

TRAINING AND DEVELOPMENT AS TOOLS FOR IMPROVING CIVIL SERVICE
PRODUCTIVITY IN ENUGU STATE MINISTRY OF EDUCATION

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ABSTRACT

This study focuses on training and development as tools for improving civil service productivity in Enugu State Ministry of Education. The study's specific goals are to: ascertain the impact of training and development on workers' productivity; ascertain whether labour turnover and the availability of training and development opportunities are related; investigate the opportunities for staff training and development; and identify the obstacles to effective training and development in the Enugu State Civil Service. The study methodology used was a descriptive survey. To guarantee a solid study, data from both primary and secondary sources were used. The study employed a sample size of 286 respondents. The Statistical Package for the Social Sciences (SPSS) Version 25 was used for both descriptive and inferential analysis. Training and development have a significant positive impact on workers' productivity ($F = 1124.382$; $p < 0.05$), labour turnover and training and development opportunities are significantly correlated ($F = 547.797$; $p < 0.05$), staff have access to training and development opportunities ($F = 2141.720$; $p < 0.05$), and the Enugu State Ministry of Education faces significant obstacles to effective employee training and development ($F = 1932.641$; $p < 0.05$). It comes to the conclusion that training and development are crucial instruments for raising public service performance and productivity. It recommends that the Ministry offer ongoing chances for staff training and professional advancement.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Globally, the most valuable resource in any type of organisation, whether it is a commercial or not-for-profit production and delivery, is its employees (staff) (Chukwuma, 2023). Effective training and development programs are necessary for employees to carry out their duties and increase productivity. These training programs can be anything from off-the-job packaged programs designed to provide workers with the abilities and information required in the workplace to on-the-job training programs intended to expose workers to new methods utilised in modern office environments (Mpofu & Hlatywayo, 2015). Training and development for employees is regarded as the most crucial component of any capable management. The explanation is not implausible: organisations must adapt to changing circumstances due to the ever-increasing technical complexity, particularly in this era of computer technology. Since human capital is an organization's most valuable asset, training for capacity building is essential to long-term economic growth and development. According to Monday and Omosomi (2025), capacity development comprises investments in human capital, institutions, and practices that are required to strengthen human capabilities, restructure institutions, and enhance processes and systems.

The internalisation of the information, abilities, and procedures that facilitate the efficient design, execution, monitoring, and assessment of predetermined goals is another definition of capacity building (Olaniyan & Ojo, 2018). However, it might be seen as a set of tasks that a company, organization, or even a country must perform in order to sustain itself, as well as a consistent supply of skilled labour to satisfy its current and future demands (Alao, 2010).

Furthermore, providing employees with high-quality training that will equip them with new skills, competences, and methods is one of the key concepts that industries need to flourish in the present low productivity environment. Therefore, investing in employees' skill development to boost productivity is a sensible idea. According to Ezeani and Oladele (2013), training is the acquisition of certain abilities and mindsets need to complete a certain job or collection of occupations in order to maximise individual productivity and enhance organisational efficiency as a whole.

According to Ezeuwa (2009), developing employees simply means helping them advance within the organization so they are qualified for higher roles that become available. Improving interpersonal and human relationships is the focus of development (Ohakwe 2007). However, development may also be seen as increased effectiveness in ensuring that people in society are appropriately adjusted or adapted.

Consequently, it does not go without saying that each organization must handle the problem of staff training and development. Nonetheless, there are notable variations amongst companies about the volume, calibre, and scope of training offered. The amount and the calibre of training and development initiatives are impacted by several elements, such as the degree of transformation in external surroundings, the level of internal adjustment, the existence of appropriate competencies within the present staff, and the level to which managerial personnel perceives training as a driving force in work environments.

The civil service, which is part of the government machinery, is accountable for both creating and executing rules. Only with the aid of the hand tools used by civil workers can the government's policies be implemented. In Nigeria, the general public expects on the civil service to carry out development objectives, oversee the actions of the government, and contribute

significantly to the creation of development plans, programmes, and initiatives that will hasten social and economic transformations. Therefore, it is the task of public servants to make sure that the government successfully satisfies the demands made by its citizens. To achieve this objective successfully, deliberate appeals to the recipients' sense of patriotism must be made throughout the policy transmission or implementation process (Enyindah, 2023).

Olaniyan and Ojo (2018) claim that training and development gives government officials the management, interpersonal, and technical skills need to successfully perform their duties and adapt to changing demands. Ongoing training also fosters critical thinking, creativity, and problem-solving abilities, all of which are essential for overcoming the difficulties of modern administration. A civil service with proper training is more likely to uphold morality, professionalism, and responsibility, all of which promote public confidence and sound government. Within this backdrop, the research explores the training and development as tools for improving civil service productivity.

Enugu State Ministry of Education is located at State Secretariat, PMB 1012, Enugu, Enugu state. They are into State Government Agencies business. The Ministry is the government body that directs education in Enugu state. It was founded in 1991. Prof. Uche Eze is the state of Enugu's current minister of education. Among its functions are: creating the state's educational policy. gathering and compiling information for planning and funding educational initiatives; preserving consistent educational standards across the nation; regulating the nation's educational standards via means of the oversight function; regulating the nation's educational standards through the Ministry's Inspectorate Services Department's oversight function; coordinating educational policies and practices through the state Council on Education's instrumentality; establishing international cooperation in educational affairs; creating state-level curricula and

syllabuses in collaboration with other organisations. Ministries employ more than a thousand people.

1.2 Statement of the Problem

Although it is generally acknowledged that staff development is crucial to enhancing the effectiveness and efficiency of the Nigerian government service, particularly the Ministry of Education in Enugu State, there are substantial deficiencies in the execution and outcomes of training programs. Due to a lack of organised training, poor coordination, and insufficient finance, many government workers are unable to take advantage of chances for ongoing capacity-building. Furthermore, when training is given, it frequently doesn't match the strategic requirements of the civil service, which leads to very modest gains in service delivery and job performance. This circumstance has led to inefficiencies, out-of-date expertise, and decreased efficacy in the governance and execution of policies. In order to guarantee that personnel development programs result in noticeable increases in public service productivity and national growth, it is imperative to address these issues.

1.3 Objectives of the Study

The primary objective of the study is to investigate how the Enugu State Ministry of Education might increase civil service productivity via training and development. This study's particular goal is:

1. To determine the effect of training and development on workers' productivity and performance in Enugu State Ministry of Education.
2. To determine whether there is any relationship between labour turnover and availability of training and development opportunities in Enugu State Ministry of Education.

3. To examine the training and development opportunities available to staff of Enugu State Ministry of Education.
4. To find out the challenges hindering effective employees training and development in Enugu State Civil Service.

1.4 Research Questions

To improve this research, the following research questions were gathered:

1. How does training and development affect workers productivity and performance in Enugu State Ministry of Education?
2. What is the relationship between labour turnover and availability of training and development opportunities in Enugu State Ministry of Education?
3. What is the extent of the training and development opportunities available to staff of Enugu State Ministry of Education?
4. What are the challenges hindering effective employees training and development in Enugu State Civil Service?

1.5 Statement of Hypotheses

- H₀₁:** Training and development does not have any significant effect on workers productivity and performance in Enugu State Ministry of Education.
- H₀₂:** There is no significant relationship between labour turnover and availability of training and development opportunities in Enugu State Ministry of Education.
- H₀₃:** Training and development opportunities are not really available to staff of Enugu State Ministries.
- H₀₄:** There are no significant challenges hindering effective employees' training and development in Enugu State Civil Service.

1.6 Significance of the Study

The following will greatly benefit from this study project once it is completed:

To Service Ministry and Other organizations: This research will help the ministry and other organizations understand the financial significance of appropriate training and development as a key instrument for accomplishing organizational goals and assessing organizational success. With special reference to Enugu State Ministries, this research will assist Nigerian firms' management in raising the caliber of their workforce. With special reference to Enugu State Ministries, this research will assist Nigerian firms' management in raising the caliber of their workforce.

To Nigerian Economy: This study will provide evidence-based recommendations that could inform manpower development policies, contributing to improved public sector productivity and national economic growth.

To employees: Employees will undoubtedly have more opportunities to receive training when companies recognise the importance of employee development and training. This will aid in their future development and moulding.

To Managers: In order to accomplish desired goals and objectives, it will assist managers of different organisations in coming up with ideas and solutions depending on how best to conduct training inside their firm. The outcome of this research when published will serve as a proper guide to the government or public and private enterprises as the best way to prepare and implement plan (budget).

To Researcher/Students: Additionally, it will assist researchers in learning more about training and development programs as a means of enhancing worker productivity. Lastly, it will serve as a valuable reference for students and serve as a foundation for further research.

1.7 Scope of the Study

This study's focus is on training and development as instruments for raising civil service productivity in the Enugu State Ministry of Education. The study's limitations stem from the lack of time and resources to examine the whole Enugu State Ministry of Education. Although the Ministry of Education is the only focus of this research, it is generally true that what occurs in Enugu State organisations may be applied to other organisations.

