

**EMPLOYEE TRAINING AND THE PROVISION OF QUALITY SERVICE IN ANAMBRA  
STATE CIVIL SERVICE, 2015-2022**

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**Abstract**

*This study examined the impact of Employee Training and the provision of Quality Service in the Civil Service of Anambra State – Nigeria 2015-2022. The essence is to appreciate the role of training which is targeted at improving the quality of knowledge and service delivery. To achieve the above, the study explored the objective in line with the hypothesis drawn from the study. The study adopted the expectancy theory as the theoretical framework. The total population of civil servants in Anambra state was 34,045 and sample size deduced was 395 using Taro Yamane and 353 were the actual number used for the analysis. The study adopted descriptive survey design and data were collected with the use of questionnaire and analysed using quantitative (correlation using SPSS) method. From the analysis of the study, it revealed that a. due to poor or no specialized training over the years, there is a relationship between staff training and service quality. The study thus recommends that the government of Anambra state should as a matter of priority re-introduce staff training both before the assumption of duty and on-and-off-the job training to enable the employees put in their competent best;*

**Keywords: Civil Service, Employee, Employee training, Quality Service and Training**

**Introduction**

The civil service is an indispensable machinery of government. It is the platform on which the formation and implementation of government policies and programmes rests. Statutorily, it is the organ mandated with maintaining the machinery of governance effectively at all times. The civil service is a vital force that drives service delivery and development in its entire ramification in a polity. It is expected to work towards the abridging of the ever underlying gap in national development through effective and efficient execution of policies and programmes. To enable it consolidate the gains of the above mandates, the system has undergone a number of overhauls aimed at repositioning it, thus giving it a greater capacity to perform its statutory functions within the framework of the constitution.

Employee training is the process of imparting knowledge, abilities, and competencies to people working for an organization in order to improve performance, strengthen job-related skills, and boost overall productivity. Therefore, developing a person's capacity is the process of boosting their talents, thought processes, intuition, and entrepreneurial personalities since without these, an employee cannot prosper and

cannot survive the pressures of the workplace (Hart, 2016). It is a methodical and well-planned technique to helping people advance their knowledge and abilities so that they can contribute more significantly to the organization's objectives. Workshops, seminars, on-the-job training, off-the-job training, e-learning courses, mentorship programs, and more are just some of the different ways that training can be provided. Provision of quality service is an essential function of civil service especially when training is taken seriously. As such, it is germane to state that proper training is requisite in every sector beyond civil service in order to ensure that quality service is delivered to the public.

Manpower training in the Civil service is bedeviled by several problems which include; corruption, poor, irregular and inconsistency pattern of training, absence of regular training despite the continuous reforms with an emphasis on training. These are responsible for the inability of civil service to bring about quality service delivery within the state. Regrettably, the essence of civil service in most states which centres on the ensuring that the public interest are coordinated and harnessed is left in limbo with many querying what actually the duty of civil service is. Okeke, (2019) among others tend to identify the following; mismanagement and fraudulent activities by government officials, poor employees training, lack of commitment to workers training and welfare by government, political interference, lack of requisite career paths, resistant to change, inadequate training evaluation, bureaucratic red tape and lack of specialized training as problems of civil service in Nigeria which have to a large extent hampered the productivity of the government sector.

However, these scholars did not explain how employee training has impacted critical quality service delivery in the Civil Service Anambra State-Nigeria, 2015-2022. This gap in literature is what the study was designed to fill. As such, the study examined the role of training of employees and how it can bring about quality service delivery.

## **Literature Review**

### **Conceptual Review**

Employee training is a methodical procedure designed to provide employees the knowledge, abilities, and skills they need to flourish in their positions. This complex project is essential to encouraging both individual and organizational development. Businesses enable employees to carry out their obligations effectively while promoting a culture of lifelong learning by providing specialized training.

Employee training or development, according to Nwachukwu (2016), is concerned with the actions done to expose a worker to increased responsibilities and important positions in the organizational hierarchy. It entails a long-term, systematic educational or organizational process and procedure through which employees learn more about their workplaces conceptually and practically.

