

# Transforming Public Service Performance through Training and Development: A Study of Nigerian Government Agencies

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## Keywords

*Training and development, public service performance, Nigerian government agencies, inefficiencies, effective governance*

## Abstract

*This study investigated the impacts of training and development on public service performance within Nigerian government agencies. Persistent inefficiencies in training within these agencies present significant challenges to effective governance and the delivery of public services. Although there are various training and development (T&D) programs designed to enhance performance, a considerable number of these agencies continue to underperform. This research is contextualized within Human Capital Theory. The study is a descriptive cross-sectional survey. By analyzing a sample of 1,216 public servants, the researchers identified critical demographic variables, including gender, marital status, age, and years of service, and educational qualifications that influence perceptions of training effectiveness. The results indicate that over 90% of respondents agree that adequate training and development opportunities enhance their performance, reflecting a strong commitment to continuous learning. Moreover, findings underscored the importance of aligning training initiatives with career advancement opportunities; 90.7% of participants acknowledge awareness of promotion criteria and career development prospects. The study also explored the effectiveness of employee reward systems; 92.7% of respondents perceive rewards as motivating and equitable, thereby fostering a conducive work culture. Additionally, 87% of respondents view performance appraisal processes as transparent and fair, which is essential to the overall framework for performance improvement. The insights highlight the necessity for strategic investments in training and transparent reward mechanisms, which serve as key drivers of public sector effectiveness. This research advocates for an enhanced focus on human capital development within Nigerian government agencies, positing that targeted investments in training, effective reward systems and clear performance appraisals can substantially transform public service delivery. Enhancing transparency and meritocracy in the reward system can strengthen motivation, while the establishment of clear performance appraisal frameworks, incorporating regular feedback and aligning with defined career advancement criteria, will empower employees.*

## Introduction

The effectiveness of public service in Nigeria remains a significant subject of examination among scholars and policymakers, particularly regarding its implications for national development and governance. The public sector plays an essential role in the formulation and execution of policies and programs designed to enhance the quality of life for Nigerian citizens. However, systemic challenges—including corruption, inefficiency, and a lack of accountability—have severely impeded the optimal performance of these government agencies (Adebayo, 2020). Given these pressing concerns, it is imperative to investigate mechanisms that can enhance public service effectiveness, particularly through the training and development (T&D) of public servants. T&D within the public sector is crucial for fostering a skilled workforce that is adequately equipped to address the demands of contemporary governance. Research indicates that well-structured T&D programs lead to improved service delivery, higher employee motivation, and greater organizational commitment (Musa & Mohammed, 2023).

In the Nigerian context, the government has historically acknowledged the importance of T&D through initiatives such as the Public Service Reform Program and the establishment of various training institutions. These initiatives reflect an understanding that equipping public servants with necessary skills and knowledge is vital for enhancing the operational efficiency of government agencies. Nonetheless, despite

these efforts, the effectiveness and tangible impacts of T&D programs on performance outcomes have not been thoroughly explored (Ezeani & Chinyere, 2021). The relationship between training and public service performance has attracted considerable attention in academic literature. For instance, a study conducted by Adetayo et al. (2022) emphasizes the direct correlation between comprehensive training initiatives and improvements in service delivery metrics within Nigerian government agencies. These findings suggest that targeted training programs not only provide employees with essential skills but also promote a culture of accountability and service excellence. Conversely, a lack of emphasis on continuous professional development often results in stagnation and inefficiency within public institutions (Ibrahim, 2023). Therefore, a thorough understanding of how T&D influences performance is crucial for advancing the effectiveness of public service.

The emergence of modern technologies and evolving public expectations necessitates a reassessment of traditional training methodologies. The integration of innovative training methods, such as e-learning and on-the-job training, has demonstrated enhanced learning outcomes and adaptability among public servants (Olaoye et al., 2023). As Nigeria continues to confront multifaceted challenges, including economic instability and increasing public scrutiny, the imperative for a dynamic and responsive public service becomes increasingly pronounced. Incorporating contemporary T&D approaches may constitute a transformative strategy for navigating these complexities, thereby fostering a more efficient and accountable government. The ongoing challenges faced by Nigeria's public service sector underscore the urgent requirement for effective T&D strategies aimed at strengthening public servant competencies and improving overall agency performance.

While historical initiatives reflect an acknowledgment of this necessity, there remains a considerable gap in empirical evidence that assesses the impact of these training programs on performance metrics. Consequently, this study aims to explore the transformative potential of T&D in enhancing public service performance within Nigerian government agencies, thereby providing insights that could inform future policies and initiatives aimed at fostering a more effective and accountable public service. In Nigeria, the persistent inefficiencies that are evident within government agencies present significant challenges to effective governance and public service delivery. Despite the existence of various T&D programs intended to enhance public service performance, a substantial proportion of these agencies continue to operate below their potential. This paradox raises critical questions regarding the effectiveness of current T&D practices and their alignment with the needs of public servants as well as the overarching objectives of governmental institutions.

