

THE IMPACT OF TRAINING ON EMPLOYEE PERFORMANCE IN DELTA STATE PUBLIC SERVICE FROM (2021 – 2025)

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ABSTRACT

This research analyzed the effect of training on the employee's performance in Delta State public services from 2020 to 2025. Six (6) institutions from where the data for the study were collected using purposive sampling method are Ministry of Finance, Ministry of Education, Ministry of Health, Office of the Head of Service, Delta State Civil Service Commission and University of Delta, Agbor. This study was guided by four (4) objectives: To determine the available training programs; to examine the relationship between training and employees' performance; to evaluate the role of training in increasing employees' productivity and efficiency; and to highlight the constraints militating against effective training implementation and delivery. This research was a descriptive survey research that is based on the human capital theory which uses a mixed-method through the application of questionnaire survey, in-depth interviews coupled with documentation analysis. The questionnaire were administered on 6,800 total population but 379 replied back thus giving a response rate of 95.5% (362 usable questionnaire were gathered). Stata version 17 and was utilized in analyzing the collected data using descriptive statistics and inferential statistics (Pearson product moment correlation, multiple regressions with all the three null hypotheses being rejected at $p < 0.05$ significance level). The results revealed that most trainings were workshops/seminars (84.3%), and in-service (78.5%), growth of ICT and digital skills training programmes (54.7%) through the period and concluded that there was a significant positive influence of training on employee's performance ($r=0.74$), employee's productivity ($r=0.69$), and employee's efficiency ($r=0.71$). The regression result indicate that all three individual training design variables (inputs) jointly explain 62% of variance in employees' performance where training design has significant positive influence ($=0.38$). The major constraints associated with trainings in institutions are insufficient budget/funding, no post - training evaluation, poor assessment of training needs, favouritism in training selection and weak work – and transfer of training to work place functions. Conclusion were draw that training is a significant and positive contributor to employee's performance but training benefit is compromised by institutional and structural constraints. As a way of mitigating these constraints and enhancing better performance in institutions it is recommended that a more robust and rigorous process for training needs assessment be put in place, institutionalization of training evaluation(s), adequate and protected training budget, a strong criteria for selection and transparent nomination of trainee must be implemented, a provision of a good and modern statistical software will enhance better institutional researches and evaluate

KEYWORD: *Training, employee performance, public service*

INTRODUCTION

For the effective operation of any organization within the public sector, employee performance plays a very important role especially in a developing economy like Nigeria where public administration reforms, service delivery and institutional efficiency are a topical issue. Training is considered to be a veritable instrument that has helped to improve employee ability, performance and output among public servants (Olaopa, 2022; Adebayo, 2023). In line with the present global reforms in the public sector and the ongoing efforts in meeting administrative reforms to make the public service more efficient in the country, in recent time there has been increased emphasis in training and workforce development within the Delta State public service (Federal Government of Nigeria, 2021; Delta State Government, 2025). Nevertheless, is it worthy of serious examination to explore the performance impact of these training programs on the state's public sector employees.

This research, therefore, aims to research into the effects of training on public sector workers performance in Delta State from year 2020 to year 2025.

1.1 Background of the Study

Training has increasingly become a strategic tool of enhancement for the public sector organisations performance. In the present day context of Nigeria, training remains a central pillar in bringing about the desired performance improvement, especially for Public servants, who serve as agents of change in bringing about the delivery of social services and governance reforms (Olaopa, 2022). The impact of training on job performance and overall performance of organisations is widely discussed and acknowledged (Adeola & Onuoha, 2017; Adebayo, 2023; Ogbojafor, Adebakin, & Kuye, 2024). According to Olaopa (2022), "public sector institutions must continue to develop their human capacity to deliver efficient, effective and responsive services in line with contemporary demands for governance and economic growth". Training helps employees acquire skills, knowledge and attitude that would aid them perform effectively in the office. Well planned training programmes leads to higher productivity and output. Salau et al., (2021) notes that organisations that consistently invest in employees training enjoy greater employee performance. Globally, it has become apparent in most modern organisations that investment in human capital is a strategic imperative for enhancing organisational productivity. In the public sector context, human capital management as a driver of organisational effectiveness is of immense significance where efficiency, service delivery and transparency are cardinal (Adebayo, 2023). Structured and well executed training programmes are expected to equip public servants with the requisite knowledge, skills and competencies that will lead to the enhancement of individual performance and organisational efficiency. It has been suggested that training is a process of learning a specific knowledge, skills or ability through professional education, exercise or the help of an expert or instructor. Ezeani & Okafor (2021) asserted that training plays a vital role in enhancing organisational performance by helping individuals and teams to achieve their objectives, identify and solve problems as well as adapt to changes in the environment. In the Nigerian context, there have been numerous reform initiatives aimed at improving efficiency, effectiveness and productivity of the public sector. Most of these reforms consistently address the critical issue of training and human capacity development (Bamidele & Olumide, 2022). Such initiatives range from basic orientation courses to sophisticated in-service and leadership training programs. Recent reforms in Nigeria Public service that enhance workforce capacity includes ICT trainings for all Public servants; digital skills acquisition and online training programmes for all public servants. These reflect a growing understanding of the crucial role of trained public servants in the nation's developmental agenda (Federal Government of Nigeria, 2021). In line with the global and national emphasis on human capital development, the Delta State public service, as one of the state administrations in Nigeria, has also been a focal point of various training and capacity development initiatives. As at 2020, Delta State public service structure consist of 25 Ministries, 4 extra-Ministerial departments, and other Agencies. These agencies employ several thousand of people. Successive governments and administrators in the state have acknowledged the need for effective capacity building of public servants to improve service delivery and ensure efficient administration (Ogbojafor et al., 2024). As a consequence, a variety of training programs and workshops have been conducted to enhance the knowledge, skills and attitudes of public servants in the state. This includes general skills development programmes, professional technical training, management and leadership training, etc. In addition to other measures, the Delta State government's strategic planning document, the Delta State Medium Term Development Plan (2024-2027) identifies "capacity building and institutional strengthening" as a priority pillar for achieving sustainable development (Delta State Government, 2025). The plan emphasises "upscaling digital capacity of civil servants to deliver effective and efficient public services" (Delta State Government, 2025), highlighting the increasing emphasis on digital literacy and other modern skills. This indicates a commitment at the state level to use training and capacity building to drive public sector performance and support overall development goals.

Recent development of ICT use and rapid application of technology have added urgency to training needs within the public sector as an essential tool to enable public servants keep up with new administrative technologies. Consequently, trainings such as "training in electronic governance (e-governance)," "training on modern record management systems," "online training on ICT for effective service delivery, etc have become prevalent in Delta State public sector since 2020 to enhance administrative capacity and productivity in a more technologically evolving society. Studies show that training in computer literacy significantly improved the performance and productivity of public servants in Nigeria (Olaopa, 2022; Nwankwo, Kanu, Eboatu & Kanu, 2023). However, despite the importance of training, the impact and effectiveness of many of the existing training programs in Delta State may be limited. Various research has revealed a number of factors that limit the effectiveness of training, including lack of proper training needs analysis, inadequate funding for training, poor training curriculum development, lack of training evaluation, and disconnect between training content and employees' needs (Ezeani & Okafor, 2021; Bamidele & Olumide, 2022). Poor choice of training participants can also militate against the effective outcome of the training. Another pertinent factor is the transfer of learning from training to the workplace. Merely providing a training program does not guarantee improved employee performance; rather, such improvements occur when the employees effectively transfer the knowledge and skills gained from training back into their daily work tasks (Salau et al., 2021). Many challenges exist in the public service which may hinder effective transfer of training. These can include inadequate training resources and facilities, and work place rigid rules and regulation and also lack of encouragement or supportive organizational culture to apply the new knowledge. There exist contradictory finding in empirical researches concerning the impact of training on public servant performance especially within a sub national government such as Delta State, Nigeria. Some scholars argued that training has positive and significant effect on public servant productivity while others suggest that it had minimal or no significant impact on performance (Oghojafor et al., 2024; Nwankwo & Kanu, 2023). These disparities in findings emphasize the need for a thorough research in understanding how training impacts public servant's performance specifically in the Delta State. Consequent on this reality, this study investigate the impact of training on the performance of public servants in the Delta State, Nigeria within the period 2020-2025 with a view of providing robust empirical evidence that can serve as a basis for the improvement of public servant's training and development strategies, and for enhancing public sector performance generally.