The Ministry was selected for this investigation because of its importance to public sector organization in the state that regularly implements employee training and development programs, making it a suitable setting for investigating the influence of training and development on civil service productivity.

1.8 Limitations of the Study

In accordance with the methodology and results, the study's limitations were as follows.

Poor cooperation and delays in response: As anticipated, the limitations of this study include, but are not restricted to, the availability of relevant information and the respondents' tardiness in answering questions, which can be attributed to the bureaucratic nature of the civil service. Additionally, some staff members were unwilling to cooperate in providing crucial details about the organization's retention strategy implementation due to fear of disclosing government-related information. To address this challenge, the researcher followed due process by filing the appropriate documentation and obtaining the necessary approvals.

Methodology of the study: Because the study used a survey research design, there were certain restrictions to the technique that were used. It was difficult to obtain the study's population from the area. To get beyond these challenges and accomplish the study's goal, the researcher methodically followed the protocols.

Despite these drawbacks, every effort was taken to guarantee that the research was carried out methodically and impartially. As a result, the results are regarded as trustworthy and offer insightful information about how training and development contribute to increased civil service productivity in the Enugu State Ministry of Education.

1.9 Operational Definition of Terms

The following terms are operational defined.

Civil service: This is a group of workers who support the application of legislation and rulings issued by the government. The term "civil service" refers to the methodical and procedural assistance provided by changing government initiatives and policies. All of the government's ministries, departments, and agencies have further domesticated this.

Civil servant: This is regarded as a civil servant, public servant, government employee, or official. They are the ones tasked with making government policies and initiatives a reality by transforming them into procedural and systematic services. They are located in government ministries, departments, and agencies, where they are expected to develop from the time of hiring until retirement.

Productivity: It is the maximum amount of work that individuals can accomplish. Productivity is a ratio used to determine how well a business, individual, nation, or sector transforms inputs such as labour, resources, machinery, and other assets into goods and services.

Training and development: This is the deliberate development of the attitude and behaviour pattern required for someone to be successful at a certain task. Through cultivating a sense of allegiance to the company, it improves their skills, alters their perspective on work, and ultimately increases output.

Organization: This is defined as a collection of individuals or other legal entities that have a clear goal and set of regulations, cooperating with one another out of shared interest to accomplish a certain goal or target.

Government: the body that has the authority to enact and/or enforce laws in order to rule a nation, territory, people, or group of people.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Conceptual Framework

2.1.1 Civil Service

The civil service is the branch of government that does not include members of the armed forces. The civil service is the government apparatus that implements public policies and programmes. With all of this information in mind, it is clear that it is a government wing that assists in implementing initiatives and policies. It is in charge of coordinating the activities of the many government agencies around the nation and seeing that government programmes and policies are carried out as intended (Ukeje et al., 2020). It is the branch of government that deals with the daily operations of the country's public administration, according to Collins English Dictionary (2014). Employees in the civil service often are not influenced by political shifts since they do not have to declare an official political affiliation. Jobs in the federal, state/provincial, and municipal governments are all considered part of the civil service (Rosenberg, 2015).

A department of government known as the "civil service" is mostly made up of professional civil servants who are employed through recruitment processes rather than elections or selection processes, and the institution's existence often lasts through shifts in power in politics. An individual hired by a government organisation or department to work on A civil servant, which is also known to as a public servant or public employee, works on public sector initiatives. Government is the employer of civil servants; they report to both the federal and state governments, not a political organization (UK Civil Service, 2019).

The 1999 Constitution of the Federal Republic of Nigeria, as modified, provides the following definition of the Civil Service: "Civil service of the Federation" denotes employment by the

federal government as an employee of the presidency in a civil capacity or Vice-President's offices, or as employees of a ministry or department charged with overseeing any governmental organisation; "Civil service of the state" refers to employment with the state government in a civil role as staff members of the governor's office, deputy governor's office, or any ministry or agency charged with overseeing the administration of state operations.

The ministries under the official leadership of a minister comprise the civil service. In particular, the permanent secretary oversees ministry operations, all of which are subject to the president's decision. Permanent secretaries often have the necessary expertise and are senior civil servants rather than political appointees like ministers. The Public Service is the parent organisation of the Civil Service. The Civil Service, the armed forces, the judiciary, statutory corporations, and other entities that are owned and funded by state and federal governments are all included in the Public Service. The civil service, occasionally referred to as a merit system (an procedure for staffing based on official requirements for choosing, preserving, and motivating staff members), relates to all non-military government workers, contrasted to the spoils system and the culture of patronage, which choose workers and award government assignments based on political allegiance or commitment (Offu et al., 2018).

According to Jinadu and Aminu (2015), the following are the defining features of the public sector: It must be politically neutral so that it may work with any administration; It must be staffed by seasoned individuals who have the requisite technical and professional expertise to carry out government programmes. The civil service is crucial because, in spite of changes in the nation's administration, it continues to play the traditional duty of ensuring the smooth operation of government activities; nevertheless, it needs to be well-organized to do so. It follows regulations that direct its behaviour; Although it functions as a single body, its operations are

split up across Ministries and Departments, each of which has its own set of rules and regulations.

2.1.2 Enugu State Civil Service Commission and Its Functions

The Nigerian civil service began when British law was instituted in Nigeria at the beginning of the 20th century (Njoku, 2007). When the Federal Public Service Commission was established in 1954, it was granted complete control over the selection, advancement, termination, and management of subordinate federal workers. After gaining independence on October 1, 1960, the Public Service Commission was superseded by the Federal Civil Service Commission, whose jurisdiction was extended to cover all civil service grades. State-level civil service commissions were established to supervise public employees throughout the whole federation following the creation of the federal civil service commission.

Section 203(19) of the Federal Republic of Nigeria's 1999 constitution establishes the civil service commission as a constitutional institution. The commission's main office in Anambra State was located in Enugu. After the states were formed in 1991, the Enugu State Government inherited it, and it has been in place ever since. The state governor appoints the four (4) commissioners who make up the Enugu state civil service commission, in addition to the chairman. In addition, Nwanolue and Iwuoha (2012) stated that the commission has a permanent secretary who serves as the secretary to the commission.

Nwanolue and Iwuoha (2012), the Enugu State Civil Service Commission is in charge of the following, similarly to other federal as well as state civil service commissions:

- a) Hiring people for different civil service positions.
- b) The advancement of civil personnel to higher positions.
- c) The civil service's discipline.

- d) Transfers: inter-ministerial, interstate, and so forth (where applicable)
- e) Rehiring government servants who turn 60 years old or who have worked 35 years, whatever occurs first (retirement based on age or service length).

In terms of hiring employees for civil service positions (such as messengers, typists, security guards, and clerical assistants), the civil service commission assigns authority to ministries led by commissioners. The same holds true for disciplinary measures and promotions. Regarding officers on Grade levels 14 and above, the Office of the Head of Service is also granted these rights. The commission deals with the cases of officers on Grade levels 04–13, and the Office of the Head of Service deals with the cases of such officers. The civil service commission must nonetheless approve all decisions made under the delegated authority (The Nigerian Civil Service, 2010). Essentially, regardless of whether they work in ministries or non-ministerial divisions, all public officials are employed by the public Service Commission (Njoku, 2007).

With the exception of ministries and non-ministerial departments, the commission currently consists of five departments. Planning, statistics, research, and promotions; finance and supply; hiring and training; and administration are the departments (Nwanolue & Iwuoha, 2012).

2.1.3 Staff Training and Development

Due to the fierce competition of today's industry, workers must be capable of carrying out a wide range of duties in an economical, effective, and safe manner and training is a component of the organization's human resources. Employees employed by the company won't possess the skills required to do all of their responsibilities within the company; therefore, it is essential to give

these new hires the right training to guarantee the company's success. Training is one tactic that companies may use to increase their people resources' ability to adapt (Bijan & Nilofar, 2015).

According to Bliss (2017), training is an essential tool for enhancing civil servant performance and preparing them for the fast-paced workplace of today. According to Fleck (2018), for an organisation to function well, all of its employees must receive training. Because of this, all Enugu State civil personnel need to undergo training in order to enhance their performance while performing their duties. Public sector employees require the kinds of training that advance or deepen competencies related to their daily tasks. One of the roles of human resource management that serves as a motivation for employees is training and development. The instruction provided to civil servants so they can feel a part of the system. However, it is noted that senior staff willingness to arrange such training is what determines whether or not personnel receive training in the civil service.

The competent coalition provides the training, not the individuals who actually require it. According to Noe et al. (2019), several senior staff members have created staff funds for themselves and interns using the vehicle. These instances show that there is a high rate of favouritism and lobbying when it comes to selecting candidates for professional training in the civil service. Over the years, the Enugu State Civil Service has provided training, but it is not always directed at those who truly need it; rather, it is intended for those employees who get along well with senior personnel. A significant amount of bias exists, which has an impact on the training participants' selection process. As a result, it is debatable whether training actually helps

implement government plans and initiatives. Furthermore, the kind of training that employees in the civil service should receive is influenced by the delicate nature of their work.

