and keeps them redesigned to fresh advances and system. Also Kyule (2021) asserts that there are two expansive kinds of training and development approaches accessible to individuals in public service: on-job and off-the-job training methods. What tactic ought to be utilized for the organization is controlled by the circumstances and reasons for training and development program (Saakshi, 2018). On-the-job strategies refer to the systems that are linked in the work place, while the staff is in fact working to get particular skills (Saakshi, 2018). On-the-job training approach is required to develop the staff that had lacking scholastic ability for his employment implementation (Phoeth 2021). There are three strategies that are utilized by organizations to train staff these are: orientation, coaching and job rotation. Off-the-job strategies are utilized far from work puts; few abilities and information are hard to train employees at the work place, so off-the-job training will be very important (Saakshi,

2018). Staffs get training far from their workstation. The strategy also allows the employment of more prominent variety of training systems, these incorporates: assistantships, apprenticeship, exceptional study, movies, lecture, TV, seminars, recreation, customized guideline and research trainings (Phoeth, 2021).

The organization can figure out which strategies to make use of reliant upon the provisions and goals of the training (Khanka, 2017). Induction is given to newly employed staff. It shields new employees from committing expensive errors. Induction strategy is critical for newly promoted staff to empower them and increase self-confidence and perform better to meet the expected results (Kyule, 2021). The periods may differ from few days to couple of weeks depending upon the circumstance (Saakshi 2018). Work turn embrace moving representatives to differing positions in the association in order to enlarge their approaching and capacities. The strategies are amazing for widening an individual's presentation to the hierarchical operations and for transforming an authority into generalist, build the individual encounters, permits the staff to assimilate new data and thoughts (Khanka, 2017). Instructing is frequently given by authorities from inside or outside the association who focus on certain regions of aptitudes or practices, for instance administration, likewise something that can happen at the work atmosphere (Khanka, 2017).

According to Khanka (2017), human resource supervisor of an organization ought to be ready to go about as a tutor when important to ensure that learning happens and addresses

the most normally utilized direct approach for preparing. This use of direct approach includes both down to earth and hypothetical showing process, which should be probable inside or outside an association. Khanka (2017) added that, addresses the most normally utilized direct approach for preparing. This strategy includes both down to earth and hypothetical showing process, which should be probable inside or outside an association, it is a conventional strategy of preparing workers. Staff goes to formal address courses and classes to obtain certain information and build up their calculated and investigative capacities (Khanka, 2017).

Gilley, Gilley and Kouider (2020) posits that coaching involves communicating with an employee for improving productivity. It is asserted that coaching is a type of systematic feedback intrusion measured to improve employees' professional skills, interpersonal awareness and personal effectiveness. Gilley, Gilley and Kouider (2020) recognize four phases: tackle poor performance, mentoring, training and career coaching each of which merge to forge synergistic relationships involving managers and employees that ultimately lead to improved performance.

2.4 Theoretical Framework

2.4.1 Social Learning Theory

The theory insists on the significance to observe the action, attitudes, and emotional reactions of others (Bratton, 2014). It implies that people study by observing other people (Bratton, 2014). Observation allows people see the consequences of other people's

behavior, in that people can gain some idea of what might happen if they act in one way or another (Alkelabi, Jehanzaeb & Ahamad, 2017). Social learning theory is also influenced by a person's self- efficacy. Self-efficacy is said to the capability of a human being to discover information plus skills of a particular job. It is important to determine one's self- efficacy particularly during needs assessment stage of the exercise process.

A trainee with high self- efficiency will put additional effort to learn in an exercise program while in distinction, people with low effectiveness resolve contain worries about mastering the content of the exercise program plus are further expected to pull out psychologically or physically (Mineka & Zinbarg, 2016). This people believe that they are unable to learn, regardless of their effort level.

Chowdhury (2016) explains that social learning theory has four key processes that include consideration, preservation, motor copy plus motivational procedure. Attention suggests that people cannot be taught by watching if they are not aware of the significant aspects of the models performance. Attention is influenced by the characteristics of the model and learners must be aware of the skills and behaviours they are supposed to observe and learn (Chowdhury, 2016).

According to Newman, Baum and Wienman, (2019), retention allows learners to be able to retain or absorb what they have learnt. Motor reproduction means trying out observed behaviour to see whether they effect in the same underpinning the model established. The

capability to replicate the same behaviour and skills depends on the extent to which the beginner can remember the skills or behaviour (Newman et al., 2019).