Statement of the Problem

Although the importance of training as a driver of employee performance in public organizations, and indeed in Nigerian public service and Delta state specifically has been extensively recognized, there remains the concern that despite increased investment in this area, problems persist such as inefficiency, low productivity and poor service delivery within the public service. This problem question is whether the existing training programmes have actually lead to a desired increase in the performance of the public servants and for the overall organization. It is noted in the public service training circles that majority of the trainings are often improperly conceived, irregularly conducted, lack clear objectives, have no linkage with the actual tasks and responsibilities of the public servants and that there is minimal if not, outright absence of evaluative assessment of the outcomes and impact of such trainings.

Other issues observed which undermine training effectiveness are often lack of adequate budgetary allocation to training, prevalence of nepotism/favoritism in training sponsorship and inadequate, poor, outdated and out of place training infrastructure (Ezeani & Okafor, 2021).

The foregoing raise fundamental questions on the effectiveness and utility of existing training efforts within the Delta state to drive employee performance.

1.3 Aim and Objectives of the Study

The main purpose of this study is to critically examine how training has impacted on the performance of public sector employees in Delta State between 2020 and 2025. This broad objective of this study can further be broken down as follows: 1.

To examine kinds of training programs within the Delta State public sector.

2. To critically examine the relationship between training and the performance of employees in the public sector in the Delta State. 3. To analyze critically the effectiveness of training programs in augmenting job productivity and efficiency in the workforce. 4. To pinpoint at any constraints inhibiting the implementation of training programs in the Delta State public sector. 1.4 Research Questions This research study is guided by the following research questions: 1.

How does training impact on the overall performance of employees in the Delta State public sector? 2. How does training impact on the productivity of employees in the Delta State public sector? 3. How does training impact on the efficiency of employees in the Delta State public sector? 4. What are the impediments confronting effective execution of training programs in the Delta State public sector?

1.5 Research Hypotheses The hypotheses to be used are non-directional (i.e. Two tailed) since the research intends to study whether a significant effect exists between training and the performance of employee in Delta State public sector without any predetermined expectation of how that relationship should turn out. H01: There is no significant relationship between training and employee performance in Delta State public sector H11: There is a significant relationship between training and employee performance in Delta State public sector.

H02: There is no significant relationship between training and employee productivity in Delta State public sector H12: There is a significant relationship between training and employee productivity in Delta State public sector.

H03: There is no significant relationship between training and employee efficiency in Delta State public sector H13: There is a significant relationship between training and employee efficiency in Delta State public sector. 1.6 Significance of the Study This research is significant in so many respects to many people and organizations. First, to academic knowledge. By providing a detailed account on the relationship between training and the performance of employees in the public sector, it brings to the academic world an additional understanding of such a relationship in the context of sub-national and developing contexts.

In doing so, it fills some gaps in the existing human capital development literatures.

Second, it has implications for policymakers and managers within the government in Delta State. This study, upon completion can assist to develop appropriate policy initiatives to manage and leverage the impact of training programs on workforce productivity and service delivery on all the different sectors. It helps policy formulation by providing guidance for policies and strategies on how to manage workforce and improve service delivery.

Third, for empirical relevance, this work relies upon the provision of evidence from collected data that pertains to impact of training on performance of employees in a defined time-span of 2020-2025. It offers unique data that examines the effect of training on work performance in Delta State public sector which to some extent adds to extant knowledge and to the future research endeavors maybe to make comparison with some other sub-national public services or public institutions in other states of the country. 1.7 Scope of the Study This study focused on the impact of training on public sector employees, using the Delta State public sector and the period, from 2020 - 2025, to make an extensive investigation into training practices and their outcomes on performance outcomes over time.

The following government parastatals in Delta State were selected, covering ministries, departments and agencies of government in the Delta State public service to investigate how training can influence the performance of workers of an organization including but not limited to training from workshops, seminars, on-the-job training and others professional courses and training etc.

1.8 Limitations of the Study

This research is not without its limitations. They include the limited access to official government records, possible biases that may be influenced by the respondent, and also limited time. This research may also be prone to bias because some of the responses would depend solely on self-reportage by employees, although attempts would be made to enhance the validity and reliability of results with the application of standard research methods.

1.9 Definition of Terms

Training: A systematic way to develop skills, knowledge and ability that leads to the improvement of worker performance. Employee Performance: The quality level an employee executes their tasks and work roles with regards to the productivity, efficiency and effectiveness. Public Service: Government institutions responsible for implementing government policy and providing services to the public. Capacity Building: Process geared at improving the competencies of an individual or an institution. Human Capital Development: The ability to improve employee's competencies, education, experience to contribute to organization performance. Training Needs Assessment: A method used to determine a gap between the existing worker performance and the desired worker performance to plan training programs. Productivity: A measure of the efficiency at which an employee generates an output with a given amount of input and resources over time. Efficiency: The competence with which one achieves tasks and aims while minimizing time, energy and resource expenditure. Transfer of training: The ability to apply the skills and knowledge learned in a training course at the workplace.

LITERATURE REVIEW

The scope of this chapter is to take a survey of related literature that discussed training's impact on employee performance with reference to public service and in Delta State of Nigeria. The reviewed area is segmented in a logical sequence as a to look at issues related to concepts and theories, findings of previous researches and closely related topics which tend to explain the role or significance of training on performance of employees, There is concern for the development of the human resources of organizations as an imperative vehicle to better performance in organizations, in recent times; the governments of the developing countries are deeply engaged in planning or initiating skill development and training plans as effective strategies to develop the capacity of their employees and enhance their efficiency (Olaopa, 2022; Bamidele & Olumide, 2022).

Such increased attention to training in the public sector seems largely attributed to the pressures arising from complexities of administrative management, technological development, increased demand for efficiency and greater public accountability and transparency in governance (Olaopa, 2022; Oghojafor et al, 2024). Evidence abounds that training improves employee's knowledge, skills and attitudes that significantly enhance his/her performance (Salau, Worlu, & Osibanjo, 2021; Obiageli & Uzochukwu, 2022; Nwankwo & Kanu, 2023). However, the extent to which training could enhance employee's performance is contingent on how the training programmes are designed, delivered and evaluated (Nwankwo & Kanu, 2023; Salau et al, 2021). It is, therefore, pertinent to provide a review of existing literature that highlights what has been documented concerning training and employee performance.

2.2 Conceptual Framework The concept of training could be described as a structured effort aimed at modifying or improving employee's competence and ability to do a job better.