Objective of training is toward increasing the job proficiency of management and lower level personnel. Training has an impact on employees' technical capabilities, sometimes honing the ones they already have (Kulkarni, 2013). More senior management staff members' mentorship, people, and resource management skills are to be improved through development. The capacity for managers to more effectively examine and consider the external factors of the business effectively is also used to advance (Sivaramakrishnan, 2015).

Development, according to Shodhganga (2015) is the improvement of an employee generally; it is not concentrated on a specific skill, for instance, the usage of a specific piece of equipment, instead focusing on understanding of procedures, resolving issues and solution giving. In view of the fact that they are neither desk officers in charge of a specific duty nor users of specialised machinery, this description conveys the idea that development is only available to those who are managerial staff of an organisation. Ndibe (2014) argues that in the absence of adequate training and development programmes, staff members' job satisfaction and dedication to their organisations will decline, increasing the likelihood of employee turnover. An increase in training and development opportunities for staff members is indicative of their strength and level of loyalty to a company (Aremo & Binuyo, 2020).

For training and development to be most beneficial to the company, it must be linked to its goal (Sivaramakrishnan, 2015).

Olaniyan and Ojo (2018), human capital development promotes citizen-centric service delivery, reduces bureaucratic bottlenecks, and improves organisational performance. Additionally, human capital development supports national development objectives, such as social acceptance, economic expansion, and poverty alleviation by providing public servants with the knowledge and skills necessary to handle complex societal difficulties (Oyelude, 2023; Ejumudo, 2014). Investing in human capital benefits businesses and society as a whole in addition to individual workers, as noted by Armstrong (2014).

2.1.4 Staff Productivity

The ratio of inputs to outputs is commonly used to describe productivity. Both a fundamental component of cost effectiveness and a measure of an employee's performance is productivity (Naveen and Ramesh 2015). Dialoke, Ukah, and Ikoro (2016) stated that a firm's profitability and performance are primarily dependent on its productivity. The connection between worker input and the creation of products or services is known as productivity. It serves as a gauge for the amount of both human and non-human resources employed during manufacturing. Put otherwise, productivity is described as the ratio of input to output. The productivity increases with the numerical value of this ratio. This suggests that workers who are productive get more done in a given amount of time. One factor that affects how well public money is used is the productivity of the public sector (Kaimahi, 2015).

Productivity, as a metric of economic performance, is the value of output produced by a person, business, sector, or economic system divided by the value of the inputs required to create it. Globally, businesses have realised how crucial productivity is to their capacity to not only compete but also thrive. Moreover, a business that places a high priority on productivity will

have to allocate more funds for employee training and development in order to equip workers with abilities to produce goods and services of the highest calibre (Ogholaja, 2023). The majority of organisations believe that the goal of human resource development is to support various jobs and activities that increase productivity. Hartzell (2016) defines productivity as the evaluated link between the volume of resources required for production and the quantity and quality of output produced.

In essence, productivity is a gauge of how well a person, a team, or an organisation as a whole performs. He goes on to say that there are two ways to assess productivity: one is to compare an industry's or firm's output to a single input, such labour or capital. The other links the output in a way that considers the relative value of each set of inputs when combining them. The purpose for which productivity metric is chosen determines which one to employ. So he said that productivity is the struggle against waste. Even taking into account the technical and financial definition of productivity, which state that it is the product of input divided by output. This can only be helpful if deliberate efforts are taken to get the greatest outcomes by using limited resources as cheaply as feasible. He came to the conclusion that, out of all the variables influencing industry safety and productivity, one of the most crucial ones to remember in order to increase production is the rate at which employees or machines can create. According to Nwachukwu (2021), productivity is a gauge of how an organization's resources are acquired and put to use in order to attain specific goals that are generated by performing at the highest possible level, if at least at a financial cost.

In a similar vein, Kaimahi (2015) contends that there are two reasons why productivity in the public sector is scrutinised. The fact that the public sector has undergone numerous

restructurings and changes over the previous 50 years is one of the causes. Many public employees have discovered that, despite the fact that most of these projects have been justified on the basis that they would promote high levels of efficiency, they have rather added activities that fail to boost high levels of efficiency in the public service, increased redundancies, and multiplied workloads. It is also debatable if citizens are receiving services of worse quality as a result of these improvements. Public sector productivity is harder to assess, which is the second reason productivity issues are more challenging to resolve in the public sector (Amha & Brhane, 2020). Usually, productivity is assessed in relation to production. Measuring in situations when a service has no monetary value or is offered broadly to a large number of customers is far more challenging.

2.1.5 Workers Productivity in Enugu State Civil Service

The work output of its employees in the Enugu State civil service is one helpful instrument the human resources department utilizes to ensure the smooth and effective operation of the public service. Human resource management is a discipline that includes several facets of organizational productivity and efficiency, including hiring, advancement, training, benefits, and compensation (Ogholaja, 2023).

Without sufficient staff incentive programmes in public service productivity cannot be quantified. The government machinery is managed exclusively by the civil service. He handles the routine tasks associated with governmental administration. The public service is the government's mainstay and engine room, so it is entitled to the respect it receives and is well-equipped to run smoothly and guarantee maximum output. Productivity is a performance metric that accounts for both efficacy and efficiency. Knowing which staff is productive and which are

not is crucial. Employee productivity directly affects a company's profits even though it is hard to measure (Nosike & Okerekeoti, 2022).

An employee's productivity is determined by looking at the product's final result (Matui, 2017). Therefore, human resource management cannot overestimate labour productivity in Enugu's public service sector when it comes to concerns of managerial effectiveness, hiring and selection, remuneration and advancement, employee motivation, etc. According to Ogholaja (2023), the primary duties of labour efficiency and human resource management in the general public sector comprise recruitment and selection, advancement, training, and development, and employee welfare (benefits).

2.1.6 Staff Performance

Performance is described as a organisation's capability to utilise resources successfully and profitably in an effort to fulfil the demands of its three main stakeholders: customers, employees, and owners. According to Adejuwon (2016), referring to outputs and results (achievement), performance also involves putting in the effort and achieving goals (Armstrong & Baron, 2012). Performance in a working setting is characteristically described because how much an employee of the organisation aids in attaining the goals set by the company. In businesses that focus on providing services, staff members constitute the primary driver of competitive advantages. The notions of performance are studied in a variety of methods, including performance supervision, performance assessment, and classification of particular results inside a time limit (Moraa & Datche, 2019). Employee performance is characterised as an action carried out by the worker that results in a practical or worthwhile result.

For a worker to accomplish corporate objectives, a performance evaluation is a systematic, organised, and standardised process that assesses a person's abilities and shortcomings in connection with their duties, with the ultimate objective of either determining and redirecting job-related responsibilities if the staff member does their job very well at all, or cultivating and enhancing those qualities if the staff member does their job adequately (Ugoani, 2020). Work is a set of tasks, and an employee's efficiency is measured by evaluations, which are criteria variables. An appraisee receives an objective assessment of how well they are doing their job in order to develop a plan for adjustments that may include training and promotion, intervention, mentorship, retraining, or other corrective actions. In this sense, performance refers to how the duties are fulfilled, which includes how the employee completes their tasks.

Examining and reviewing an employee's performance in relation to their given responsibilities and duties is known as a job performance evaluation. Instead of emphasising an employee's behavioural traits, it concentrates on the results they attain while working (Abbas & Cross, 2019). An essential technique for managing human resources is the functional evaluation. It is a technique for evaluating and improving employee performance inside a company. As part of a performance review, which is a management duty that increases the possibility of accomplishing company goals, employees must be aware of what is expected of them and the metrics that will be used to evaluate their overall performance. This promotes goal achievement, organisational growth, and employee development (Ogala et al. 2024).

Performance reviews are an essential management tool for assessing employees' level of efficiency at workplace. It is intended to assist a worker's and the group's initiatives to build up see to it that the overarching organisational purpose is achieved (Cardy & Leonard, 2011). This approach is used in some businesses to interpret the benefits that may follow include employee

advancements, incentives, or changes in cadre. Additionally, it is frequently utilised to determine underachievers who could profit from coaching, an increase in position, a firing, or a pay decrease. Performance oversight methods are frequently integrated, according to Armstrong and Baron (2012). The structure and coordination of the assets of a company for optimal efficiency is the aim of the aforementioned management method. Dessler (2015) claims that this entails obtaining the primary goal, establishing team goals, developing a performance plan, evaluating performance (using an assessment system), recognising gaps in development, and presenting incentives.

2.2 Theoretical Review

2.2.1 Equity Theory of Employee Retention

John Stacey Adams presented equity theory in 1963 with the goal of using it in organisational settings. The theory was created as a consequence of the absence of scientific evidence supporting the psychological underpinnings of the sensation of inequity (Adams, 1963). This tactic takes into account the connection between their reward and the rewards of others. When this theory is used in an organisational context, employees clearly evaluate their own work and rewards, including bonuses, promotions, salary raises, and recognition, in relation to those of other employees. Among the evaluation criteria they employ are qualifications, experience, performance, competence, and talents. Conflict may arise when workers feel their rewards are inferior to those of their colleagues. It may be challenging for these workers to receive what they consider to be fair compensation (Reichheld, 1996, & Hirschfeld, 2000).