One of the principal issues identified is the absence of comprehensive needs assessments prior to the implementation of training programs. In the absence of an accurate understanding of the specific skills and competencies required by public servants, training initiatives frequently fail to achieve their intended objectives, resulting in a disconnect between training content and the actual performance expectations of employees (Ibrahim & Tukur, 2023). Additionally, many programs are designed without adequate consideration for the unique contexts and challenges encountered by different government agencies, leading to generic training solutions that do not effectively address the nuanced needs of the workforce (Adeyemo, 2022). There is a significant lack of alignment between the training objectives and the strategic goals of the respective agencies. The disconnect between the content delivered during training and the skills required in the workplace creates a scenario in which employees return to their positions without the relevant capabilities necessary to enhance their performance effectively. This misalignment can be attributed to insufficient collaboration between training providers and agency leadership, as well as limited involvement of employees in the planning phases of training programs (Okoro & Okwu, 2023).

Another crucial factor undermining the effectiveness of training and development initiatives is the inadequacy of follow-up mechanisms to evaluate the application of acquired skills. Many training programs conclude without a structured plan for monitoring and assessing the impact of training on job performance (Jibril & Agbaji, 2024). This lack of follow-up not only restricts the potential for skill transfer but also diminishes accountability among participants and trainers alike. Consequently, public servants often return to environments that do not facilitate the application of newly acquired skills, thereby undermining the value of the training received. The cumulative effects of these challenges result in a workforce that is insufficiently equipped to address the complexities of public service, perpetuating a cycle of suboptimal

performance and citizen dissatisfaction. This situation is exacerbated by broader systemic issues, such as bureaucratic inertia, limited resources, and a prevailing culture that frequently undermines the importance of continuous professional development (Ibrahim & Tukur, 2023).

In contrast, the adaptation of employees to technological challenges should be supported through human capital development, including on-the-job training programs designed to provide the workforce with essential skills. Such initiatives have the potential to significantly enhance employees' confidence, competence, and overall job satisfaction (Adeniyi, 2024). Furthermore, management within organizations should ensure that adequate human capital development opportunities are in place to facilitate employees' adjustment to emerging technological trends and to optimize the utilization of newly adopted equipment (Adeniyi & Omolawal, 2024). In light of the prevalent challenges, it is imperative to examine the design and implementation of targeted training and development initiatives aimed at enhancing public service performance within Nigerian government agencies. This study seeks to conduct a thorough analysis of current practices to identify effective strategies for aligning training programs with organizational objectives. Furthermore, it will focus on enhancing the relevance of training content through tailored needs assessments and establishing robust follow-up mechanisms to ensure the practical application of acquired skills in the workplace.

The outcomes of this research will contribute to the broader discourse surrounding public administration and provide actionable insights for policymakers and public sector leaders dedicated to improving service delivery through effective human resource development. Recent studies have underscored the crucial role of training and development in bolstering public service performance, particularly within Nigerian government agencies, where systemic challenges frequently obstruct efficacy (Adebayo & Odukoya, 2022; Eze et al., 2023). Researchers such as Ogundipe et al. (2021) have investigated the correlation between employee training programs and job satisfaction, while other scholars have focused on the influence of leadership styles on performance outcomes (Ibrahim & Tukur, 2022). Nevertheless, existing literature often lacks a comprehensive examination of how customized training and development interventions specifically address the distinct challenges encountered by various Nigerian government agencies, as well as their long-term impact on public service performance metrics. This study endeavors to fill this significant gap by analyzing the efficacy of tailored training programs and their role in transforming public service outcomes within the Nigerian context, thereby providing a nuanced understanding that has largely been overlooked in prior research.

## Literature Review

The performance of public services is crucial for the effective functioning of government agencies, especially in developing countries like Nigeria. Recent literature has placed considerable emphasis on enhancing public service performance through targeted training and development initiatives. This review examines existing studies on training and development within Nigerian government agencies and explores their impact on performance outcomes.

## Current State of Public Service in Nigeria

The performance of Nigerian government agencies has historically been hindered by systemic issues such as corruption, inadequate resources, and poor management practices (Akinyemi & Olowookere, 2021). Recent studies emphasize the urgent need for reform, focusing on enhancing the skills and competencies of public servants (Ibrahim & Kola, 2023). A significant barrier to improving performance metrics is the lack of structured training programs (Ojo & Owoye, 2022).

## The Role of Training and Development

Training is a vital component of public service reform, designed to equip employees with the necessary skills and knowledge. Evidence suggests that comprehensive training programs can lead to increased efficiency, improved service delivery, and higher employee morale (Nnadi & Otu, 2021). For instance, a study by Yusuf and Osagie (2023) found that structured training initiatives in Nigerian agencies resulted in a 30% improvement in service delivery metrics. Various training modalities, including on-the-job training, workshops, and e-learning, have been explored in the Nigerian context. On-the-job training, in particular,

has been noted for its relevance and applicability in public service (Bello & Kola, 2022). E-learning platforms, accelerated by the COVID-19 pandemic, have also emerged as effective tools for continuous professional development (Ogunyemi & Odugbemi, 2023).