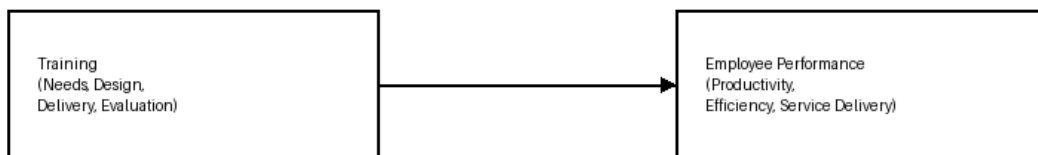
It comprises organized and systematic process to change individual's knowledge, skills and attitudes towards the performance of his/her role and responsibilities and towards the organization (Ezeani & Okafor, 2021; Bamidele & Olumide, 2022). The emphasis in modern human resource development management is on training as a key driver of performance. Training and development has shifted from being perceived as a mere routine, operational and administrative task to that of a strategic tool and investment in human capital that yields both long-term and short-term payoffs in terms of

increased productivity and output, improved innovation, and service delivery quality (Adebayo, 2023; Oghojafor et al., 2024).

In the context of public service, the effectiveness and performance of employees are directly tied to the performance of government institutions. The concept of employee performance is widely understood to be the degree to which an employee performs work effectively and efficiently. Performance measures commonly focus on such factors as productivity, quality of work produced, speed, initiative and adherence to standards (Adebayo, 2023; Salau et al, 2021).

Within the public sector environment, employee performance is measured in terms of the responsiveness to citizens' needs, transparent and accountable delivery of services.

In the conceptual understanding of the relationship between training and employee performance, the assumption is that improvement in an employee's knowledge and skills through training directly or indirectly enhances the performance of such employees. Improved knowledge and skills may increase employees' ability to perform tasks effectively, reduce error rates, increase confidence in performing duties, improve decision making ability and boost work attitudes (Obiageli & Uzochukwu, 2022; Nwankwo & Kanu, 2023). In Delta State, capacity building for public servants has been advocated by government policies to improve public sector performance. In the Delta State Medium Term Development Plan (2024-2027), institutional development, workforce and digital capacity building were identified as the crucial drivers to improve performance of the state government (Delta State Government, 2025).



(Figure 2.1: Schematic diagram of conceptual model) It clearly shows training and the role it plays in the employee's work experience. Dependent the dependent variable of the equation is the performance which includes effectiveness efficiency and the nature of services while the independent variables training and employee training are considered to influence employee performance through a number of steps comprising of need assessment, planning and Design, training program implementation or delivery, and training evaluation which directly leads to improved the service delivery by employees.

Beyond the general definition of training as a structured effort to modify competence, it is useful to distinguish among the different categories of training commonly deployed in public institutions, since the conceptual model adopted for this study treats training not as a single event but as a design variable made up of distinct components. Induction or orientation training is typically administered to newly recruited staff to familiarize them with organizational rules, procedures and culture, while in-service training targets serving staff and is aimed at updating or upgrading existing competencies to meet changing job demands (Ezeani & Okafor, 2021). Mandatory or statutory training, which in the Nigerian public service context includes compulsory ICT literacy and anti-corruption compliance courses, is distinguished from developmental training, which is discretionary and tied to career progression, such as leadership and management courses for officers being groomed for higher responsibilities (Adebayo, 2023). This categorization matters for the present study because the six institutions sampled were found to differ markedly in the mix of training types offered, with workshops and seminars, largely developmental in nature, dominating over more structured in-service and mandatory training, a pattern that has implications for how systematically training needs are identified and addressed across board.

The conceptual model in Figure 2.1 further situates employee performance as a function not merely of whether training occurs, but of how well each stage of the training cycle, namely needs assessment, design, delivery and evaluation, is executed. Needs assessment, sometimes referred

to as training needs analysis, is the diagnostic stage at which an organization identifies gaps between current and required performance levels, and it typically proceeds at three levels, namely organizational analysis, task analysis and person analysis (Salau et al., 2021). Design refers to the translation of identified needs into a structured curriculum, with clearly stated learning objectives, content, methodology and duration, while delivery concerns the actual conduct of the training, whether through classroom instruction, on the job coaching, e-learning or blended approaches. Evaluation, the final and frequently neglected stage, involves measuring the extent to which training has achieved its intended objectives and, more importantly, whether the resulting behavioural change has translated into improved job performance (Oghojafor et al., 2024). It is precisely because these four stages are often weakly implemented in sequence, rather than because training itself is absent, that studies across Nigerian public institutions consistently report a gap between the volume of training conducted and the performance outcomes realized. Theoretical Framework Human capital theory Human capital consists of intangible values or properties and should ideally be nurtured. This includes a number of values that the human species can contribute in the economy, considering that all humans possess skill that we should train or develop, a phenomenon that is called 'human capital theory'. That human capital theory states the necessity of realizing the positive outcomes generated by investment in human capital resources like skills, and capacities, educational skill-and health level- that a certain kind of personnel need to develop by investing in it, (Welch, 1975). According to Becker (1964) the benefit of some kind of training in human capacity could be viewed as an investment that result into either an improvement of a worker and his productivity.

Human capital can be Developed in process of training or make employees expert, such as teaching in-organization process help to grow their human capital. A(Adebayo, 2023) notes that the goal of training is primarily the investment in employee attributes like the skill knowledge capacity, ability and others factors to improving employees attributes that enhance organization's performances. This argument support human capital view on the fact that training investment increase productivity when job design is considered by management. Human Capital Theory can be applied in Public Service Nigeria, we found out that training is seen as a pathway for career progressions across cadres in the Public Service of the Federation, This is reflected in Federal Ministry of Establishments, Rules of Public Services, 2021, Federal Republic of Nigeria, that emphasized training, retraining, professional and capacity building as tools for all the Federal Civil Service career progression in Nigeria Public Service Sector, in the case of Nigeria's Delta State we also see investment through the provision of training for capacity building initiatives within the various sectors in line with the theory, they can also be used to improve the delivery of services to the public and enhance institutional performances for growth in their system.

In addition, this paper draws on theories of motivation; explaining how training leads to behavioral change of employees in an organization. This is justified in this paper since it's on the relationship between the training-employee-job. Maslows' Hierarchical Need Theory (1943) explained humans' behavior on the basis of hierarchy of needs. Starting from physiological to safety, belongingness, esteem to highest-level self-actualization as need state would influence human behavioral process towards achieving some higher ends. At public sector, especially in Nigeria's Delta state, it is believed that through professional training people can achieve self esteem, social esteem; among their employees (Olaopa, 2022) and recognition that eventually leads to job satisfaction and positive behavioral changes. But the fact remain that if employees are not earning well, there are not secure in the organization, for, no worker can be meaningfully influenced by what ever professional training(especially in public sector) if there are no basic needs satisfied(given problem of not getting paid in Delt State public service system that has raised serious issues). Another motivating factor is as Herzberg two-factor theory (1959) separates two sets of factor: hygiene factor; absence of these can lead to dissatisfaction but their present cannot be motivating such as pay, company policy, relationship, personal life, status, working condition and job security and motivators that if these are present; they cause good or higher motivation, in the context of public, professional training