The three main tenets of equity theory are as follows: (i) people consider compensation to be adequate or fair considering their individual standards or values about their duties; (ii) people compare their salary compared to that of comparable workers based on the amount that they

think they have put forth; and (iii) people take action to improve their performance or make greater contributions when they recognise that their labour or accomplishments are not fair compared to those of other workers.

Since the foundation of equity theory is the idea that people are inspired by fairness, if they see an inequity in the contribution-to-output ratios between themselves and their chosen group, they may try to alter their contribution in order to attain what they believe to be fairness, they would attempt to change their input in order to achieve what they perceive as fairness. Thus, employee impressions of fairness do matter, whether they are true or false. Managers should take proper action on these concerns instead of ignoring them (Murray, 1999, Sokoya, 2000, & Al-Aameri, 2000).

2.2.2 Human Capital Theory

The human capital theory was developed by Gary Becker in 1964. It has the core concept that people are fixed capital like machinery, as it has skills and useful capacities that have real cost and benefit as suggested in Teixeira (2002). Armstrong (2006), the theory of human resources is based on the realisation those individuals, their shared capabilities, talents, and experiences, along with how they are able to be deployed for the implementing organisation, make a major impact on the functioning of the company and provide a considerable edge over competitors.

The core idea of the concept of human capital is that raising the output of a community requires formal education. A population with college degrees is, in basic terms, an economically viable population, according to the supporters of the human capital theory. As a consequence of their intrinsic abilities and investing in them, workers' intellectual endowments of productive human

capacity grow due to their level of their educational attainment, in line with the human capital theory. As a result, output and effectiveness among employees rise. In contrast to financial capital, which is regarded to be less useful, academic achievement is considered as an investment in human capital (Woodhall, 1997).

Woodhall concludes that increasing investment in human capital will boost productivity in the economy; however the theory's validity is periodically disputed and contradictory. The economy used to be very dependent on mobile assets like manufacturing facilities, land, and equipment. Labour was an essential component, but capital equipment investments made the enterprise more valuable. The keys to enhancing human resource as well as subsequently raising the nation's economic outcomes are through education and health care, according to contemporary economists (Becker, 1964). Hard material assets may not be as significant in the new global economy as investing in human capital. Western nations have the human resources model has lately re-theorized learning as mainly an economic instrument. Since the early 1960s, the framework for governmental policy has been established by the key theory of economics taught in western universities —the human capital theory. It is becoming more widely recognised as a significant economic performance factor. It has been a key strategy in evaluating economic success to use the concept of employees as human resources along with other economic descriptions, technical advancement, research and modernization, education, efficiency, and productivity. But historically, cost-effective factors alone haven't influenced schooling.

Human capital principles have been used by a number of organisational theorists to describe how businesses might gain an edge over their competitors through growing individuals' human capital, even if human capital theory originally developed as a contribution to ideas on economic

growth (Garavan and McGuire, 2001). An individual's store of knowledge, skills, and abilities is the consequence of both intrinsic aptitude and subsequent investments in education, training, and experience, according to Becker (1964). This implies that human capital is an asset made up of a person's abilities and information that a company may utilise to accomplish its objectives. Human capital is essential because an organisation cannot prosper without some degree of human knowledge and ability. Thus, the human capital theory highlights the need of education and training as prerequisites for participation in the global economy that is rapidly expanding.

2.2.3 System Theory

Easton's (1961) system theory provided the basis for this study. The systems approach states that a system is made up of a collection of autonomous and connected components that are structured to form a cohesive whole. According to Owojor and Asaolu (2010), an organization is viewed from a system viewpoint as consisting of interconnected elements such as persons (managers, accountants, supervisors, etc.), organisations, perspectives, intentions, official structure, connections, goals, legitimacy, and status. The system method states that a system is composed of distinct pieces that interact with one another and the outside world to form the whole. As an open system, the organization cannot function in a vacuum. It needs to share energy, knowledge, and skills with its surroundings. Every system has several loose connections to different subsystems or subunits. The organization's surroundings are part of the greater environment. Expanding the organization's operations is crucial to improving its relationships with the environment. For instance, capital may be generated internally or outside, but managers, accountants, and supervisors are hired from outside the company. Managers may view an organization as a whole and as a component of the broader external contexts according to the system theory. In doing so, systems theory holds that every aspect of an organization's activity

influences every other aspect's activity. A manager's responsibility is to make sure that every aspect of the company is coordinated internally in order to accomplish the organization's objective.

In order to help employees—including accountants—fit in with the workplace, the management must make sure that human resources and material operations are properly linked and represented in terms of staff motivation and training. A variety of initiatives targeted at enhancing employee performance inside a business in order to achieve ongoing productivity growth are referred to as training and development. An organization depends on its external surroundings since it cannot survive in a vacuum. Organisations invest in their employees in order to improve their performance and enable them to fully use their innate qualities for the organization's overall efficacy and efficiency. If there is a noticeable improvement in production, an organization is considered effective and efficient. By carrying out their duties to the company, the accountants are required to satisfy its requirements and expectations. It is the responsibility of managers, supervisors, etc. to believe that every facet of the company is domestically integrated in order to prevent the organization from becoming self-contained. They depend on their surroundings for inputs necessary for survival.

2.3 Empirical Review

Sokoh (2019) investigated how training and development affected Nigerian public service workers' performance, concentrating on the Ministry of Information in Asaba. The study uses a survey research design in which a sampled population is given questionnaires. The results show among other things that training and development initiatives have a major influence on employee

performance and that inadequate training and development initiatives are linked to institutional employee turnover.

Ebong, et al (2019) explored the impact of workers training and development on corporate performance as well as productivity using the Akwa Ibom State Ministry of Finance as a focal point. The research used descriptive and historical research methodologies. Among other things, the results showed that inadequate staff development and training result in low organisational productivity; also staff development and training should be given careful consideration if any business is to expand and achieve its goals.

Another study by Muhammad, Herlina, and Nur (2019) used quantitative methods to look into how Makassar City Regional Secretariat employees perform after receiving job advancements. The t-test and straightforward linear regression are the data analysis methods used. The study's conclusions showed that promotions, when carried out in compliance with operational standard operating procedures, have a favourable and considerable effect on staff efficiency in the Regional Secretariat in Makassar City.

Arema and Binuyo (2020) examined how staff retention tactics affected academic expectations of commitment at a few private institutions in Ogun State, Nigeria. A survey research design was employed for this investigation. 1,842 academic personnel from private institutions, such as Covenant, McPherson, Babcock, Bells, Crawford, and Crescent, made up the population. Out of 1842 individuals, 589 were selected using a multivariate sampling approach. The findings indicate that the normative commitment of professors at two private institutions was significantly impacted by personnel retention measures.

Haryono, Supardi, and Udin (2020) researched the connection between career growth and work motivation, as well as how this connection affects Indonesian employment performance statistics. A quantitative questionnaire approach was used in the research's approach, and the structural equation model (SEM) using Amos 24 was employed. The study's findings demonstrated that job training and promotion had an important and beneficial effect on worker job performance, as well as a favourable and important impact on labor incentive. work encouragement, however, had a extra essential straight impact than job training on enhancing worker productivity.

The link between discipline management measures and the performance of the public service sector in Rivers State was studied by Nwinyokpugi and Robinson (2021). A sample size of 356 was obtained using Yamane formula, with the target population consisting of 3,200 individuals from a subset of Rivers State's public service industry. The data was analysed and conclusions were made using statistics like the mean and standard deviation. The hypotheses were examined using Pearson's product-moment correlation coefficient. The research concluded that the performance of chosen ministries in the public service sector in Rivers State was positively correlated with the use of discipline management measures. Correlations between the various dimensions and metrics are positive. Successful discipline management tactics are linked to an organization's culture and leadership.

Orlu (2021) looked at the link between economic and noneconomic variables and worker performance in the Rivers State government. The study recruited 400 government workers using a basic random selection method. For this study, self-administered surveys we used to gather information. Employee performance in the Rivers State public service was shown to be

positively correlated with factors like job stability, recognition, satisfaction, and accomplishment.

Prince-George (2021) looked at the morale and output of the civil servants in Rivers State. The study employed a survey design, and used the Pearson Product Moment Correlation Coefficient for tabular analysis. The outcome indicated that the workplace environment significantly affects employee output. This implies among other things that the Rivers State Civil Service's administration do everything it can to create a positive working atmosphere that inspires employees to do their best.

Nwinyokpugi and Atandikar (2021) set out to research the connection between the well-being of government workers in Rivers State, Nigeria, and their dedication to their jobs. Three hundred sixty-three (363) workers were randomly selected. The Pearson Product Moment Correlation Coefficient and the Statistical Package for the Social Sciences were used to analyse and show the data (version 20.0). The outcome indicates a favourable correlation between welfare and its constituents—worker training and education, pay and benefits, working conditions, and leisure time—and commitment, as measured by employee loyalty and productivity.