As a result, training initiatives implemented inside an organization are primarily focused on improving performance and personal development for the advancement of the role, the person, and the organization (Nwankwo, 2017). This is based on the knowledge that any organizational objective can only be accomplished if and only its employees training are given the resources they require through training and development to be more innovative, strategic, and creative. According to Onah (2013), employee training entails expansion and the acquisition of broad experience for the organization's future strategic advantage. However, it should be underlined that employee training development should be viewed as a duty to employees as much as an organizational strategy for achieving goals. According to Adamolekun (2017), employee development includes both the education and training of an organization's employees as well as their entire career development. Flippo (1984) asserts that training to improve performance in a particular job and education to improve broad knowledge and comprehension of the overall environment are both components of employee training.

Employee training has numerous advantages. Well-trained employees demonstrate increasing competence and self-assurance, which results in improved performance. This results in increased productivity since workers who are well-equipped accomplish jobs more quickly. Another benefit of training is the promotion of innovation, as it fosters knowledge and promotes creative thinking that may be applied to improving

procedures and goods. Additionally, training gives workers the tools they need to adjust to changes in technology and market dynamics.

According to Onah (2013), training is the planned and coordinated acquisition of knowledge, abilities, and attitudes that a person needs to master a particular job/position in an organizational setting. According to Gehee and Thayer (1961), training is a structured process an organization utilizes to support employee learning such that the behavior that results from that learning contributes to the achievement of both the company's and the individual's goals and objectives. Thus, a training program is a procedure created to preserve or enhance present job performance. Specifically, this entails instructing organizational members on how to carry out their existing duties and assisting them in acquiring the information and skills necessary to work well.

### **Service Quality**

Service quality has been defined as the extent to which an organization meets or exceeds expectations of customers or beneficiaries (Parasuraman, 1998). It is the gap between customer expectations of service and perceived service (Zeithaml et al, 2020). Perceived service quality is derived from comparisons by customers, of expectations with what they perceive of service delivery by the suppliers (Zeithaml et al, 2020). Customers' expectations, according to Bitner (1994), are their perceptions of service that serve as standards against which service performance is judged. Parasuraman, et. al. (2018) explained that expectations are what beneficiaries think a service should deliver rather than what might be the offer. If expectations outweigh performance, then perceived quality is not satisfactory and customer dissatisfaction occurs (Lewis and Mitchell, 1990). Four factors are identified as influencing customers' expectations: word of mouth communications; personal needs; past experience; and external communications (Zeithaml, 2020). A gap is created if customers' perceptions of service delivered fails to meet their expectations (Ramseook-Munhurrum, 2016). This gap can be closed by identifying and executing strategies that affect perceptions or expectations, or both (Parasuraman, 1985; Zeithaml et al, 2020). There are two main perspectives on the appropriate method of measuring service quality: the expectation disconfirmation paradigm; and the performance paradigm. The former explains service quality as the extent to which service provision meets expectations while the latter argues that expectations are not relevant and only performance should be considered. These two explanations have given rise to two theories: SERVQUAL (Parasuraman, 1985; Zeithaml et al, 2020) and SEVPERF (Cronin and Taylor, 2012).

It, therefore, follows that the primary responsibility of government is to deliver, promptly and efficiently, quality services to its citizens at affordable prices. Indeed, service delivery is the "raison d'être" of the public service. Fundamentally, the ability of a government to legitimately tax and govern people is premised on its capacity to deliver a range of services required by its population which no other player will provide. In other words, government owes its existence and its legitimacy to the fact that there are services in which the possibility of market failure is great (Olowu, 2018).

The goods and services that are usually provided by government are known as public goods. This category of goods and services require exclusion, jointness of use or consumption, and not easily divisible. They are usually consumed jointly and simultaneously by a large number of people and difficult to exclude people who do not or cannot pay. Public goods are also usually allocated through decisions made by political, process and considerations.

### **Empirical Review**

Training is often interpreted as the activity when an expert and learner work together to effectively transfer information from the expert to the learner (to enhance a learner's knowledge, attitudes or skills) so the learner can better perform a current task or job. Training is a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in any activity or range of activities" (Beardwell and Holden, 2017, p.324). On the other hand development is often viewed as a broad, ongoing multi-faceted set of activities (training activities among them) to bring someone or an organization up to another threshold of performance. This development often includes a wide variety of methods, e.g., orientation about a role, training in a wide variety of areas, ongoing training on the job, coaching, mentoring and forms of self-development. Some view development as a life-long goal and experience. Kulkarni (2013)

corroborated that the process of training and development is a continuous one. It is an avenue to acquire more and new knowledge and develop further the skills and techniques to function effectively. Kulkarni (2013) did not make attempt to establish how political interference can lead to a shift in government priorities thereby causing disruption in training.