may serve as motivational factor, which can make employee satisfied to their work, due to they offer opportunity to increase competence of work for recognition by others (Ezeani & Okafor, 2021) On the other hand, even if, trainings are well designed there are many reasons that could demotivate people from participating into them, since they might relate to other factors as the insufficient budget/funding. That would result to job frustration rather than job motivation; thus affecting their overall organization performances. Furthermore, Vroom's expectancy theory (1964) suggested that individual's motivation level depends on the 'valence' 'instrumentality' and 'expectancy' that the individual attach to the certain out comes which in-turns makes positive out come to occur. People motivate by work not as end, but a process for attainment other desired 'out come'. If employee perceives that they will get what they are value by participation in professional training(as advancement etc.), as for Delta state public system (training) this will create and influence employees motivate to behave positively, in particular when their believed the level of the training's impact on the achievement which, is tied to a reward (Nwankwo & Kanu, 2023). In term of the work in this paper, human capital, Maslow and Herzberg and Vroom as listed above help the study to analyze the correlation between employee, training and job performance from different perspectives of theorization; which human capital theory establishes how professional training influences their capacity while behavioral theory explains the psychological mechanism through which they may change and/ or react based on their participation in professional training, This helps to explain some of the barriers and enable better policy design in the public sector in Delta State especially on those employees that are to participative. A complementary view to Becker's (1964) concept of Human capital theory is its distinction between general and specific training. Specific training makes an employee to acquires particular and specific skills that are useful in an organization only (for example; knowledge on organizational software, regulation and the procedures), thus not useful to another organization. Therefore, there is a vested interest for the firm to invest on in specific training since the risk of worker leaving the organization with its investment is low. Specific trainings require the organization to take all the necessary financial responsibility for employee development. General training makes employee gain knowledge/ skills, transferable outside the organization (for example; language or general communication skills, computer literacy etc.). If workers acquire this general knowledge/ skills, they might leave for better employment (high wages and promotion, etc) outside the organization . Employers prefer to make the employee share the costs with them, in such instance or by providing less salary to workers, as a cost-cutting measure. For example In case of ICT training or digital capacity training the trainees learn skill set some has some specific component. And some are generic(which can be readily use any where). If the institutions or organizations, invest in general training; then workers have incentive to invest more in self, and have some share of training cost, In case of the Delta State, due to most employees in the public sector received generic(such as computer training or digital training) trainings and their capacity enhanced in line with human capital investment to their capacity/productivity level; however, many factors influences it, such as how well do the institutions invest in the training of their employee, and their willingness to invest(because training is not free). So human capital Theory is use for justification. Social exchange theory, as described by Blau (1964), focuses on relationships between individuals as patterns of reciprocity and on how these exchanges contribute to motivation. This framework highlights workplace interactions and is thus an ideal accompaniment to theories related to employee performance. Based on the logic that an investment reciprocates and supports behavior, the theory's proponents assert that if the employees at any given workplace are perceived to be beneficiaries of their organization's significant financial investment or resources allocated to training initiatives, they will feel obligated reciprocally by increased effort, enthusiasm and loyalty on their job(Nwankwo & Kanu, 2023). For instance; employee are highly recognized and reward at job when they actively participate in training opportunities in public sector, in contrast, it is perceived that if employee perceive favoritism or discrimination based on the training allocation which were the factors that have been pointed to earlier, their psychological inclination will drive them to reduced their productive behavior, thus

Social exchange Theory will play a good role in analyzing why some public servants do behave in ways which are negatively impacted.

Kirkpatrick's Four Level Model of Training Evaluation (1994), further mentioned in this study as the conceptual basis for the suggested post-training evaluation framework, is another theoretical underpinning of this research. According to this model, the worth of any training activity should be measured through four ever escalating demanding levels. The first level, reaction, refers to participants' opinion of the training, how they felt about the training's relevancy, delivery and organization of the training session which could be commonly obtained using end training feedback forms. Learning refers to how well participants increased their knowledge, skills or attitude due to the training which is typically tested with before and after training examination. At level three, behaviour, participants can be questioned whether their learning transferred to the workplace by observing changes in their job performance which closely addresses what will be called "the transfer of training" later in this study chapter. The most formidable level is the fourth, which aims to measure whether training results in organizational profit in the form of increased productivity, efficiency, better service delivered and thus it is more or less in tandem with the outcome variables that are at stake in this present study (Kirkpatrick, 1994). It is important that Kirkpatrick's model of training should be discussed in light of the present study theory because the challenge facing those institutions under investigation, which is the absence of proper post-training evaluation. Such deficiency at the highest degree reflects the institutions' incapacity to move beyond level one, as the last three equally, if not more, consequential, steps namely reaction, behavior, and the fourth which could be the organizational profit would therefore largely unmeasured, thus the institutions may have very little of proof whether they reap expected benefits from their investments in training. The civil service comprises the entire body of permanent paid officials who are engaged in the administration and implementation of government policies and programmes except for political office holders, officers in the Armed forces, and judiciary personnel (Adebayo, 2023). In Nigeria, the civil service dated back to the colonial administration and was predominantly in service of colonial interest; it has witnessed a series of reforms aiming to align with its responsiveness to national developmental needs, including: the Udoji reforms of 1974; the 1988 civil service reform and another reform tied to the recent revision in Public Service Rules (Federal Government of Nigeria, 2021). In addition, civil service refers mainly to various ministries, departments and extra-ministerial agencies operating at both federal and state government while the public service broadly inclusive the parastatals, public corporations and various schools such as university and polytechnic students etc. (Bamidele & Olumide, 2022). Some key features that have historically distinguished the civil service from the public service sector is that it upheld by principles of professionalism, anonymity, neutrality, permanence and hierarchical structure intended to bring continuity in government policy regardless of who or how far the administration changed. While maintaining this set of principles, Okonkwo and Eze (2022) argue that civil service continue to be characterized by bureaucratic bottle neck, low moral, dearth of planning in manpower development and a rising skill deficit among civil servants that training or capacity building initiatives is to meet. Considering this reality, training at various cadre within the civil services, especially at state government is gaining prominence in discussions about public service reforms because that civil service remained the channel for bringing the state governments' agenda including those of the six institutions within the scope of this study into practical services that citizens expect. At the sub-national level in the case of Delta State it had historically employed, on a unified grading structure from Grade Level 01 (entry point) to Grade Level 17 at the Permanent Secretary/Director level (Bamidele and Olumide, 2022). However, an individual's Grade Level often influenced the degree of access to opportunities for training - particularly those for leadership and management-which implied junior officials (arguably benefiting greatly from early exposure) could encounter relatively few organized learning experiences when compared to their more senior colleagues. Subsequent reforms aimed to enhance the quality of the civil service from the earliest Ayida reforms of 1997 to the introduction in 2004 of SERVICOM initiative to define and promote a culture of improved service

del 'very in fed ral and st ie government agencies have continuously identified capacity building as a critical issue; however, Okinkwo and Ezekee point to a developmented inadequate implementation at the sub-national level in specific states, such as Delta State, owing to poor administrative resource base and inadequate supervisory institutions (Okonkwo and Eze, 2022). Beside these characteristics, the organization alulture typical within the civil s rvce has b n characterized by procedural orientation and high reliance on regulations and rules which although designed to foster account ility, transparency y, continu y and efficiency are often interpreted as an impediment to innovation and creativity; a culture that promotes resistance to change. When training in the civil service is undertaken, particularly where the orgnizationalc ltute is rigid. It may 'bcome just a ritual process aimed a s'itlf 'ngadministrative procedure rather than an instrument designed to Equip people with practical skills needed to perform effectively- in the delivery of sevice', a process that resonate quite closely with a central finding herein - the lack of prior assessment nor postt am ng evalu ation processes employed within the surveyed organisations. 'fhe civil service is there fore both a structure and a cu ltural phenomenon and a full und rstandiig must take both intoaccountl.