Obinna and Chinda (2022) examined the public service rewards programme in Rivers State to see which components will result in employee satisfaction. A total of 327 individuals were offered the chance to complete the survey at their convenience. Studies using regression and Pearson correlation showed that every component significantly affected worker satisfaction in the Rivers State Civil Service. Pay was shown to be the most significant element in determining employee satisfaction; bonuses and other forms of compensation received the lowest ratings. The

research indicates that employee satisfaction is positively impacted by an organization's pay structure.

The performance of civil servants in Enugu State was assessed by Igwe et al. (2023) in relation to control management systems. A total of 342 people who were chosen as studies ministry employees. Two hundred and forty-four (278) employees completed the questionnaire correctly and returned it. Z-test was employed to examine the theories. The study's findings included a high favourable link between implementation control and customer satisfaction as well as a significant beneficial relationship between the output of Enugu State government servants and strategic surveillance control.

A research was conducted out by Awolaja (2023) at a chosen set of private schools in Osun State, Nigeria, to explore the link between staff retention tactics and faculty organisational success. The study design used was a survey. For hypothesis testing, ordinary least squares (OLS) was applied. The results demonstrated that growth possibilities, competitive pay, and a good work-life balance had a favourable influence on academic staff performance at the selected private schools.

Ogholaja (2023) investigated employee productivity and human resource management in the Nigerian Delta State Civil Service. The main tool for gathering data is the questionnaire. Among other things, the investigation showed that, in the Delta State Civil Service, human resource management is a useful instrument for increasing worker productivity.

Enyindah (2023) evaluated the politics and recent advancements in the Nigerian public sector between 2015 and 2022, concentrating on the Rivers State Public Service (RSCS). The survey research approach was chosen. Primary data was gathered via a questionnaire, and it was subsequently analysed and presented using thematic content analysis and simple percentages. Secondary data was analysed utilising content analysis. It was discovered that the crippling decadence in the industry, it is heavily impacted by politics, is due to new trends in RSCS.

Babatunde (2024) investigated how government workers' job performance was affected by training and skill development programs at the Public Service Staff Development Center (PSSDC) in Lagos, Nigeria. The study used a mixed-methods methodology. The results show how important ongoing training is for enhancing government workers' skills and provide light on the difficulties encountered when putting such programs into action.

Monday & Omosomi (2025) examined the effect of human resource development on Nigeria's public service's productivity and efficiency. Using secondary data from government papers, policy documents, and journal articles, the study employs a qualitative research technique. The study examines training issues such insufficient financing, outdated facilities, poor policy execution, political meddling, and reluctance to change using content and theme analysis. The results show that although old infrastructure and materials impede skill acquisition, inadequate financial allocations restrict training possibilities.

2.4 Summary of Review of Related Literature

From a conceptual standpoint, training and development were seen as essential instruments for human resource management that are intended to improve workers' abilities, competences, and

knowledge in order to improve job performance, morale, and overall organisational productivity. Additionally, the literature established that effective manpower planning ensures the alignment between workforce capabilities and organizational needs, reducing labour turnover and improving efficiency.

The equity theory, human capital theory, and system theory provided as the anchored theoretical examination. According to the Equity Theory, which places a strong emphasis on justice in business processes, workers are more productive when they believe that possibilities for training and growth are equitable. The Human Capital Theory emphasises that investing in staff training may improve long-term organisational performance and productivity. In contrast, system theory sees the organization as a network of interconnected systems, with training and development serving as important inputs that affect output like employee retention and performance.

The majority of the analysed empirical research showed that staff performance and productivity are significantly improved by training and development, which also lowers labour turnover. However, other research revealed issues such insufficient financing, subpar implementation techniques, and restricted access to training opportunities, especially in the public sector.

2.5 Gaps in the Review of Related Literature

Numerous scholarly works have proposed the significance of training, development, and compensation in relation to employee job satisfaction. Even if there are several favourable written works and thoughtful research on the subject matter, most of them are for profit-driven public divisions and organisations. Nonetheless, the Enugu State Ministry of Education in Nigeria has written on some of these variables. This research presents a clear understanding into these factors in Enugu State Ministry of Education. However, the influence of training and

development as instruments for raising civil service productivity in the Enugu State Ministry of Education has not been thoroughly studied. This explains why this study was conducted.

CHAPTER THREE

METHODOLOGY

3.1 Research Design

The study's methodology employed a descriptive survey research approach. Its focus is on gathering information in order to describe and analyse events that are currently occurring. In order to obtain data that were analysed and provide insight into the topic under examination, structured questionnaire sampling was used. Given the makeup of the explanatory factors included in this investigation, this is reasonable. Using a tool like a questionnaire, direct contact with the unit of study is established as a means of obtaining information on the human population (Agbonifoh & Yomere, 2004). The importance of the research design lies in its practicality and its attention to precise evaluation of the sample size.

3.2 Area of Study

The area of this study is Enugu State Ministry of Education Civil Service, Enugu located at Okpara Avenue, Enugu north local government opposite State Criminal Investigation Department (CID).

3.3 Sources of Data

Both primary and secondary sources provided the data used in this investigation. These two sources were used to guarantee the gathering of thorough and trustworthy data required to meet the study's goals.

3.3.1 Primary Sources of Data

Structured questionnaires were used to directly obtain primary data from respondents. The purpose of the questionnaire is to get firsthand information.

3.3.2 Secondary Sources of Data

Secondary data were gathered from published works and other sources that are pertinent to the research. Textbooks, scholarly journals, government publications, policy papers, earlier research projects, and other pertinent information about employee productivity, public sector performance, and training and development were among them.

Online databases, official civil service publications, and reports from government agencies were additional sources. These resources provide background knowledge required for a more thorough comprehension of the research subject in addition to theoretical and empirical support for the investigation.. All secondary sources used in this study were properly acknowledged and cited to maintain academic integrity and avoid plagiarism.

3.4 Population of the Study

Olakunle (2000) defines the population in research statistics as the total number of individuals, objectives, events, and objects that have one or more study-relevant characteristics. It is the study's objective for data collecting. Additionally, it is the entire component that the research was conducted under. The study's population includes of the organization's management and employees in Enugu as well as a few chosen members of the general public who are mostly intelligent and possess rudimentary understanding of the issue. The population of the study is one thousand (1000) respondents.

Table 3.1: Population Distribution of Staff in Enugu State Ministry of Education

S/N	Department/Unit	Population
1	Office of the Honourable Commissioner	35
2	Office of the Permanent Secretary	45
3	Administration and Human Resource Management	180
4	Finance and Accounts	120
5	Planning, Research and Statistics	85
6	Schools Management/Inspectorate Services	165
7	Science and Technical Education	90
8	Curriculum Development and Quality Assurance	95
9	Educational Services/Policy Implementation	95
10	Procurement, Stores and General Services	90
Total		1,000

Source: Enugu State Ministry of Education (2026).

3.5 Sampling Technique

Osuala (2005) asserts that finding the perfect sample size is a fruitless endeavour. This is because there isn't currently a universally applicable solution to the issue. When searching for a size that best suits a certain circumstance, the researcher is, at most, required to balance a community of interests or elements that weigh on the problem.

3.5.1 Sample Size Determination

The sample size was calculated using Taro Yamane's (1964) formula, which applies the standard estimate margin error:

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

Where n = Sample size

N= Population (the total)

e= Appearance error or error margin which is normally 5% or 0.05

1 =Constant variable

$$n = \frac{1000}{1 + 1000(0.05)^2}$$

$$n = \frac{1000}{1 + 1000(0.0025)}$$

$$n = \frac{1000}{3.5}$$

$$n = 285.71$$

$$n \approx 286$$

Therefore, sample size approximately two hundred and eighty six (286) respondents. However, the respondents were chosen by random sampling.

3.6 Validity of Instrument for Data Collection

The research work was verified by my supervisor making sure that the questionnaire items developed out of the research questions really test the variables wanted to test. Where it does not agree corrections were made.

3.7 Reliability of Instrument for Data Collection

The questionnaires are first tested on the staff of other ministries like that of Ministry of Information that have similar characteristics with Ministry of Education, Enugu. This was done to find if the staff of Ministry of education Enugu is having the same experiences as that of their counterpart. Moreover, the following factors were put into consideration to ensure the validity and reliability of the questionnaires. The questions were clearly spelt out to avoid confusion. The

researching vocabulary and sentence structures were simple for easy comprehension. Ambiguous statements were avoided as much as possible.

3.8 Method of Data Collection

As mentioned earlier, the instruments used in collecting data for this project include questionnaires, organization journals, textbooks and review of other related literature on the subject. The research was carried out in a sequential manner. This was necessary, so as to finish the study on time and prevent the mistake that would arise from the procedure.

Primary Data: A questionnaire that was created and in-person interviews with certain members of the research population were used to get this data from the respondents.

Secondary Data: These were heavily utilised to help the researcher better understand the subject of the study. Secondary data was gathered from relevant publications and textbooks.

3.9 Method of Data Analysis

The first step of the data analysis process was presenting the results in a tabular manner for easy comprehension. The data collected via the use of questionnaires was presented and analysed using descriptive analysis, which included the use of simple percentages for the variables, utilizing the SPSS Version 25, the hypotheses are evaluated in a second stage that involves inferential analysis employing regression analysis at the important level of five percent. Because regression analysis is simple to perform and may reduce residual squares, it was used.