### **Challenges to Effective Training Implementation**

Despite the recognized importance of training, several challenges hinder its effectiveness. Funding constraints are a significant barrier, as many government agencies struggle to allocate sufficient resources for training initiatives (Adeyemi & Afolabi, 2022). Additionally, there is often a disconnect between training content and actual job requirements, leading to suboptimal outcomes (Nwachukwu & Ibe, 2023).

### **Evaluating Training Impact on Performance**

Evaluating training programs is essential to ascertain their impact on public service performance. Recent studies advocate for adopting performance metrics that align with organizational goals (Ezeani & Anyanwu, 2023). For example, pre- and post-training assessments can provide quantitative data on performance improvements, offering insights into the effectiveness of training interventions. Several case studies illustrate the transformative potential of training initiatives. The Lagos State Public Service Training Institute, for example, implemented a comprehensive training program that resulted in significant improvements in public service delivery and citizen satisfaction (Afolabi, 2023). Such success stories underscore the importance of strategic planning and implementation in training efforts. The literature highlights the pivotal role of training and development in transforming public service performance within Nigerian government agencies. While challenges remain, strategic investments in employee training can yield significant improvements in service delivery and efficiency. Future research should focus on developing tailored training programs that closely align with the specific needs of public agencies to ensure sustainable performance enhancements.

### **Theoretical Framework**

This paper is grounded in several prominent theories, notably Human Capital Theory (Becker, 1993), which asserts that investment in employee training significantly enhances skills and productivity. Additionally, the Capability Approach (Sen, 1999) underscores the importance of equipping individuals with the necessary capabilities for effective public service. Collectively, these frameworks emphasize the critical need for a well-trained workforce to achieve optimal outcomes in public service.

### **Human Capital Theory (HCT)**

Human Capital Theory (HCT) posits that investments in education and training substantially increase an individual's productivity and economic output (Becker, 1993). Within the realm of public service, investing in training and development (T&D) is anticipated to lead to improved performance through the enhancement of employee competencies and skills. This theory highlights the importance of considering employees as valuable assets whose development directly contributes to increased agency effectiveness. HCT posits that individuals invest in their education, training, and health to elevate their productivity and earning potential. Just as physical capital, such as machinery, contributes to economic output, human capital—the skills and knowledge possessed by individuals—plays an essential role in economic growth and development. By acquiring education and skills, individuals enhance their capabilities, benefiting themselves through higher wages and enhanced job opportunities, while simultaneously contributing to overall economic performance.

HCT emphasizes the significance of investments in human capital at both individual and societal levels. It is imperative for governments and organizations to allocate resources towards education and workforce development, viewing these expenditures as integral to long-term economic health. The theory contends that nations with higher levels of human capital are likely to experience greater economic growth, innovation, and competitiveness in the global market. However, critics argue that HCT may oversimplify the complexities of labor markets and social inequalities, frequently overlooking systemic barriers and disparities in access to education. In the context of Nigeria, the study entitled "Transforming Public Service Performance through Training and Development" elucidates the pivotal role of human capital in enhancing

public service delivery. By focusing on the ongoing professional development of public servants, the research asserts that well-trained employees are better prepared to meet the demands of their roles, ultimately resulting in enhanced organizational performance. This perspective aligns with HCT's assertion that human capabilities are vital assets driving institutional success.

The study indicates that numerous Nigerian government agencies experience performance inefficiencies primarily due to inadequate training and development programs. HCT suggests that insufficient investment in human capital can lead to skill gaps, diminished motivation, and decreased productivity among employees. By identifying these deficiencies, the research underscores the necessity of tailored training initiatives that not only develop specific competencies but also foster a culture of lifelong learning. This approach is consistent with HCT's premise that enhancing the skills and knowledge of employees can yield improved service delivery and heightened public trust in governmental institutions. Moreover, the findings of this study indicate that effective training and development can serve as a strategic tool for government agencies to adapt to the changing demands of public service.

In this respect, within the context of Human Capital Theory (HCT), investment in human capital is critical for fostering innovation and resilience in the public sector. By prioritizing training initiatives, Nigerian government agencies can cultivate a skilled workforce capable of addressing contemporary challenges. This commitment to human capital development not only enhances the performance of individual agencies but also contributes to broader national objectives, including improved governance and socio-economic development.

## Methodology

This chapter delineates the methodologies employed to investigate how training and development can enhance public service performance within Nigerian government agencies. A cross-sectional survey research design was selected to facilitate the collection of primary data from a diverse participant base, thereby providing a comprehensive understanding of the prevailing phenomena. Survey research proves particularly advantageous for addressing specific research questions, evaluating needs, and establishing performance baselines for future comparisons (Creswell, 2022). The target population consists of employees from selected government agencies in Nigeria: the National Insurance Commission (NAICOM), the National Pension Commission (PENCOM), the Nigeria Deposit Insurance Corporation (NDIC), the Nigerian Maritime Administration and Safety Agency (NIMASA), the Nigerian Shippers' Council (NSC), and the National Economic Empowerment & Development Strategy (NEEDS), encompassing a total of 5,068 public servants.