Raymond, Bawa, and Dabari, (2016) reason that training and development is of high deliberate endeavors and exercises utilized by organizations to outfit their workforce with the significant attitudes, knowledge, and techniques keeping in mind the end goal to complete their obligations and undertakings adequately and productively. Training is securing of the technology which grants worker to perform according to the required standard whereas development is the continued upgrade of the worker to perform even better and bigger task in an organisation. It is an experience, a discipline or a planned activity which causes individuals to obtain new skills and learning and predetermined behaviour. Raymond, Bawa, and Dabari, (2016) to their tent did not make effort to explain how resistant to change due to the unknown can hinder productivity and quality of service.

Khawaja and Nadeem (2013) view training as a systematic approach of learning and development that improve individual, group and organization while manpower development is the continuous process of imparting more knowledge on the individual to equip him for bigger tasks for the organisational success. From this, one can deduce that manpower training enables employees to acquire skills necessary for present and future task while manpower development involves, among other things, increasing the job content of an individual, assigning more responsibilities to him so as to know he is using the skill acquired to perform his job more effectively.

Armstrong (2012) on his own view expressed that training is the formal and systematic modification of behaviour through learning which occurs as a result of educational instruction, development and planned experience. He further explained that training is the use of systematic and planned instruction activities to promote learning. According to him, Manpower development is not only restricted to a specific task, but its purpose is to improve employees' personality and attitude so as to further help them face future challenges. Armstrong (2012) did not see how the absence of well-defined career paths and advancement opportunities discourages employees from actively participating in training programs.

Udeze (2020, p.91) in articulating the concept of training, captured training as the increase of skills for the performance of a specific work. He also looked at manpower development as general education with a view to increasing knowledge and understanding of the environment. He emphasized that both are operatives and management. Manpower training according to him provided skills that help the performance of specific operations whereas manpower development focuses on knowledge to deal with the complex, and open ended activities of management. Udeze (2020) did not pay attention to how bureaucratic red tape can slow down the implementation of training initiatives, making it difficult to adapt to changing needs and technologies promptly.

From the foregoing, it implies that while manpower training may be more suitable for junior staff and newly hired personnel who need some basic skills, knowledge and attitude so as to function effectively and efficiently, manpower development is more applicable to all categories of old and/or senior/management personnel who have already acquired all basic skills, body of knowledge, and altitude required for better effectiveness and efficiency, which in turn qualifies them for more challenging and enlarged tasks.

Consequent upon the above, it can be deducted that there is a relationship between civil service and service delivery in Nigeria. Several studies have been conducted on training and development by students and scholars alike. One of such studies was conducted by Ahmad and Din (2009) who recommended that proper training evaluation should be based on Kick Patricks four level model to achieve the requisite training goals. They further asserted that successful training evaluation depends upon whether the means of evaluation are built into the design of the training programme before it is implemented. However, they failed to consider the impact or importance of training evaluation to the skills and knowledge acquired by employees.

Also, Okereke and Nnenna (2017) conducted a research work titled 'Training, Manpower Development and Job Performance: Perception and Relevance among Civil Servants in Ebonyi State'. A research survey

method was employed in the study. 350 civil servants were randomly selected as the sample size for the study. They are of the conclusion that training and manpower development programme relevant to organizational goals should be provided to employees and recipients provided with an enabling environment to perform their tasks. The enabling environment includes opportunity to put into practice the new skill and competence they acquired; commensurate monetary reward to, perhaps, compensate them for the rigour experienced in acquiring the new skill and competence. They further recommended that selection of employees should primarily be on merit via an objective appraisal of eligible employees. However, the proper identification of the training needs of employee was omitted by their research.