Public service of Delta state The public service of Delta state represents the network not only of state government civil servants but also other institutions involved in their agencies' provision of public services across Delta state i.ncludes both civil servants attached to Ministries/Extra ministerial Depts., Parastatal institutions, tertiary education institutions etc.. At 2020, the organizational structure the Delta State Public Service has twenty-five (25) ministries. Four (4) extra-ministerial d 'epartments and a considerable no. Of state enterprises and agency , employs tens thousands worker across the three(3) Senatorial Districts in the state (Delta State Government, 2025). The Civil Service Commission is a state executive body. The State of Delta Civil Service Commission has been entrusted with the responsibility for appointing , promot ng &d taking decislon to dlsmit any o ffer in its cadre, whereas; the office of the Head of the state is respsnble for coordination of the implementat ' i n of policies as well a s for welfare and trai ing programs of state civil servant; the State Civil Service is suffering with workforce overload In some sectors and severe workforce shortage in the critical areas which can possibly be bridged by training interventions (Chukwuemeka, 2022). T 'he Delta State 5-Year Medium-Term Developmen Plan (2024-2027) is focused on building & capacitating & strengthening state level'Public Servant; The vision highlights plans for digitalizing servicesdel ' ' ery to citizens of Delta state, this indicates a high awareness of governme t t hat trained workforce is indispensable in achieving this goal (Delta S'tate Gornernent', 2025). Indeed, the decision to include the state s University (Uni_versit ' 'of Delta, Agbor), represents's tate go\vernnt ' s implicitacknowledgemeant ' tht pubic service extends far bcy'oyd the tra dltoal, mi 'in 'st ries/d partmentand include tertiary Ed.. Tutions 'd ,d minlst t 'rtive personnel.

For the particular institutions studied, Ministries of Finance and Health could be described as the 'technical ministries' whose staff (especially those in accounting, budgeting, and clinical and public health cadres) need rigorous, frequently updated, specialised training to keep pace with changing financial regulations, clinical and health reporting guidelines, while Ministries of Education and the University of Delta, Agbor would be the 'education ministries' with both administrative and academic related training needs (Delta State Government, 2025). The Delta State Civil Service Commission and the Office of the Head of Service play coordination and oversight functions across the entire service and thus training policies of these two bodies have a spillover effect on all or most ministries/agencies (Delta State Government, 2025). This structural variety amongst the sampled institutions implies that general trends such as the prevalence of workshops and seminars over other modes of in-service training may reflect, not merely institutional preference but also state-wide training policy choices irrespective of ministry sector. This structural diversity among the sampled institutions is important to the interpretation of this study's findings as it suggests that observed patterns, such as the predominance of workshops and seminars over more structured in-service training, may reflect not merely individual institutional preference but broader state level training policy choices that cut across sectoral boundaries. Delta State's public service workfoce planning has also had to contend with the effects of periodic government reorganization, including the

creation, merger or renaming of ministries and departments, which can disrupt continuity in training programming and budgeting from one administration to the next (Oghojafor et al., 2024). In addition, the states peculiar geograhly spanning riverine, upland and urban local governments across its three senatorial districts have Historically made it difficult to train personnel across the service as accessibilities, for those in urban local governments such as Asaba, and Warri is a lot better than those in rural riverine or upland regions, especially when programmes are being run in the state capital. While the present study has as a primary research issue other concerns than geographical considerations of training access, it cannot be ignored that there is a disparity in accessibility, access to various trainings, which as seen in other contexts tends to be of great issue in Nigeria State public service (Chukwuemeka, 2022).

Training and Human development Generally speaking of what human development in a workplace implies, then, in an organisation 'building team capacity through training, mentoring and career path, creating and maintaining a high-skilled team working towards common goal and develop the potential and well-being of people' is called human development (Ezeani & Okafor, 2021,p. 50). Since training has been treated as specific effort to Improve peoples competencies it also serves as one component in the broader structure of human development which is an expansive concept that also embraces mentoring, coaching and in- organisational job rotation. In public sector, both on-job (job rotation and mentoring, coaching) and off-job (conferences, courses, workshops and development programmes (Salau et al. ,2021) forms the process of public sector HRD development and training. They argued that 'modern development has seen the Nigerian public service move towards the development of IT and digitised capacity building that responds to need for e-governance, and delivery of digitalized services'. The present study corroborates this notion by finding the growth in IT and ICT related areas. Unlike training as a single event human resource development is about the process and continuity (Oghojafor et al., 2024) which relies on and requires the integration and interconnection of individual training initiatives to build the career and capacity development path for each personnel, and it is not a disjointed, piecemeal effort. Theoretical underpinnings the andragogy theory on adults learning: Andragogy was founded by Knowles (1980) to provide guidelines on 'How to train adult' individuals. The core concepts of the andragogy concept states that adults tend to be self-directed, have a wealth of life experience, are interested in learning those things that are relevant to the solution of their actual problem, and prefer to be given the opportunity for and problem centered learning. Relating the above points to public sector training programmes, and considering that training is about actual job problems in the public sector, then lectures isolated from the day to day challenges could not be as helpful as real work problems-based programmes involving case, simulation, problem-solving activities and even role play as the case may be Ezeani & Okafor, (2021). Hence, the existence of more workshops, and seminar which can be observed as a common mode of training may not carry much meaning in view of andragogy if not made interactive, engaging and if not linked with some action plan or project that participants will see completed before/ after the training itself. Human resource development can be defined as those activities designed to strengthen an employees knowledge base and skills, including formal training programs that prepare an individual to do their job or assist them to take on a bigger responsibility in a organisation (Salau et al., 2021,p.123). Succession planning is a critical part of human development that involves in systematic preparation of subordinates for appointment to higher post by way of mentoring, shadowing and rotating within organisations that they serve(Nwankwo & Kanu, 2023). A survey showed that in some Nigerian states' civil service, there are very few formal plans to prepare their potential workforce's for future leadership, or to provide sufficient support for professional, academic and managerial staff. When officers are trained to do their present jobs, the organisation may face skills obsolescence that is why the development programs and planning seem very crucial (Nwankwo & Kanu, 2023,p.167), the fact that this study did not reveal any of form success plan in its assessment of training initiatives undertaken by the organisations under study. Also the nearabsence of any discussion or mentions

about any form of longer terms professional career development programme indicates that human resource development practice in studied states organizations is tilted toward just providing the employees the requisite 'skills' and knowledge 'just for job-task fulfillment rather than fostering the holistic' and dynamic 'career- development path for employees'.

Labour Union and Employee Training Labour unions are significant stakeholders in the arena of Nigerian public sector industrial relations and play a major role in defining the framework governing training and welfare. Formal employee organizations like the Nigeria Civil Service Union, Senior Staff Association of Statutory Corporations and Government Owned Companies, and unions representing those working in the health and education sectors, actively engage the state and federal governments with a view to addressing concerns surrounding staff welfare, promotions, terms of service, and the opportunity to access training and develop capacity. Ibrahim and Suleiman (2023) note that in numerous state governments, unionized workers have utilized both collective bargaining and on occasion, industrial strikes to advocate for a fairer and more transparent approach to employee selection for training opportunities, particularly in instances where favouritism and political influence have been longstanding problems for employees, issues that the study identifies as significant challenges. In addition to advocating on behalf of their members, in certain cases unionized workers have formed partnerships with government and development agencies to co-sponsor professional development opportunities for employees. Unfortunately, unions and the administration of training don't always see eye to eye, as in many cases union representatives assume that management-driven training needs assessment is a strategy to circumvent the use of collective bargaining channels, while management in its turn is of the view that collective participation in the nomination process is likely to slow the processes and compromise principles of selection based on merit. Thus, the manner in which unions within state government organizations such as Delta State, are positioned to influence policy concerning staff training, has remained an important and arguably understudied component of how training programs contribute to employee performance.