Decision Rule

A mean score of 3.00 or higher indicates agreement; a mean score of less than 3.00 indicates disagreement. Saunders et al. (2016) state that the null hypothesis (H_0) must be accepted if the p-value (calculated value) is greater than ($>$) the specified limit of significance (critical value). The alternative hypothesis (H_a) should be rejected otherwise. Conversely, the null hypothesis (H_0) is rejected and the alternative hypothesis is deemed correct if the p-value is less than 0.05.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Data Presentation

Table 4.1: Analysis of Return Rate

Response Label	Frequency	Percentage (%)
Returned questionnaire	278	97.2
Questionnaire not returned	8	2.8
Total distributed	286	100

Source: Field Survey, 2026

Out of the 286 responders, or 97.2 percent of the total, 278 completed the surveys. A statistical instrument, such as the SPSS v.25, was used to code the data obtained from the questionnaire, which served as the foundation for statistical evaluation.

Table 4.2: Demographic Characteristics of Respondents (N = 278)

Variable	Category	Frequency	Percentage (%)
Gender of Respondents	Female	168	60.43
	Male	110	39.57
	Total	278	100.00
Age of Respondents	18–25 years	60	21.58
	26–35 years	112	40.29
	36–45 years	67	24.10
	46 years and above	39	14.03
	Total	278	100.00
Educational Qualification	ND/NCE	100	35.97
	HND/B.Sc.	105	37.77
	M.A./M.Sc.	60	21.58
	Ph.D.	13	4.68
	Total	278	100.00

Years of Service	1–5 years	72	25.90
	6–10 years	89	32.01
	11–15 years	68	24.46
	16 years and above	49	17.63
	Total	278	100.00
Rank/Position	Junior Staff	118	42.45
	Senior Staff	109	39.21
	Management Staff	51	18.34
	Total	278	100.00

Source: Field Survey, 2026

The outcome displayed in Table 4.2 that 168 respondents, representing 60.43% of the total respondents, were female, while 110 respondents, representing 39.57%, were male. This suggests that women made up the majority of those surveyed. The dominance of female respondents suggests a relatively higher female representation in the ministry's workforce.

The age distribution indicates that 60 respondents (21.58%) were between 18 and 25 years, 112 respondents (40.29%) were between 26 and 35 years, 67 respondents (24.10%) were between 36 and 45 years, while 39 respondents (14.03%) were aged 46 years and above. The majority of respondents were between the ages of 26 and 35, according to this study, indicating that young and middle-aged workers who actively participate in public service activities make up the majority of the workforce.

According to the distribution of educational qualifications, 100 respondents (35.97%) had ND/NCE credentials, 105 respondents (37.77%) had HND/B.Sc. degrees, 60 respondents (21.58%) had M.A./M.Sc. degrees, and 13 respondents (4.68%) had Ph.D. qualifications. This

shows that most respondents had HND or B.Sc. degrees, indicating a reasonably educated workforce that may profit from training and development initiatives.

According to the results, 72 respondents (25.90%) had worked for one to five years, 89 respondents (32.01%) for six to ten years, 68 respondents (24.46%) for eleven to fifteen years, and 49 respondents (17.63%) for sixteen years or more. Many employees had significant work experience and were therefore well-positioned, since the majority of respondents had between six and ten years of service.

118 respondents (42.45%) were junior staff, 109 respondents (39.21%) were senior staff, and 51 respondents (18.34%) held managerial roles, according to the distribution of respondents by rank. According to this, junior employees made up the majority of responses, closely followed by senior employees, while management employees made up the smallest segment. A fair assessment of training and development procedures and their impact on ministry productivity is offered by the representation of various levels.

Overall, the demographics show that the respondents were usually female, between the ages of 26 and 35, had between six and ten years of work experience, had an HND or B.Sc., and were primarily junior staff. These characteristics suggest that those who participated had enough education and experience to provide reliable information about how training and development contribute to increasing civil service productivity at the Enugu State Ministry of Education.

4.2 Data Analysis

Table 4.3: Training and Development Affect Workers' Productivity and Performance

S/No	Response	SA (n, %)	A (n, %)	N (n, %)	D (n, %)	SD (n, %)	Total (n, %)	Mean
1	Training and development improve employees' productivity.	120 (43.17)	95 (34.17)	25 (8.99)	20 (7.19)	18 (6.47)	278 (100)	4.00
2	Employees perform better after attending training programmes.	115 (41.37)	100 (35.97)	28 (10.07)	20 (7.19)	15 (5.40)	278 (100)	4.01
3	Training enhances efficiency in job performance.	125 (44.96)	90 (32.37)	30 (10.79)	18 (6.47)	15 (5.40)	278 (100)	4.05
4	Development programmes improve employees' performance.	118 (42.45)	92 (33.09)	35 (12.59)	18 (6.47)	15 (5.40)	278 (100)	3.99
5	Lack of training reduces workers' productivity.	130 (46.76)	85 (30.58)	25 (8.99)	20 (7.19)	18 (6.47)	278 (100)	4.04
	Grand Mean							4.02

Source: Researcher's Field Survey, 2026.

Respondents' perceptions of how training and development impact employees' performance and productivity at the Enugu State Ministry of Education are shown in Table 4.3. With 120 respondents (43.17%) strongly agreeing and 95 respondents (34.17%) agreeing, the results show that most respondents believed that training and development increase employees' productivity, yielding a mean score of 4.00.

The table also reveals that 100 respondents (35.97%) agreed and 115 respondents (41.37%) strongly agreed that employees perform better after participating in training programs. This

resulted in a mean score of 4.01, which shows that respondents strongly agreed that training programs improve worker performance.

The statement that training improves work performance efficiency received the highest mean score of 4.05, with 125 respondents (44.96%) strongly agreeing and 90 respondents (32.37%) agreeing. This implies that training has a major role in increasing workers' effectiveness in doing their jobs.

In a similar vein, 92 respondents (33.09%) agreed and 118 respondents (42.45%) strongly agreed that development programs enhance workers' performance. The resulting mean score of 3.99 shows that most respondents thought employee performance was improved by development programs.

Lastly, with a mean score of 4.04, 130 respondents (46.76%) strongly agreed and 85 respondents (30.58%) agreed that workers' output is decreased by a lack of training. This result suggests that workers' capacity to perform well may be adversely affected by insufficient training chances.

The Enugu State Ministry of Education employees' productivity and performance are positively impacted by training and development, according to the overall grand mean of 4.02. The results indicate that increasing productivity, efficiency, and overall organisational success requires ongoing investment in personnel training and development.

Table 4.4: Relationship between Labour Turnover and Training and Development Opportunities

S/No	Response	SA (n, %)	A (n, %)	N (n, %)	D (n, %)	SD (n, %)	Total (n, %)	Mean
6	Training opportunities reduce employee turnover.	122 (43.88)	92 (33.09)	26 (9.35)	20 (7.19)	18 (6.47)	278 (100)	4.01
7	Lack of training increases employees' intention to leave.	128 (46.04)	88 (31.65)	24 (8.63)	22 (7.91)	16 (5.76)	278 (100)	4.04
8	Employees stay longer when training is available.	120 (43.17)	94 (33.81)	28 (10.07)	20 (7.19)	16 (5.76)	278 (100)	4.01
9	Poor training increases labour turnover.	126 (45.32)	89 (32.01)	25 (8.99)	20 (7.19)	18 (6.47)	278 (100)	4.03
10	Development programmes improve staff retention.	118 (42.45)	96 (34.53)	27 (9.71)	21 (7.55)	16 (5.76)	278 (100)	4.00
	Grand Mean							4.02

Source: Researcher's Field Survey, 2026.

Table 4.4 displays respondents' perspectives about the relationship between worker turnover and the training and development opportunities provided by the Enugu State Ministry of Education. The findings indicate that 122 respondents (43.88%) highly agreed, with a mean score of 4.01 and 92 respondents (33.09%) agreed that training opportunities lower employee turnover. This implies that the availability of training programs has a major role in lowering employees' motivation to quit the company.

The table also shows that 88 respondents (31.65%) agreed and 128 respondents (46.04%) strongly agreed that employees' desire to quit their employment is increased by a lack of training. The highest mean score of 4.04 among the questions shows a significant belief that employees' intentions to leave their jobs might be increased by insufficient training chances.

Similarly, 94 respondents (33.81%) agreed and 120 respondents (43.17%) strongly agreed that when training chances are offered, employees stay with the company longer. Training and development programs promote employee dedication and long-term retention, as seen by the mean score of 4.01.

Additionally, the results indicate that 89 respondents (32.01%) agreed and 126 respondents (45.32%) strongly agreed that inadequate training raises workforce turnover. The average score of 4.03 suggests that inadequate or poor training initiatives may be a factor in workers quitting the company.

Additionally, 96 respondents (34.53%) agreed and 118 respondents (42.45%) strongly agreed that development programs increase employee retention. With a mean score of 4.00, this statement suggests that employee development programs are crucial to keeping knowledgeable and experienced staff in the ministry.