**Research Methodology and Theoretical Exposition**

This study adopted descriptive survey design using field method of data collection and was analysed using regression gotten from a statistical package. The study also utilized mean variable to deduce to position of the study. Expectancy theory is a motivation theory that shows the response of man when enticed with values. It suggests that individuals are motivated to perform if they know that their extra performance is recognized and rewarded (Vroom, 1964). Consequently, companies using performance-based pay can expect improvements. Performance-based pay can link rewards to the amount of products employees produced. As such, attraction, retention, productivity, quality, participation, and morale may improve. Yet, for best practice gurus such as Pfeffer (1998), rewards had twin elements and needed to be not only performance-related but also higher than average. In sum, the motivation to perform occurs as an individual perceives a relationship between his or her effort and performance level (expectancy) as well as a link between his or her performance level and one or more outcomes (instrumentality) that are attractive (valence). It then argues on the part and nature of training in civil service in Anambra state where there is motivation, it is expected that worker are likely to put in their best to ensure service delivery.

**Data Presentation and Analysis**

This study examined the data presented for the study which were divided into two phases. The first phase is the demographic and analytical factors. This helped in directing the horizon of the study.

**Data Presentation**

**Table 4.1: Questionnaire Distribution, Returned and Analysed Schedule**

S/N	QUESTIONNAIRES DISTRIBUTED	QUESTIONNAIRES COLLECTED	QUESTIONNAIRES ANALYSIS
	395 (100%)	<b>370 (94%)</b>	<b>353 (89%)</b>

**Source: Field Survey, 2023**

Table 4.1 shows the schedule of questionnaire distribution, return rate and number analyzed. From the analysis, it shows that in accordance to the sample size, a total of 395 copies of questionnaire were distributed, 370 were returned while 353 were analyzed which is 89% of the copies distributed. 17 copies out of the copies returned were not analyzed because some of the copies were not completely or correctly checked.

**Section A: Demographic Factor**

**Table 4.2: Gender of respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	210	59.5	59.5	59.5
	Female	143	40.5	40.5	100.0
	Total	353	100.0	100.0	

**Source: Field Survey, 2023**

The above shows the gender responses between male and female. It was revealed that 210 or 59.5% were male while 143 or 40.5% were female.

**Table 4.3: Marital status of respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	174	49.3	49.3	49.3
	Married	150	42.5	42.5	91.8
	Divorced	15	4.2	4.2	96.0
	Widowed/Widower	14	4.0	4.0	100.0
	Total	353	100.0	100.0	

**Source: Field Survey, 2023**

From the table above on marital status, it shows that singles were 174 or 49.3%, married were 150 or 42.5%, Divorced 15 or 4.2% while 14 or 4.0% were widows or widowers.

**Table 4.4: Age status of respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-27	81	22.9	22.9	22.9
	28-37	114	32.3	32.3	55.2
	38-47	55	15.6	15.6	70.8
	48-57	68	19.3	19.3	90.1
	58 and above	35	9.9	9.9	100.0
	Total	353	100.0	100.0	

**Source: Field Survey, 2023**

The above shows responses based on ages. From the table, it was revealed that ages between 18-27 were 81 or 22.9%, 28-37 were 114 or 32.3%, 38-47 were 55 or 15.6, 48-57 were 68 or 19.3% while 58 and above were 35 making it 9.9%. The implication is to give an all encompassing views of different ages in the response.

**Table 4.5: Employment status of respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Student	65	18.4	18.4	18.4
	Civil/Public Servant/Private Sector Worker	95	26.9	26.9	45.3
	Business Owner	152	43.1	43.1	88.4
	Unemployed	31	8.8	8.8	97.2
	Retiree	10	2.8	2.8	100.0
	Total	353	100.0	100.0	

**Source: Field Survey, 2023**

From the table above on Employment status, it shows that students were 65 or 18.4%, Civil/Public servants/private sector workers were 95 or 26.9%, Business owners were 152 or 43.1%, Unemployed 31 or 8.8% while Retirees were 10 or 2.8%.

**Table 4.6: Educational qualification of respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FSLC/WASSC	47	13.3	13.3	13.3
	OND/NCE	93	26.3	26.3	39.7
	HND/Degree	165	46.7	46.7	86.4
	M.Sc/Ph.D	48	13.6	13.6	100.0
	Total	353	100.0	100.0	

**Source: Field Survey, 2023**

The above shows responses on the basis of Educational Qualification. It was revealed that 47 or 13.3% has FLSC/WASSC, 93 or 26.3% has OND/NCE, 165 or 46.7% were HND and BSc holders while 48 or 13.6% has M Sc and PhD. The essence is to have holistic views of people of different backgrounds.