It should be known that a simple random sampling technique was employed to ensure representativeness and to minimize classification errors. This methodology resulted in a determined sample size of 1,485, calculated using a confidence level of 95% and a margin of error set at 5%, with an additional 30% increase to account for potential non-responses (Fowler, 2021). Data collection was conducted utilizing a structured questionnaire divided into three sections: demographic information, talent management variables, and performance indicators. The questionnaire was adapted from validated instruments in human capital management and public service performance literature, ensuring both relevance and clarity (Abazeed, 2018; Mabaso & Moloi, 2016). A pilot study involving 149 respondents was conducted, which led to refinements in the instrument, thereby enhancing its reliability and relevance.

In order to ensure the validity of the research instrument, expert reviews were conducted with highly regarded senior lecturers, and construct validity was confirmed through factor analysis. This analysis produced a Kaiser-Meyer-Olkin (KMO) measure, indicating adequate sampling adequacy (Kaiser, 1974). Additionally, the reliability of the questionnaire was assessed using Cronbach's alpha, resulting in an overall reliability index of 0.8246, which is considered acceptable for social science research (Tavakol & Dennick, 2011). Data collection was carried out through Likert-type scale questionnaires administered by trained research assistants at the headquarters and branches of the relevant agencies. This primary data collection method was crucial for obtaining reliable, firsthand information (Babbie, 2021).

For data analysis, the Statistical Package for the Social Sciences (SPSS) was employed to conduct both descriptive and inferential statistics. Descriptive statistics provided a summary of data characteristics, while regression analysis was used to explore causal relationships between training and development variables

and public service performance. This approach enables predictive modeling based on observable metrics, in alignment with established best practices in market research (Field, 2018). This methodology combines rigorous sampling techniques, validated instruments, and comprehensive data analysis to examine the significant relationship between training and development initiatives and the performance of public servants in Nigeria. The study sought to deliver a detailed analysis of how training and development can enhance public service performance in Nigeria. By incorporating theoretical frameworks and employing a robust research methodology, this study sought to provide valuable insights to the fields of public administration and human resource development. The findings will not only advance academic knowledge but also offer practical recommendations to improve the effectiveness of government agencies in Nigeria.

## Presentation of Data and Discussion of Findings

### Demographic Profiles of Respondents

**Table 1.1: Demographic Profiles of Respondents**

	Frequency	Percentage
<b>Gender</b>		
Male	662	54.4
Female	554	45.6
Total	1216	100%
<b>Marital Status</b>		
Single	395	32.5
Married	745	61.3
Others	76	6.3
Total	1216	100%
<b>Age</b>		
25-30	105	8.6
31-35	271	22.3
36-40	224	18.4
41-45	331	27.2
46-50	183	15.0
51 & above	102	8.4
Total	1216	100%
<b>Year in Service</b>		
0 - 10	380	31.3
11 - 20	638	52.5
21 years and above	198	16.3
Total	1216	100%
<b>Educational Qualification</b>		
NCE/OND	184	15.1
Bachelor's Degree	833	68.5
Master's Degree	195	16.1
Doctorate	4	0.3
Total	1216	100%

In table 1.1, the demographic profile of the respondents is presented, encompassing essential factors such as gender, marital status, age brackets, years of service, and educational qualifications of individuals recruited from governmental agencies and parastatals. Understanding the demographic composition detailed in this study on the performance of Nigerian government agencies through training and development is critical for contextualizing the findings. This section outlines significant demographic variables, including gender, marital status, age, years of service, and educational qualifications. Among the 1,216 respondents, there is a slight male predominance, with 54.4% (n = 662) identifying as male and 45.6% (n = 554) identifying as female. This gender distribution indicates a relatively balanced representation, albeit with a modest inclination towards male employees in Nigerian governmental agencies. The representation

of gender holds significance in public service contexts, influencing organizational dynamics and potentially affecting the effectiveness of training and development programs (Adeleke et al., 2022).

With regard to marital status, a majority of respondents are married, comprising 61.3% (n = 745), while 32.5% (n = 395) are single. A smaller segment, 6.3% (n = 76), falls into other marital categories. This distribution suggests that married individuals predominantly occupy the workforce in these agencies, which may influence their commitment to training and professional development initiatives. Research indicates that marital status can affect job satisfaction and performance within the public sector (Ogunleye & Adebayo, 2023). The age distribution of respondents reveals a diverse range of experience levels. The largest age group comprises individuals aged 41-45 years, representing 27.2% (n = 331) of the respondents, followed by those aged 31-35 years at 22.3% (n = 271) and 36-40 years at 18.4% (n = 224). Notably, younger age groups (25-30 years) and older individuals (51 years and above) comprise 8.6% (n = 105) and 8.4% (n = 102), respectively. This diversity of age may influence training needs and preferences within the agencies, as various age groups tend to exhibit differing attitudes toward learning and development (Eze et al., 2024).