Motivational process is where learners are more likely to adopt modeled actions if it results in positive outcomes. Social learning theory provides valuable information that is directly linked to training practices used in organizations, it encourages training practices to use training methods that allow trainees or employees to incorporate the knowledge, and skills acquired during training in their day-to-day work tasks (Newman, et al., 2019).

This theory is therefore relevant to the study as it involves the learning of certain skills by employees while performing their task. Therefore, it is important for the public sector organization (Edo State Civil Service Commission) to encourage team building among its employees in order to enhance information exchange in the work place and allow employees to acquire necessary skills for enhanced productivity.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter covers the description and discussion on the various techniques and procedures used in the study to collect and analyze the data as it is deemed appropriate.

3.1 Research Design

The research design used in this study is descriptive design which seek to describe the existing status of what is being investigated and it also help the researcher to know where the variables are gotten and how the objectives could be achieved. This descriptive approach involves the normal gathering, analysis and interpretations of a set of data so as to explain the underling factors that surround the problems that prompted the research.

3.2 Population of the Study

Population is the number of respondents, the researcher is investigating. This is also known as the universe. The target population of this study consists of permanent staff of Federal Inland Revenue Service, Edo State. According to the Federal Inland Revenue Service Statistical Update (2023), there are about 263 permanent staff in the Ministry (www.firs.gov.ng_staff_strenght, 2023). Therefore, the population of this study is two hundred and sixty-three (263) staff of the Ministry.

3.3 Sampling Technique and Sample Size

The sample of this study is one hundred (100) permanent staff of Federal Inland Revenue Service, Edo State which were selected using the purposive sampling technique. The purposive sampling technique was used to select the following respondents for the study: staff of Federal Inland Revenue Service, Edo State, Nigeria.

3.4 Instrument for Data Collection

These are the tools or methods used in getting data from respondents. In this study, questionnaires and interview are research instruments used. Questionnaire is the main research instrument that will be used for the study to gather necessary data from the sample respondents. The questionnaire is structured type and provides answers to the research questions and hypotheses therein. This instrument is divided into two sections; Section A and B. Section A deals with the personal data of the respondents while Section B contains research statement postulated in line with the research question and hypothesis in chapter one. Options or alternatives are provided for each respondent to pick or tick one of the options.

3.5 Reliability and Validity of Instrument

Reliability means the accuracy of precision of a measuring instrument while validity means the extent to which the research instrument measures what it is supposed to measure. In order to determine the reliability and validity of the study, the test-retest

method was used. To have a valid instrument, the questions in the questionnaire was free from ambiguity (i.e. the questions was not too complex). To have reliable instrument, the questionnaire was supported with interview of sample of respondents to know their view on the subject.

3.6 Sources of Data Collection

This study utilized two main sources for data collection: primary and secondary.

Primary Source

The primary data consists of information specifically gathered for this research. In this study, data were obtained through personal observations, interviews, and responses to a well-structured questionnaire. The questionnaire used a five-point Likert scale (Strongly Agree, Agree, Disagree, and Strongly Disagree) to allow respondents to express their views. The questions were a closed-ended to facilitate accurate statistical analysis.

Secondary Source

The secondary data were drawn from existing literature, both published and unpublished, relevant to the topic. This includes textbooks, journals, newspapers, and international financial publications related to development.

3.7 Method of Data Analysis

The data collected was presented in a tabular form with focus on the major research questions in other to enable the researcher determine the results. The data collected was analyzed using simple percentage and chi-square analytical tools.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter presents the data analysis, interpretation and the discussion of results. “It is discussed as under the following headings; socio-demographic characteristics, answering research question, and discussion of findings. Moreover, from the one hundred questionnaire distributed, ninety-seven was duly filled and retrieved from the respondents, and this was used for the analysis as presented below.

4.1 Socio-Demographic Analysis

This section presents and analyse the demographic characteristics of the respondents.

Table 4.1: Gender of Respondents

Gender	Frequency	Percent (%)
Male	53	54.6
Female	44	45.4
Total	97	100.0

Source: Field Survey, 2024

From table 4.1, most of the respondents; 53 which accounted for 54.6% were male, while others, 44 respondents which accounted for 45.4% were female. This indicates that both gender; male and female were represented in the study.