The Enugu State Ministry of Education's training and development opportunities are strongly correlated with worker turnover, according to the overall grand mean of 4.02. The results imply that successful training and development initiatives not only improve workers' abilities and competences but also foster employee retention, organisational commitment, and job satisfaction while lowering labour turnover.

Table 4.5: Extent of Training and Development Opportunities Available to Staff

S/No	Response	SA (n, %)	A (n, %)	N (n, %)	D (n, %)	SD (n, %)	Total (n, %)	Mean
11	The ministry provides regular training opportunities.	105 (37.77)	95 (34.17)	35 (12.59)	25 (8.99)	18 (6.47)	278 (100)	3.83
12	Staff have equal access to training programmes.	98 (35.25)	92 (33.09)	40 (14.39)	28 (10.07)	20 (7.19)	278 (100)	3.79
13	Training programmes are frequently organized.	102 (36.69)	94 (33.81)	38 (13.67)	25 (8.99)	19 (6.83)	278 (100)	3.84
14	Staff are encouraged to attend training.	110 (39.57)	96 (34.53)	32 (11.51)	23 (8.27)	17 (6.12)	278 (100)	3.93
15	Training opportunities are sufficient.	95 (34.17)	90 (32.37)	42 (15.11)	30 (10.79)	21 (7.55)	278 (100)	3.75
	Grand Mean							3.83

Source: Researcher's Field Survey, 2026.

The respondents' opinions about the amount of training and development opportunities accessible to Enugu State Ministry of Education employees are shown in Table 4.5. The results indicate that 95 respondents (34.17%) agreed and 105 respondents (37.77%) strongly agreed that the ministry often offers staff training opportunities. This led to a mean score of 3.83, which showed that most respondents thought the ministry was trying to set up staff training programs.

The chart also shows that 92 respondents (33.09%) agreed and 98 respondents (35.25%) strongly agreed that staff members had equitable access to training programs. Although several respondents voiced concerns about equitable participation, the mean score of 3.79 indicates that training options are reasonably accessible to employees.

94 respondents (33.81%) agreed that training programs are regularly organised, while 102 respondents (36.69%) strongly agreed. The resulting mean score of 3.84 shows that most respondents thought the ministry regularly performed training events.

Similarly, 96 respondents (34.53%) agreed and 110 respondents (39.57%) strongly agreed that staff members are encouraged to participate in training programs. With the highest mean score of 3.93, this statement indicates that management actively encourages staff involvement in training and development initiatives.

Lastly, 90 respondents (32.37%) agreed and 95 respondents (34.17%) strongly agreed that training options are enough for staff growth. Although the somewhat lower score indicates that some employees think there should be additional training opportunities, the mean score of 3.75 shows agreement among respondents.

The Enugu State Ministry of Education offers training and development possibilities to a significant degree, according to the overall grand mean of 3.83. The results suggest that although the ministry offers frequent, easily available training opportunities and promotes employee involvement, there is still space for improvement in terms of growing and fortifying training programs to satisfy the developmental requirements of every employee.

Table 4.6: Challenges Hindering Effective Training and Development

S/No	Response	SA (n, %)	A (n, %)	N (n, %)	D (n, %)	SD (n, %)	Total (n, %)	Mean
16	Inadequate funding affects training programmes.	132 (47.48)	88 (31.65)	22 (7.91)	20 (7.19)	16 (5.76)	278 (100)	4.08
17	Lack of management support hinders training.	118 (42.45)	95 (34.17)	25 (8.99)	23 (8.27)	17 (6.12)	278 (100)	3.98
18	Poor planning affects training effectiveness.	124 (44.60)	90 (32.37)	24 (8.63)	22 (7.91)	18 (6.47)	278 (100)	4.01
19	Workload prevents staff from attending training.	120 (43.17)	92 (33.09)	26 (9.35)	22 (7.91)	18 (6.47)	278 (100)	3.99
20	Bureaucratic issues affect training implementation.	126 (45.32)	89 (32.01)	23 (8.27)	22 (7.91)	18 (6.47)	278 (100)	4.02
	Grand Mean							4.02

Source: Researcher's Field Survey, 2026.

Respondents' thoughts on the obstacles to efficient training and growth in the Enugu State Civil Service are shown in Table 4.6. According to the results, 88 respondents (31.65%) agreed and 132 respondents (47.48%) strongly agreed that training programs are impacted by insufficient financing. This statement had the highest mean score of 4.08, suggesting that a significant obstacle to the effective execution of staff training and development initiatives is a lack of funding.

The table also reveals that 95 respondents (34.17%) agreed and 118 respondents (42.45%) strongly agreed that training initiatives are hampered by a lack of managerial support. The average score of 3.98 indicates that respondents believe managerial support and dedication are crucial elements affecting training program performance.

Poor planning has an impact on training efficacy, according to 90 respondents (32.37%) and 124 respondents (44.60%) who strongly agreed. The average score of 4.01 shows that poor coordination and planning might make training and development programs less successful.

In a similar vein, 92 respondents (33.09%) agreed and 120 respondents (43.17%) strongly agreed that staff members' workload keeps them from attending training sessions. The resulting mean score of 3.99 indicates that employees' involvement in training activities is limited due to heavy job duties and work demands.

Additionally, 89 respondents (32.01%) agreed and 126 respondents (45.32%) strongly agreed that bureaucratic obstacles have an impact on training program execution. The efficacy of training and development initiatives is adversely affected by administrative bottlenecks and procedural delays, as evidenced by this statement's mean score of 4.02.

The overall grand mean of 4.02 shows that most respondents agreed that major obstacles to efficient employee training and development in the Enugu State Civil Service include insufficient funding, a lack of management support, poor planning, an excessive workload, and bureaucratic bottlenecks. The results suggest that resolving these issues will boost employee productivity and organisational performance as well as the efficacy of training initiatives.

According to the analyses of Research Questions 1 through 4, training and development greatly enhances worker performance and productivity, helps retain employees and lower labour turnover, and is reasonably accessible inside the Enugu State Ministry of Education. However, a number of issues, including insufficient money, poor planning, a lack of managerial support, an excessive workload, and bureaucratic obstacles, limit the success of these programs. Therefore,

improving training regulations and resolving these issues will increase public service output and overall organisational efficacy.

4.3 Test of Hypotheses

4.3.1; Test of Hypothesis One

H₀₁: Training and development does not have any significant effect on workers productivity and performance in Enugu State Ministry of Education.

Table 4.7: Result of Hypothesis Tested

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.896 ^a	.803	.802	.225539597642454	.803	1124.382	1	276	.000	1.832

a. Predictors: (Constant), TD

b. Dependent Variable: WPP

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	57.195	1	57.195	1124.382	.000 ^b
	Residual	14.040	276	.051		
	Total	71.235	277			

a. Dependent Variable: WPP

b. Predictors: (Constant), TD

Training and development (TD) and workers' productivity and performance (WPP) at the Enugu State Ministry of Education have a very high positive link, according to the Model Summary in Table 4.7, which shows a correlation coefficient (R) of 0.896. With a coefficient of determination (R^2) of 0.803, training and development account for 80.3% of the variance in workers' productivity and performance, with the remaining 19.7% coming from characteristics not included in the model.

After accounting for potential estimation mistakes, training and development still explain around 80.2% of the variation in workers' performance and productivity, according to the modified R^2

value of 0.802. Additionally, the Durbin-Watson value of 1.832 implies that there are no significant autocorrelation issues in the model, suggesting that the regression findings are trustworthy for drawing conclusions.

With an F-statistic of 1124.382 and a matching probability value of 0.000, the ANOVA table demonstrates that the regression model is statistically significant. The regression model is significant overall because the p-value (0.000) is below the 0.05 criterion of significance. This suggests that employees' performance and productivity at the Enugu State Ministry of Education are highly predicted by training and development.

The alternative hypothesis is considered valid and the null hypothesis (H_{01}) is not accepted relying on the ANOVA outcome, where $F = 1124.382$ and $p = 0.000 < 0.05$. The analysis comes to the conclusion that employee performance and productivity at the Enugu State Ministry of Education are significantly improved by TD. According to the report, funding staff development and training improves workers' abilities, proficiency, effectiveness, and general job performance, which greatly boosts organisational productivity. The model's high explanatory power ($R^2 = 80.3\%$) further indicates that worker's productivity in the public service are significantly influenced by training and development.

4.3.2; Test of Hypothesis Two

H₀₂: There is no significant relationship between labour turnover and availability of training and development opportunities in Enugu State Ministry of Education.

Table 4.8: Result of Hypothesis Tested

Model Summary^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.815 ^a	.665	.664	.223847489392799	.665	547.797	1	276	.000	2.099

a. Predictors: (Constant), TDO

b. Dependent Variable: LT

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.449	1	27.449	547.797	.000 ^b
	Residual	13.830	276	.050		
	Total	41.279	277			

a. Dependent Variable: LT

b. Predictors: (Constant), TDO

There is a high association between LT and TDO in the Enugu State Ministry of Education, according to the Model Summary shown in Table 4.8, which has a correlation coefficient (R) of 0.815. The availability of training and development opportunities accounts for 66.5% of the variance in labour turnover, with other factors outside the model accounting for the remaining 33.5%, according to the coefficient of determination (R²) of 0.665.