In terms of years of service, the majority of respondents (52.5%, n = 638) have served between 11 and 20 years, while 31.3% (n = 380) have been in service for 0 to 10 years. A smaller segment, comprising 16.3% (n = 198), has over 21 years of service. This distribution indicates a workforce with significant experience, particularly within the mid-range years of service, which may correlate with established organizational knowledge and effectiveness in the implementation of training programs (Abubakar & Mustapha, 2023). The educational qualifications of the respondents reflect a predominantly well-educated workforce, with 68.5% (n = 833) holding a Bachelor's Degree. A smaller percentage possesses a Master's Degree (16.1%, n = 195), while individuals with National Certificate in Education or Ordinary National Diploma (NCE/OND) comprise 15.1% (n = 184). Only 0.3% (n = 4) hold Doctorates.

The high level of education within the workforce suggests that training and development initiatives should be strategically tailored to effectively utilize this educational background. Higher educational attainment is often linked to improved job performance and a greater ability to engage with complex training materials (Adeniran & Olawumi, 2023). This demographic analysis provides valuable insights into the characteristics of respondents involved in the study on training and development within Nigerian government agencies. Understanding these demographic factors is crucial, as they inform how training programs can be designed and implemented to enhance public service performance. The predominance of married, mid-career, and well-educated individuals indicates the necessity for targeted training strategies that address both the professional and personal development needs of these employees. Moving forward, training initiatives should be mindful of these demographics to maximize engagement and effectiveness.

**Table 1.2: Training and Development**

S/N	Training and Development	Strongly Agree	Agree	(Neutral	Disagree	Strongly Disagree
1	I have received adequate training support to perform my duties effectively.	478 (39.3)	628 (51.6)	88 (7.2)	13 (1.1)	9 (0.7)
2	I have access to various training opportunities to enhance my public servant skills.	521 (42.8)	512 (42.1)	113 (9.3)	52 (4.3)	18 (1.5)
3	I receive adequate support and resources to apply what I have learned from training sessions to my work.	483 (39.7)	585 (48.1)	80 (6.6)	68 (5.6)	0 (0.0)
4	I have learning goals designed to enhance my current work assignment and to prepare me for future positions.	394 (32.4)	654 (53.8)	140 (11.5)	28 (2.3)	0 (0.0)
5	The public service encourages continuous learning and professional development.	458 (37.7)	547 (45.0)	167 (13.7)	30 (2.5)	14 (1.2)

The efficacy of public service agencies is paramount for national development, particularly within the intricate and diverse context of Nigeria. A fundamental aspect of enhancing the performance of public servants is the establishment of comprehensive training and development programs. This paper elucidates

findings related to training and development initiatives within Nigerian government agencies, examining their influence on employee performance and overall service delivery.

Table 1.2 encapsulates the responses from public servants concerning their experiences with training support, opportunities for skill enhancement, application of acquired skills, goal-setting, and the promotion of continuous learning. The responses are categorized into five levels of agreement: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The gathered data illustrates a range of satisfaction levels among employees regarding the support and opportunities afforded to them. The initial statement regarding adequate training support garnered a favorable response, with 39.3% of respondents strongly agreeing and 51.6% agreeing. This indicates that a considerable majority (90.9%) perceive that their training needs are being effectively addressed, a vital component for achieving optimal job performance (Osman, 2022).

The subsequent statement highlights access to various training job opportunities, demonstrating that 42.8% strongly agree and 42.1% agree. This reflects a robust acknowledgment of the available resources designed to facilitate skill enhancement among public servants. Sustained access to training is essential for fostering employee growth and adaptability in a rapidly evolving work environment (Akanbi & Olaniyan, 2023). Responses to the third statement suggest that 39.7% strongly agree and 48.1% agree that they receive adequate support in applying their learned skills. This finding indicates that, while a majority feel supported in translating training into practical application, there remains significant room for improvement regarding the consistent availability of necessary resources (Obinna et al., 2023).

With respect to goal-setting, 32.4% of respondents strongly agree, and 53.8% agree that they possess clear objectives aimed at enhancing their current roles and preparing for future positions. Nonetheless, a notable percentage (11.5%) remains neutral, possibly signifying a lack of clarity in the goal-setting process (Ibrahim & Mankodi, 2023). The concluding statement addressing continuous learning reveals that 37.7% strongly agree and 45.0% agree that the public service promotes ongoing professional development. This positive feedback underscores an organizational culture that values continuous improvement; however, with 13.7% remaining neutral, inconsistencies in the application of these values across various agencies may exist (Owojori, 2022).

Invariably, the data presents a generally favorable perception of training and development among public servants in Nigerian government agencies. It also highlights areas requiring further enhancement, especially concerning the practical application of training and the clarity of goal-setting. As Nigeria continues to address complex governance challenges, investment in training and development will be critical for nurturing a competent and adaptive public service workforce. Continuous research and evaluation of training programs will ensure alignment with the evolving needs of public servants and ultimately contribute to improved public service performance.