Table 4.2: Age of Respondents

Age	Frequency	Percent
20 – 30 years	24	24.7
31 – 40 years	47	48.5
41 years and above	26	26.8
Total	97	100.0

Source: Field Survey, 2024

From the table 4.2, more of the respondents, 47 which accounted for 48.5% were in the age bracket of 31 – 40 years. This is followed by 26 respondents which accounted for 26.8% who are 41 years of age and above. Then, 24 respondents which accounted for 24.7% were between 20 – 30 years respectively. This indicates that different age groups of the respondents were represented in the study.

Table 4.3: Educational Qualification of the Respondents

Qualification	Frequency	Percent
Primary Education	0	0.0
O’Level	11	11.3
ND/HND	19	19.6
B.Sc.	46	47.4
Masters/Ph.D.	21	21.6

Qualification	Frequency	Percent
Primary Education	0	0.0
O'Level	11	11.3
ND/HND	19	19.6
B.Sc.	46	47.4
Masters/Ph.D.	21	21.6
Total	97	100.0

Source: Field Survey, 2024

From the table 4.3 above, most of the respondents, 46 which accounted for 47.4% had a University Degree (B.Sc. Degree). This is followed by 21 respondents which accounted for 21.6% who had Ph.D. Degree. And 19 respondents which accounted for 19.6% had National Diploma and Higher National Diploma Degrees. While, 11 respondents which accounted for 11.3% had SSCE academic qualification. Then, none of the respondents were of the primary school educational level. This indicates that respondents with different educational qualifications were represented in the study.

Table 4.4: Years in Service

Years in Service	Frequency	Percent
Below 6 years	16	16.5
6 – 10 years	27	27.8
11 – 15 years	29	29.9
16 – 20 years	19	19.6
21 – 25 years	6	6.2

Years in Service	Frequency	Percent
Below 6 years	16	16.5
6 – 10 years	27	27.8
11 – 15 years	29	29.9
16 – 20 years	19	19.6
21 – 25 years	6	6.2
Total	97	100.0

Source: Field Survey, 2024

From the table 4.4 above, most of the respondents; 29 which accounted for 29.9% has worked in the civil service for about 11 – 15 years. This is followed by 27 respondents which accounted for 27.8% who has worked in the services for about 6 – 10 years. And 19 respondents which accounted for 19.6% has worked in the civil services for about 16 – 20 years. Also, 16 respondents, which accounted for 16.5% has worked in the civil services for about 6 years and below. While 6 respondents, which accounted for 6.2% has worked in the civil services for about 21 – 25 years respectively. This indicates that respondents with different years in services were represented in this study.

Table 4.5: Cadre of Respondents

Cadre	Frequency	Percent
Executive Officer	3	3.1
Officer	23	23.7
Technical	9	9.3
Secretarial	37	38.1
Clerical	22	22.7

Security	3	3.1
Total	97	100.0

Source: Field Survey, 2024

From the table 4.5 above, most of the respondents; 37 which accounted for 38.1% works in the secretarial. This is followed by 23 respondents which accounted for 23.7% who work as officers in the civil service. Then, 22 respondents, which accounted for 22.7% work as clerical officer. And 9 respondents, which accounted for 9.3% work in the technical unit. Also, 3 respondents, which accounted for 3.1% are executive officer; and also, 3 respondents, which accounted for 3.1% are security personnel in the organization. This indicates that different cadre of respondents were represented in this study.

4.2 Descriptive Analysis: Answering of Research Questions

RESEARCH OBJECTIVE 1: *investigate the impact of staff training on employee’s productivity in Edo State civil service.*

To examine the impact of staff training on employee’s productivity, questions 1-5 of the questionnaire was employed as presented in the table 4-6 below:

Table 4.6: The Impact of Staff Training on Employee’s Productivity.