**4.3 Section B**

**Did employees training improve the quality of service in Anambra State’s civil service between 2015 and 2022?**

**Table 4.7: Respondents on the relationship between employee training and quality of service in Anambra State Civil Service, 2015-2022**

S/N	Mean rating of respondents on the relationship between employee training and the improvement of quality service in Anambra State civil service, in Anambra State	SA	A	D	SD	N	Mean	Remark
1	I am not encouraged with the level of training going on during recruitment in Anambra State Civil Service that will guarantee service delivery	81	245	18	9	353	3.1275	Agreed

2	There is always an off and on the job training programme in Anambra State Civil Service that promotes quality service	0	25	55	273	353	3.0397	Rejected
3	I am always impressed with the manner training is conducted by the Anambra State Civil Service which is productive	4	4	77	268	353	3.1841	Rejected
4	There has not been any training for a very long time in Anambra State Civil Service for worker's improvement	116	231	3	3	353	3.3031	Agreed
5	There are different training given to employees in Anambra State Civil Service due to work schedule	123	216	11	3	353	3.3003	Agreed
6	Irregular employee training in Anambra State Civil Service is always counter productive	127	217	9	-	353	3.3343	Agreed
7	The nature of employee training in Anambra State Civil Service has been commendable and productive	0	35	102	216	353	3.2635	Rejected

**Source: Field Survey, 2023**

**Discussion of the Result Hypothesis**

The table 4.7 made use of above seven (7) instruments to get the respondents view on **the relationship between employee training and quality of service in Anambra State civil service, 2015-2022 Initiative in Anambra State**. It shows that the people agreed that the government is not in the habit of conducting training for the workers. Thus, the above responses on the nature of training they go through shows that it is not commendable and that they hardly experience training both at the on the job and off the job training session. From the basis of the responses, the respondents were furious in their responses and also showing their resentment against the nonchalant attitude of the state government. To give credence to the above, the cluster mean at **3.205** is in acceptance that there is the relationship between employee training and service quality in Anambra State's Civil Service, 2015-2022 Initiative in Anambra State, but the state government has not shown commitment to that.

There is a no significant relationship between employee training and service quality in Anambra State's Civil Service, 2015-2022.

**Table 4.8: Test of Hypothesis**

**Correlations**

		EMTR	SERQTY
SERQTY	Pearson Correlation	1	.955**
	Sig. (2-tailed)		.000
	N	353	353
EMTR	Pearson Correlation	.955**	1
	Sig. (2-tailed)	.000	
	N	353	353

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Source: Field Survey, 2023**

**Computation: SPSS Ver. 20**

**Where:**

**EMTR = Employee Training**

**SERQTY = Service Quality**

Table 4.8 shows the correlation analysis between employee training and quality of service in the Anambra State Civil Service. The result reveals that there is a high positive relationship existing between the variables ( $r = .955$ ) and that this relationship is statistically significant at .05 ( $p\text{-value} < 0.05$ ).

**Implication:** Reject the null hypothesis and accept the alternate hypothesis.



### **Summary of the Findings and Data interpretation**

This study is imperative to the extent that it explored the effect of employee training and service delivery in Anambra state civil service. The hypothesis of the study made use of seven (7) instruments to generate responses from the respondents. The first hypothesis tested whether there is relationship between employee training and quality of service in Anambra State civil service, 2015-2022. According to the seven (7) instruments utilized in Table 4.6, it shows that the respondent agreed that there is a **relationship between employee training and quality of service in Anambra State civil service, 2015-2022**. In other words, the study utilizing the necessary instruments combined with interview, queried the importance of staff training in the Anambra State Civil service. Thus, the study having considered the views of the respondents, it is germane to note that Anambra state government has not in any way shown concerted effort in embarking on sensitive and vital training of worker towards ensuring service delivery to the populace.

### **Recommendations**

- a. The government of Anambra state should as a matter of priority re-introduce staff training both before the resumption and on-and-off-the job training to enable the employees put in their competent best. a. Before resumption of duty, the employees should be exposed to the specificity of their jobs and be made to demonstrate competence in the discharge of their various duties in the various designated places of work.
- b. They are also expected to continue with on the job training in order to give those in service a continuous guide in their various fields of work in dynamic ways.

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