**Table 1.3: Employees Reward System**

S/N	Employees Reward System	Strongly Agree	Agree	(Neutral	Disagree	Strongly Disagree
1	The rewards offered by our organisation are fair and equitable.	635 (52.2)	493 (40.5)	64 (5.3)	19 (1.6)	5 (0.4)
2	The rewards provided by our organisation motivate me to perform.	534 (43.8)	614 (50.5)	54 (4.4)	9 (0.7)	5 (0.4)
3	The rewards the public service offers align with my values and motivations.	540 (44.4)	592 (48.7)	84 (6.9)	0 (0.0)	0 (0.0)
4	Public service rewards contribute to my positive work culture.	601 (49.4)	488 (40.1)	90 (7.4)	32 (2.6)	5 (0.4)
5	The process for determining and distributing rewards is transparent and merit-based.	407 (33.5)	508 (41.8)	292 (24.0)	9 (0.7)	0 (0.0)

Effective public service performance is essential for ensuring governance and administrative efficiency in any nation. In Nigeria, as in several other countries, employee motivation, facilitated by reward systems, is integral to enhancing performance within government agencies. This paper examines employees' perceptions of the reward systems in the Nigerian public sector and the extent to which these perceptions influence their motivation and overall performance. The study draws upon recent data collected from

employees to evaluate the effectiveness of these reward systems and their implications for training and development. The reward system represents a critical element that affects employee motivation and satisfaction within public service institutions.

Table 1.3 presents a comprehensive overview of employee perceptions concerning the fairness, motivational impact, alignment with personal values, contribution to workplace culture, and transparency of the reward systems within their organizations. In Table 1.3, a substantial majority of respondents-52.2% strongly agree and 40.5% agree-believe that the rewards provided by their organization are fair and equitable. This perception is vital, as it cultivates trust and loyalty among employees, which can enhance their performance (Oke, 2023). The survey results indicate that 43.8% of employees strongly agree that the rewards effectively motivate them, while 50.5% express agreement. This suggests a significant correlation between reward systems and employee motivation, reinforcing the necessity for government agencies to prioritize effective reward mechanisms (Adetunji & Ojo, 2023).

The data further reveals that 44.4% of respondents strongly agree that the rewards align with their personal values and motivations. Such alignment is essential for fostering a motivated workforce, as it connects employees' intrinsic values with external rewards (Nwachukwu, 2023). Moreover, 49.4% of employees strongly agree that public service rewards contribute to a positive organizational culture, indicating that a well-structured reward system can significantly enhance workplace satisfaction and collaboration (Obasi, 2023). Nevertheless, despite the positive perceptions expressed in other areas, only 33.5% strongly agree that the reward distribution process is transparent and merit-based, with 24% remaining neutral. This highlights certain areas that require improvement.

Transparency in the reward distribution process is crucial for fostering trust and perceived fairness among employees (Babatunde & Olaniyan, 2023). The findings of this study illustrate that reward systems within Nigerian public service agencies substantially influence employee motivation and overall performance. While a majority of employees regard the rewards as fair, motivating, and aligned with their values, the perceived lack of transparency in the reward distribution process presents challenges that must be addressed. The implementation of effective training and development programs, which incorporate feedback on reward systems, could enhance public service performance and employee satisfaction significantly.

**Table 1.4: Performance Appraisal**

S/N	Performance Appraisal	Strongly Agree	Agree	(Neutral	Disagree	Strongly Disagree
1	I receive regular feedback on my performance throughout the performance appraisal period.	442 (36.3)	595 (48.9)	133 (10.9)	28 (2.3)	18 (1.5)
2	Performance criteria and expectations are communicated.	405 (33.3)	606 (49.8)	163 (13.4)	37 (3.0)	5 (0.4)
3	The performance appraisal process helps me to identify areas for my performance improvement.	376 (30.9)	583 (47.9)	197 (16.2)	41 (3.4)	19 (1.6)
4	The performance appraisal is conducted fairly and objectively, without bias or favouritism.	425 (35.0)	629 (51.7)	139 (11.4)	23 (1.9)	0 (0.0)
5	Based on my experience with performance appraisal contributes to improving my service delivery.	336 (27.6)	704 (57.9)	124 (10.2)	38 (3.1)	14 (1.2)

In examining the effectiveness of performance appraisals within Nigerian government agencies, it is essential to understand employees' perceptions of the appraisal process. The following table summarizes employee responses regarding various aspects of performance appraisal, including the frequency of feedback, communication of performance criteria, and the perceived fairness of the appraisal process. The effectiveness of performance appraisals is vital for enhancing public service performance, especially within the context of Nigerian government agencies. The survey results presented reflect employee perceptions of

different aspects of the performance appraisal process, highlighting potential areas for improvement in training and development initiatives.