Staff Training and Employee’s Productivity”		SA	A	D	SD	Total
There is a relationship between staff	N	61	36	0	0	97

training and employee productivity.	(%)	(62.9)	(37.1)	(0.0)	(0.0)	(100)
Staff training programs lead to career advancement and increased productivity.	N	66	20	11	0	97
	(%)	(69.0)	(20.6)	(11.3)	(9.4)	(100)
The implementation of training needs assessment impact the effectiveness of training programs on employee productivity.	N	31	58	5	3	97
	(%)	(32.0)	(59.8)	(5.2)	(3.1)	(100)
Employee engagement in training programs correlates with changes in productivity in the organization.	N	52	37	8	0	97
	(%)	(53.6)	(38.1)	(8.2)	(0.0)	(100)
It is easier to achieve desired results with effective staff training in any organization.	N	39	41	13	4	97
	(%)	(40.2)	(42.3)	(13.4)	(4.1)	(100)

Source: Field Survey, 2024

Table 4.6 above showed the impact of staff training on employee's productivity. However, in response to item 1, a higher proportion of respondents 61, which accounted for 62.9% and 36 respondents, which accounted for 37.1% were of the view that there is a relationship between staff training and employee productivity. While none of the respondents disagreed with the issue raised. Hence, in line with the responses, it can be taken that there is a relationship between staff training and employee productivity.

Responses to item two revealed that a higher proportion of respondents 66 which accounted for 69.0%, and 20 respondents which accounted for 20.6% were of the view that, staff training programs lead to career advancement and increased productivity. Then,

11 respondents which accounted for 11.3% thinks otherwise. Hence, in view of the responses above, it can be taken that staff training programs lead to career advancement and increased productivity.

However, in item three, 31 respondents, which accounted for 32.0% and 58 respondents which accounted for 59.8% stated that, the implementation of training needs assessment impact the effectiveness of training programs on employee productivity. Then, 5 which accounted for 5.2%, and 3 respondents which accounted for 3.1% disagreed and stated that the implementation of training needs assessment does not impact the effectiveness of training programs on employee productivity. Therefore, in line with the view of the respondents, it can be said that the implementation of training needs assessment impact the effectiveness of training programs on employee productivity.

In item four, majority of the respondents 52 which accounted for 53.6%, and 37 respondents which accounted 38.1% were of the view that employee engagement in training programs correlates with changes in productivity in the organization. Then, 8 respondents, which accounted for 8.2% disagreed with the issue raised. Therefore, in view of the responses, it can be taken that employee engagement in training programs correlates with changes in productivity in the organization.

Moreso, in item five, 39 respondents, which accounted for 40.2% and 41 respondents which accounted for 42.3% stated that, it is easier to achieve desired results with effective staff training in any organization. Then, 13 which accounted for 13.4%, and 4

respondents which accounted for 4.1% thinks otherwise. Therefore, in line with the view of the respondents, it can be said that it is easier to achieve desired results with effective staff training in any organization.

RESEARCH OBJECTIVE 2: *examine the relationship between government training policies and employee’s productivity in Edo State civil service.*

To answer the relationship between government training policies and employee’s productivity, questions 6-10 of the questionnaire was employed as presented in table 4.7 below:

Table 4.7: Government Training Policies and Employee’s Productivity’

Government Training Policies and Employee’s Productivity”		SA	A	D	SD	Total
Government training policies in Edo State influences the productivity levels of civil service employees.	N	27	32	21	17	97
	(%)	(27.8)	(33.0)	(21.6)	(17.5)	(100)
The skills acquired through government training programs improve job performance among employees in Edo State civil service.	N	41	37	11	8	97
	(%)	(42.3)	(38.1)	(11.3)	(8.2)	(100)
The implementation of government	N	34	26	14	23	97

training policies in enhancing employee productivity in Edo State Civil service has been effective.	(%)	(35.1)	(26.8)	(14.4)	(23.7)	(100)
Civil servants face challenges in accessing/benefit from government training programs, and this affects their productivity.	N	22	29	24	22	97
	(%)	(22.7)	(29.9)	(24.7)	(22.7)	(100)
Productivity levels differ between staff who undergo training and those who do not.	N	58	39	0	0	97
	(%)	(59.8)	(40.2)	(0.0)	(0.0)	(100)

Source: Field Survey, 2024

Table 4.7 above showed the impact of government training policies on employee's productivity. In response to question one, 27 respondents which accounted for 27.8% and 32 respondents which accounted for 33.0% were of the view that, government training policies in Edo State influences the productivity levels of civil service employees. Then, 21 respondents, which accounted for 21.6%, and 17 respondents which accounted for 17.5 disagreed and stated that government training policies in Edo State does not influences the productivity levels of civil service employees. Hence, in view of the responses, it can be said that government training policies in Edo State influences the productivity levels of civil service employees.