After controlling for sample mistakes, training and development opportunities explain for around 66.4% of the variation in labour turnover, as further supported by the corrected R² value of 0.664. The dependability of the results is supported by the Durbin-Watson value of 2.099, indicating that the regression model does not have a substantial autocorrelation problem.

The ANOVA result shows that the regression model is statistically significant, with an F-statistic of 547.797 and a matching probability value of 0.000. Considering the p-value (0.000) is less than the significance criterion of 0.05, the model is significant in statistical terms. This suggests

that employee turnover at the Enugu State Ministry of Education is significantly impacted by training and development opportunities.

The alternative hypothesis is accepted based on the ANOVA result, where $F = 547.797$ and $p = 0.000 < 0.05$. The research concludes that the Enugu State Ministry of Education's training and development opportunities and worker turnover are significantly correlated. The results show that employee retention and turnover intentions are greatly impacted by the accessibility of chances for training and development. In particular, sufficient training opportunities support employee engagement, retention, and satisfaction, which lowers labour turnover. Training and development opportunities are significant indicators of labour turnover within the company, as further evidenced by the high coefficient of determination ($R^2 = 66.5\%$).

4.3.3; Test of Hypothesis Three

H₀₃: Training and development opportunities are not really available to staff of Enugu State Ministries.

Table 4.9: Result of Hypothesis Tested

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change	Durbin-Watson
1	.941 ^a	.886	.885	.173809186846125	.886	2141.720	1	276	.000	2.039

a. Predictors: (Constant), TD

b. Dependent Variable: AVT

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	64.701	1	64.701	2141.720	.000 ^b
	Residual	8.338	276	.030		
	Total	73.038	277			

a. Dependent Variable: AVT

b. Predictors: (Constant), TD

4.3.4; Test of Hypothesis Four

H₀₄: There are no significant challenges hindering effective employees' training and development in Enugu State Civil Service.

Table 4.10: Result of Hypothesis Tested

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.935 ^a	.875	.875	.176108981266814	.875	1932.641	1	276	.000	2.035

a. Predictors: (Constant), TDCH

b. Dependent Variable: TEF

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	59.940	1	59.940	1932.641	.000 ^b
	Residual	8.560	276	.031		
	Total	68.500	277			

a. Dependent Variable: TEF

b. Predictors: (Constant), TDCH

Training and development (TD) and the availability of training opportunities (AVT) among Enugu State Ministries employees have a very strong positive association, according to the Model Summary in Table 4.9, which displays a correlation coefficient (R) of 0.941. This substantial association implies that more training possibilities for staff members are closely linked to advancements in training and development procedures.

Training and development account for 88.6% of the variation in the availability of training opportunities, according to the coefficient of determination (R²) of 0.886. This suggests that factors not included in the model account for just 11.4% of the variance. Even after accounting for potential estimating mistakes, the model's explanatory power is still quite good, as seen by the corrected R² value of 0.885.

Furthermore, the Durbin-Watson statistic of 2.039 shows that there is no substantial autocorrelation among the residuals, indicating that the data is trustworthy for statistical inference and the regression model meets the independence requirement.

The ANOVA outcome demonstrates the statistical significance of the regression model with an F-statistic of 2141.720 and a matching probability value of 0.000. The regression model is statistically significant as the p-value (0.000) is below the significance threshold of 0.05. This suggests that the availability of training options is highly influenced by training and development.

The alternative hypothesis is accepted based on the ANOVA result, where $F = 2141.720$ and $p = 0.000 < 0.05$. This shows that Enugu State Ministries employees have substantial access to training and development opportunities. The results show that training and development (TD) programs are crucial in guaranteeing that employees have access to training opportunities. TD account for a significant share of the training possibilities available inside the ministries, as indicated by the very high coefficient of determination ($R^2 = 88.6\%$). Consequently, the null hypothesis that employees of Enugu State Ministries do not actually have access to TD opportunities is rejected. Therefore, the study confirms that employees have access to TD opportunities, which greatly enhance employee development and organisational efficacy.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings

This study examined training and development as tools for improving civil service productivity in Enugu State Ministry of Education. Based on the analyses carried out, the following findings were made:

1. The study found that the benefits of training and development are substantial on workers' productivity and performance in the Enugu State Ministry of Education. The hypothesis test further revealed that the effect was statistically significant ($F = 1124.382$; $p < 0.05$).
2. The study established a significant correlation between the availability of training and development options and worker turnover. The ANOVA result indicated that the relationship was statistically significant ($F = 547.797$; $p < 0.05$).
3. The findings indicated that training and development opportunities are available to staff of Enugu State Ministries. The result was statistically significant ($F = 2141.720$; $p < 0.05$).
4. The study found that significant challenges hinder effective employee training and development in the Enugu State Civil Service. The hypothesis test indicated that the relationship was statistically significant ($F = 1932.641$; $p < 0.05$).

5.2 Conclusion

It concludes that training and development constitute indispensable tools for improving productivity and performance in the civil service. The study demonstrated that employees who participate in training and development programmes tend to perform their duties more effectively and efficiently than those who lack such opportunities.

5.3 Recommendations

The following recommendations were made:

1. The Enugu State Ministry of Education's administration ought to plan frequent, pertinent training and development initiatives for staff members. Employee knowledge, skills, competences, and general work performance will all improve as a result, increasing productivity.
2. The Ministry should provide continuous opportunities for employee training and career development. This will increase employee commitment, job satisfaction, and retention while reducing the tendency of employees to leave the organization.
3. The Ministry should ensure that training opportunities are accessible to all categories of employees irrespective of rank, department, or years of service. This will promote equal participation in capacity-building programmes and improve workforce effectiveness.
4. The Ministry should address issues such as inadequate funding, poor planning, excessive workload, bureaucratic bottlenecks, and insufficient management support. Eliminating these challenges will improve the effectiveness of training programmes and maximize their impact on employee productivity and organizational performance.

5.4 Contribution to Knowledge

By offering actual data on how training and development improve civil service productivity in Nigeria's public sector, this research adds to the body of previous work. The report highlights the obstacles that prevent training programs from being successful while especially illustrating how training opportunities affect employee productivity, staff retention, and organisational performance. Policymakers, public administrators, and human resource managers looking to

enhance employee performance and service delivery in government institutions can benefit from the findings.

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APPENDICES

QUESTIONNAIRE ON THE TRAINING AND DEVELOPMENT AS TOOLS FOR IMPROVING CIVIL SERVICE PRODUCTIVITY IN ENUGU STATE MINISTRY OF EDUCATION

Department of Business Administration

Management and Social Sciences

Godfrey Okoye University

Enugu State

21st March, 2026

Dear Sir/Madam,

I am a final-year student at the department and institution listed above. "Training and Development as Tools for Improving Civil Service Productivity in Enugu State Ministry of Education" is the subject of my research project. The purpose of this questionnaire is to gather the data required for the research to be completed successfully. You can be sure that any information you submit will be handled with the utmost secrecy and used exclusively for academic reasons.

Your real and truthful answers will be much valued. Please check (✓) the choices that most closely match your situation.

I sincerely appreciate your cooperation.

Yours faithfully,

Onyekachi Vivian Nnenna

QUESTIONNAIRE FOR THE RESPONDENTS**Section A: Bio-Data**

S/No	Item	Response Options
1	Gender	Male () Female ()
2	Age	18–25 () 26–35 () 36–45 () 46 and above ()
3	Educational Qualification	SSCE () ND/NCE () HND/B.Sc () M.Sc & above ()
4	Years of Service	1–5 () 6–10 () 11–15 () 16 & above ()
5	Rank/Position	Junior Staff () Senior Staff () Management Staff ()

Section B: Likert Scale (5-Point Scale)

SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

Research Question 1

Training and development affect workers' productivity and performance

S/No	Response	SA	A	N	D	SD
1	Training and development improve employees' productivity.					
2	Employees perform better after attending training programmes.					
3	Training enhances efficiency in job performance.					
4	Development programmes improve employees' performance.					
5	Lack of training reduces workers' productivity.					

Research Question 2

Relationship between labour turnover and training and development opportunities

S/No	Response	SA	A	N	D	SD
6	Training opportunities reduce employee turnover.					
7	Lack of training increases employees' intention to leave.					
8	Employees stay longer when training is available.					
9	Poor training increases labour turnover.					
10	Development programmes improve staff retention.					

Research Question 3

Extent of training and development opportunities available to staff

S/No	Response	SA	A	N	D	SD
11	The ministry provides regular training opportunities.					
12	Staff have equal access to training programmes.					
13	Training programmes are frequently organized.					
14	Staff are encouraged to attend training.					
15	Training opportunities are sufficient.					

Research Question 4

Challenges hindering effective training and development

S/No	Response	SA	A	N	D	SD
16	Inadequate funding affects training programmes.					
17	Lack of management support hinders training.					
18	Poor planning affects training effectiveness.					
19	Workload prevents staff from attending training.					
20	Bureaucratic issues affect training implementation.					