The survey data in Table 1.4 indicates a strong consensus among respondents regarding the receipt of regular feedback, with 85.2% either strongly agreeing or agreeing that they receive constructive performance evaluations. This high level of positive feedback suggests that government agencies are effectively facilitating communication, which is essential for fostering an environment of continuous improvement (Olaoye et al., 2022). Furthermore, a notable 83.1% of respondents affirm that performance criteria and expectations are adequately communicated, underscoring the importance of clarity in performance standards. This transparency is critical for aligning employee objectives with organizational goals (Ajayi & Owoeye, 2023). Additionally, 78.8% of respondents believe that the appraisal process helps identify areas for improvement, highlighting the potential of performance appraisals as tools for professional development (Idris & Saad, 2023).

A crucial aspect of performance appraisal is its fairness. The data reveals that 86.7% of respondents feel that appraisals are conducted fairly and objectively. This perception is vital for maintaining trust in the appraisal process and ensuring that employees feel valued (Udom et al., 2023). The absence of reported bias or favoritism can further encourage a culture of accountability and transparency within government agencies. Moreover, the finding that 85.5% of employees believe performance appraisals contribute to improved service delivery suggests that effective appraisal systems can have a direct positive impact on public service outcomes (Nwafor et al., 2023). This insight emphasizes the need for ongoing training and development programs that not only enhance employees' skills but also empower them through constructive feedback mechanisms.

The findings of this survey underscore the vital role that performance appraisals play in enhancing public service delivery in Nigerian government agencies. To further improve these processes, it is advisable for agencies to implement regular training for evaluators, ensuring consistent feedback and equitable assessments. Moreover, fostering an atmosphere of open communication and encouraging continuous professional development can significantly boost employee engagement and enhance overall service delivery (Suleiman et al., 2023).

**Table 1.5: Career Advancement**

S/N	Career Advancement	Strongly Agree	Agree	(Neutral	Disagree	Strongly Disagree
1	There are opportunities for career development and advancement in the public service.	516 (42.4)	587 (48.3)	85 (7.0)	23 (1.9)	5 (0.4)
2	I know of career advancement opportunities in public service.	612 (50.3)	518 (42.6)	81 (6.7)	5 (0.4)	0 (0.0)
3	The civil service provides clear criteria for promotion.	586 (48.2)	522 (42.9)	93 (7.6)	15 (1.2)	0 (0.0)
4	Promotion decisions are made based on merit and performance.	585 (48.1)	517 (42.5)	105 (8.6)	4 (0.3)	5 (0.4)
5	I am optimistic about my future growth and progression within the public service.	549 (45.1)	464 (38.2)	170 (14.0)	19 (1.6)	14 (1.2)

Public service performance is significantly influenced by the availability of career advancement opportunities within government agencies. Training and development are essential components in enhancing employee satisfaction, retention, and overall performance (Smith, 2022). This paper investigates the perceptions of employees within Nigerian government agencies regarding career advancement opportunities and the implications for their professional development. Data presented in Table 1.5 illustrates public service employees' perceptions of career advancement within their respective agencies. A substantial majority of respondents demonstrated a positive outlook regarding the availability of career development opportunities, with 42.4% strongly agreeing and 48.3% agreeing that such options exist in the public service. This finding reflects a generally favorable perception among employees concerning their prospects for growth.

When inquired about awareness of career advancement opportunities in the public service, 50.3% of participants strongly agreed, while 42.6% agreed, indicating a relatively high level of awareness among employees. This awareness is critical, as it serves to motivate employees to pursue their professional development and engage in relevant training programs. Moreover, with respect to the clarity of promotion criteria, 48.2% strongly agreed and 42.9% agreed that the civil service provides transparent criteria for promotion. Such clarity is likely to enhance job satisfaction and employee morale, as individuals are more apt to feel secure in their positions when they comprehend the pathways available for advancement (Jones & Taylor, 2023).

In a similar vein, the data reveals that a considerable portion of employees harbors optimism about their future growth within public service, with 45.1% expressing strong agreement with this sentiment. This optimism is vital, as it can lead to heightened motivation and engagement, thereby improving performance outcomes (Adams, 2023). The strong correlation between perceived advancement opportunities and training initiatives suggests that government agencies should allocate resources towards structured training programs designed to equip employees with the skills necessary for career progression.

In light of these findings, it is critical for Nigerian government agencies to adopt comprehensive training and development strategies that not only highlight available career advancement opportunities but also furnish the requisite support and resources for employees to attain their professional objectives. The insights garnered from the analysis of career advancement perceptions among Nigerian government agency employees underscore the significance of fostering an environment conducive to professional growth. By prioritizing training and development, public service agencies can positively influence employee perceptions and performance, resulting in improved service delivery and enhanced public trust. Future research should investigate specific training programs that effectively address the career advancement needs of employees within the public service sector in Nigeria.