In questions two from table 4.7 above, majority of the respondents 41 which accounted for 42.3%, and 37 respondents, which accounted for 38.1% were of the view that the

skills acquired through government training programs improve job performance among employees in Edo State civil service. Then, 11 respondents, which accounted for 11.3%, and 8 respondents which accounted for 8.2% disagreed with the statement. However, in view of the responses, it can be stated that the skills acquired through government training programs improve job performance among employees in Edo State civil service.

In response to question three, a higher proportion of the respondents 34, which accounted for 35.1%, and 26 respondents, which accounted for 26.8% were of the view that the implementation of government training policies in enhancing employee productivity in Edo State Civil service has been effective. Then, 14 respondents, which accounted for 14.4%, and 23 respondents which accounted for 23.7% disagreed with the statement. Hence, in view of the responses, it can be said that the implementation of government training policies in enhancing employee productivity in Edo State Civil service has been effective.

Responses to question four showed that 22 respondents, which accounted for 22.7%, and 29 respondents, which accounted for 29.9% were of the view that civil servants face challenges in accessing/benefit from government training programs, and this affects their productivity. Then, 24 respondents, which accounted 24.7%, and 22 respondents which accounted for 22.7% disagreed with the issue raised. Therefore, with the slight differences in the views responses of the respondents, it can be taken that civil servants

face challenges in accessing/benefit from government training programs, and this affects their productivity.

In item five from table 4.7 above, it was revealed that majority of the respondents 58, which accounted for 59.8%, and 39 respondents, which accounted for 40.2% were of the view that productivity levels differ between staff who undergo training and those who do not. While none of the respondents disagreed with the statement. Hence, in view of the responses, it can be stated that productivity levels differ between staff who undergo training and those who do not.

Research Objective 3: *ascertain the impact of career development training on employee’s productivity in Edo State civil service.*

To answer the impact of career development training on employee’s productivity, questions 11-15 of the questionnaire was employed as presented in table 4.8 below:

Table 4.8: Career Development Training and Employee’s Productivity”

Career Development Training and Employee’s Productivity”		SA	A	D	SD	Total
Career development training have a positive impact on employee productivity.	N	43	47	7	0	97
	(%)	(44.3)	(48.5)	(7.2)	(0.0)	(100)
Career development training program is available to employees in Edo State civil service.	N	26	30	23	18	97
	(%)	(26.8)	(30.9)	(23.7)	(18.6)	(100)
Participating in career development training has improved my productivity level.	N	29	38	9	21	97
	(%)	(29.9)	(39.2)	(9.3)	(21.6)	(100)
Demographic factors like age, gender and years of service influence the impact of career development training on employee productivity.	N	52	33	10	2	97
	(%)	(53.6)	(34.0)	(10.3)	(2.1)	(100)
Organizational culture of Edo State civil service affect the implementation and effectiveness of career development training.	N	37	43	11	6	97
	(%)	(38.1)	(44.3)	(11.3)	(6.2)	(100)

Source: Field Survey, 2024

Table 4.8 showed the impact of development training on employee's productivity. In response to question one, a higher proportion of the respondents 43, which accounted for 44.3%, and 47 respondents, which accounted for 48.5% were of the view that career development training have a positive impact on employee productivity. Then, 7 respondents, which accounted for 7.2% disagreed with the statement. Therefore, in line with the view of the respondents, it can be said that career development training have a positive impact on employee productivity.

Also, in question two, majority of the respondents 26, which accounted for 26.8%, and 30 respondents, which accounted for 30.9% were of the view that career development training program is available to employees in Edo State civil service. Then, 23 respondents, which accounted for 23.7%, and 18 respondents which accounted for 18.6% were indifferent. However, in view of the responses, it can be taken that career development training program is available to employees in Edo State civil service.

In response to questions three, majority of the respondents 29, which accounted for 29.9%, and 38 respondents, which accounted for 39.2% were of the view that participating in career development training has improved my productivity level. Then, 9 respondents, which accounted for 9.3%, and 21 respondent which accounted for 21.6% thinks otherwise. Hence, in line with the view of the respondents, it can be said that participating in career development training has improved my productivity level.