The roots of organized labour activity within the Nigerian public service date back to colonial times with the genesis of trade unions, consolidating through the formation of broad based organizations like the Nigeria Labour Congress and the Trade Union Congress of Nigeria (for more senior staff), which are further supported by union structures at the state level specifically catering to the civil service, education sector and health workers. At the state level, union organizations like the Nigeria Union of Local Government Employees and, the educational and healthcare sector unions under the umbrella of the Nigeria Labour Congress interact periodically with the state government on matters of collective bargaining which, while initially centered on wages, promotions and the general well being of workers, has increasingly broadened to cover aspects like access to training and the provision of financing for professional capacity building opportunities, particularly due to the widespread integration of information and communication technology into government business, which has led to growing demands for technical skills training among the workforce (Ibrahim and Suleiman 2023). Within the theoretical framework of industrial relations, two prevalent viewpoints can be used to analyze the union's role in guiding the training process: the unitarist view in which worker and management interests are seen as being largely in alignment towards common organizational objectives; and the pluralist perspective that assumes individual and union interests exist alongside those of management and can potentially diverge, necessitating mutual negotiation. From a pluralist viewpoint, efforts by unions within organizations like Delta State government to ensure transparency and equity in training selections should, by managers, be regarded as a legitimate attempt to surface and mitigate some of the concerns of favouritism and politicization that are reported by workers in this study as being impediments to effective training implementation efforts rather than as an obstruction. In some public service settings, labour unions, in addition to formal collective bargaining mechanisms, may also act as a informal network for the circulation of information about opportunities for external, in some cases funded through external aid, training among their members, especially when information about such openings doesn't trickle down to all

employees effectively due to weak formal communication channels. This "gatekeeper" function of union organizations, while potentially helpful in creating more widely spread access to training for some members of the rank and file who might not have other channels available to them, can also create certain inherent biases and limitations as to selection that are based on factors like membership status and internal hierarchy. However, it is widely agreed that, regardless of a union's approach to a public sector organization's training endeavors, it is never completely possible to fully understand training initiatives in any public organization without first examining the larger industrial relations environment in which it operates, as the approaches that a particular union may take (ranging from friendly to hostile) can significantly affect available resources and how such resources are distributed among employees. Empirical Study It has also been widely empirically documented that there exists a strong positive relationship between training and performance (Salau et al., 2021; Obiageli & Uzochukwu, 2022; Adebayo, 2023; Nwankwo and Kanu, 2023; Ogbojafor et al., 2024). For instance, Salau et al. (2021) posited that training has positive implications for employee productivity and ultimately overall organization's performance in the public sector and advocated for continuous training of all staff of public organizations. Obiageli and Uzochukwu (2022) in their studies also ascertained that utilization of training programs by public sector organizations especially in developing countries is instrumental for increasing job satisfaction, motivations and consequently an individual's level of productivity. Adebayo (2023), after analysis of Nigerian firms confirmed the presence of a significant and positive linkage between human capital development and the performance of public sectors. Nwankwo and Kanu (2023) also reported significant positive association between digital capacity building training programme and reduction in work process delay for public sector organization employees. On a sub national government in Nigeria, Ogbojafor et al. (2024) observed the influence of capacity building and training has on employees performance, organization performance, which is therefore relevant on service delivery in Nigerian states. The contrary to the above has demonstrated that although training have a high potential for improving productivity, few research have explicitly examine the effect of intervention and modulating and intervening factors that militate against effective training practice especially within Nigerian public organizations (Ezeani & Okafor, 2021; Bamidele & Olumide, 2022). Ezeani and Okafor (2021) found out that inadequacy of financial resources, weak evaluation mechanism and wrong training methods contribute negatively toward most public sector organizations training practices in Nigeria. And Bamidele and Olumide (2022) added that sometimes trainings are ineffective due to faulty designing to address particular organizational issues. It has also come to note that Delta State has recently been engaged in efforts for human capital development among its public service workforce (Delta State Government, 2025), but has also witnessed scarce academic work on empirical evidence reflecting actual outcomes on the productivity of the workers in the long term over a specific period of time. Moreover, beyond the studies carried out within Nigerian countries referenced above, comparative studies of the experiences in other countries public services other than Nigeria attest to the positive association between training and employee performance, yet caution that these effects vary according to local circumstances (Wanjiru & Otieno, 2021; Owusu & Mensah, 2022). In the study on Kenyan Civil Service Wanjiru and Otieno (2021) revealed training significantly enhanced employee competence, and efficiency of service delivery although its effect reduced significantly on employees where there lack post training supports and supervising reinforcement which is similar to issues of transfer of training that was observed from the Kenyan studies. A study of Ghanaian public servants also found a positive effect on the impact of training on productivity, and in contrast to the current organization, these results indicated a budgetary constraint that led to a disparity among department in the delivery of employee training, more trained departments with better funding delivered greater outputs (Owusu & Mensah, 2022). The evidence from these international comparative studies indicates that the constraints associated with training, i.e., funding shortfall, inadequate performance evaluation and weak mechanisms for ensuring transfer of training in Delta State organization's may well be characteristic structural flaws of public sector training management throughout various developing world regions. Conversely, the less extensive but nonetheless crucial

body of empirics also cautions against unquestioning the belief that training inevitably enhances performance. Eze and Nwosu (2022) discovered within its survey of selected Federal Government organizations located within the South-South region of Nigeria that although trainees expressed greater enthusiasm and satisfaction regarding their role after completion of training and their perceived level of preparedness for task performance this did not result in a parallel rise in objectively measured productivity which led the investigators to conclude that while training might enhance the mood and confidence of employees it fails to invariably raise actual performance levels, especially without complementary change in administrative arrangements, management practices, or resource availability. Such findings provide the necessary antidote to overly simplistic, and thereby overly deterministic, perceptions of training's utility and underline the importance of this study's theoretical framework, which suggests that because training's impact works through motivational and cognitive mediators it is, at best, subject to complex local influences. Other concepts Training needs Assessment is a step toward making the training programmes to reflect actual skills gaps that is already existing in the workforce (Ezeani and Okafor 2021). Thus it the process of determining if training is really necessary for a set group and what the training should cover. Transfer of training has to do with how and the extent to which training has had an influence on the job of employees. Thus it is about the ability of an employee to be able to practice in his workplace the knowledge, skills and attitude gain from a training (Salau et al., 2021; Obiageli and Uzochukwu, 2022). Productivity, refers to the volume and quality of the results produced per unit of effort or input over a given period (Adebayo, 2023). Efficiency means getting something done effectively. That refers to the effectiveness with which a firm utilizes its resources (Adebayo, 2023). A closely related concept is that of Capacity building, which while frequently used interchangeably with training in the public administration literature, conceptually denotes more appropriately the broader exercise of strengthening the competencies, capabilities, processes and other resource capabilities required for an organisation, individual to not merely survive but also to adapt and flourish by encompassing both training as well as physical infrastructure improvements, enhancement of management systems and reforms (Delta State Government, 2025). Similarly Performance appraisal, as another closely related concept, is the systematic and periodic process that the results of an employee's efforts as put in on a specific job is formally measured, recorded, compared and interpreted in relation to clearly set standards; while it bears an instrumental and closely-linked relationship with training by dint of appraisal-based outputs as inputs to the training needs assessment, even though empirical evidence points to a generally observed disconnect within Nigerian institutions in making these assessments the critical under-pinnings of training initiatives (Adebayo, 2023). In much the same manner, Job satisfaction that is defined as the degree to which a person acquires a positive emotional disposition out of the appraisal of her or his job or job experiences, is relevant in the sense of being both an antecedent and antecedent to training; because while satisfied individuals would naturally be more amenable to be the targets of new training experiences, so too good training, appropriately designed would result in increased job satisfaction to individuals by affording to them feelings of competence and achievement (Obiageli & Uzochukwu, 2022). Lastly, Service delivery the provision by a public Institution to its citizenry with goods, services and information, represents the desired end outcome where all efforts associated with training, development of personnel and machinery, motivation, labor industrial milieu and environment, discussed all through out, are directly or indirect geared toward achieving (Delta State Government, 2025; Obiageli & Uzochukwu, 2022). Appraisal of Literature review. On the whole, from theory to empirical findings throughout the different settings, a consistent conclusion drawn is that training greatly contributes towards better employees' competencies, performance, and productivity. However, most researchers including those who discussed national level policies and to a less extent, the institutional level have only addressed a limited aspect of the Nigerian public service training landscape. Particularly and conspicuously missing in the body of research carried out are in depth and systematic investigation on training effectiveness on employee performance specifically in Delta State civil/public service particularly from 2020 to 2025 time frame (Obiageli &