### **Theoretical Discussion of Findings**

The study principally operates within the framework of Human Capital Theory (HCT). This theory posits that investments in employee training and development are essential for enhancing productivity and performance within organizations. HCT asserts that human capital is a vital resource that significantly contributes to organizational success, particularly in the public sector, where the quality of service delivery directly influences societal well-being. The theory emphasizes that employees who receive adequate training are more likely to exhibit higher levels of competence, innovation, and commitment, thereby leading to improved organizational performance. In Nigeria, public service performance is often hindered by challenges such as inefficiency and a lack of accountability. This study aims to investigate how training and development initiatives can effectively address these deficiencies.

The demographic analysis presented in Table 1.1 reveals a diverse workforce, with a majority being male (54.4%) and married (61.3%). Notably, a significant proportion of employees (27.2%) falls within the 41-45 age bracket, indicating a relatively mature workforce. Additionally, the majority of employees possess a Bachelor's Degree (68.5%), positioning them to benefit from advanced training opportunities. Understanding this demographic context is critical for designing training programs that adequately meet the specific needs of the workforce. This study leverages insights from HCT to advocate for strategic investments in human capital development, which can lead to enhanced job satisfaction, improved service delivery, and ultimately, a transformation in public service performance.

The findings from Tables 1.2 to 1.5 elucidate key aspects of training and development, reward systems, performance appraisals, and career advancement opportunities within Nigerian government agencies. For example, a significant percentage of respondents (51.6%) indicated that they have received adequate training support, reflecting a favorable perception of the current training initiatives. However, challenges remain, particularly with regard to the practical application of training in the workplace, as evidenced by the varying responses concerning the adequacy of resources and support for applying acquired skills. The reward system, detailed in Table 1.3, is instrumental in motivating public servants, with over 52% of respondents strongly agreeing that the reward structure is fair and equitable. This finding aligns with HCT, which underscores the importance of aligning organizational rewards with employee motivations to

enhance performance. Data on performance appraisal processes, as outlined in Table 1.4, indicate a need for transparent and objective evaluations to foster trust and facilitate professional growth.

The insights on career advancement opportunities (Table 1.5) indicate that, although there is optimism about growth within the public service, establishing clear promotion criteria is vital for motivating and retaining employees. By integrating these findings, the study advocates for a comprehensive approach to training and development that not only prioritizes skill acquisition but also cultivates an environment that supports continuous learning and professional growth. In conclusion, this research enhances the discussion on human capital within the public sector, emphasizing that strategic training and development initiatives can markedly improve public service performance in Nigeria, thereby contributing to a more effective and responsive governance framework.

### Conclusion

This study underscores the vital importance of training and development in enhancing public service performance within Nigerian government agencies, as examined through the lens of Human Capital Theory. The findings indicate a strong correlation between adequate training support and employee satisfaction, with over 90% of respondents either agreeing or strongly agreeing that they have received sufficient training to execute their responsibilities effectively. This observation suggests that a well-structured training program is not merely beneficial but essential for fostering a skilled workforce capable of meeting the demands of public service. The results reveal that employees generally perceive a high level of support for their professional development and believe that their organizations promote continuous learning. However, despite the acknowledgment of available training opportunities, a considerable proportion of respondents express neutrality regarding the application of acquired skills in their work. This gap emphasizes the necessity for government agencies to not only offer training but also to establish effective mechanisms for translating training into practical performance improvements.

Aligning training initiatives more closely with the specific needs of the public service can facilitate the development of a more competent and effective workforce. Besides, The assessment of performance appraisal and career advancement identifies critical areas requiring reform. Although a majority of respondents perceive the performance appraisal process as clear and equitable, a significant number remain uncertain about its impact on service delivery. Furthermore, while opportunities for career advancement exist, the perception of promotions based on merit must be strengthened. This observation highlights the necessity for transparent and equitable processes in both appraisal and promotion systems, thereby reinforcing the connection between investments in human capital and enhanced public service outcomes. Addressing these issues will not only improve employee morale but also elevate the overall performance of government agencies in Nigeria, paving the way for transformative changes in public service delivery.

To enhance public service performance in Nigerian government agencies, it is imperative to adopt a multifaceted training and development strategy grounded in Human Capital Theory. First, agencies should prioritize comprehensive training programs tailored to the diverse educational backgrounds and experience levels of employees, ensuring that opportunities for skill enhancement are accessible to all, particularly the 52.5% of employees with over a decade of service. Second, fostering a culture of continuous learning is essential; agencies should implement regular workshops and seminars that address current job requirements while preparing employees for future roles, thereby aligning with the aspirations of the 45.6% female workforce.

Enhancing transparency and meritocracy in the rewards system can significantly strengthen motivation, as indicated by the 52.2% agreement on the fairness of rewards, which should be more closely tied to training outcomes and performance improvements. Finally, developing clear performance appraisal frameworks that incorporate regular feedback and align with defined criteria for career advancement will empower employees, increasing their optimism regarding professional growth and directly contributing to improved service delivery. The implementation of these recommendations has the potential to significantly elevate public service efficiency and employee satisfaction in Nigeria.

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