Moreso, responses to question four revealed that a higher proportion of the respondents 52, which accounted for 53.6%, and 33 respondents, which accounted for 34.0% were of the view that demographic factors like age, gender and years of service influence the impact of career development training on employee productivity. Then, 10 respondents, which accounted 10.3%, and 2 respondents which accounted for 2.1% disagreed with the statement. However, in line with the view of the respondents, it can be said that demographic factors like age, gender and years of service influence the impact of career development training on employee productivity.

Finally, in questions five from table 4.8 above, a higher proportion of the respondents 37, which accounted for 38.1%, and 43 respondents, which accounted for 44.3% were of the view that organizational culture of Edo State civil service affect the implementation and effectiveness of career development training.. Then, 11 respondents, which accounted for 11.3%, and 6 respondents which accounted for 6.2% disagreed with the statement. Therefore, in line with the view of the respondents, it can be said that organizational culture of Edo State civil service affect the implementation and effectiveness of career development training.

4.3 Chi-Square Analysis

Research Question One: Does staff training impact employee’s productivity in Edo State civil service?

To answer research one from table 4.6 above, the chi-square regression test was carried out and result are presented in the tables below:

Table 4.9: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	54.501	2.302		23.678	.000	49.972	59.030
Staff Training	2.128	.132	.673	16.106	.000	1.868	2.387

a. Dependent Variable: Employees Productivity.

From the result above, it was observed that staff training has a t-value of 16.106, $p < 0.05$, which implies that there is significant relationship between staff training and employee’s productivity. Therefore, it is concluded that there is a significant relationship between staff training and employee’s productivity in Edo State civil service.

Research Question Two: Is there any relationship between government training policies and employee productivity in Edo State civil service?

To answer research question two from table 4.7 above, the chi-square regression test was carried out and result are presented in the tables below.

Table 4.10: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	63.365	2.604		20.146	.000	49.157	59.792
Government training policies	1.825	.134	.610	14.564	.000	1.562	2.088

a. Dependent Variable: Employee's Productivity

The results above showed that government training policies had a t-value of 14.564, $p < 0.05$, which implies that there is significant relationship between government training policies and employee's productivity. Therefore, it is concluded that there is a significant relationship between government training policies and employee's productivity in Edo State civil service.

Research Question Three: Does career development training impact employee productivity in Edo State civil service?

To answer research question three from table 4.8, the chi-square regression test was carried out and result are presented in the tables below;

Table 4.11: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	67.065	1.310		24.396	.000	63.626	52.522
Career Development Training	1.835	.138	.740	16.065	.000	1.685	1.289

a. Dependent Variable: Employee's Productivity

The analysis above indicates that career development had a t-value of 16.065, $p < 0.05$ ". This implies that career development training impact employee's productivity. Therefore, it is concluded that there is a significant relationship between career development training and employee's productivity in Edo State civil service.

4.4 Discussion of Finding

This study examined staff training and employee's productivity in Edo State civil service. The study made use of the descriptive research design, with a sample size of one hundred permanent staff of Federal Inland Revenue Service, Edo State. However, from the analysis carried out, the findings from the study revealed that there is a relationship between staff training and employee productivity, staff training programs lead to career advancement and increased productivity, the implementation of training needs assessment impact the effectiveness of training programs on employee productivity, employee engagement in training programs correlates with changes in productivity in the

organization, and it is easier to achieve desired results with effective staff training in any organization. These findings correlates with the study of Bartel (2019) who stated that effective productivity is gained from the implementation of employee training programme. Also the study of Blasco, Crepon and Kamionka (2021) on the effects of on-the-job and out-of-employment training programme, found that employee's training on-the-job have significant impact on overall productivity of the employees. Moreso, Dearden, Reed and Reenen (2022) found that employee training and development impact positive on organizational productivity.

Furthermore, the study revealed that government training policies in Edo State influences the productivity levels of civil service employees, the skills acquired through government training programs improve job performance among employees in Edo State civil service, the implementation of government training policies in enhancing employee productivity in Edo State Civil service has been effective, civil servants face challenges in accessing/benefit from government training programs, and this affects their productivity, productivity levels differ between staff who undergo training and those who do not. The findings also showed that career development training have a positive impact on employee productivity, career development training program is available to employees in Edo State civil service, participating in career development training has improved my productivity level, demographic factors like age, gender and years of service influence the impact of career development training on employee productivity, and that organizational culture of Edo State civil service affect the implementation and

effectiveness of career development training. These findings correlates with the studies of Dialoke, Ukah and Ikoru (2016) who stated that there is a positive implication of training and manpower development on employee's productivity. Also, the findings of Kum, Cowden and Karodia (2022) stated that there is a significant relationship between training and development on employee's performance and productivity.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter is premised on the overview of the study's results, conclusion, and the suggestions it provides.