Uzochukwu, 2022; Delta State Government, 2025). For as much as several studies focus on the sub-national perspective of Nigeria service public, none of these include Delta State and its peculiarity particularly on the sustainability of such training interventions as it relates to its effect. It is intended that this research fills in this gap in the literature by focusing on training and employee performance at the sub-national (Delta State) public service from 2020 to 2025 time. Additionally there appears to be a void within Nigerian literature literature in understanding how motivation, industrial relation, institutional factors like public services structure all combine to produce effect of training on employee performance, though some studies showed positive relationship between training and performance of employee. The scholars that examined this area either neglected the contextual environment for training or dealt with training in neutral institutional milieu. Hence in this study I attempt to address this gap by the integrating perspectives of Human capital theory, Social exchange theory and Maslow's theory of need; as well as relevant literature and policies on public/ civil service and industrial relation, all as they relate to Delta State public services (Olawumi & Ibrahim, 2020; Enebes, 2022).

METHODOLOGY / MATERIALS AND METHODS

Previous discussion focused at the research design for the study, the location, the research population for study, the method for selecting a representative sample from a selected population, the instruments that were adopted for data collection, and a statistical tool to carry out a thorough and objective analysis of the data to be collected for this study. From our stated objectives and questions, it was assumed that the use of a carefully designed and scientifically implemented methodological research design was vital for generating valid, objective, reliable and interpretable evidence to be obtained regarding the effects of training on the performance of the employees of some selected public institution(s) in Delta State for period of between 2020 and 2025. Research design The descriptive survey design methodology will be used for this study, since data was acquired from a wide population of individuals, that can provide data for the purpose of describing and illustrating the general conditions and nature of employee performance when trained. According to Nwankwo and Kanu (2023), descriptive survey design is ideal for studies that seek to collect data from a well-defined population at a given point in time in order to describe existent phenomena and relations. The research is cross-sectional in its nature, because data was collected from the respondents within a period of time even though the research covers a span of time on training events and experiences for a period from 2020-2025. This study also employed a mix method approach which included quantitative data from structured questionnaires and qualitative data from interviews and document analysis for the sake of comprehensive understanding of the research problem (Oghojafor, Adebakin, & Kuye, 2024).

Study Area / Location of Study

This research was carried out in some chosen public institutions in Delta State, Nigeria. Delta State was established on 27th August 1991 from the former Bendel State and it is one of the twenty-five local government area that makes up the South-South Geo-political Zone of Nigeria. The study was based on purposively selected six institutions for research sites and these institutions are: Ministry of Finance, Ministry of Education, Ministry of Health, Office of the Head of Service, Delta State Civil Service Commission, and University of Delta, Agbor. It was chosen due to the fact that it's human resources is high, is among the bodies involved in training/capacity building for their workforce during the said study period, and it's a public servant deliverer of education services and high administrative services in Delta State. The University of Delta, Agbor was also chose because it's a school that is publicly funded by the Delta State government, it involves a huge population of academic and administrative personnel, and have various types of training which would serve as an example to the higher learning institution of the public sectors in Delta state. 3.03 study population. The population of the study was to consists of all the members of civil service, administrative and academic personnel that worked in the six listed public institutions above in Delta

state. Based on the data collected from Head of service (2024) and registry of University of Delta, Agbor (2024) respectively, an estimate of 6,800 persons working in these six institutions and falling into junior, senior and management cadres would constitute the accessible target population for the study.

distribution of accessible population among institutions chosen

Institution	Estimated Staff Population
Ministry of Finance	900
Ministry of Education	1,200
Ministry of Health	1,100
Office of the Head of Service	800
Delta State Civil Service Commission	700
University of Delta, Agbor	2,100
Total	6,800

Sample and Sampling Techniques

Given the large size of the accessible population, the sample size was determined using the Taro Yamane (1967) formula:

$$n = N / (1 + N(e)^2)$$

Where: n = Sample size; N = Population size (6,800); e = Margin of error (0.05)

$$n = 6,800 / (1 + 6,800 \times 0.0025) = 6,800 / 18 \approx 379$$

The sample size chosen was 379 respondents. Stratified random sampling was used where the population was stratified into 6 stratum according to the institutions chosen, and then in each stratum, simple random sampling was done and proportions for respondents from different cadre and departments were selected proportionally.

Proportional Sample Allocation Across Selected Institutions

Institution	Population	Proportion (%)	Sample Allocated
Ministry of Finance	900	13.2	50
Ministry of Education	1,200	17.6	67
Ministry of Health	1,100	16.2	61
Office of the Head of Service	800	11.8	45
Delta State Civil Service Commission	700	10.3	39
University of Delta, Agbor	2,100	30.9	117
Total	6,800	100.0	379

Sampling Procedure

The following steps were involved in carrying out the stratified random sampling method. (i) six institutions were identified and considered as separate stratum; (ii) the number of total employees in each of the strata was identified and collected from institutional personnel records. (iii) sample sizes for each stratum were proportionally allocated. (iv) The selection of individual respondents within each stratum was undertaken, by simple random technique, utilizing a table of random numbers. By using this method, it offered every individual member of the population an equal and fair chance of selection, thus minimising potential sampling error or bias. (iv). Sampling The population of this study comprises of workers and management staff in five tertiary institutions in Delta State, and staff and management in one ministry.

Out of this population, 362 subjects were selected using stratified random technique described below.

Instrument and Data Collection Procedure The data of the study were collected using a structured questionnaire, comprising of three sections, while personal information of each of the respondents was recorded on the first section, while section II and section III concentrated on data of the independent variable(t.t;T training & training needs) andDependent variables (work-performance, work-satisfaction and efficiency/productivity respectively) respectively. The items in each of the variable are generally rated on a 5-point rating Likert-scale with responses range from Strongly Agree (5) to Strongly Disagree(1) for all items. To supplement data collected from the questionnaires, interviews and official records; Senior administrators; Human Resources officer and top managements were contacted. Before the administration of the main data collection instrument, pilot testing was carried out and analysis of data from this pre test showed reliability that generated a Croenbach's alpha (C-index) of 0.86 for both training aspects.

The questionnaire was validated by three academic reviewers; three in Public Administration.

Ethics of Research All instructions were clearly communicated to all participating managers, and supervisors. Permission from the six institutions that were studied was sought and granted, thus all respondents knowingly provided all data for the purpose of academic research. All provided questionnaires were anonymous.

Information collected would only be reported in group aggregate and no individual respondent was individually identified in this research report and the data was carefully secured to ensure confidentiality. References are made to literature cited for sources employed. 3.08 Data Analysis Descriptive statistics including: frequency; percentages; mean and standard deviation were employed to summary data and answer objective.

Inferential statistics involved: The Stata17 software was used for analysing the quantitative data as mentioned in the methodological write-up as is currently prevalent in almost every academic research methodology.

Stata was the software tool for calculating: Pearson Product Moment correlation; it tested specific correlations; the multiples regression test (egress command) was applied to determine the relative effect of training dimension on employee's work - performance and was adjusted for the presence of non-independent errors, by using the technique as explained. The post - estimation diagnosis through Stata command 'estat' were also carried out. It was decided to employ inferential statistics for estimation since the population was a finite one and the focus is on generalization of findings to the population, hence the test of hypotheses were at a .05 significance level, whilst qualitative data collected from in depth interviews with administrative staff was analysed through thematic analysis after establishing the common features.