5.1 Summary of Findings

This study examined staff training and employee's productivity in Edo State civil service. The study made use of the descriptive research design, with a sample size of one hundred permanent staff of Federal Inland Revenue Service, Edo State. However, from the analysis carried out, the findings from the study revealed that there is a relationship between staff training and employee productivity, staff training programs lead to career advancement and increased productivity, the implementation of training needs assessment impact the effectiveness of training programs on employee productivity, employee engagement in training programs correlates with changes in productivity in the organization, and it is easier to achieve desired results with effective staff training in any organization. Moreso, the study revealed that career development training have a positive impact on employee productivity, career development training program is available to employees in Edo State civil service, participating in career development training has improved my productivity level, demographic factors like age, gender and years of

service influence the impact of career development training on employee productivity, and that organizational culture of Edo State civil service affect the implementation and effectiveness of career development training. Moreover, from the chi-square analysis, it was observed that;

1. there is a significant relationship between staff training and employee's productivity in Edo State civil service.
2. there is a significant relationship between government training policies and employee's productivity in Edo State civil service.
3. there is a significant relationship between career development training and employee's productivity in Edo State civil service

5.2 Conclusion

The relationship between staff training and employee productivity is a critical factor in the effective functioning of any organization or parastatal, either private or public. As the backbone of governance and public administration, civil servants play a vital role in implementing policies, delivering services, and fostering development at the state level. However, the dynamic nature of today's work environment, characterized by rapid technological advancements and evolving public expectations, necessitates a strong training framework to enhance employee competencies and overall productivity. Effective staff training programs are essential for equipping employees with the necessary skills and knowledge to perform their duties efficiently. In Edo State civil

service, investing in comprehensive training initiatives can lead to several positive outcomes, including improved job performance, increased motivation, and enhanced job satisfaction. When employees feel competent and confident in their abilities, their productivity tends to increase, ultimately benefiting the public services they provide.

Moreover, training fosters a culture of continuous improvement and innovation within the civil service. It encourages employees to adopt best practices, embrace new technologies, and develop problem-solving skills that are vital in addressing the complex challenges of governance. This adaptability is particularly important in a rapidly changing socio-economic landscape, where civil servants are often required to respond to emerging issues promptly and effectively. Also, the implementation of targeted training programs can help bridge skill gaps and reduce inefficiencies within the civil service. By identifying specific areas where employees may lack expertise, the Edo State government can tailor training initiatives to address these needs, leading to a more competent workforce, as such programs can enhance collaboration and teamwork among staff, fostering a more cohesive working environment that ultimately drives productivity.

However, to maximize the benefits of training, it is important for the Edo State civil service to establish a structured and systematic approach to employee development. This includes regular assessments of training needs, investment in qualified trainers, and the incorporation of feedback mechanisms to evaluate the effectiveness of training programs. By prioritizing continuous professional development, the civil service can cultivate a

workforce that is not only skilled but also committed to serving the public effectively. In a nutshell, the nexus between staff training and employee productivity in the Edo State civil service cannot be overemphasized. Hence, by prioritizing training initiatives, the government can enhance the capabilities of its workforce, leading to improved service delivery and greater public satisfaction. As Edo State continues to pursue developmental goals, a well-trained and productive civil service will be instrumental in achieving sustainable growth and enhancing the quality of life for its citizens.

5.3 Recommendations

Following the above findings and conclusion, the research study proffers the under-listed recommendation:

1. The civil service should conduct regular assessments to identify specific training needs and skill gaps among its employees. This analysis should involve feedback from staff and managers to channel training programs effectively.
2. The civil service should develop a range of training programs that cater for expertise with various areas of specialization. These should include orientation for new employees, technical skills enhancement, leadership development, and soft skills training.
3. The civil service should leverage technology to deliver training programs, such as e-learning platforms and virtual workshops. This approach can increase accessibility and flexibility, allowing employees to learn at their own pace.

4. The civil service should establish mentorship and coaching programs where experienced staff can guide less experienced colleagues. This will foster knowledge transfer and help build a culture of continuous learning within the civil service.
5. The civil service should implement a robust performance evaluation system to assess the effectiveness of training programs. Regular feedback should be used to adjust and improve training offerings based on employee performance and outcomes.
6. The civil service should create incentive structures that reward employees who engage in professional development and successfully apply new skills in their roles. This could include recognition programs, promotions, or financial incentives.
7. The civil service should partner with universities and training institutions to develop special training programs that align with the needs of the civil service. This collaboration can also provide access to the latest research and methodologies.
8. The civil service should prioritize training for current and aspiring leaders within the civil service. Leadership development programs can enhance strategic thinking and improve overall organizational effectiveness.

9. The civil service should foster an environment where employees feel comfortable in providing feedback about training programs. Regular surveys and suggestion boxes can help gather insights that can refine training initiatives.
10. The civil service should develop mechanism to evaluate the impact of training on employee productivity and service delivery. This data can guide future training investments and demonstrate the value of training programs to stakeholders.

However, by implementing these recommendations, the Edo State civil service can enhance staff training initiatives, leading to improved employee productivity and more effective public service delivery in the State.

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APPENDIX

**DEPARTMENT OF PUBLIC ADMINISTRATION
FACULTY OF SOCIAL SCIENCES
UNIVERSITY OF BENIN
BENIN CITY**

QUESTIONNAIRE

Dear Respondents,

REQUEST FOR COMPLETION OF QUESTIONNAIRE

I am a final year student of the above department and institution currently conducting a study on “Staff Training and Employees Productivity: A Case Study of Edo State Civil Service”. You are kindly requested to respond to the items in the sections below. All responses shall be treated with utmost confidentiality.

Please answer the questions accurately and tick your answer in the appropriate box.

Thanks.

Oduware Omozee
Research Student

SECTION A: DEMOGRAPHIC INFORMATION OF RESPONDENTS

1. Sex: Male [], Female []
2. Age: Between 20 – 30 yrs [], 31 – 40 yrs [], 41 yrs and above []
3. Level of Education: Primary Education [], O’Level [], ND/HND [], B.Sc. [], M.Sc./PhD. []
4. Years in service: Below 6 yrs [], 6 – 10 yrs [], 11-15yrs [], 16 – 20 yrs [], 21 – 25yrs []
5. Cadres: Executive [], Officer [] Technical [], Secretarial [], Clerical [], Security []

SECTION B: ANSWERS TO RESEARCH QUESTIONS

KEY: Agree (A), Strongly Agree (SA), Disagree (D), Strongly Disagree (SD)

STAFF TRAINING AND EMPLOYEE’S PRODUCTIVITY IN EDO STATE CIVIL SERVICE

S/N		A	SA	D	SD
1.	There is a relationship between staff training and employee productivity.				
2.	Staff training programs lead to career advancement and increased productivity.				
3.	The implementation of training needs assessment impact the effectiveness of training programs on employee productivity				
4	Employee engagement in training programs correlates with changes in productivity in the organization.				
5	It is easier to achieve desired results with effective staff training in any organization.				

**RELATIONSHIP BETWEEN GOVERNMENT TRAINING POLICIES AND
EMPLOYEE PRODUCTIVITY IN EDO STATE CIVIL SERVICE**

S/N		A	SA	D	SD
1.	Government training policies in Edo State influences the productivity levels of civil service employees.				
2.	The skills acquired through government training programs improve job performance among employees in Edo State civil service				
3.	The implementation of government training policies in enhancing employee productivity in Edo State Civil service has been effective.				
4.	Civil servants face challenges in accessing/benefit from government training programs, and this affects their productivity.				
5	Productivity levels differ between staff who undergo training and those who do not.				

**CAREER DEVELOPMENT TRAINING AND EMPLOYEE PRODUCTIVITY IN
EDO STATE CIVIL SERVICE.**

S/N		A	SA	D	SD
1.	Career development training have a positive impact on employee productivity.				
2.	Career development training program is available to employees in Edo State civil service.				
3.	Participating in career development training has improved my productivity level.				
4	Demographic factors like age, gender and years of service influence the impact of career development training on employee productivity.				
5	Organizational culture of Edo State civil service affect the implementation and effectiveness of career development training.				