PRESENTATION AND ANALYSIS OF DATA AND FINDINGS

This study involved analysis and interpretation of data for a sample of 362 respondents spread across six chosen public sector organizations and government agency in Delta State of Nigerian which included the following; The federal medical center. Delta State Ministry of Justice, Warri

Municipal Council. Warri public works department etc., The survey data collected between the period of 2020-2025, by means of questionnaire and oral interviews was subjected to descriptive, Pearson Correlation and Multiple Regressions analysis to test the hypotheses and research questions developed in chapter one, while, the impact of human capital investment (HCI) on the work performance and efficiency of government workers (DWG) in public sector organization(s)..etc.

Response Rate

Table: Questionnaire Distribution and Response Rate

Institution	Distributed	Returned	Not Returned	Response Rate (%)
Ministry of Finance	50	48	2	96.0
Ministry of Education	67	62	5	92.5
Ministry of Health	61	57	4	93.4
Office of the Head of Service	45	42	3	93.3
Delta State Civil Service Commission	39	36	3	92.3
University of Delta, Agbor	117	117	0	100.0
Total	379	362	17	95.5

Out of 379 questionnaires mailed to respondents, 362 were returned and useable for analysis, hence a response rate of 95.5%. This response rate is very high for survey method studies, (Mugenda & Mugenda, 2003) which makes it a representative data.

Demographic Profile of Respondents

Gender Distribution of Respondents

Gender	Frequency	Percentage (%)
Male	204	56.4
Female	158	43.6
Total	362	100.0

Distribution by Age Group

Age Group	Frequency	Percentage (%)
20 – 30 years	54	14.9
31 – 40 years	103	28.5
41 – 50 years	128	35.4
51 years and above	77	21.3
Total	362	100.0

Distribution by Educational Qualification

Qualification	Frequency	Percentage (%)
WASCE / SSCE	41	11.3

Qualification	Frequency	Percentage (%)
OND / HND	103	28.5
B.Sc. / B.A.	158	43.6
Postgraduate	60	16.6
Total	362	100.0

Distribution by Years of Service

Years of Service	Frequency	Percentage (%)
1 – 5 years	67	18.5
6 – 10 years	100	27.6
11 – 20 years	113	31.2
Over 20 years	82	22.7
Total	362	100.0

CONCLUSION AND RECOMMENDATIONS

This chapter presented the summary of study; findings are used to conclude on the study results; research based recommendations that will help increase the effectiveness of training program delivery in Delta State public services and other related Public Institution(s) are made to contribute to both the field and future study with an opportunity to suggest areas of research. 5.01 summary of study The objective of this study is to investigate the effect of training programs on employees' performance in six selected public intuitions in Delta State, Nigeria during the period from 2020 to 2025. This decision was reached considering the persistent poor performance recorded in most of the public institutions over the time despite their constant investment in training and capacity development programmes. Six public institutions used in this study were: the Ministry of finance; the ministry of education; ministry of health, the Office of the head of civil services; Delta state Civil service commission and the University of delta(Agbor). Study objectives. To assess the different forms of training programme that are available in selected organisations. To assess the impacts of the available training programs.

To assess how training programs impact productivity and efficiency.

To determine challenges faced in implementing training programs. Five research questions and three null hypothesis guided the study. Based on the theory of human capital, a descriptive survey research was carried out and questionnaires were administered 379 which 362(95.5%) were completed and returned for analysis.

Two analyses tools such as pearson product moment correlation coefficient and multiple regression analysis were used via the using the STATA (version17) version and in-depth interview qualitative data analysis, The finding that; the type of training programme conducted between the year 2020-2025 are mainly workshop & seminars (84.3%)-21; in-service training (78.5%)-21 and ICT/digital skill training (54.7%)-21. And there is a sharp increases in the ICT/digital skills in the last three years-21. In the other hand The three null hypothesis tested rejected that all our finding indicates that training have a significant and positive influence on employee performance ($r = 0.74$), productivity ($r = 0.69$) and efficiency ($r = 0.71$) respectively at $P < 0.05$ in the public institution in delta state..

The results showed that: $R = 0.78$; $R^2 = 0.60$; Adjusted $R^2 = 0.59$, the prediction equation indicates that an employee performance can be predicted from training design ($T_{\text{design}} = 0.38$); The problems confronting training programme are: Poor Funding (81.5%); no systematic evaluation training post-training (77.1%); Lack of proper training needs Assessment (74.3%); Training politics (69.3%); poor training knowledge transfer to workplace (61.6%).

Conclusion Based on the findings above the following conclusions may draw training do influence employee's performance in Delta State Public Institution on a significantly and positive manner from year 2020 to 2025. Based on employees who took part in well organise training programme will show improved skills , higher efficiency and will produce better performance. These finding corresponds to human capital theory and a lot of researches conducted world-wide. Nevertheless, these findings showed also that training have not bring all its potential benefit because most of the training conducted short, not practical, no evaluation training conducted, poor training needs assessment, poor funding, poor transfer to workplace and its negatively impacting public service and University of Delta , Agbor.

Thus, for sustainable improvement in performance, there needs to be a systemic, needs-based and adequately evaluated approach to the entire human capital development process which should be supported by administrative policy and institutional reforms.

Recommendations On the basis of the conclusions of the study, the following recommendations are proposed to policy makers and administrators and other stakeholders in Delta State Public service and University of Delta Agbor: 1. Institutionalizing Systematic Training Needs Assessment The institutions should consider implementing a formal, structured and systematically executed training needs assessment (TNA) programme annually for the 6 institutions. TNA should encompass both employees and their supervisors and identify a range of real performance gaps for the purpose of matching it with adequate training contents that would enhance task execution.

2. Focus on Training Design Quality Considering the fact that the training design contributed highest of all the predictor variables in explaining the variation in employee performance, it follows that the institutions should ensure that all programs have been clearly designed with well-articulated and SMART objectives, practical, relevant, practical activities and up-to-date materials that can serve as a reference after training is completed. 3.

Implementing Post Training Evaluation Systems Every institution must develop a robust and standardized post-training evaluation system using the Kirkpatrick (1994) model that has been described in this study so that the institution can evaluate the impact of the training on the learners in four levels.

Supervisors should monitor the performance changes of the trainees who attend training programmes and keep a record of such changes in the participants files, so that it can be considered when planning the future training programmes. 4. Dedication of Adequate Budgetary provision for training All 6 institutions must commit to dedicating a ring-fenced budgetary allocation for training in their annual budget. Such a commitment could be secured with a dedicated fund for HR Development at the state level that may shield the training from constant cuts.

5.

Establish a Transparent and Objective Selection process for training A clear set of criteria for the selection of candidates to any training program should be designed, publicized, enforced and rigorously applied with adequate oversight and scrutiny to eliminate any form of politicization or favoritism. A policy of rotation can also be used for access. 6.

Creation of Enabling Environment for knowledge transfer The organizations must foster an enabling environment, with appropriate infrastructure and work practices, in which the trainees can put into practice their new skills. Supervisors should be properly trained to support returning participants through mentoring and coaching in applying new competencies in their work. 7.

Enhance the ICT and digital skills training In the face of high uptake of the ICT and digital skills training during 2020-2025 period, institutions must maintain and scale this kind of training to ensure that employees stay up to date in digital knowledge, technological advancement and operational

processes through partnering with technology companies, state and federal government agencies as well as relevant research institutions.

8. Using Modern and Reproducible Research Tools and Technologies In undertaking research and evaluating its effectiveness, organizations and individuals must adopt contemporary, robust, widely accepted, peer-reviewed and replicable analytical tools such as Stata and R instead of legacy proprietary programs that limit capacity. The use of such advanced and reproducible software tools should be taught in professional development programs in research units at University of Delta Agbor and the state civil service

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